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Predictors of Bullying Behaviors Among Adolescents in Saudi Arabia: The Role of Self-Esteem, Emotional Intelligence and Moral Disengagement

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ABSTRACT

PREDICTORS OF BULLYING BEHAVIORS AMONG
ADOLESCENTS IN SAUDI ARABIA: THE ROLE OF
SELF-ESTEEM, EMOTIONAL INTELLIGENCE,
AND MORAL DISENGAGEMENT

by

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ABSTRACT OF GRADUATE STUDENT RESEARCH

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Title: PREDICTORS OF BULLYING BEHAVIORS AMONG ADOLESCENTS IN SAUDI ARABIA: THE ROLE OF SELF-ESTEEM, EMOTIONAL INTELLIGENCE, AND MORAL DISENGAGEMENT

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Problem

Bullying issues are increasing among school-age children worldwide. Children and adolescents involved in bullying as victims, perpetrators, or both are likely to experience negative consequences on their emotional, social, and academic levels (Espelage & Holt, 2001). In spite of the increasing research on bullying in Saudi Arabia, there exists gaps in the literature, especially in the role of individual traits (self-esteem, emotional intelligence) and cognitive processes (moral disengagement) on bullying behavior. Additionally, using modeling analysis to understand the predictive factors affecting bullying involvement processes also filled in some of the gaps in the literature. The current study investigated the prevalence of bullying behavior and gender differences in bullying behavior. In addition, the extent of the relationships among bullying behavior,

self-esteem, emotional intelligence, and moral disengagement were examined, including how these variables predicted bullying behavior (victimization/perpetration), and mediated the relationship between moral disengagement and bullying.

Method

The current study was designed as a non-experimental quantitative research analysis, with data collected via survey methodology. The data was collected from 735 high school students (male/female) between 14 and 19 years old who were attending public high schools in Jeddah, Saudi Arabia, during the 2022 academic year. Participants completed a self-report survey measuring their (a) demographic background information, (b) bullying behaviors (BCS-A), (c) moral disengagement (MDS), (d) self-esteem (RSES), and (f) emotional intelligence (WLEIS). Statistical analyses included descriptive statistics and binary logistic regression to examine gender differences, and Structural Equation Modeling (SEM) to examine the structure of relationships among the study variables.

Results

Regarding the prevalence of victimization, 20.8% of students reported being involved in verbal bullying, followed by physical bullying victimization (17.1%); cyberbullying victimization (17.3%); and relational bullying (16.9%). Regarding the prevalence of perpetration, verbal bullying was reported by 7.9% of the participants, followed by physical bullying (5.9%); cyberbullying (4.9%), and relational bullying (2.3%). The binary logistic regression analysis indicated there were significant differences in relational bullying victimization and perpetration in favor of females, and physical and verbal bullying victimization and perpetration were significantly different

for male students. SEM analysis indicated that the initial model was a poor fit for the data. Therefore, upon some revisions, the SEM model predicted 40% of the variances in bullying behavior. Moral disengagement had a positive direct influence on bullying perpetration. Self-esteem was found to positively predict bullying perpetration and negatively influence bullying victimization. Emotional intelligence had a direct positive influence on self-esteem. Moral disengagement had a negative influence on emotional intelligence and self-esteem. Bullying victimization had a direct and positive impact on bullying perpetration. Mediation analysis indicated there was an indirect effect between moral disengagement and bully victimization through self-esteem and/or emotional intelligence; thus, both significantly mediated the relationship between moral disengagement and bullying victimization. In addition, all direct effects were found to be significant among self-esteem, emotional intelligence, and bullying victimization; significant indirect effects were observed between moral disengagement and bullying perpetration. As a result, partial meditation was evidenced.

Conclusions

The current study contributed to the body of literature by providing a better understanding of the important role of moral disengagement and bullying victimization experiences in predicting bullying involvement among adolescents in Saudi Arabia. The results provide support for the increase of specific protective and preventive factors to control bullying issues in school. Implications for bullying prevention and intervention program makers, educators, mental health professionals, school psychologists, and researchers of bullying behavior were discussed.

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DEDICATION

This dissertation is dedicated to every person who helped me accomplish my dream. To my parents, who watched me grow holding my dream to be a professor. My great leader, my father, sacrificed much to make me a strong, inspired, successful woman; he always called me "Dr. Ayat" since my undergrad degree to encourage me to reach this point in my educational career. My lovely mother tolerated my absences during my six years of studying abroad. She always gave me love, continual prayers, and support. To my brothers Majeed, Ahamed, and Anas and my sisters Doaa and Hadeel, who believed in me and saw me as a role model, thanks for your love, backing, and encouragement. To Abdulaziz, my smart son, thank you for sacrificing so much: being away from me, believing in me as a strong mother, and empowering me directly and indirectly. Thanks to my family and relatives for their care and continual prayers. I thank my friends, who kept me in their prayers, and supported me emotionally on my journey. These include but are not limited to Dr. Abdallah, Dr. Rabab, Tahani, Nojod, Hanouf, and Ebtihal.

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LIST OF ABBREVIATIONS

AB	Attribution of Blame, a mechanism of moral disengagement
AC	Advantageous Comparison, a mechanism of moral disengagement
BCS-A	Bullying behaviors: Bullying and Cyberbullying Scale for Adolescents (Thomas, et al. 2019)
CFI	Comparative Fit Index
D	Dehumanization, a mechanism of moral disengagement
DC	Distorting Consequences, a mechanism of moral disengagement
DiR	Diffusion of Responsibility, a mechanism of moral disengagement
DR	Displacement of Responsibility, a mechanism of moral disengagement
EL	Euphemistic Language, a mechanism of moral disengagement
GAE	General Administration of Education (Jeddah, Saudi Arabia)
GASTAT	General Authority for Statistics (Saudi Arabia)
GFI	Goodness of Fit Index
IRB	Institutional Review Board (Andrews University)
MDS	Moral Disengagement Scale (Bandura (1996),
MJ	Moral Justification, a mechanism of moral disengagement
MOE	Ministry of Education (Saudi Arabia)
NFI	Normed Fit Index
OEA	Others' Emotional Appraisal subscale of WLEIS
ODD	Oppositional Defiant Disorder
RFI	Relative Fit Index

RMSEA   Root Mean Square Error of Approximation

ROE   Regulation of Emotion subscale of WLEIS

RSES   Self-esteem; Rosenberg Self-Esteem Scale (Rosenberg, 1965)

SEA   Self Emotional Appraisal subscale of WLEIS

SEM   Structural Equation Modeling

SRMR   Standardized Root Mean Square

SRMSR   Standardized Root Mean Square Residual

TLI   Tucker-Lewis Index

UOE   Use of Emotions subscale of WLEIS

WLEIS   Wong and Law Emotional Intelligence Scale

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CHAPTER 1

INTRODUCTION

General Introduction

Over the last several years, there has been a growing recognition of the bullying

phenomena and the influence on students' social, emotional, and academic lives.

Increased attention to the rising problem of bullying in school, especially the serious

harm inflicted by bullying on both bullies and victims, indicates the importance of

detecting bullying issues in both Western and Eastern societies. In the United States, the

study of bullying has increased over the previous twenty years; the majority of research

studies on the subject have been published since 1998 (Maher et al., 2014). Since the

shooting deaths at Columbine High School in 1999, which resulted from bullying,

educators have become more concerned about addressing the problem among K-12

students (Holt & Keyes, 2004). The consequences of this aggressive behavior have

affected children and adolescents globally. As in Western societies, where bullying has

become a widespread issue in schools and universities, Eastern societies have also

highlighted bullying issues (Kanetsuna, 2016; Strohmeier et al., 2012).

In developing countries, the school bullying rate has reached levels between 9%

and 56%, while the percentage in developed countries was 5% to 35% (Fleming &

Jacobsen, 2009). Bullying intensity and dispersion has changed over the years based on

societal social and cultural patterns; school bullying has become one of the signs of

moving into the twenty-first century (Alsaleh, 2014; Qatami & Al-Sarayrah, 2009). A

study in Jordan found that 18.9% of students were categorized as bullies, 10.25% of students were victims of bullying, 5.1% were bullies and victims at the same time, and 69.4% were uncategorized (Al-Bitar et al., 2013). In a sample of 11-15 years-old students across 40 countries, bullying prevalence ranged between 8.6% and 45.2% among boys and between 4.8% and 35.8% among girls (Craig et al., 2009). In Saudi Arabia, an exploratory study of bullying at school found multiple forms of bullying (verbal, physical, sexual, psychological/social, and cyberbullying) reported among Saudi students (AlBuhairan et al., 2016). Among 12 to 18 year old students who attended school in Saudi Arabia, bullying victimization was reported at 26% (Albuhairan et al., 2017). Another Saudi Arabian study found that bullying behavior was ranked as the first and most common aggressive behavior among school students in Riyadh, the capital city, at 31.5% (Al-Qahtani, 2009).

In the United States, the Centers for Disease Control and Prevention (CDC) (2019) reported that approximately 19% of American students had reported bullying experiences at school, and 14.9% of students had been victimized by cyberbullying. In 2021, the U.S. Department of Education (DOE) reported that one out of five (20.2%) students experienced bullying victimization. According to the CDC, students who experienced bullying are more likely to suffer from depression, anxiety, sleep problems, lower academic performance, and more likely to drop out of school (CDC, 2019). The risk of suicide was associated with bullying experiences, either being bullies or victims (CDC, 2014). Even though involvement in school bullying was not necessarily the main factor for unfavorable outcomes, professionals believed there was a positive association

between involvement in bullying and psychological and social difficulties among students (Arseneault et al., 2010).

Even though the issue of bullying in Saudi Arabia has been addressed by a range of research, the issue needed to be addressed from a broader perspective, that includes the forms of bullying, the effects on bullies and victims, psychological factors, and demographic information across a wide range of Saudi children and adolescents.

A number of studies have been conducted investigating the biological and environmental factors related to bullying and cyberbullying among school-age children (Vaillancourt et al., 2013). Multiple factors act as triggers resulting in involvement in bullying and cyberbullying behaviors (Ciucci & Baroncelli, 2014). Children who were proactively aggressive and less empathetic tended to be bullies or cyberbullies. Other scholars investigated factors related to student personalities, families, and school environments to discover other precursors of bullying.

The many empirical findings on bullying causes and effects demonstrate that bullying involvement has severe negative impacts on students including behavioral, psychological, social, physical, and academic aspects (Hymel & Swearer, 2015). Consequently, bullying prevention programs have been established in schools to target bullying behaviors (Bradshaw, 2015; Limber, 2004). Studies of bullying prevention programs have shown the effectiveness of these programs in reducing bullying forms such as physical aggression among students (Gaffney et al., 2019; Wang et al., 2009). However, many studies of bullying prevention programs found mixed results, so the efforts of the more effective programs are still in progress (Bradshaw, 2015). Research about factors predicting bullying behaviors is considered vital to help design, improve,

and implement bullying prevention intervention programs (Álvarez-García et al, 2015). With more research on factors related to bullying behaviors, researchers, educators, and stakeholders could improve prevention and intervention efforts. A meta-analysis of anti-bullying programs found that these programs effectively reduced school-bullying perpetration by almost 20% and school-bullying victimization by about 16%. More research was suggested to investigate specific components that could increase anti-bullying program effectiveness (Gaffney et al., 2019).

Statement of the Problem

Despite the volume of research on the nature of bullying in the Kingdom of Saudi Arabia, little had been investigated about factors predicting bullying among children and adolescents. Recently, researchers in Saudi Arabia suggested more study was needed to discover factors related to bullying, to understand the issue better, and to develop early prevention and intervention strategies (Albuhairan et al, 2017). Anti-bullying programs were still in the first stages in Saudi Arabia, highlighting the need for more research to design and improve existing anti-bullying policies. The first anti-bullying program in Saudi Arabia was designed by National Family Safety in 2011 (Al-buhairan et al., 2016). Ministry of Education (MOE) policymakers in Saudi Arabia introduced a national bullying prevention program in their policy manual. However, there existed no explicit protocol for preventing bullying in schools (Albuhairan et al., 2017). Regarding this effort, researchers, educators, parents, and policymakers recommended more research to increase awareness in society about bullying, to improve anti-bullying programs, and to issue new policies and laws to control and prevent bullying, including cyberbullying (Al-buhairan et al., 2016; Albuhairan et al., 2017; Alfakeh et al., 2021; Alsaleem et al., 2021).

More empirical studies were demanded to better understand how multiple variables play a role in bullying behaviors and how these variables may influence Saudi students. By studying bullying behavior from the social-cognitive and the ecological social perspectives, and bullying associations with self-esteem, emotional intelligence, and moral disengagement, researchers, educators, and stakeholders would have better knowledge about the bullying dynamic (Ettekal et al., 2015).

The Purpose of the Study

Although many studies currently exist on bullying in school and its association with different factors, research on bullying is focused primarily on either the school environment or individual factors within Western society. This study aimed to investigate how adolescent self-esteem, emotional intelligence, and moral disengagement might influence the incidence of bullying involvement among adolescents in Saudi Arabia. These associations were examined via a theoretical model of the mediation role of both self-esteem and emotional intelligence on moral disengagement and bullying behavior. The study aimed to address a critical gap in previous research on the associations between self-esteem, emotional intelligence, and moral disengagement, which might influence bullying behavior.

Research Questions

The purpose of this study was to answer the following research questions:

1. What is the bullying behavior prevalence rate among adolescents in Jeddah, Saudi Arabia?

2. Does types of bullying behavior (i.e., physical, verbal, etc.) vary by gender among adolescents in Jeddah, Saudi Arabia?

3. To what extent do self-esteem, emotional intelligence and moral disengagement predict bullying behavior (victimization/perpetration) among adolescents in Jeddah, Saudi Arabia?

4. Do self-esteem and emotional intelligence mediate the association between moral disengagement and bullying behaviors for adolescents in Jeddah, Saudi Arabia during the 2022 academic year?

Importance and Significance

The bullying problem has increased among school-age students, which increased the negative consequences of student academic, emotional, and social lives (Espelage & Holt, 2001; Wright, 2015). Studying bullying behavior is crucial to control and reduce the negative impacts on students who participate in bullying and to increase a healthy school environment. The bullying problem in its multiple forms, such as cyberbullying, has become a rising concern globally, especially among students (Akar, 2017).

Figure 1

Conceptualized Model: Self-esteem, Emotional Intelligence, Moral Disengagement, and
Bullying Involvement
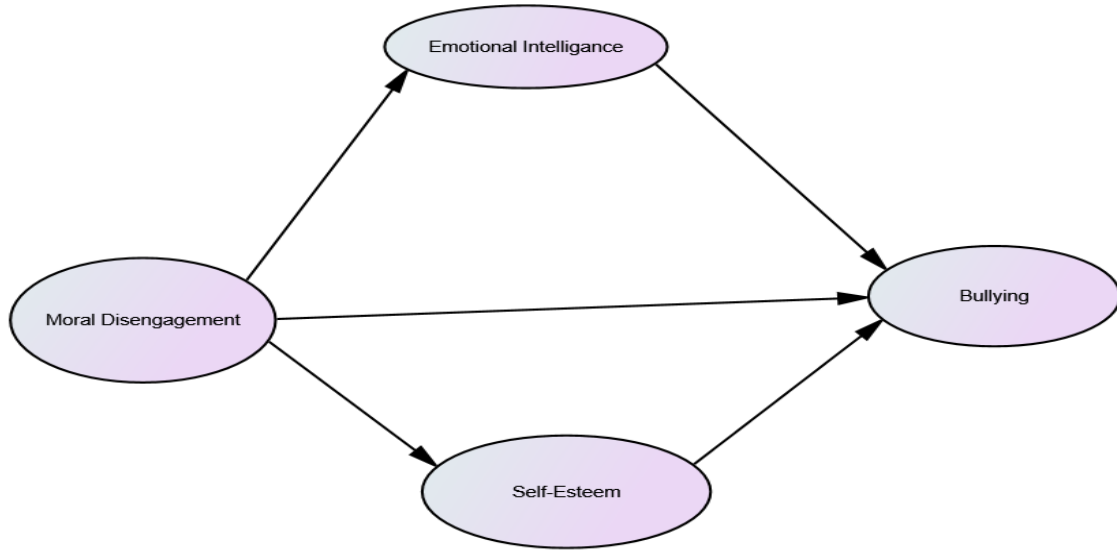
Figure 2

Hypothesized Model: Self-esteem, Emotional Intelligence, Moral Disengagement and
Bullying Involvement
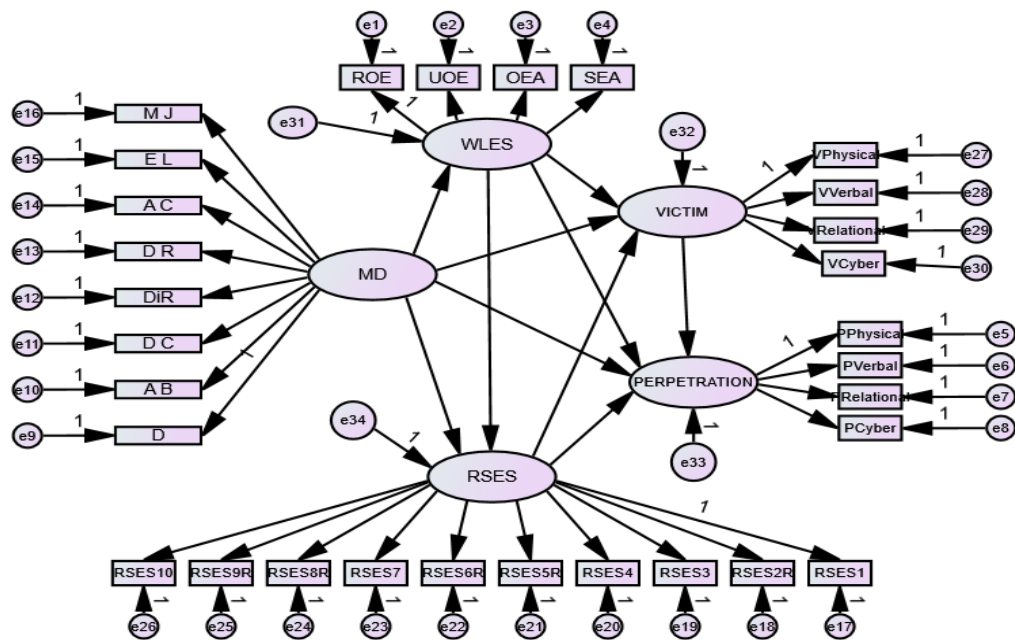
The current study examined bullying and cyberbullying behaviors among students during the COVID-19 pandemic periods, which exposed students to new and different challenges in school. The new version of the learning system and school-related changes, including virtual learning, reduced class size, and reduced social communication and school activities; displayed new challenges for educators and researchers regarding the nature of bullying and its prevalence. Even though researchers discussed the potential impact of the COVID-19 pandemic on student bullying behaviors, several studies showed increased cyberbullying (Lessard & Puhl, 2021), while others found decreases in bullying behaviors (UNICEF Canada, 2020; Vaillancourt et al., 2021; Yang et al., 2021).

The importance of this study was the investigation of bullying behavior from different perspectives, examining whether self-esteem and emotional intelligence played a role in moral disengagement and could predict involvement in bullying among adolescents in Saudi Arabia. Thus, the current understanding of the bullying phenomenon and its factors among Saudi adolescents was extended. Because the study was related to a current issue and examined several areas that had not been studied deeply before, a new area was developed for future research. The findings from this study provided anti-bullying program designers with suggestions which could improve their efforts.

This study was critical because it focused on the nature of bullying and its prevalence among high school students (male/female) in public high schools in Saudi Arabia. Studies on school bullying in the Arab world were rarely compared to bullying studies conducted in Western countries (Kazarian & Ammar, 2013; Rigby et al., 2019). In particular, most bullying research examined teacher perceptions (Nouran, 2015) or parental knowledge (Alabdulrazaq & Al-Haj Ali, 2020) on bullying. While some

examined bullying behaviors and perceptions among school-age children (Abu Al Rub, 2018; Al Ali et al., 2017; Halabi et al., 2018; Rigby et al., 2019), and college student bullying behaviors (Almenayes, 2017; AlMulhim et al., 2018; Qutishat, 2019). In addition, most studies were conducted on elementary, primary, secondary, and middle school students (Espelage et al., 2015; Hicks et al., 2018; Jan & Husain, 2015; Karabacak et al., 2015; Vaillancourt et al., 2021), but few were conducted on high school students (Hertz et al., 2015; Kessel Schneider et al., 2015), which was the focus of this study. Therefore, this project examined students themselves by using self-report scales to understand the underlying causes of bullying and cyberbullying behaviors in school. A large sample of adolescents in Saudi Arabia was used, which was lacking in the literature. Student bullying involvement behaviors were examined by exploring factors which could predict bullying and cyberbullying among school-age children.

The goal of this research was to examine relationships among self-esteem, emotional intelligence, moral disengagement, and bullying, and how these factors influenced bullying and cyberbullying among high school students. A study of how these factors predicted children's bullying and cyberbullying behaviors in schools could help educators, researchers, practitioners, and stakeholders better comprehend bullying behaviors as they design and implement prevention and intervention programs. This study intended to complete and extend the existing literature regarding bullying involvement behaviors by using a different theoretical framework than most studies. Furthermore, the study results shed light on the causal associations among bullying involvement, moral disengagement, self-esteem, and emotional intelligence.

Theoretical Framework

This study integrated the frameworks of the social-ecological model and the social cognitive theory, which were proposed to explain bullying behavior.

The Social-Ecological Model

Bronfenbrenner's (1979) social-ecological model focused on multiple levels of environmental elements which influence individual behaviors (see Figure 3). Urie Bronfenbrenner (2005) proposed a social-ecological model with five levels of influence on childhood development, reflecting how children were affected by their direct and indirect interactions and the interrelations among these different systems (Bronfenbrenner, 2005) . The most direct influencing system is the microsystem where individuals experience different roles, interpersonal relationships, and activities that affect their development directly. The microsystem could be the child's family, peers, siblings, school, classrooms, playgrounds. In the second level is the mesosystem that consisted of two or more microsystems by which children's behavior could be shaped by linking information, knowledge, and attitudes from setting to setting. The third system is the exosystem which involved the extended family, neighborhoods, social services, the media, and parental work environment. The fourth system is the macrosystem consisting of the child's culture, including laws, history, religion, and social conditions. The last system is the chronosystem which included the consistency or change of the individual and environment over the life span (Barboza et al., 2009; Bronfenbrenner & Evans, 2000; Esplage et al., 2013; Tudge et al., 2009).

The social-ecological model indicated that each system explained some factors related to children's bullying behavior. Espelage and Swearer (2004) suggested an

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inclusive framework to conceptualize the school bullying phenomenon. They believed

children could engage in bullying situations and act as bullies, victims, bully-victims, and

bystanders as a result of individual factors, family factors, and school factors, all of

which influenced their bullying roles (Swearer & Espelage, 2004; Swearer et al., 2006).

The complexity of bullying was addressed by studies investigating bullying behavior and

variables associated with the microsystem of children (Tanrikulu & Campbell, 2015).

Figure 3

Bronfenbrenner's Socio-Ecological Model
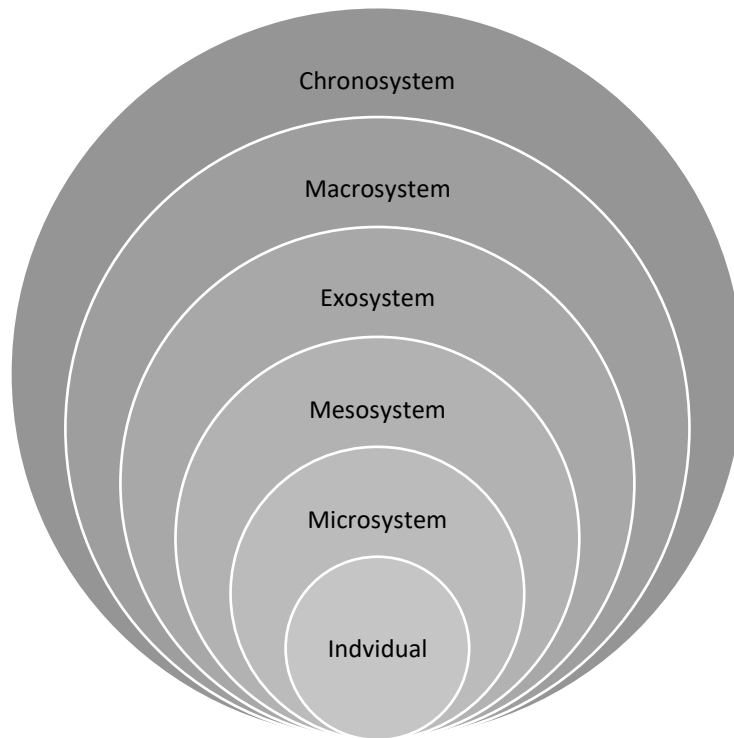
Note: Socio-ecological model adopted from Bronfenbrenner's ecological model of human development. Retrieved from "Ecological Models of Human Development," by U. Bronfenbrenner (1994), in M. Gauvain & M. Cole. (2005). *Readings on the development of children,* 4th ed. (pp. 3-6)

At the individual-level, different factors such as children's emotional and behavioral aspects including temperamental and attachment types impacted bullying involvement. Individual differences, including social status, race, ethnicity, sexual orientation, gender, social attitudes, and perception, were linked to bullying behavior (Espelage & Swearer, 2004; Garandeau et al., 2009; Scherr & Larson, 2009).

At the peer-level, factors related to relationships between peers impacted bullying involvement differently. For example, some bullies were rejected, some had low social connections, and others were popular in their schools (Rodkin, 2004). Researchers believed that the quality of friendships for both bullies and victims worked as a protective or risk factor from bullying behavior (Pellegrini & Long, 2004). Peer relationships played a significant role; for instance, bystanders, when bullying events occur, might reinforce the bully or support the victim (Lynn Hawkins et al., 2001). Bystanders were mostly unaware that they were involved during bullying situations because they didn't play a role in interfering or they interfered aggressively (Twemlow et al., 2004).

At the family level, factors such as parenting style and children's relationships with parents, siblings, and other family members were associated with the development of bullying behavior. Studies investigating family characteristics contributing to the development of bullying behaviors reported several common findings among these families. Some parents were not or were less involved in their children's lives and used aggression towards their children. In addition, the authoritarian parenting style was found to be common among bullies, victims, and bully-victims. Third, victims were more likely to have overprotective parents (Swearer et al., 2006). Lastly, bullies tended to have dysfunctional families with fathers absent from the home (Berdondini & Smith, 1996).

Researchers of bullying behavior development studied the influence of parents on children by focusing on three key aspects: interpersonal attachment, parenting style, and social support accessibility (Espelage & Swearer, 2010; Nickerson et al., 2010).

At the school level, factors such as teachers, classroom characteristics, and school climate were associated with bullying behavior in school. Researchers believed some teachers were unaware of or avoided bullying events, and some chose not to intervene or report incidents because they believed that bullying was a typical developmental experience (Holt & Keyes, 2004; Yoneyama & Naito, 2003). Therefore, some students believed that bullying could not be controlled at school, which suggested that students did not have strong beliefs about teacher knowledge about bullying, teacher empathy toward victims, or teacher intervention skills to stop bullying (Adair et al., 2000). Social interactions between students in the classroom were another critical factor in developing bullying behaviors as most bullying occurred at the classmate level, not just the schoolmate level (Salmivalli et al., 1996). Therefore, the quality of relationships inside the classroom and the support of student psychological development were strongly linked to school bullying (Doll et al., 2004). Not only could social interactions within the classroom be attributed to the development of bullying behavior, but school structure also played a significant role in developing bullying behaviors. For example, elementary schools with more structured and single-teacher formats including teachers who were more knowledgeable about student needs were likely to reduce bullying behavior. In contrast, less structured formats in middle and high schools were considered an environment supportive of bullying behavior. Schools with multi-teacher organizations and a high level of mobility systems (i.e., changing schools or changing classes) among

students led to increased bullying behavior as did teachers who did not have opportunities to discover and intervene in bullying behaviors, providing students with more opportunities to be involved in antisocial behavior with peers (Kasen et al., 2004). Children's interactions within the school structure were linked to their attitudes and beliefs regarding bullying victimization, which impacted their behavior during bullying events (Hanish et al., 2004).

At the community-level, evidence suggested that factors such as exposure to violence contributed to the development of bullying behaviors, but there was little research regarding social factors that led to bullying behavior (Swearer et al., 2006). Researchers believed that students who were exposed to violence in their communities were likely to engage in bullying at school (Swearer & Espelage, 2004). Espelage and Swearer (2009) investigated the ecological framework of family, peer group, school, and community factors as predictors of bullying and victimization. They found that neglectful parents, alcohol and drug misuse, depression, and suicidal ideations predicted bullying perpetration, while neglectful parents, the adverse influence of peers, and depression and suicidal ideation led to bullying victimization. In addition to personal factors associated with bullying, school climate led to bullying perpetration in 50% and in 51% of victimization. Therefore, children did not develop bullying behaviors solely because of being bullies or victims, but rather bullying behaviors grew as a result of children's communications within the social context of the family, peer groups, the classroom, the school, and the larger community. The social and behavioral patterns and attitudes about bullying developed through social and environmental contexts which could be described as the social ecology processes of individuals involved in bullying (Mishna et al., 2005).

Social Cognitive Theory

Albert Bandura founded the social cognitive theory assuming that individuals' knowledge acquisition resulted from observing others' behaviors during social situations and interactions with others (Grusec, 1992). As Bronfenbrenner's social-ecological model (1974, 1977, 1979) focused on environmental factors instead of biological factors (Bronfenbrenner & Evans, 2000), the social cognitive theory proposed similar concepts. The social-cognitive framework demonstrated how environmental, personal, and behavioral factors influenced individual behaviors and indicated how their interactions and observations could reinforce individual self-evaluation about interacting and behaving socially (Dervent & Inan, 2015).

Bandura emphasized that modeling and imitation processes played a significant role in individual behaviors, including aggressive behaviors (Lee & Han, 2012). The Bobo Doll experiment in 1961 was considered one of the significant contributions of Bandura's social cognitive theory. In the experiment, 36 boys and 36 girls between 3 and 6 years-old, enrolled at the Stanford University Nursery School, participated. Of these children, 24 were enrolled in control groups, while 24 children each were assigned to two experimental groups. In each group, children were placed into a playroom and exposed to different types of adult models. Children in the experimental groups were exposed to aggressive models, while the second group was exposed to a non-aggressive model. The adult models would play with the Bobo doll for ten minutes, so for the experimental group, the Bobo doll was attacked aggressively by the adult model, and not attacked in the control group model. After watching the model, children were moved into another room without the model to be observed. They were asked to play alone for 20 minutes while experimenters observed them through a one-way mirror. The experimental group's

playroom contained some "aggressive" toys such as dart guns and mallets beside the Bobo doll, while the control group's playroom contained "non-aggressive" toys such as paper, dolls, and trucks. At the end of their experiment, Bandura and his colleagues found that children in the experimental group mimicked aggressive behaviors and behaved aggressively with the Bobo Doll, and they also engaged in non-imitative aggression than did the other groups in the experiment (Bandura, 1978; Bandura et al., 1963; Grusec, 1992; Marlowe & Canestrari, 2006). Understanding how the modeling processes of social experiences impacted behaviors, values, and attitudes contributed to understanding bullying, provided practical aspects to be used by creators of anti-bullying programs (Prati, 2012). During observational learning, children learned through the reinforcement and punishment experiences occurring during the modeling processes. (Bandura, 1986, 1999a). According to Wood and Bandura (1989), observational learning played an important role in individual cognitive development, which influenced their behaviors. They proposed four processes guiding observational learning: attentional processes, cognitive representational processes, behavioral production processes, and motivational processes. For example, through media or other sources, children can observe violence in their environment and may consider it suitable for social acceptance and prevalence when acting aggressively toward others (Bandura, 1986).

As it is considered a type of aggression, bullying could be conceptualized within the framework of social cognitive theory. This posits that human behaviors are accompanied by expected outcomes; these outcomes shape behaviors and explain aggressive behavior as learned behavior from individual environments (Bandura, 1986, 2006; Bandura et al., 2001). Bandura and colleagues (2001) stated, "people adopt courses

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of action that are likely to produce positive outcomes and generally discard those that bring unrewarding or punishing outcomes" (p. 7). Individual behaviors resulted from their cognitive manner and the environmental factors learned directly or indirectly within their interactions with others. According to this view, children learned bullying behaviors through social modeling of others or by perceiving social reinforcement (Dodge, 1991). The crucial aspect of social cognitive theory linked to bullying was cognition, as cognitive processes influenced an individual's ability to receive and process information. When looking at bullying from social cognitive theory, bullying can be learned directly or indirectly with self-generated means of motivation by which an individual becomes consciously determined to control another individual (Bandura et al., 2001).

The social cognitive theory was expanded by highlighting the human agency concept, which explained how individuals thought and functioned. In addition, individuals were considered self-operators, so they were seen as motivators, directors, and regulators of their behaviors. By using their cognitive skills, individuals set objectives and planned their acts to attain their desired outcomes. (Bandura, 1999b). Regarding the concept of self-regulation, individuals set their own internal standards to use during moral agency processes. Individual moral standards improved gradually throughout the development process in relation to their maturity, competency, self-efficacy, knowledge, and skills improvement. After individuals established moral codes of conduct, they controlled their thoughts and behaviors to match their personal moral standards (Bandura, 1986, 1999a). However, Bandura (1990) argued that "self-regulatory mechanisms do not operate unless they are activated" (p. 28). According to Bandura (2002), the moral engagement mechanisms are self-regulatory processes that lead

individuals to moral actions; individuals could also use these mechanisms to disengage morally in situations that are discordant with their moral standards.

According to Bandura (1999a), when young people face challenging situations that examine their own moral standards, they need to determine ways of exercising moral agency. Some young people abstain from involvement in actions that interfere with their moral standards (inhibitive moral agency), while others avoid being involved in immoral actions while also being involved in positive actions (proactive moral agency).

Bandura's social cognitive theory of moral disengagement is used widely to understand aggressive and bullying behavior. He was interested in how military members used their moral thoughts when conducting harmful behaviors; thus, he described this phenomenon as moral disengagement. Bandura's theory of moral agency identified several mechanisms used by individuals in moral disengagement (Bandura, 1999a, 2002). The social cognitive theory of moral disengagement has been used as a framework to explain antisocial behaviors (Hyde et al., 2010), conduct problems (South & Wood, 2006), and bullying engagement (Gini, 2006; Hymel et al., 2005; Obermann, 2011).

According to the social-ecological model and social cognitive theory, factors such as bullying participation, moral disengagement, school disengagement, and family conflict have been investigated, and were significant factors linked to bullying. Therefore, this study was based on both the social-ecological approach and the social cognitive theory because they are essential when looking at bullying as learned behavior and to help us understand both the cognitive and the environmental elements influencing individual behaviors.

Limitations of the Study

Most limitation challenges in this study related to sample selection. Because this study was the first to examine bullying behavior after the COVID-19 pandemic in Saudi Arabia, the sample size needed to be large enough to discover the phenomenon and provide novel findings for future research. A cross-sectional design was used, which can limit generalization of the findings. Another limitation was the length of time needed to conduct the study, especially the data collection process. Because the sample was high school students, who are minors, the researcher faced difficulties receiving the consent forms for participants; the research permission process was complex and time-consuming. Self-report instruments were used; therefore, participants could have provided inaccurate responses because of prior survey item effects or social desirability affecting their answers.

Delimitations of the Study

This study examined bullying behavior and its predictors among high school students in Saudi Arabia. Because the sample was limited to high school students in public schools, students studying in private and international schools were excluded. Others excluded were those aged less than 14 years old and more than 19 years old.

Definition of Terms

Bullying: "aggressive behavior that (a) is intended to cause distress or harm, (b) exists in a relationship in which there is an imbalance of power or strength, and (c) is repeated over time" (Olweus, 1991). "The physical, verbal or psychological attack or intimidation that is intended to cause fear, distress or harm to the victim, and where the

intimidation involves an imbalance of power in favor of the perpetrator" (Slee, 2003, p. 307).

Cyberbullying: the use of information and communication technologies to support deliberate, repeated, and hostile behavior by individuals or groups that is intended to cause harm (Belsey, 2008). It is also defined as "aggressive, intentional act distributed by an individual or group, using electronic forms of contact, repeatedly, and over time against a victim who cannot easily defend him or herself" (Smith et al., 2008, p. 376).

Bullying Victimization: an imbalance of power between a bully and a victim, where the victim is frequently targeted by the bully which causes distress to the victim (Olweus, 1993).

Emotional intelligence: the ability to adaptively recognize, understand, manage, and harness emotions both in self and others and use emotion to facilitate cognitive processing (Salovey et al., 1995). Salovey and Mayer proposed a formal definition of emotional intelligence as ''the ability to monitor one's own and others' feelings, discriminate among them, and use this information to guide one's thinking and action" (1990, p. 189). Later this definition was refined into four distinct yet related abilities: perceiving, using, understanding, and managing emotions (Mayer & Salovey, 1997).

Self emotional appraisal: the individual's ability to understand their emotions (Wong & Law, 2002).

Others' emotional appraisal: the individual's ability to understand other people's emotions (Wong & Law, 2002).

Regulation of emotions: the individual's ability to regulate their emotions (Wong & Law, 2002).

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Use of emotions: the tendency of motivating oneself to improve performance (Wong & Law, 2002).

Moral Disengagement: "the self-regulatory process at which moral control can be disengaged from censurable conduct" (Bandura et al., 2001, p. 277). Bandura (2002) described four categories of psychological mechanisms which good people use to do bad things, including cognitive restructuring, minimizing one's agentive role, disregarding the negative impact of harmful behaviors, and blaming and dehumanizing the victim. Eight different mechanisms of moral disengagement were grouped within the four main categories:

Moral Justification: the processes by which harmful behaviors are portrayed as serving a moral or social purpose.

Euphemistic Labelling: the processes of verbal manipulation in which language shapes thought patterns to reduce the perception of the severity of actions.

Advantageous Comparison: how behaviors are viewed and valued by what they are compared against.

Displacement of Responsibility: the process of minimizing the agentive role during harmful actions by sharing the responsibility with the in-group for these negative behaviors.

Diffusion of Responsibility: weakening moral control mechanisms by obscuring personal agency as a process of responsibility diffusion.

Disregard or Distortion of Consequences: the processes in which negative behaviors are justified by ignoring or cognitively misrepresenting their sequelae.

Dehumanization: the processes in which victims are divested of human characteristics and are blamed for avoiding self-censure.

Distortion of Consequences: the processes of distorting consequences, used to change the perception of the impacts of harmful behaviors to reduce personal misconduct.

Self-esteem: a positive or negative orientation toward oneself (Rosenberg, 1979). Self-esteem has been considered key to understanding behavioral, cognitive, emotional, and social functioning (Shavelson et al., 1976).

Organization of the Study

This report was organized to provide a brief development of the context and content of the study and to improve reader experience. Structured into five chapters, Chapter 1 is designed to provide an introduction to the study with some background, a rationale for the study, statements of the problem and the purpose of the study, introduction of a conceptual framework for the study, statements of the research questions and hypotheses, specification of the significance of the study, definitions of the study terms, and delineating the limitation and delimitations of the study. Chapter 2 consists of a literature review and provides an analytical review of the previous research on the topic. Chapter 3 describes the study methodology (i.e., research design, research questions and hypotheses, the population and sample, variable definitions, instrumentation, data collection, and data analysis procedures). Chapter 4 presents the results of the data analysis, including a description of the sample. The research question results are reported using tables and graphs. Lastly, Chapter 5 provides an overview of the research study, a discussion of the results, a synthesis of the study findings into the

existing literature, conclusions about the study, and recommendations for professionals

and researchers.

CHAPTER 2

LITERATURE REVIEW

Introduction

Bullying is a major problem globally; recognition of bullying occurrences among children and adolescents have increased gradually over the past two decades. Bullying was considered one of the biggest health problems affecting children and adolescents worldwide (Chester et al., 2015). Researchers believed bullying issues remained a severe, prevalent, and pervasive phenomenon, happening daily in school and other public places within the community where children and youths interact physically and non-physically (Maji et al., 2016; Patchin & Hinduja, 2006).

This chapter provides a review of the empirical literature on the bullying problem in general, the outcomes of bullying participation as the bully or the victim of bullying, bullying forms, and factors related to bullying involvement. This is followed by an overview of the theoretical framework of the bullying problem. The core of this literature review is a description of studies examined in current research discussing self-esteem, emotional intelligence, and moral disengagement as potential contributors to bullying behavior. Throughout the chapter, the researcher integrates findings, limitations, and gaps across studies to support the aims of the current research.

Purpose of Literature Review

The purpose of the literature review is to summarize previous literature investigating the associations between bullying and individual characteristics such as self-esteem, emotional intelligence, and moral disengagement, integrating multiple psychological areas. Studies of bullying have found different results; these were related to the type of study, the instruments used, and the types of samples used. While this literature review examines studies of multiple variables related to bullying, the focus is on self-esteem, emotional intelligence, and moral disengagement factors.

Sources of Material

The majority of articles utilized in this study were collected through online databases, including ERIC, ScienceDirect, Springer Link, PsycARTICLES, EBSCO, PsycINFO, and Sage Education. Some of the articles were obtained via the James White Library web page at Andrews University and the Saudi Digital Library. To find these articles, search processes used keywords such as bullying, school bullying, cyberbullying, peer bullying, middle school and high school bullying, anti-bullying programs, emotional intelligence, social intelligence, self-esteem, self-worth, school environment, factors, victimization, bullies, moral judgment, moral disengagement, moral reasoning, and aggression. Selection of relevant articles followed a review of their abstracts, and primary peer-reviewed literature selected was published between 2005 and 2022. This time period was selected to include the most recent research on bullying and to incorporate the earliest research on cyberbullying.

Criteria for Selection of Sources

While a large number of sources on bullying and its relationship to other factors was available, not every resource was the same in terms of validity and reliability. The first criterion for selection of study materials included a search of author names to ensure they were experts in the area of this study, and to determine whether they had several works in the same area. Other selection criteria included looking for studies conducted in different cultures to provide an extensive understanding of the phenomenon and to ensure that this type of study could be replicated universally. Furthermore, review of studies done in different cultures gave deeper insights into the limitations that should be considered when conducting this study. In addition to the previous criteria, the focus was on the research questions and hypotheses critical to the current study, which were factors linked to bullying.

Bullying Behaviors

Definition and Background of Bullying Behaviors

Despite the fact that Dan Olweus is considered the father of bullying research based on his book published in 1978, popular academic literature has considered the bullying phenomenon to be problematic in the school environment well before Olweus' seminal work (Mosher et al., 1968). In 1868, a novel called *Tom Brown's School Days* was written by Thomas Hughes to describe students involved in bullying in school (Adler & Sweeney, 1961). The earliest Olweus research in bullying was conducted in his native Scandinavia in 1978. Olweus (1989) developed the original Bully/Victim Questionnaire; this tool was used worldwide to identify bullying roles in school settings. Subsequently,

in the 1980s and early 1990s, studying school bullying became a priority in educational institutions globally (Olweus, 1993, 1996a).

According to Roland (2002), the term bullying was founded and defined by Olweus in his study on school bullying in the 1990s. Olweus defined bullying with these standards: (a) harming an individual directly or indirectly; (b) hurtful behaviors occurring repeatedly; and (c) targeted individuals who cannot defend themselves (Aalsma & Brown, 2008; Olweus, 1996a; Solberg & Olweus, 2003). In this most widely used definition of bullying, Olweus elucidated three elements: negative behaviors, repetition, and imbalance in power. Regarding negative behaviors, individuals may intentionally inflict injury or discomfort on another individual through physical attacks such as punching or by verbal abuses such as name-calling. These behaviors are repeated, and thereby become an imbalance of power between a powerful person and a less powerful one. Bullying was also defined as repetitive aggressive behaviors toward a weaker person (Boulton et al., 2013). Hymel and Swearer (2015) defined bullying similarly as aggressive behavior that a person intentionally and repeatedly carries out against a powerless victim. Farrington (1993) defined bullying as "repeated oppression, psychological or physical, of a less powerful person by a more powerful one" (p. 381).

Researchers observed that students defined bullying broadly and differently than in the literature. In one study, students reported a wide range of bullying behaviors, from being mean to one another to physical and sexual harassment (DeLara, 2012). Bullying definitions differed from age to age; for example, younger children categorized actions in cartoon scenarios as either aggressive or non-aggressive, while older children and adults categorized them as either physical or non-physical actions (Monks & Smith, 2006). In

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addition, children cannot distinguish between aggressive behaviors and bullying behaviors (Rodkin et al., 2015).

However, researchers have defined bullying differently; most definitions of bullying include three key elements (Leff et al., 2004; Orpinas & Horne, 2006). First, bullying, like any aggressive behavior, involves harmful actions (Olweus, 1993). Second, most studies demonstrated that bullying was unlike other types of aggression and could be recognized by the imbalance of power between bullies and their victims (Espelage & Swearer, 2003; Rigby et al., 2004). Finally, bullying was recognized by repeated behavior over time (Leff et al., 2004; Orpinas & Horne, 2006).

Prevalence of Bullying

In the Arabic world, bullying research conducted in North African countries found that around 60% of students in Egypt and 33% of students in Morocco, Tunisia, and Libya had been bullied during the past month (Abdirahman et al., 2013). Studies in Middle Eastern countries examined bullying among children and adolescents in Jordan, Lebanon, Oman, UAE, Qatar, Kuwait, and Saudi Arabia, with the prevalence ranging from 20.9% to 44.2% (Abdirahman et al., 2013; Abdulsalam et al., 2017; Albuhairan et al., 2017; Bala et al., 2018; Fleming & Jacobsen, 2010; Peyton et al., 2017).

A study in Saudi Arabia investigated associations between bullying and health, behavioral, and academic problems among adolescents, finding that 26% of adolescents reported involvement in bullying, and that bullying experiences were associated with poor academic performance and mental health problems (Albuhairan et al., 2017). A recent study of bullying in Saudi Arabia among school children aged 8-18 years old found that the majority of children (89.2%) were bullying victims. Physical bullying was

reported as the most common form among children at 48.9%. Victimization was reported among young children (8-11 years old), students who disliked school, and students with many absences from school. In addition, students who scored low in their classes and students with high scores who showed interest and high motivation in classes were more likely to be bullied. The authors examined student physical features leading to being targeted by bullies; children's teeth (color and shape) were reported as the most common reason for bullying, followed by the shape of the lips. In considering gender, boys were more likely to be involved in bullying because of their physical features. The researchers emphasized the negative impacts of bullying among victims, especially academic difficulties as related to bullying experiences (Alabdulrazaq & Al-Haj Ali, 2020).

Forms of Bullying

Researchers identified several forms of bullying common in school environments: physical, verbal, social, and cyberbullying (Hymel & Swearer 2015; Olweus et al., 2019; Veldkamp et al., 2019; Wang et al., 2012). Even though these forms were associated with bullying in school, not all researchers examined all types of bullying. Cowie and Jennifer (2008) believed that children move from direct forms of bullying during primary school to indirect forms when in middle and high school. Most researchers focused on direct forms of bullying, such as physical bullying, because it was observable, but not on indirect forms of bullying because they were more difficult to identify (Berger, 2007; Olweus, 2019). Social bullying was considered an indirect, relational form of bullying which involved behaviors such as exclusion from the peer group, ignoring someone, and gossiping about others (Berger, 2007; Hamarus, 2006; Salmivalli, 2010; Wang et al., 2012). Like any behavior, bullying tends to change and

develop; therefore, a new form of bullying, cyberbullying has developed, related to technology, which differs from traditional bullying.

This new form of bullying has received attention from researchers and educators. Cyberbullying is defined as a form of bullying using electronic devices such as computers and cell phones to attack others via emails, text messages, chats, or posts on social media websites (Chun et al., 2020; Kowalski et al., 2014; Patchin & Hinduja, 2012). In their meta-analysis of cyberbullying including 35 studies, Patchin and Hinduja (2012) found that among adolescents ages 11 to 18 years old, 5.5% to 72% (average, 24.4%) were victimized by cyberbullying. The U.S. DOE (2021) reported that one out of five (20.2%) students experienced bullying victimization. The conclusion was that one out of every five students had been victimized by cyberbullying. Almost 14% of children reported verbal forms of cyberbullying, such as the posting of hurtful comments about them on-line.

Cyberbullying has been associated with multiple emotional problems such as depression, anxiety, suicide, and low academic performance (Christian Elledge et al., 2013; Patchin & Hinduja, 2012). Cyberbullying among K-12 students has been found to have profound effects, including psychological, social, physical, and academic problems; intervention can be complex and difficult because the behavior may occur outside of the school environment (Hong & Espelage, 2012). A study on cyberbullying by Mishna et al. (2010) included 2,186 students from secondary schools; they found that almost 50% of the students reported engaging in cyberbullying perpetration, but not many students reported being cyberbullied themselves.

While physical bullying and cyberbullying appeared to receive more attention in the media; in educational institutions, verbal and relational bullying were believed to be the most common forms among students (Alabdulrazaq & Al-Haj Ali, 2020; Craig et al., 2016; Hymel & Swearer, 2015; Peyton et al., 2017). Studying a nationally representative sample of adolescents in the United States, Wang et al. (2009) investigated bullying behaviors among school-age children (ages 6-10), finding that students (bullies/victims) experienced physical (20.8%), verbal (53.6%), social (51.4%), and/or electronic bullying (13.6%). A Canadian study found the most common bullying forms among students were verbal and social bullying. Students who experienced physical bullying ranged from 10%-30% of victims; boys and younger students were victimized more by physical bullying. Verbal bullying victims ranged from 40%-54%, and boys were more likely to report verbal aggression than were girls. Regarding social bullying, victimization ranged between 46%-68% among students, and girls were more likely to be affected than boys, ranging between 66% and 68% (Craig et al., 2016). Cyberbullying and cybervictimization among Canadian adolescents ranged from 7% to 33.7% and between 5.1% and 49.5% reported cyberbullying. The average age of cyberbullying and cybervictimization was 15 years old, demonstrating that cyberbullying was detected primarily in the first high school year (Boak et al., 2016; Craig et al., 2016; Riddell et al., 2018).

Bullying Involvement Roles

According to Olweus (1993), students took different roles during bullying situations, including as bullies, as victims, and as the bully's followers. Accordingly, the bullying process was considered dynamic and complex, involving one or more bullies

and one or more victims simultaneously, and possibly involving one or more bystanders; in addition, children played multiple roles in bullying processes. Later studies identified three more roles of followers: reinforcers of the bully, outsiders, and defenders (Salmivalli et al., 1996). While this study focused on bully and victim roles, a discussion of bullying roles as follows is needed to provide a clear understanding of bullying dynamics.

The Bully

The bully is defined as the individual who behaves aggressively toward other individuals or things, involved only as a perpetrator of bullying without being a victim themselves (Swearer & Espelage, 2011). Two types of bullies are identified: the socially integrated bully group (bully) and the socially marginalized maladjusted bully group (bully-victim). The first group includes children who seek social power through bullying, while the second group are those who bully others as a result of their own victimization experiences (Rodkin et al., 2015). Bullying perpetrator characteristics varied; common features included high levels of aggressiveness, dominant and impulsive behaviors, being proactive and goal-oriented in perpetrating aggressive behaviors, and, unlike victims, being bullies more accepted by peers (Conners-Burrow et al., 2009). Bullies tended to have low levels of empathy toward victims, and they had a desire to control others (Banks, 1997). Other researchers observed that bullies were more likely to have emotional difficulties, psychosomatic problems, and low levels of self-confidence compared to students who did not participate in bullying. They also had difficulties in their relationships with parents, teachers, and others in the school setting; however, they tended to have low levels of loneliness because they had more friends and stronger

friendships with peers who might have been involved or not involved in bullying (Kim et al., 2010; Meland et al., 2010). They tended to have a weak family climate and often lived in an unfavorable environment with parents who used physical punishment on their children. Academically, bullies tended to have poor academic achievement and low interest in school and the academic environment (Felipe et al., 2011).

The Victim

Bullying victims were characterized as quiet, depressed, socially isolated, and rejected by their peers; they may be diagnosed with anxiety issues (Conners-Burrow et al., 2009). They also had low levels of self-esteem and competence; some scored low on intelligence tests (Beckman et al., 2013). Bullying victims tended to score low on extraversion scales (Demaray & Malecki, 2003). Some researchers identified bullying victims as children with overweight issues (Puhl et al., 2013) and low levels of body image (Duarte et al., 2017; Gattario et al., 2020; Smith et al., 2004). Children who had higher levels of psychological distress and lower emotional well-being were likely to become victims of bullying (Thomas et al., 2016). However, bullying victimization was negatively harmful during childhood and adolescence; longitudinal studies found bullying victimization was linked to long-term outcomes. An Australian study of bullying victimization found that being a victim at an early age predicted physical health issues later in adolescence (Eisenberg & Aalsma, 2005).

In addition, victims were more likely to have overprotective parents who could be one of the reasons for their children's victimization (Olweus, 1993). Other researchers believed that parenting style and parental maltreatment contributed to becoming a victim of bullying (Georgiou et al., 2013; Georgiou et al, 2017; Seeds et al., 2010). A study in

Spain examined the associations between parenting style and bullying victimization among a sample of adolescents (12-17 years old), finding that an authoritarian parenting style was positively related to bullying victimization. Parents who used verbal and physical aggression and privation practices were more likely to have children who were bullied at school or to have children who experienced cyberbullying victimization. On the other hand, a permissive parenting style, which included parents who practice warmth and reasoning, was considered a protective factor from bullying and cyberbullying victimization (Martínez et al., 2019).

Others suggested that victimization was related to origination from minority groups; for example, individuals who belonged to a specific race or sexual orientation could be affected by bullying in school (Ash-Houchen & Lo, 2018; Mueller et al., 2015). Students with special educational needs were victimized frequently by bullying at school (Fink et al., 2015; Rose et al., 2011). A study of bullying victimization among college students with special needs found they had experienced victimization during their middle and high school years, with relational bullying being the most common type at 63%, followed by verbal bullying at 38%, cyberbullying at 24%, and physical bullying at 18% (McNicholas & Orpinas, 2016).

Bullying in schools was regarded as a serious issue, affecting more than 70% of students (Elias & Zinsd, 2003); many researchers investigated victimization types to understand the characteristics and dynamics of victims (Goldweber et al., 2013). Data collected between 2004 and 2009 from a sample of around 25,000 middle-school students from 14 Latin American and Caribbean countries showed that bullying victimization was most common among girls and was related to appearance, across 14 countries. On the

other hand, among boys, physical bullying was most common across 10 countries, while appearance-based bullying was reported as the most common form of bullying in 4 countries (McClanahan et al., 2015).

The Bully-Victim

The bully-victim group referred to individuals who were both bullies and victims. Findings showed that the bully-victim group was more likely to suffer from physical and mental health problems as they tended to experience more bullying behaviors than other groups who are only victims of bullying (Demaray & Malecki, 2003). The bully-victim group includes passive-aggressive or active victims, reactive bullies, or provocative victims (Felipe et al., 2011). Bully-victims are usually boys and are more likely to engage in physical and verbal bullying than other bullies.

Comparisons of bully-victim groups with other groups showed them to have less social support and to be rejected by peers; they were affected and victimized by different forms of bullying (Yang & Salmivalli, 2013). Bully-victims were more likely to be abused at home, and thus more likely to become aggressive toward others at school (Edmondson & Zeman, 2009).

Even though bully-victim groups shared characteristics with both bullies and victims, they were more likely to score poorly on psychological aspects. They were found to be more impulsive and reactive in their aggressive behaviors. They had social difficulties, tended to withdraw from social events, and were likely to seek attention in their own environment (Inoko et al., 2011). They were more likely to have low self-esteem and showed higher levels of anxiety and depression than other groups.

The Bystander

Bullying experience was not limited to being a perpetrator, a victim, or a bully-victim, but included witnesses of bullying events. A bystander was defined as a person who did not engage directly in bullying but was a witness during bullying events (Glew et al., 2005; Salmivalli, 1999; Salmivalli et al., 2005; Thornberg & Jungert, 2013; Twemlow et al., 2004). Bystanders played a significant role in encouraging or discouraging bullying behaviors as they directly or indirectly supported the bully (Cowie, 2000). Reinforcers did not bully the victim themselves, but reinforced bullies positively by their behaviors, by providing attention or praising the bullies during bullying events (Salmivalli, 1999). The outsider was another category of bystanders playing a role in bullying events. Outsiders were likely to stay neutral and avoid bullying events. Defender was another category of bystanders, considered to be anti-bullying and pro-victim. Defenders engaged in bullying events, seeking to stop bullies by comforting the bullies, reporting to trusted adults such as teachers, and/or supporting the victim (Salmivalli, 1999; Smith, 2004; Thornberg & Jungert, 2013).

Victims of bullying received little support as bystanders were engaged in bullying events 85% of the time and encouraged bullies 81% of the time, supporting victims only 13% of the time. Bystanders might have watched bullying events because they believed victims put themselves into the situation. Additionally, most bystanders expressed a desire to help victims, yet they did not possess the skills required for helping (Gourneau, 2012). As a result, an important consideration when designing anti-bullying programs becomes a goal of training bystanders with the skills to intervene in similar situations (Banyard et al., 2004).

Consequences of School Bullying

The bullying literature has focused on specific aspects of victim lives believed to be affected negatively by bullying experience. These aspects include adverse outcomes in emotional/psychological health, academics, and social functioning (Baly et al., 2014; DeLara, 2012; Evans et al., 2014). Most studies of bullying demonstrating negative impacts to individuals involved in bullying behaviors found that both bullies and victims suffered from psychological and physical harm (Aoki et al., 2010; Santalahti et al., 2008). Both short and long-term negative consequences, whether physical, emotional, social, or academic were associated with bullying experiences (Hugh-Jones & Smith, 2004; Ttofi & Farrington, 2008).

Multiple studies observed that, regardless of the role of bullying individuals, the consequences were severe, especially on victims' mental health (Bertolotti & Mangnani, 2013; Huang & Chou, 2010). Some studies focused on the consequences to victims including the rise of anxiety disorders, alcohol and drug addiction, smoking, loneliness, post-traumatic stress disorder, and suicide (Garnefski & Kraaij, 2014; Houbre et al., 2006). Commonly, victims developed agoraphobia, social phobia, and panic disorders (Arsenault et al., 2010; Copeland et al., 2013), depression and suicidal ideations or plans (Brown, G. W., et al., 2008; Herba et al., 2008; Holt et al., 2015; Prinstein et al., 2001). Victimization outcomes have been linked to Attention Deficiency Hyperactivity Disorder (Yen et al., 2014), Oppositional Defiant Disorder (Kumpulainen et al., 2001), and high levels of stress. High levels of emotional dysregulation were linked to bullying victimization (Grennan & Woodhams, 2007), early sexual behavior, sleep disorders such as insomnia (Brown, G. W., et al., 2008; Fleming & Jacobsen, 2009), eating disorders (Kaltiala-Heino et al., 2000), and anger (Kaltiala-Heino & Frojd, 2011). A negative

impact on self-esteem was associated with bullying victimization (Arsenault et al., 2010; Carbone-Lopez et al., 2010).

Physically, many victims of bullying had health problems. These general or physical health problems could persist into adulthood (Reijntjes et al., 2010). Takizawa et al. (2014) believed the health problems reported by victims of bullying resulted from psychological and emotional problems developed because of the bullying experience.

Educational issues were associated with bullying experiences; for example, victims of bullying tended to have academic problems (Arseneault et al., 2010; Nakamoto & Schwartz, 2010). Negative academic outcomes found commonly among victims of bullying included dropping out from school, low grades, low academic engagement, absenteeism, and fear of going to school (Beale, 2001; Juvonen et al., 2011; Lehman, 2014; Schultze-Krumbholz et al., 2012). Negative perceptions of the school environment could be a consequence among students who experienced bullying; for example, students who have been victimized by school bullying feel less connected to the school environment and see school as an unsafe place (Baly et al., 2014; Esbensen & Carson, 2009). These academic difficulties could result in financial problems among victims later in adulthood because of a lack of commitment to education (Brown & Taylor, 2008).

Victims of bullying were found to have social issues, including social maladjustment problems, low social competence, and feeling alone and rejected (Beale, 2001; Garnefski & Kraaij, 2014; Smokowski & Kopasz, 2005). The social issues associated with bullying victimization were found to persist into adulthood; many victims reported difficulties in personal relationships during adulthood because of being bullied early in life (Hugh-Jones & Smith, 2004).

Bullying Behaviors and Gender

Gender differences regarding bullying behaviors have been examined globally, reporting mixed findings. According to Hymel and Swearer (2015), child and adolescent boys and girls participate in all forms of bullying (physical, verbal, relational, and cyber). They play all the roles of bullying (bully, victim, bully-victim, and bystander). Prevalence rates about the gender of the bully show varied findings. In general, boys are more likely to be bullied and involved in direct forms of bullying such as physical (Dehue et al., 2008; Graham, 2010; Hymel & Swearer, 2015); girls are more likely to be involved in indirect bullying (Dilmac, 2009). A cross-cultural study investigating bullying among children from Egypt, Saudi Arabia, and the United States reported high levels of bullying behaviors among boys when compared to girls across all three cultures. However, no significant differences were found between boys and girls regarding victimization (Hussein, 2010). In Iraq, a study of school bullying among adolescents found that boys showed greater levels than girls in all bullying roles (e.g., bully, victim, and bully-victim) (Shawki & Al-Hadithi, 2019). Similar results were reported in a study involving 6th to 9th Grade students in UAE with more bullying behaviors among boys than girls (Rigby et al., 2019). Other studies found that boys tended to be cyberbullying perpetrators more often than girls, who were more likely to report experiences of cyberbullying as victims (Barlett & Coyne, 2014; Låftman et al., 2013; Navarro & Jasinski, 2013; Wong et al., 2014). However, some researchers found no gender differences in cyberbullying (Navarro et al., 2015; Nixon ,2014; Slonje et al., 2012).

Bullying Behaviors and Age

Bullying was found to be most common among younger students as compared to older students (Hunter et al., 2004; Sapouna, 2008). A study in six middle schools showed that students in lower grades reported bullying experiences more than students in higher grades (Unnever & Cornell, 2004). In Finland, Markkanen et al. (2021) had similar findings; younger students were more likely to report bullying involvement than older students. Others suggested that older children moving into adolescence tended to have physical, emotional, cognitive, and social changes, so they were more likely to increase their autonomy. As a result, they were more likely to deal with issues like bullying on their own rather than reporting to adults (DeLara, 2012). Older students may have avoided reporting bullying as a part of seeking peer acceptance (Smith et al., 2001), as during this period of life peer influence was a critical aspect more than other social factors (Esplage & Swearer, 2003; Loukas et al., 2005). During adolescence, students improved their social skills, such as coping skills; therefore, they tended to avoid reporting bullying (Menesini et al., 2003). A meta-analysis including 22 longitudinal studies investigated relationships between perpetration and victimization, traditional bullying and cyberbullying, and the effects of moderator factors such as age, gender, study location, and length of follow-up on bullying. Findings indicated that moderating effects on bullying involvement (perpetration/victimization) were stronger in older adolescents than in young adolescents (Walters, 2021).

Cyberbullying usually started in elementary school, reaching a peak in secondary education (12-14 years old) (Slonje & Smith, 2008). However, investigation of cyberbullying prevalence had mixed results; some studies demonstrated decreased cyberbullying with increased age, while others found increased cyberbullying as age

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increased (Kowalski & Limber, 2007). A study in Singapore reported around 34

adolescent suicide cases, between ages 10 and 18 years old, were associated with

cyberbullying experiences (Bakar, 2013).

Measuring Bullying Behaviors

The methodological analyses used by the majority of studies about bullying were

quantitative nonexperimental designs including descriptive, comparative, correlational,

and survey methods (Ciucci & Baroncelli, 2014; Garaigordobil Landazabal &

Machimbarrena Garagorri, 2017; Patchin & Hinduja, 2015; Wachs et al., 2016). A few

studies used qualitative or mixed-method designs (Akar, 2017; Caravita et al., 2020;

Mishna, 2004). The subjects in most studies were middle and high school students

(bullies/victims/nonbullies/nonvictims); in some studies parents of students and educators

were involved. Most studies used random sampling from the population of middle and

high school students; in some cases, they obtained large samples. To measure bullying,

studies used instruments such as scales, surveys, and questionnaires (Ciucci & Baroncelli,

2014; Garaigordobil Landazabal & Machimbarrena Garagorri, 2017; Georgiou et al.,

2017; Papanikolaou et al., 2011; Patchin & Hinduja, 2015; Wachs et al., 2016).

<center>**Self-Esteem**</center>

Self-esteem is defined as how an individual evaluates their worth, which plays a

vital role in the emotional and social outcomes of individual lives (Orth et al., 2012).

Self-esteem was associated with positive or negative mental health outcomes. Children

and adolescents who scored high in self-esteem were likely to show high levels of well-

being and emotional adjustment, while those with low self-esteem tended to have mental

health issues and maladjustment (Boden et al., 2007; Donnellan et al., 2005; Keane &

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Loades, 2017; Nepon et al., 2021; Zeigler-Hill, 2011). Researchers defined self-esteem as individual perceptions of oneself, which could be influenced through social interaction, conflict, and exclusion as happened in bullying (Patchin & Hinduja, 2010).

Self-Esteem Definition and Background

The concept of self-esteem was introduced first by psychologist William James (Coopersmith, 1967; Rosenberg, 1965; Ziller, 1969). Although the concept of self-esteem was well known among psychology researchers, few researchers defined it accurately (Guindon, 2002). The meaning of self-esteem was complex, thus did not have a single globally accepted definition (Kaplan, 1995). Consequently, researchers used multiple and complex definitions, varying among theories and studies (Kernis & Goldman, 2006).

According to Mruk (2006), self-esteem definitions could be classified into three groups: worthiness, competence, and integration of the two categories. Researchers argued that the most used self-esteem definition, such as the Rosenberg definition, belonged to the construct of worthiness. Morris Rosenberg (1965) defined *global self-esteem* as "a favorable or unfavorable attitude toward the self," (p. 15); its development was highly dependent on individual social aspects. Therefore, Rosenberg was considered one of the first researchers emphasizing self-esteem as a feeling of worth. Subsequently, Baumeister and Vohs (2003) defined self-esteem as "how much value people place on themselves" (p. 2). Like Rosenberg, Baumeister and colleagues emphasized the idea that high self-esteem was related to a highly favorable global evaluation of the self, while low self-esteem referred to an unfavorable evaluation. The second approach defined self-esteem as competence by which individuals achieved high levels of self-esteem by creating positive expectations for themselves. According to Robert White (1963),

individuals used their competence as a resource to develop and maintain high self-esteem. Individuals with high self-esteem had achieved competence in multiple aspects of their behaviors, and improved their ability to achieve other behavioral aspects as a generalization of their competence. The last approach considered a definition of self-esteem as a combination of both worthiness and competence. Bandura (1969) theorized that self-esteem was a combination of self-confidence and self-respect, so he defined it as both personal efficacy and a sense of personal worth.

Importance of Self-Esteem

Self-esteem is considered either a positive or negative orientation toward oneself, referring to how an individual evaluated himself or herself. Thus, it was considered an essential factor of one's personality and a crucial aspect influencing psychological well-being and social function. According to Rosenberg (1979), self-esteem played a significant role in children's growth, forming the essentials of their self-qualities about how they related to others in meaningful ways. Self-esteem influenced children's physical and psychological adjustment, so children who scored high in self-esteem were more likely to have high well-being, while those who scored low were more likely to be psychologically unhealthy and more depressed (Branden, 1994; Tennen & Affleck, 1993). Child physical and emotional development are related to self-esteem, although several studies found that self-esteem affected child academic achievements positively (Lockett & Harrell, 2003; Schmidt & Padilla, 2003).

Bullying and Self-Esteem

Many researchers argued that self-esteem was associated (positively/negatively) with bullying. Low self-esteem appeared to be the result of a former victimization

experience or a consequence of bullying experiences. In other words, a child with low self-esteem could be targeted by bullies, or child self-esteem could be decreased after being bullied. In a meta-analysis, low self-esteem was related strongly to adolescent bullying victimization experiences (Tsaousis, 2016). Some studies investigated the relationships between low self-esteem and bullying perpetration, whereas others focused on low self-esteem among bullying victims (Choi & Park, 2021).

Regarding bullies, mixed results were found between low self-esteem and bullying behaviors; some studies reported no associations (Luk et al., 2016), but others found direct positive correlations with an individual's regulatory emotional self-efficacy which mediated the relationship between self-esteem and bullying (Wang et al., 2018). Some studies found that decreasing self-esteem levels could result from bullying perpetration (Boulton et al., 2010; Patchin & Hinduja, 2010). However, other researchers argued that similar or higher self-esteem resulted in bullying behaviors (Choi & Park, 2018; Jenkins & Demaray, 2012; Wang et al., 2013). In a meta-analysis, Tsaousis (2016) reported a small negative association between self-esteem and bullying perpetration across the literature. Other researchers believed that the inconsistency of results in bullying perpetration studies was associated with the features of sub-groups of bullies. For example, individuals characterized as well-liked, popular, leaders, and competent, tended to use their social skills negatively, while other bullies were socially rejected by their peers (Rodkin et al., 2015; Troop-Gordon, 2017; Vaillancourt & Hymel, 2006).

However, low self-esteem was linked positively to bullying victimization, as reported in a recent meta-analysis by van Geel et al. (2018). Low self-esteem caused bullying victimization in a variety of ways. Adolescents with low self-esteem tended to

be rejected by their peers and became victims of bullying at school (Nguyen et al., 2019). In addition, adolescents with negative self-esteem were likely to have low self-confidence, reducing their ability to protect themselves from abuse (Masselink et al., 2018). Others believed that being a victim of bullying led to lower self-esteem (Nepon et al., 2021). Victimized students of bullying and cyberbullying scored low on self-esteem compared to non-victims, and female victims were more affected by bullying than males (Brighi et al., 2012; Cénat et al., 2014; Palermiti et al., 2017; Patchin & Hindujia, 2010). A longitudinal study showed that bullying victimization decreased individual self-esteem (Vervoort et al., 2010).

A study in South Africa used a sample of high school students, finding that students with lower-than-average self-esteem were more likely to have had a bullying experience during the school year (Wild et al., 2004). In Greece, an investigation of bullying issues among students found that both bullies and victims scored low on self-esteem; bullies had the lowest score in self-esteem compared to victims (Andreou, 2000). An examination of the association between bullying and self-esteem among Egyptian middle school students found (a) no association between bullying behavior and self-esteem, (b) the reported differences between bullies and victims on self-esteem dimensions (personal/social/family/physical/academic), and (c) the total score for bullied students (Khafaga, 2020). A study of correlations between bullying and other factors among adolescents in Algerian schools found that students who scored low in self-esteem and high in jealousy were more likely to be involved in bullying (Sharifi & Zaqar, 2019).

Emotional Intelligence: Definition and Background

Emotional intelligence as a concept appeared in the early writings of Aristotle, who defined emotional control and how individual emotions were linked to beliefs and prejudices, which were established early in childhood (as cited in Kirby & Goodpaster, 2002). In the 20th century, John Dewey emphasized the importance of developing student mental habits and critical thinking besides improving student knowledge in school (Gardner, 1993). Thorndike (1920) addressed the concept of social intelligence as the individual ability to achieve interpersonal tasks. Thorndike distinguished between three categories of intelligence: (a) abstract/scholastic, referring to the ability to understand and manage ideas; (b) mechanical/visuo-spatial, or the ability to understand and manipulate concrete objects; and (c) social, identifying the ability to understand and manage others in social contexts. In addition, Thorndike differentiated between social intelligence and other forms of intelligence, referring to social intelligence as the individual ability to recognize the internal emotions, motives, and behaviors of self and others so as to select the appropriate actions.

Guilford's structure of intellect model (1956, 1985) stated that the social intelligence idea classified mental abilities into (a) operations including cognitive ability, memory, and content and (b) products such as relations and systems. Social intelligence was defined as individual ability to understand behaviors and their significance using cognition and behavioral context. Following this trend, in 1983, Howard Gardner proposed eight forms of intelligence, distinguishing between interpersonal and intrapersonal intelligence and defining other types of cognitive ability. Interpersonal intelligence referred to how individuals distinguish and respond appropriately to the

mood, temperaments, motivations, and desires of other individuals in their environments (as cited in Brualdi Timmins, 1996).

Sternberg (1985) presented a triarchic theory of intelligence that focused on contextually intelligent behaviors by which individuals were able to adapt to their environments and control their needs. According to Sternberg and Grigorenko (2000), practical intelligence included the problem-solving skills individuals need for everyday activities; they proposed the concept of "tacit knowledge," which referred to understanding situations and how to deal with them without being trained in solving problems. With a different perspective on social intelligence, Cantor and Kihlstrom (1987) believed that the concept was a "convenient organizing principle" (p. 10). Social intelligence did not refer to cognitive abilities, but consisted of declarative and procedural knowledge which helped individuals improve their performance in social contexts.

The concept of emotional intelligence was introduced in an academic journal article in the 1990s by Peter Salovey and John Mayer as "The ability to monitor one's thinking and action." (Salovey & Mayer, 1990, p. 189). This ability had four domains: perceiving, using, understanding, and managing emotions. Emotions typically appeared as internal or external reactions to events which might be negative or positive for a person (Mayer & Salovey, 1990, 1997). Goleman (1995) posted the idea of emotional intelligence and its role in individual achievement, believing that to be successful, individuals need to possess four factors: adequate self-awareness, social awareness, control of self, and management of other emotions. After Goleman published his book on emotional intelligence, the concept of emotional intelligence became famous and well-known among professionals (Gibbs, 1995). More recently, *emotional intelligence* was

defined as social intelligence, and considered a construct involving several emotional

abilities associated with individual achievement (Puglia et al., 2005).

Emotional Intelligence Models

Three primary models of emotional intelligence exist: (a) the Mayer-Salovey

model (1997), (b) the Goleman model (1995), and (c) the Bar-On model (Bar-On, 2007).

The Mayer and Salovey Model

After their emotional intelligence definition in 1990, Mayer and Salovey (1997)

reintroduced emotional intelligence as four diverse but related abilities. This ability

model outlined how a specific mental ability included competencies that help recognize

and perceive emotional meanings, using this information to understand and solve

problems. Even though the model was applied initially to the mental ability model, some

scholars using the emotional intelligence trait model combined the Mayer and Salovey

emotional intelligence model into their emotional intelligence measurements (e.g., Wong

and Law Emotional Intelligence Scale). The Mayer and Salovey emotional intelligence

model included four abilities: (a) perceiving one's own and other emotions accurately, (b)

using emotion to control thinking, (c) understanding emotions, emotional language, and

the signals conveyed by emotions, (d) managing emotions to achieve particular goals

(Mayer & Salovey, 1997).

The first branch in the emotional intelligence model was perceiving emotions,

referring to reading social cues and decoding facial, visual, cultural emotions, and

artifacts. This domain was considered the foundational aspect within the emotional

intelligence model because of its role in facilitating all other emotional information

processing (Salovey & Grewal, 2005). The first branch of the emotional intelligence

model considers individual abilities to understand and identify one's own emotions. This ability begins to be formed early in childhood when children begin learning the link between facial expressions and internalized emotions and developing their abilities to recognize needs from visual emotions. For example, infants identified nonverbal language through the faces of their mothers, such as smiling, and linked them to the accompanying feelings (Moore, 1995).

Using emotions, the second branch of the emotional intelligence model referred to the individual ability to monitor thinking during emotional information processing, which played a role in assisting thought. According to Salovey and Grewal (2005), individuals using their emotions effectively were likely to direct their moods successfully for suitability in the current situation. For example, during modification processes, individual cognitive activities could be affected by emotional states caused by anxiety, happiness, fear, etc. In such situations, individuals reduced their negative emotions such as anxiety so as to think and solve problems effectively.

The third branch of the emotional intelligence model was understanding emotions, referring to individual abilities to understand and analyze perceived emotional information to employ their emotional knowledge effectively. Once individuals understood the meaning of emotions, they could choose reasonable appropriate actions. In this stage, individuals displayed multiple abilities, including labeling emotions, interpreting the meaning of emotions, understanding complex feelings, and recognizing appropriate transitions among emotions (Salovey & Grewal, 2005).

The fourth branch of the emotional intelligence model was managing emotions, referring to individual abilities of knowing when to open and close emotions in certain

situations, known as emotional regulation. This included metacognition among feelings

and making judgments about the predicted emotional responses of others. These skills

helped individuals to manage their emotions and the emotions of others, regulating them

to achieve a set of goals in certain situations (Salovey & Grewal, 2005).

The Goleman Model

Daniel Goleman's model of emotional intelligence (1995, 1998) was one of the

most popular models identified in his book *Emotional intelligence: Why it can matter*

more than IQ which discussed the importance of emotional intelligence in the work

sector. Goleman provided multiple ways of measuring individual accomplishments in life

rather than measuring only cognitive skills. According to this model, individual

emotional intelligence referred to emotional and social competencies in leadership roles,

as considered among industrial psychology professionals (Goleman, 1995). Goleman's

emotional intelligence model was influenced by Gardner's multiple intelligence theory,

although Gardner focused on cognitive abilities rather than emotional abilities. According

to Goleman (1995, 1998), emotional intelligence was defined as a wide range of abilities

and skills which played a crucial role in individual success. Specifically, Goleman

proposed a model which emphasized how individuals utilize their efforts, turning them

into emotional competence, leading to performance improvement and successful

managerial and skilled leaders.

Goleman's original emotional intelligence model (1995) included five emotional

domains: (a) self-awareness of one's own emotional response, strength, weaknesses, and

goals, (b) self-regulation to manage and redirect emotional expression to changed

circumstances, (c) motivation of oneself to achieve goals, (d) empathy toward others and

the ability to perceive the feelings of others, and (e) social skills to control relationships and move people in the in-demand direction. Goleman (1995) classified a set of emotional competencies into five constructs. emotional intelligence competencies were not defined as inherited talents but as developed skills which individuals can learn and improve to accomplish their goals.

The Goleman model of emotional intelligence (1995) was revised recently, identifying how each of the four domains of emotional intelligence were derived from a total of 18 emotional competencies. The first domain, self-awareness, included emotional self-awareness, accurate self-awareness, and self-confidence. The second domain of self-management involved emotional self-control, transparency, adaptability, achievement, initiative, and optimism. The third domain, social awareness, comprised empathy and organizational awareness. The fourth domain, social skills, included developing others, inspirational leadership, influence, change catalyst, conflict management, and teamwork and collaboration (Goleman et al., 2002). Empirical evidence from neuroscience demonstrated that emotional intelligence capabilities were found in specific brain areas and could be tested through cognitive activities. From this perspective, researchers believed that the emotional competencies such as self-awareness, self-regulation, self-motivation, social awareness, and social skills were processed physically in the brain, therefore were not considered to be theoretical constructs. Researchers applied this evidence from neuroscience to identify skills (i.e., empathy, empathic accuracy, self-presentation, influence, concern, and social cognition) as they related to emotional intelligence (Goleman, 2011).

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The Bar-On Emotional-Social Intelligence Model

Reuven Bar-On's model (1997) described emotional intelligence as a trait composed of interrelated emotional and social competencies which play significant roles in individual intelligent behaviors. According to this model, individuals who were socially and emotionally intelligent were able to "understand and express themselves, understand others, and cope with daily demands, challenges, and pressures" (Bar-On, 2010, p. 56). Bar-On's model defined emotional intelligence as a trait, considering personality characteristics such as personal independence, self-regard, and mood. The Bar-On model comprised five domains: Intrapersonal Skills, Interpersonal Skills, Adaptability, Stress Management, and General Mood (Bar-On, 1997). These domains were derived from related skills and competencies. The first domain, intrapersonal skills, includes self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. The second, the interpersonal domain, consists of empathy, social responsibility, and interpersonal relationships. The third domain, adaptability, involves reality-testing, flexibility, and problem-solving. The fourth domain, stress management, comprises stress tolerance and impulse control. The fifth domain, general mood, includes optimism and happiness. Just as Goleman advanced his emotional intelligence model using neuroscientific evidence, Bar-On improved the model as he worked with neurosurgeons. During his work, Bar-On found several brain areas were activated during emotional intelligence experiences, which were different from the brain regions activated during cognitive tasks such as math and verbal abilities or personality traits.

The Bar-On Model of social intelligence comprises two major sections: the conceptual model and the psychometric model of emotional-social intelligence. Bar-On's social-emotional intelligence measurement tool was conceptualized in his theory, then

proposed to measure it. He (2007) identified social-emotional intelligence as the capacity

to recognize one's own and others' emotions and to self-regulate one's emotions and

problem-solving abilities during social-emotional situations. Therefore, individuals who

scored high in emotional intelligence were likely to have the ability to successfully

understand and communicate with others, and to use coping skills effectively in daily life

challenges. These individuals were likely to have intrapersonal ability because they

recognized their strengths and weaknesses and expressed their emotions. The

interpersonal level provided these individuals with the ability to understand others'

emotions and feelings; they could then establish and maintain cooperation (Bar-On,

2007).

Importance of Emotional Intelligence

Emotional intelligence enhances individual abilities to control one's own

emotions, helping individuals have self-confidence when dealing with everyday life

challenges (Basanti et al., 2019). In addition to monitoring one's emotions, emotional

intelligence helps individuals monitor other people's emotions including the appropriate

skills to deal with others (Lantieri & Goleman, 2008). Emotional intelligence is

considered an essential aspect of the social context, positively influencing individual

physical and mental health and promoting healthy relationships (Beltrán-Catalán et al.,

2018). Thus, emotional intelligence influences child and adolescent academic

performance and involvement in aggressive behavior such as bullying (Ortega et al.,

2012).

Bullying and Emotional Intelligence

Scholars focus on the concept of emotional intelligence when studying aggressive and bullying behaviors in schools (Kokkinos & Kipritsi, 2012; Lomas et al., 2012; Schokman et al., 2014). A systematic review conducted by Vega et al. (2021) examined the relationship between adolescent aggressive behaviors and emotional intelligence levels over 17 articles. All indicated that higher levels of emotional intelligence were associated with lower levels of aggressive behaviors. The most common aggressive behaviors were physical and verbal aggression and traditional bullying; all studies showed negative associations between emotional intelligence and aggressive behaviors among adolescents. In other findings, low levels of emotional intelligence accompanied low levels of sympathy, less ability to understand the feelings of others, and low communicative skills. These corresponded with bullying studies reporting that these characteristics appeared in bullies (Mavroveli & Sánchez-Ruiz, 2011; Olweus, 1995). Scoring high in emotional intelligence was associated with a low level of bullying victimization (Kokkinos & Kipritsi, 2012; Mavroveli & Sánchez-Ruiz, 2011; Trigueros et al., 2020). Victims of bullying were predicted to have greater emotional attention and lower emotional clarity and repair. Adolescents who were victims of bullying and cyberbullying tended to have greater emotional attention than those who were victims of bullying only (Beltrán-Catalán et al., 2018). Victims had difficulties with attention, emotional problems, and emotional instabilities (Ivarsson et al., 2005).

Associations between different levels of emotional intelligence factors and aggression were identified. The level of children's emotional regulation in relation to externalization made problems such as bullying lower than in those who were considered to have internalization problems (Blair et al., 2004; Eastman et al., 2018). Individuals

lacking abilities to regulate their emotions were more likely to have high levels of aggressive behaviors (Frick et al., 2003; Shields & Cicchetti, 2001). Emotional management deficiency was linked to several problematic behaviors; scoring low in social skills was associated with aggressive behaviors and delinquency (Siu, 2009). In addition, individuals who scored low in emotional understanding and attention to feelings were more likely to be sexual offenders (Moriarty et al., 2001; Varker et al., 2008).

Regarding relationships among emotional intelligence dimensions and bullying forms, Baroncelli and Ciucci (2014) investigated differences in emotional intelligence factors between individuals involved in traditional bullying and those who were cyberbullies. Difficulties in regulating emotions were reported among cyberbullying groups. However, appraisal of one's own and others' emotions was not associated with traditional bullying and cyberbullying forms. Others have examined whether emotional intelligence components can predict bullying forms. An examination of emotional intelligence levels among girls found that scoring low on the overall emotional intelligence test and having low stress management skills predicted physical and social bullying (Gower et al., 2014).

Emotional intelligence was considered a crucial characteristic for understanding the relationship between individual thinking and emotions in different psychological and social aspects. Investigations have considered how emotional intelligence elements play a dynamic role in individual academic performance, learning processes, careers, marriage, and social relationships (Sadeghi Bahmani et al., 2018). Others found that involvement in bullying was linked to emotional intelligence skills (Kokkinos & Kipritsi, 2012). Both bullying and cyberbullying were found to be predictors of psychological maladjustment

in adolescents. Students with low levels of emotional intelligence were more likely to be victims of bullying (Estévez et al., 2019). In Oman, investigation of the relationship between emotional intelligence and bullying behavior among fifth, seventh, and ninth grade students showed a negative association between emotional intelligence and bullying behavior in school. Emotional intelligence skills, including stress management and positive impressions, predicted bullying behavior among students (Al Hajari, 2014).

A meta-analysis was conducted with 18 studies and 128 effect sizes to study protective factors against bullying and cyberbullying among children and adolescents. The protective factors analyzed included individual, family, peer, school, and community factors related to bullying and cyberbullying involvement. Emotional and social factors such as emotional management, social intelligence, social competence, social problem solving, prosociality, and empathy were included. High levels of these emotional and social factors were found to protect children and adolescents from being involved in bullying (bullies/victims) (Zych et al., 2019). Emotional and social competencies and high levels of empathy were assumed to predict low bullying involvement (Zych et al., 2017). Rey et al. (2019) examined the protective role of emotional intelligence among adolescent bullying victims suffering from negative mental health issues caused by victimization. Higher levels of emotional intelligence were associated with a low level of suicide among victims of bullying, while victims scoring low on emotional intelligence reported higher levels of suicide risk.

Emotional intelligence training had a positive influence on students who learned to regulate their emotions and became better able to understand others' emotions (Sadeghi Bahmani et al., 2018). In Iraq an examination of the effectiveness of an intervention

program to enhance emotional intelligence to reduce bullying behaviors among adolescents was conducted, finding that 72% of bullies scored low in emotional intelligence. The intervention program increased student abilities to control their emotions, self-awareness, communication, emotional facilitation of thinking, and positive mood, and explicitly reduced school bullying (Shahal, 2019). Based on the literature reviewed above, there was a relationship between bullying and emotions, specifically in bullying behavior formation. Therefore, looking at emotional intelligence and its influence on adolescent bullying behavior became important for understanding bullying behavior in school.

Moral Disengagement

Throughout their stages of development, individuals learn moral standards based on social information that help them to evaluate others' responses to actions and to evaluate standards modeled by others (Bandura et al., 1996). Individual behaviors develop as a result of evaluating different situations using one's personal moral standards. Individuals avoid using their personal moral standards when they are able to justify their actions via moral disengagement mechanisms (Bandura, 2002; Bandura et al., 1996;). *Moral disengagement* is defined as how an individual or group of people convince themselves that the usual ethical standards do not apply to them within a particular situation (Hymel et al., 2010; Obermann, 2011). There are four categories defining moral disengagement: (a) reconstructing immoral conduct, (b) diffusing responsibility, (c) misrepresenting injurious consequences and (d) dehumanizing the victim, (Bandura, 1999).

Moral Disengagement Mechanisms

The first mechanism of moral disengagement is cognitive reconstruction, used by individuals when conducting immoral acts. Three processes are required: moral justification, euphemistic labeling, and advantageous comparison. *Moral justification* is defined as a process used when individuals justify their hurtful acts toward others to make their acts acceptable in personal and social manners. *Euphemistic labeling* refers to patterns of thought about specific behaviors formed in individual language to make the hurtful behavior respectable and avoid personal responsibility for the actions (Bandura, 2002). Bandura (1999a) stated that individuals can reframe immoral behaviors cognitively by giving them a new label. For example, bullies may describe their actions as "teasing" instead of "bullying." *Advantageous comparison* could be used to make immoral behaviors appear justified; how individuals view the behaviors referred to their standards for comparison.

The second mechanism is *minimizing agency* which is defined as how individuals offset their responsibility for harmful behaviors by eliminating their personal accountability (Hymel et al., 2005). The process of minimizing agency takes place when youth believe their actions are the results of a higher authority and not their responsibility (Bandura, 1991). Diffusion of responsibility among youth becomes an issue when attempting to fight bullying in adolescence. As children grow up, they progress physically, emotionally, and socially, so their relationships with parents and caregivers also change. In adolescence, social relationships with friends became a higher priority than family relationships. Therefore, peer influence plays a significant role when adolescents are struggling during the process of developing personal moral codes (Telljohann et al., 2012).

The third moral disengagement mechanism is disregarding or misrepresenting the harmful outcomes from behaviors conducted against another individual; the goal is to negate perpetrator moral processes by falsifying the behaviors (Bandura, 1991). During this process, perpetrators either exclude themselves completely from their immoral behaviors or cognitively direct themselves to focus their thinking on the positive outcomes instead of the adverse outcomes (Hymel et al., 2005). For instance, in cyberbullying, defined as a perpetrator sending hurtful words or pictures to someone else online, the bully does not see the victim's reaction, so the perpetrator's internal moral control can be discontinued so as not to see the negative outcomes on the victim.

The fourth moral disengagement mechanism is dehumanizing or blaming the victim by which the perpetrator chooses to distort the victim's human qualities to justify treating them harmfully (Bandura, 2002). Therefore, in a bullying situation, bullies justify their victims as deserving of bullying. Individuals are able to process one or more moral disengagement mechanisms, thus de-emphasizing the impact of their moral or immoral acts. Typically, individuals combine diffusion of responsibility and dehumanization as they behave harmfully toward others (Bandura, 1990).

As mentioned before, during adolescence, youth are more interested in their friendships and peer groups than in their relations with family members (Telljohann et al., 2012). In addition, adolescents tend to spend more time with their peers and rely on them for social support and social status (Espelage et al., 2003). Adolescent needs for peer acceptance and social status increase the tendency to be involved in bullying behaviors (Corsaro & Eder, 1990).

Bandura and colleagues (1996) investigated how individuals applied moral disengagement mechanisms to exercise moral agency. Moral disengagement included eight cognitive mechanisms which individuals used to deactivate self-regulation of moral standards and to act immorally without shame or guilt. The mechanisms of moral disengagement included (a) moral justification (MJ), (b) euphemistic language (EL), (c) advantageous comparison (AC), (d) displacement of responsibility (DR), (e) diffusion of responsibility (DiR), (f) disregarding or distorting the consequences (DC), (g) dehumanization (D), and (h) attribution of blame (AB) (Bandura et al., 1996; Bandura, 1999a).

In 2008, studies of moral disengagement beyond the work of Bandura and his colleagues began to be recognized (Bandura et al., 1996; Bandura 1999a; Bandura et al. 2001). Detert et al. (2008) realized the shortage of moral disengagement studies; existing studies investigated factors such as empathy, trait cynicism, locus of control, and moral identity, each of which could be related to the processes of moral disengagement. Others examined how moral disengagement and immoral decision making were associated (Johnson & Connelly, 2016; Paciello et al., 2013), and the meditation role of moral disengagement on bullying and cyberbullying behaviors (Campaert et al., 2017; Gini et al., 2020; Wang et al., 2017, 2020). Hyde et al. (2010) investigated the association between moral disengagement and the development of antisocial behaviors using a longitudinal study, examining the processes of moral disengagement development among low-income boys and investigating predictive factors to identify at-risk children. A developmental model of moral disengagement was developed by reviewing moral development studies and theories. The development model specified several factors

related to the development of moral disengagement during childhood: lack of empathy; harsh, aggressive, and rejecting parenting styles; living in a low-income neighborhood; and antisocial information processing. During adolescence, moral disengagement development was not linked to antisocial information processing, externalizing behaviors, or exposure to parental aggression.

Bullying and Moral Disengagement

Evidence suggested that individuals usually went through the processes of moral disengagement so they could behave unethically. According to the social cognitive theory of moral disengagement, individuals used their social cognitive mechanisms to engage in self-serving harmful behaviors which conflicted with their moral beliefs; at the same time, they advocated these beliefs without taking responsibility or expressing emotional reactions (Bandura, 2002).

Early studies showed that moral disengagement was associated with aggressive behaviors toward others because people tended to use immoral acts when committing aggressive and criminal acts. An investigation of moral justification among school-age children from Italy found that aggressive boys scored higher in moral disengagement, reported more moral justification for their behaviors, used euphemistic language, minimized the harmful impacts, and dehumanized the victim by blaming them (Bandura et al., 1996). Moral disengagement attitudes were linked directly to involvement in bullying. Children nominated by their peers as bullies scored high in moral disengagement, while children nominated as victims scored lower in moral disengagement (Menesini et al., 2003). A study by Hymel et al. (2005) investigated the association between justification attitudes and beliefs and bullying involvement among a

sample of secondary students in the United States, reporting that bullies showed high levels of moral disengagement, while victims had lower scores. Gini (2006) examined moral disengagement and bullying involvement roles among elementary school students, finding that bullies, reinforcers, and assistants of the bully had higher levels of moral disengagement compared to victims and outsiders. According to Obermann (2011), self-reports and peer-nominated bullying were associated with moral disengagement, and both bullies and victims scored high in moral disengagement.

Researchers investigated the association between moral disengagement and the perpetration of aggressive and bullying behaviors (Bandura et al., 1996; Newton & Bussey, 2012). Adolescents with high levels of moral disengagement were likely to be more irritable, more prone to vengeful rumination, more motivated toward any form of aggression, and more likely to participate in violent events. Their lower feelings of guilt were linked to their higher moral disengagement acceptance levels (Obermann, 2011). Aggression and bullying had negative influences on others, so they were considered harmful globally. Multiple studies investigated the relationship between bullying and morality using multiple theoretical frameworks (Tisak et al., 2010).

Extensive studies of bullying in schools investigated the factors of moral disengagement at multiple educational levels, including school and classroom levels, peer-group levels, and personal levels, finding that moral disengagement was correlated to bullying at all levels (Gini, Pozzoli & Bussey, 2014; Gini, Pozzoli & Hymel, 2014). A meta-analysis investigated associations between moral disengagement and aggressive behaviors among 8 to 18 year-old participants, seeking to determine whether types of aggression, youth characteristics, and the methodological features of these studies played

a role in moral disengagement levels. Of the 27 studies used, 12 investigated correlations between moral disengagement and aggressive behavior. Eleven studies investigated links between moral disengagement and bullying, while four examined moral disengagement and cyberbullying. Their analysis reported a positive effect size linking moral disengagement in all age groups with an effect size for adolescents (Gini, Pozzoli & Hymel, 2014).

A later study of adolescents investigated associations between person-level and in-group-level moral disengagement, aggressive behaviors among defenders, and passive bystanders (Gini, Pozzoli, & Bussey, Nouran 2015), finding that person-levels of moral disengagement predicted aggression but were not linked to bystanding behaviors. Collective moral disengagement predicted aggression and defending behaviors. Apparently, moral disengagement mechanism usage differs according to the role of individuals during bullying situations. For example, bullies might use the mechanism of dehumanizing their victims, while bystanders may displace responsibility by assuming there would be an intervention by an adult.

Bussey et al. (2015) examined relationships between moral disengagement and aggression among 1,152 Australian adolescents, finding an association between moral disengagement and overt aggression. Students who scored higher in moral disengagement were likely to have high levels of self-reported aggression.

Low empathy levels were associated with high scores of moral disengagement (Almeida et al., 2010). Gini et al. (2007) studied how empathy can predict bullying behavior and defending roles among adolescents in Italy, showing an association between empathy and bullying behaviors among boys, but not for girls. Defending behaviors were

associated with high levels of empathy; thus, bystanders with high empathy scores were more likely to defend victims than were those with low empathy scores.

Teacher responses to bullying were found to affect student moral disengagement at the person level. The role of teachers in student moral disengagement, specifically in bullying and victimization, was important. Moral disengagement became an essential mediator at the individual level; the teacher role should be taken into consideration when designing anti-bullying interventions (Campaert et al., 2018). Studies did not determine why children bully, but research by Gini et al. (2011) indicated that children bully, not because of their developing moral rules, but rather because of moral disengagement.

Bullying perpetrators were likely to score high on the moral disengagement test, while bullying victimization were linked to scoring low in moral disengagement. Bullying and moral disengagement were linked either directly and indirectly in the literature. Factors related to individual and social levels, including the school environment, played an essential role in the association between bullying behavior and moral disengagement. For instance, at the individual level, empathetic behaviors mediated moral disengagement levels and bullying behavior, while teacher responses to bullying were found to mediate moral disengagement and bullying.

Brief Analysis of the Literature

Several factors are associated with bullying behaviors among adolescents. Bullying forms, including physical, social, verbal, and cyber, were linked to self-esteem, emotional intelligence, and moral disengagement. The bullying involvement role and personal and social factors were investigated by many researchers. The consequences of

bullying and cyberbullying were discussed to highlight the adverse effects on a child's emotional, social, and academic development and the effects later in adulthood.

Moral disengagement mechanisms are considered an important factor when examining bullying behavior, its forms, and involvement roles. Bullies and bystanders are likely to have high levels of moral disengagement. Bullies tended to use moral justification to dehumanize their victims, while bystanders might displace responsibility during bullying events.

Self-esteem and emotional intelligence played a crucial role in controlling moral disengagement and bullying behaviors. Self-esteem was shown to be an essential factor of individual emotional and social life; it mediated aggression and bullying. Individuals with high levels of self-esteem were likely to score low on bullying involvement tests. In contrast, individuals with low self-esteem were likely to be victims of bullying or cyberbullying. emotional intelligence was found to be a protective factor against bullying involvement among adolescents. Primarily, individuals with high levels of emotional intelligence could manage, understand, and control their and others' emotions; additionally, they tended to have high levels of empathy, preventing them from engaging in bullying behaviors. Whereas individuals who did not have the ability to control, understand, and regulate their emotions, and those who had low levels of attention to emotions tended to have victimization experiences. Since self-esteem and emotional intelligence play a crucial role in controlling bullying issues, many researchers investigated this protective role by applying these strategies to the development of bullying prevention and intervention programs.

Although this literature review showed research results explaining relationships between bullying and the planned research variables, a paucity of research exists on the relationships among the current study factors. The review was designed to help the reader understand the associations between bullying and other variables. Relationships among bullying and moral disengagement on the one hand and self-esteem and emotional intelligence as mediators supported the conceptual model hypothesized in this study. Understanding these relationships via the hypothesized model helped these scholars understand the significance of self-esteem and emotional intelligence roles in controlling and predicting moral disengagement and bullying behaviors.

CHAPTER 3

METHODOLOGY

General Introduction

The associations among self-esteem, emotional intelligence, moral

disengagement, and bullying among adolescents in Saudi Arabia was investigated. The

author set out to examine the extent to which self-esteem and emotional intelligence

played a mediating role between moral disengagement and bullying, and the extent to

which they predicted bullying among adolescents attending high school in Saudi Arabia.

More detailed explanations of the proposed research process and tools are presented in

the following descriptions.

Research Questions

The purpose of this study was to answer the following research questions:

1. What is the bullying behavior prevalence rate among adolescents in Jeddah,

    Saudi Arabia?

2. Does types of bullying behavior (i.e., physical, verbal, etc.) vary by gender

    among adolescents in Jeddah, Saudi Arabia?

3. To what extent do self-esteem, emotional intelligence and moral

    disengagement predict bullying behavior (victimization/perpetration) among

    adolescents in Jeddah, Saudi Arabia?

4. Do self-esteem and emotional intelligence mediate the association between moral disengagement and bullying behaviors for adolescents in Jeddah, Saudi Arabia during the 2022 academic year?

Research Design

This study employed a non-experimental, quantitative, correlational, cross-sectional design. The quantitative research design was deemed ideal because the study focus was to determine whether self-esteem, emotional intelligence, and moral disengagement constructs could be associated with bullying behavior (Creswell, 2014). Correlational studies allowed researchers to statistically assess an association or link between the variables (Polit & Beck, 2010).

A survey research design was chosen, as it is used most in quantitative research including by researchers who examined bullying prevalence and bullying association with other factors (Crothers & Levinson, 2004). The survey research design was a quantitative method, and collected information as numerical descriptions of individual attitudes, trends, or opinions of a representative sample from the target population. Online administration of surveys has become acceptable as a data collection procedure (Creswell, 2009) and was beneficial for its convenience, low cost, and low time commitment. The researcher used a predictive correlational design, applied when examining one or more variables to discover what would occur (McMillan & Schumacher, 2014). This quantitative research study examined the relationships among the variables using model-testing design to develop a theoretical model, using the statistical software SPSS and Amos.

Population

The proposed population was male and female high school students from Grades 10, 11, and 12, ages ranging from 14 to 19 years old. Participants were students attending public high schools in Jeddah, Saudi Arabia, during the 2022 academic year. According to the last Ministry of Education (MOE) update for Saudi Arabia, approximately 120,439 (males/females) students were registered in 519 public high schools (237 male [N = 57,712] and 282 female [N = 62,727]) in Jeddah in 2022 (GASTAT, MOE, 2021).

Sample

Probability sampling was used to guarantee that everyone in the population had an equal likelihood of selection. Because there were 519 public high schools (237 male schools; 282 female schools), random sampling was applied to select twenty ($N = 20$) high schools (10 male schools and 10 female schools), representing about 20% of the general population (GASTAT, 2021). Students in all twenty schools were asked to get parental consent before participating in the study. Students who chose to participate and had obtained consent forms (see Appendix A) from their families took the survey. The survey was available online via Google Forms at each participants' school.

In Structural Equation Modeling (SEM), a minimum sample size of 200 cases is recommended. The literature suggested obtaining adequate sample size to conduct SEM, considering 5-10 cases per parameter appropriate (Bentler & Chou, 1987; Kline, 2011). However, later, Kline (2016) stated that a sample of 200 cases could be too small when conducting complex models. In this study, an original sample size of 745 male and female students took the survey.

Definition of Variables

This study used three major variables, involving 20 sub-variables, to predict bullying among the adolescent age group (Appendix B).

Bullying and Cyberbullying Behavior

Bullying behavior was the dependent variable for this study. A self-report scale was used to measure bullying behavior as a categorical variable which differentiated perpetrators from victims including 4 subscales in each main scale (physical, verbal, relational, cyber). Bullying behavior was assessed with the Bullying and Cyberbullying Scale for Adolescents (BCS-A) (Appendix C) developed by Thomas and her colleagues (2019) containing 26 items (13 perpetrator items and 13 victim items). These items included statements such as "Punched, hit, kicked, pushed or shoved, on purpose," "Said mean or hurtful things to me," "Sent or posted, mean or hurtful pictures/videos about me," "Forced someone to do something they did not want to do." The scale had two scoring systems: ratio and ordinal.

Self-Esteem

Self-esteem is conceptualized as a positive or negative orientation toward oneself (Rosenberg, 1979). Self-esteem was a mediator in the current study. Participant levels of global self-esteem were measured by the total score obtained from the Rosenberg Self-Esteem Scale (RSES) (Appendix D) (Rosenberg, 1965). Self-esteem was measured by a 10-item scale, with a four-point Likert-type scale (4 = *Strongly Agree*, to 1 = *Strongly Disagree*). Included were statements such as "I like myself," "I am able to do things as well as most other people," and "I have lots of good qualities." The scale ranged from 0

to 40. Scores between 15 and 25 were considered to be within the normal range; scores

below 15 suggested low self-esteem.

Emotional Intelligence

Emotional intelligence is defined as the "abilities to perceive, appraise, and

express emotion; to access and/or generate feelings when they facilitate thought; to

understand emotion and emotional knowledge; and to regulate emotions to promote

emotional and intellectual growth" (Mayer & Salovey, 1997, p. 10). The scale included

four subscales (Self Emotional Appraisal [SEA], Others' Emotional Appraisal [OEA],

Use of Emotion [UOE], and Regulation of Emotion [ROE]. Emotional intelligence was

considered a continuous independent measure and a mediator in the current study. The

emotional intelligence variable was derived from average participant scores on the Wong

and Law Emotional Intelligence Scale (WLEIS) (Appendix E), which was composed of

16 items using a seven-point Likert-type scale. These items included "I really understand

what I feel," "I have a good understanding of my own emotions," "I am a good observer

of others' emotions," and "I am a self-motivating person." This scale used an interval

variable score ranging from 16 to 112 (Wong & Law, 2002).

Moral Disengagement

Moral disengagement is defined as the self-regulatory process in which moral

control can be disengaged from censurable conduct (Bandura et al., 2001). The self-

reported moral disengagement variable was an independent variable as measure in the

current study. Moral disengagement was assessed using the 32-item Moral

Disengagement Scale (MDS) (Appendix F) developed by Bandura (1996), which used a

five-point Likert-type scale. Eight mechanisms included moral justification, euphemistic

language, advantageous comparison, displacement of responsibility, diffusion of responsibility, distorting consequences, attribution of blame, and dehumanization. Items included statements such as "It is all right to fight to protect your friend," "It is okay to tell small lies because they do not really do any harm," "Some people deserve to be treated like animals," and "It is all right to beat someone who bad mouths your family." This scale had an interval-level variable score ranging from 32 to 160.

Instrumentation

A total of 84 items comprised the final survey: Section 1 contained 4 demographic items Section 2 contained the RSES (10 items); Section 3 had the WLEIS (16 items); Section 4 had the MDS (32 items); and Section 5 had the BCS-A survey (23 items).

The measurement instruments chosen for examination of the study variables were four reliable and valid measurement tools. Since the population of this study was Saudi Arabian adolescents who speak Arabic, the researcher looked for instruments developed in the Arabic context and written using Arabic language. Some Arabic instruments were either very long or did not fit the study objectives. Next, the researcher selected measurements that were developed originally in the English language and were translated to the Arabic language and validated within Arabic contexts. All four instruments had been used in Arabic research except for the bullying behavior instrument. Therefore, the researcher obtained the license from the scale developers to translate the BCS-A into Arabic. For Arabic translation, the researcher used terminology easy to understand by adolescents between 10 and 18 years of age. After that, the version was reviewed by experienced translators to make sure that the translated items were clear and free from

any formatting and typographical issues. The translated version was sent back to the developer to be reviewed and was approved for research use.

Demographic Information

Demographic information relevant to this study was collected, including participant gender, age, and grade level (see Appendix G).

The Bullying and Cyberbullying Scale for Adolescents

The BCS-A (Appendix C) was developed initially by Thomas and her colleagues (2019) to measure traditional bullying and cyberbullying among adolescents. The multidimensional measure involved two domains: bullying and cyberbullying. The scale consisted of 26 items divided between the two main domains, 13 for each. The scale measured two subdomains in each section (perpetrator and victim) and included verbal, physical, relational, and cyberbullying behaviors (Thomas et al., 2019). The scale was developed and validated using the Olweus Bully-Victim Questionnaire (Olweus, 1996b), the Peer Relations Questionnaire (Rigby, 1998), the Forms of Bullying Scale (Shaw et al., 2013), and other measures of internalizing and externalizing problems, school connectedness, social support, and personality.

The scale was composed of two parallel tests (bullies/victims); each test comprised 13 items with four fixed sub-scales (verbal, physical, relational, and cyber bullying). Respondents were to answer each of the two tests using a Likert scale (1 = *I did not do this* to 5 = *several times a week or more*. Each participant received a total score for each test (bully and victimization) using scores from each of the four subscales and dividing the total score by the number of subscale questions.

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The scale could be used with two scoring systems (ratio and ordinal); researchers selected the scoring system according to their purpose for using the scale. Participants who took the ratio scaling version had response options such as "*3 times or more,*" while in ordinal scaling, participant response options include "*every few weeks or more.*" For this study, ratio scaling was used because it met the goals of the study. The total score for the parallel tests was calculated by summing the scores of the items in each sub-scale, dividing the total by the number of items in each subscale, and adding together the averaged subscale scores for each part of the test.

A test-retest measured the reliability and validity of the BCS-A; the Cronbach's alpha coefficient for the victimization subscales model was 0.72 for the physical scale, 0.92 for the verbal scale, 0.66 for the relational scale, and 0.83 for the cyber scale. For the perpetration subscales model, Cronbach's alpha coefficients were reported to be 0.69 for the physical scale, 0.92 for the verbal scale, 0.69 for the relational scale, and 0.92 for the cyber scale (Thomas et al., 2019). For the Turkish version of the BCS-A, the Cronbach's alpha internal consistency coefficients ranged between 0.60 and 0.80 for the victimization subscales test and between 0.61 and 0.81 for the perpetration subscales test (Özbey & Öznur, 2020). The confirmatory factor analysis (CFA) result indicated the model was equivalent for male and female participants. The male model fit was reported as SRMR < .05, robust CFI > .96; and robust RMSEA < .06; *p*-values were < .05; the female model fit was reported as SRMR < .07, robust CFI > .96; and robust RMSEA < .11; *p*-values were < .05. The test-retest results were determined with the Intraclass Correlation Coefficient values higher than 0.55. The results demonstrated reliability and validity of the scale items and that they fit the data adequately (Özbey & Öznur, 2020). The BCS-A

psychometric properties of an Arabic version were measured using 114 high school students from Egypt. A test-retest examined the reliability and validity of the BCS-A, ranging between 0.84 and 0.93. The Cronbach's alpha coefficients for the perpetrator and victim scales ranged between 0.62 and 0.79. For the perpetration and victimization subscales, Cronbach's alpha coefficients were reported between 0.78 to 0.88 (Ammar, 2021) (see Appendix C).

Rosenberg Self-Esteem Scale (RSES)

The RSES (Appendix D) is one of the most widely used self-esteem measurement tools (Blascovich & Tomaka, 1991). The scale was created by Rosenberg (1965) to measure global self-worth by measuring positive and negative feelings about the self using 10 items; five (2, 5, 6, 8, 9) were negatively worded and reverse scored (see Appendix D). Participants responded to each question on a Likert-type scale (1 = *strongly disagree* to 4 = *strongly agree*). Scale scores ranged from zero to 40 (Rosenberg, 1965). The RSES was found to have adequate psychometric properties (Bushman & Baumeister, 1998) including high ratings in reliability ranging from 0.72 to 0.88 (Blascovich & Tomaka, 1991; Patchin & Hinduja, 2010; Robins et al., 2001). Internal consistency was 0.77, the minimum Coefficient of Reproducibility was at least 0.90 (McCarthy & Hodge, 1982; Shahani et al., 1990). A varied selection of independent studies using samples of children, high school students, college students, parents, older people, and minority groups showed high reliability coefficients ranging from 0.72 to 0.91. The test-retest reliability interval was calculated at 0.85 and at 0.63 (Gnambs et al., 2018; Hatcher, 2007; Robins et al., 2001; Rosenberg, 1965; Sinclair et al., 2010; Tinakon & Nahathai, 2012).

Wong and Law Emotional Intelligence Scale

The WLEIS scale (Appendix E) was a 16-item self-report instrument measuring four emotional intelligence factors based on the Mayer and Salovey (1997) emotional intelligence model. The total score for emotional intelligence was the sum of the scores from the four subscales. Each item was answered on a 7-point Likert-type scale ranging from 1 *(strongly disagree)* to 7 *(strongly agree)*. The four subscales included (a) the SEA, items 1, 2, 3, 4 measuring self-perceived ability to recognize, understand, and express one's own deep emotions; (b) OEA, items 5, 6, 7, 8 which assessed self-perceived ability to recognize and understand others' emotions; (c) UOE scale, items 9, 10, 11, 12, measured self-perceived tendencies to motivate oneself to enhance performance; and (d) the ROE scale, items 13, 14, 15, 16, which examined self-perceived ability to regulate one's emotions (Fukuda et al., 2012).

The WLEIS was cross-validated in several cultures including Asia, the United States, Spain, Italy, and the Middle East (Abraham, 2020; Fukuda et al., 2012; Iliceto & Fino, 2017; Kong, 2017; Law et al., 2004; Li et al., 2012; Libbrecht et al., 2014). Construct validity of the WLEIS found criterion-related validity related to job satisfaction ($r = .40$), job performance ($r = .21$), and peer-rated task performance ($r = .27$) (Hui-Hua & Schutte, 2015; Wong & Law, 2002). The discriminant validity of the WLEIS was evaluated from the Big Five personality traits and cognitive ability; strong latent correlations were found between the four subscales and the five personality types (Joseph & Newman, 2010). The internal consistency reliability (Cronbach's alpha) of the WLEIS subscales ranged from 0.74 to 0.87 (Fukuda et al., 2012). For a sample of American and Chinese undergraduate students, alpha reliability coefficients ranged from 0.90 to 0.80 (LaPalme et al., 2016). Measurement invariance and latent mean differences across

gender and age results showed that the four factors of the scale were reliable for multiple gender and age groups. Measurement equivalence was examined on a sample consisting of 1,160 Chinese individuals (13-40 years old). The CFA result indicated that the four-factor model showed a very good fit of the data, χ^2 (98) = 386.74, $p < 0.001$, NFI = 0.96, CFI = 0.96, RMSEA = 0.050, SRMR = 0.032. Factor loadings were significant with a range of 0.55 to 0.89 (Kong, 2017). The WLEIS has been validated on adolescent age groups (Abraham, 2020; Arrivillaga et al., 2020; Chamizo-Nieto et al., 2021; Extremera et al., 2018; Li, 2018). These results were consistent with previous findings of Mayer and Salovey (1997) and Wong and Law (2002), demonstrating that the WLEIS was valid and reliable, as well as generalizable to cross-cultural studies (see Appendix E).

Moral Disengagement Scale

The MDS (Appendix F) was developed by Bandura and his colleagues (1996) to assess moral disengagement mechanisms. A self-report measure, the MDS included 32 items to assess eight moral disengagement mechanisms with four items for each. The eight mechanisms included moral justification (MJ), items 1, 9, 17, 25; euphemistic language (EL), items 2, 10, 18, 26; advantageous comparison (AC), items 3, 11, 19, 27; displacement of responsibility (DR), items 5, 13, 21, 29; diffusion of responsibility (DiR), items 4, 12, 20, 28; distorting consequences (DC), items 6, 14, 22, 30; attribution of blame (AB), items 8, 16, 24, 32; and dehumanization (D), items 7, 15, 23, 31. Responses on the 32 items were rated on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). A higher total score indicated a higher level of moral disengagement.

Internal consistency reliability (Cronbach's alpha) was reported by Bandura (1996) as 0.82; later internal reliability coefficients of .83 and .96 were reported (Bandura

et al., 2001). Another study reported internal consistency reliability among a sample of 245 African American children (Pelton et al., 2004). Kiriakidis (2008) reported an internal reliability coefficient of .87. A principal components analysis measured a single-factor solution involving 16.2% of the variance (Bandura et al., 2001) (see Appendix F).

Data Collection

The researcher obtained approval to conduct the study from the Institutional Review Board (IRB) at Andrews University (see Appendix H) after receiving permission from the Ministry of Education (MOE) in Saudi Arabia to use 20 high schools in Jeddah, Saudi Arabia for the study (Appendix I). The Research and Innovation Department of the Ministry of General Education in Riyadh (the capital city of Saudi Arabia) was the authorized party to support and approve research conducted within the education sector in all of Saudi Arabia. Once permission was granted, the Research and Innovation Department in the Ministry of Education, contacted the department of research in the General Administration of Education (GAE) in Jeddah to confirm the primary researcher's permission to collect data. The researcher met with administrators in the GAE to explain the purpose of the study, instrument instructions and processes, and the targeted sample type and size. The GAE in Jeddah sent an invitation to participate to all high schools in Jeddah; then a list of the schools was sent to the researcher to select schools for participation. The researcher selected 20 schools randomly; then scheduled dates and times to collect data from each school during the regular school day. The GAE in Jeddah contacted the 20 school principals, explained the study aims, and provided examples of the instruments to be used. Two consent forms for participation (i.e., parents and students) were provided by the GAE in Jeddah to the students and their parents

(Appendix A). As recommended by the GAE, the online survey was created using Google Forms as it was the most accessible and most used in education sector research. Students and their parents/caregivers were required to complete and send the consent forms to the school to participate in the study. All students who gave consent and had permission from their parents to participate participated in the study. Data collection occurred during the regular school day during computer science lab time (40-45 minutes). The computer science class was a required and scheduled course, taken weekly in the high school curriculum. Students not participating in the study were given other computer work to do by the teacher. On the data collection day, a short introduction about the purpose of the study and instructions for completing the survey were read to the students by the teachers; researcher contact information was made available to teachers in case there were questions. The students were assured their identity would be kept anonymous and not shared with their families or others in their school to increase the likelihood they would answer honestly. Thus, participant identity was protected.

Because the survey included questions about bullying, which could create emotional distress among participants, students were informed about appropriate processes while they took the survey. The researcher stated in the survey that participants could skip the survey or leave the classroom if they had emotional discomfort. Students were told to ask for help from the school psychologist or the counseling office in their school if they felt distress after taking the survey. The questionnaire consisted of five sections and 84 items: first, the demographic background questions (4 items), followed by the RSES (10 items), the WLEIS (16 items), the MDS (32 items), and then the BCS-A survey (23 items). The complete survey took 25-30 minutes to complete. Students were

directed to raise their hand when they finished so the teacher could verify the student had completed and sent the survey. All collected data were secured and saved in a password-protected folder on the researcher's personal computer.

Analysis of the Data

Preliminary analyses were done using the latest version of the Statistical Program for the Social Sciences (SPSS 28) and IBM SPSS Amos. The analyses utilized included descriptive statistics, binary logistic regression, and SEM. The first section of data analysis was descriptive statistics including means, standard deviations, and frequencies of the sample. A statistical significance level, a criterion alpha level of .05, was applied. The second step of data analysis examined the assumptions for binary logistic regression and SEM. Testing the assumptions included a normality test using skewness and kurtosis; the maximum likelihood technique of approximation was used once the data showed normality. Techniques such as asymptotic distribution-free of estimations were used when data normality was violated (Browne, 1984). A Q plot and/or a Cook's distance calculation was run to test normality in SEM (Cook, 1977; Kutner et al., 2005). The researcher was assured there was no missing data in the SEM. Missing at random and missing completely at random approaches were available for maximum likelihood estimation of SEM parameters under incomplete data (Enders & Bandalos, 2001). SEM assumed that the model was specified accurately, and so specification errors in the form of omitted variables could have resulted in substantial parameter estimate bias (McDonald & Ho, 2002).

Binary Logistic Regression

Binary logistic regression analysis was used to analyze the data to determine whether or not there was a significant effect of gender on the eight bullying behaviors measured by the BCS-A, which included four forms of bullying (physical, verbal, relational, cyber) in each of the main measures (perpetration/victimization). Binary logistic regression was a version of multiple regression, where the dependent variable was not quantitative but was binary (categorical), meaning there were only two possible outcomes. In the logistic regression, the predicted value was actually a probability, which ranged from 0 to 1. The main goal of using logistic regression was to find the best-fitting model to describe the relationship between the dichotomous characteristic of interest (dependent variable) and a set of predictors (independent variables). Binary logistic regression was found suitable to address the research question because it was designed to test a model or group of variables to predict group membership as identified by some categorical dependent variable. Logistic regression was used when research included a dependent variable that was not a continuous or quantitative variable (George & Mallery, 2000). Binary logistic regression did not require the normality distributions assumption to be met, so it was the appropriate analysis to predict the probability of whether student would fall into one of the eight bullying categories. In addition, logistic regression was a useful technique specifically when the data of one or more of the dependent variables did not meet linearity assumptions (Mertler et al., 2021).

Structural Equation Modeling

To respond to the main research question, SEM was used to test the hypothesized mediational model of self-esteem, emotional intelligence, moral disengagement, and

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bullying. SEM is a diverse set of statistical techniques used by social and behavioral

researchers to analyze relationships among multiple variables. SEM is considered a

general and integrative method; the linear model is related to several familiar and simpler

statistical methods such as discriminant analysis, analysis of variance, multiple

regression, and factor analysis (Hoyle, 2018). Researchers use SEM when hypothesizing

models to be evaluated by conducting path models while focusing on theoretical

constructs (latent variables) generated by observed variables. Therefore, SEM includes

both exogenous and endogenous latent variables, and includes at least one latent mediator

variable. The technique is used to discover whether a theoretical model is supported by a

data set; in addition to testing a theory SEM can help researchers to diagnose which latent

variables predict for other latent variables. Essentially, SEM has two main components of

developing models: (a) path analysis which is considered to be the structural part applied

to design the model, explaining the associations between the constructs; and (b)

confirmatory factor analysis (CFA) models which are considered to be the measurement

part used to create the constructs (Klem, 2000; Meyers et al., 2016). Path analysis is

conducted to test a theory of causal relationships within a set of observed variables

(Klem, 2000; Loehlin, 1991). CFA is a measurement model linking observed measures

such as test items to their constructs within a hypothesized model (Brown, 2015;

Harrington, 2009; Meyers et al., 2016). The relationship between the theoretical

constructs was represented by regression or path coefficients between the factors. SEM

can be done using both IBM SPSS and Amos.

      There are two steps to create a full SEM model: (a) defining the latent variables to

create a measurement model, and (b) developing a structural model to examine the

associations among variables (Hoyle, 2018; Meyers et al., 2016; Schumacker & Lomax, 2016). The structural model tests how both utilized latent variables and the indicator variables are related; directional relationships among these variables are specified by the researcher according to the research hypotheses (Hoyle, 2018; Schumacker & Lomax, 2016). Five main steps are needed to conduct SEM: (a) model specification, (b) model estimation, (c) model testing and evaluation of fit, (d) model modification and re-specification, and (e) interpretation and reporting.

Model Specification

Specifying the theoretical model was the first step in designing the SEM model. Model specification included assigning the study variables, determining the associations among these variables, and defining the parameters within the model. To designate the involved variables, the researcher decided which observed and latent variables should be included in the model. Defining which variables were correlated and which were directional variables was conducted and the status of the included parameters specified (Hoyle, 2018; Meyers et al., 2016).

Model Estimation

Model estimation was used to assess the population parameters. Estimating parameters produced an estimated covariance matrix of the best fitting model. This technique used either a proper function or estimation process, including weighted least squares, unweighted least squares, generalized least squares, and maximum likelihood (Hoyle, 2018; Meyers et al., 2016; Schumacker & Lomax, 2016).

Model Testing and Model Fit

The specified model had to be tested to determine whether the model had adequate fit for the data or had inadequate fit, so should be re-specified or rejected (Hoyle, 2018; Schumacker & Lomax, 2016). The SEM overall model fit was evaluated by several fit measures including the Chi Square (χ^2 test), the Normed Fit Index (NFI), the Comparative Fit Index (CFI), the Goodness of Fit Index (GFI), the Standardized Root Mean Squared (SRMSR), and the Root Mean Square Error of Approximation (RMSEA). Values of $p \geq .05$ for the χ^2 test are non-significant and considered to be a good fit (Byrne, 2013; Hu & Bentler, 1999; Meyers et al., 2016). The RMSEA value less than 0.06 and the CFI with values between 0.90 and 0.95 or greater, and SRMSR less than .10 indicated an acceptable level of model fit (Keith, 2019). GFI and NFI with values of 0.90 were also considered a good model fit (Byrne, 2013; Hu & Bentler, 1999; Meyers et al., 2016).

Model Modification and Model Specification

Model modification adjusted the specified model through interpretation and re-specification. This step was critical to test whether the data fit the model adequately, aiding the decision as to whether a new model needed to be specified. Evaluated fit measures did not supply strong evidence to support the specified model(s), thus requiring modification. The model needed to be specified if the model had an acceptable fit for the data but had extremist parameters or did not fit the data acceptably. If the model had acceptable fit, the modification processes shifted to specific elements of model fit (Hoyle, 2018; Schumacker & Lomax, 2016; Meyers et al., 2016). Modification and re-specification aimed to improve the model fit and to find the best model that fit the data.

Re-specified models needed to be theoretically meaningful. Model specification was used to look at free or fixed parameters, thus this process included either freeing fixed parameters or fixing free parameters (Chou & Huh, 2012; Hoyle, 2018; Meyers et al., 2016).

Interpretation and Reporting

After obtaining a model that fit well and was theoretically meaningful, interpretation and reporting of the model was completed (Hoyle, 2018; Meyers et al., 2016).

Mediation Analysis

The mediation model was used to define the cause and effect relationships supported by either theory or research (Mackinnon, 2012), and explained how or why the independent variables impacted the dependent variables by a mediator. The mediation analysis helped understand associations between an independent variable and a dependent variable when there were no clear or direct associations between these variables (Fairchild & MacKinnon, 2009; Hayes, 2017; Mackinnon, 2012).

Summary

This chapter described the methodology utilized to conduct the study. A nonexperimental descriptive research design was used to investigate the relationships between self-esteem, emotional intelligence, moral disengagement, and bullying behaviors. The target population was high school Saudi students attending school during the 2022 academic year. The survey utilized for this study included four scales which

measured the variables: the BCS-A, MDS, RSES, and the WLEIS. The research questions,

design, data collection, and data analysis procedures were described.

CHAPTER 4

RESULTS

Introduction

This chapter summarized the results of the study through data analysis. The study examined how self-esteem, emotional intelligence, and moral disengagement predicted bullying behaviors among high school students. Correlational analysis, binary logistic regression, and SEM were used to determine the nature of the relationships among the study variables. The study hypothesis was that self-esteem and emotional intelligence influences moral disengagement and bullying behaviors. Therefore, the hypothesized model, (see Chapter 1) would fit the empirical model, using SEM to test relationships among the variables.

Demographic Characteristics

A total of 745 participants took the online survey. All 745 participants and their guardians signed online consent forms before taking the survey. Participants were high school students (males and females aged between 14 and 19) attending school during the 2022 academic year. The final number was 735; 10 participants aged 20 years or older were excluded from the sample (see Table 1). Of the respondents 51.4% ($n = 378$) were male; 48.6% ($n = 357$) were female. In age, 49.7% ($n = 365$) were ages 14-16; and 50.3% ($n = 370$) were ages 17-19. For grade levels, 42.3% ($n = 311$) were in 10th grade; 26.9% ($n = 198$) were in 11th grade, and 30.7% ($n = 226$) were in 12th grade.

Table 1

Respondent Demographic Characteristics (N= 735)

Variable	*N*	%
Gender		
Male	378	51.4
Female	357	48.6
Age		
14-16	365	49.7
17- 19	370	50.3
Grade levels		
10th grade	311	42.3
11th grade	198	26.9
12th grade	226	30.7

Preliminary Analyses

Data Screening

The data were screened for accuracy of data entry, missing data, and assumptions of normality, linearity, and homoscedasticity. Data were screened for missing values; there was no missing data across all variables used. As a result, missing data treatment was not conducted.

The normality test for each variable used skewness. Skewness and kurtosis are important prescriptive statistical processes used for distributions and testing the degree of normality (Bulmer, 1979). Some bullying victimization and perpetration variables were

positively skewed (between −3 and +3). The bullying perpetration total score was almost positively skewed (3.62); the physical perpetration score was positively skewed (4.31), as was the relational perpetration score (3.94). However, positive skewness was expected for the bullying variables as the majority of participants reported a low score of bullying involvement. Self-esteem, emotional intelligence, and moral disengagement variable skewness scores indicated they were relatively normal (within the −3 to 3 range). According to Brown (2015), skewness ranged between −3 and +3 was considered acceptable when conducting SEM.

Instrument Reliability

Reliability estimates for each of the main variables were reported in this section. Cronbach's Alpha estimates were evaluated as 0.90 and above = excellent, 0.70 to 0.90 = high, 0.50 to 0.70 = moderate, and 0.50 and below = low (Perry et al., 2004). As shown in Table 2, the Bullying Victimization Scale including 13 items had a reliability of Cronbach's α = .892 which was considered very good. However, several subscales did not meet these criteria. The BCS-A Victimization Physical Bullying subscale, using items 1, 2, 3, and 4, had a reliability of Cronbach's α = .712. The BCS-A Victimization Verbal Bullying subscale, using items 5 and 6, had a reliability of Cronbach's α = .811. The BCS-A Victimization Relational Bullying subscale, using items 7 and 8, had a reliability of Cronbach's α = .711. The BCS-A Victimization Cyber Bullying subscale, using items 9, 10, 11, 12, and 13, had a reliability of Cronbach's α = .802.

Table 2

Descriptive Statistics and Instrument Reliability for the BCS-A (N = 735)

Variable	M	SD	Skewness	Items[a]	Cronbach's α
Bullying Victimization	2.215	3.595	2.112	13	.892
Physical Victimization	0.582	0.766	0.870	4	.712
Verbal Victimization	0.608	0.809	0.828	2	.811
Relational Victimization	0.427	0.709	1.347	2	.711
Cyber Victimization	0.458	0.731	1.245	5	.802
Bullying Perpetration	0.722	1.922	3.621	13	.855
Physical Perpetration	0.156	0.466	4.313	4	.690
Verbal Perpetration	0.247	0.551	2.140	2	.815
Relational Perpetration	0.099	0.368	3.942	2	.683
Cyber Perpetration	0.182	0.497	2.734	5	.709

Note: Items [a] = Numbers of items in each subscale

The BCS-A Perpetration Scale including 13 items had a good reliability at Cronbach's α = .855. The Physical Bullying subscale used items 14, 15, 16, and 17 and had a reliability of Cronbach's α = .690. The BCS-A Perpetration Verbal Bullying subscale used items 18 and 19 and had a reliability of Cronbach's α = .815. The BCS-A Perpetration Relational Bullying subscale used items 20 and 21 and had a reliability of Cronbach's α = .683. The BCS-A Perpetration Cyber Bullying subscale used items 22, 23, 24, 25, and 26 and had a reliability of Cronbach's α = .709. Emotional intelligence was assessed using the Wong and Law Emotional Intelligence Scale (WLEIS) (Wong & Law, 1997). The variable score for the WLEIS (1997) resulted from the subscales SEA (4

items), OEA (4 items), UOE (4 items), and ROE (4 items). The overall variable was composite (16 items in total) (see Table 3). Cronbach's alpha for the general scale had a very good reliability of Cronbach's α = .895. All four subscales also had very good reliability estimates. The SEA subscale used items 1, 2, 3, and 4; and had a reliability of Cronbach's α =. 826. The OEA subscale used items 5, 6, 7, and 8; and had a reliability of Cronbach's α =. 823. The UOE subscale used items 9, 10, 11, and 12; and had a reliability of Cronbach's α =. 871. The ROE subscale used items 13, 14, 15, and 16; and had a reliability of Cronbach's α = .841

Moral disengagement was assessed using the MDS (1995). The variable score for the MDS (1995) resulted from the subscales MJ (4 items), EL (4 items), AC (4 items), DR (4 items), DiR (4 items), DC (4 items), AB (4 items), and D (4 items). The overall variable was composite (32 items in total) and had a very good reliability of Cronbach's α = .914 (see Table 4). Regarding the MDS subscales, reliability estimates measured using Cronbach's alpha were mostly acceptable.

Table 3

Descriptive Statistics and Instrument Reliability for the WLEIS (N = 735)

Variable	*M*	*SD*	Skewness	Items[a]	Cronbach's α
Emotional Intelligence	84.481	16.269	−1.189	16	.895
Self Emotional Appraisal	5.0211	1.378	−.805	4	.826
Others' Emotional Appraisal	5.422	1.228	−1.058	4	.823
Use of Emotion	5.649	1.339	−1.338	4	.871
Regulation of Emotion	5.027	1.416	−.702	4	.841

Note: Items [a] = Numbers of items in each subscale

Table 4

Descriptive Statistics and Instrument Reliability for the Moral Disengagement Scale (N = 735)

Variable	*M*	*SD*	Skewness	Items[a]	Cronbach's α
Moral Disengagement	70.825	19.745	−.057	32	.914
Moral Justification	2.736	0.982	−.019	4	.751
Euphemistic Language	1.915	0.732	.806	4	.630
Advantageous Comparison	1.862	0.723	.709	4	.606
Displacement of Responsibility	2.289	0.824	.202	4	.612
Diffusion of Responsibility	2.246	0.859	.199	4	.642
Distorting Consequences	2.105	0.751	.404	4	.617
Attribution of Blame	2.573	0.835	−.160	4	.524
Dehumanization	1.977	0.843	.735	4	.713

The MJ subscale used items 1, 9, 17, and 25; and had a reliability of Cronbach's α =.751. The EL subscale used items 2, 10, 18, and 26; and had a reliability of Cronbach's α = .630. The AC subscale used items 3, 11, 19, and 27; and had a reliability of Cronbach's α = .606. The DR subscale used items 5, 13, 21, and 29; and had a reliability of Cronbach's α = .612. The DiR subscale used items 4, 12, 20, and 28; and had a reliability of Cronbach's α = .642. The DC subscale used items 6, 14, 22 and 30; and had a reliability of Cronbach's α = .617. The AB subscale used items 8, 16, 24, and 32; and had a reliability of Cronbach's α = .524. The D subscale used items 7, 15, 23, and 31; and had a reliability of Cronbach's α = .713.

Self esteem was assessed using the Global RSES (Rosenberg, 1965). Variable scores for the RSES resulted from 10 items (see Table 5). The Self-Esteem Scale had a reliability of Cronbach's α = .824. The RSES options ranged from 1 (*strongly disagree*) to 4 (*strongly agree*), with higher scores indicating greater self-esteem. Overall, self-esteem had a *M* = 28.330, *SD* = 3.326, and skewness = -.043. This indicates that the Self-Esteem Scale was normally distributed (given that the skewness statistics were between −1 and 1). The Global RSES, including 10 items, had a reliability of Cronbach's α = .824, which is considered very good.

Zero-Order Correlations

Regarding the zero order (Pearson's *r*) correlations (Appendix J), most correlations between observed variables were low to moderate. Other correlations were not statistically significant where *p* values were less than .05. The Pearson's *r* of the statistically significant predictors ranged from −0.074 to .666, which indicated non-collinearity.

Table 5

Descriptive Statistics and Instrument Reliability for the Self-Esteem Scale (N = 735)

Variable	*M*	*SD*	Skewness	Items[a]	Cronbach's α
Self-Esteem	28.330	3.327	−.043	10	.824

Note: Items [a] = Numbers of items in each subscale

The Pearson's correlation matrix was conducted to test linearity. The assumption of linearity was significant for multivariate procedures as most analysis processes depend on linear correlations between variables (Mertler et al., 2021). According to Tabachnick et al. (2007), statistical analysis of relationships processes only linear relationships among variables and avoids nonlinear ones. The correlation matrix determined that most of the variables were correlated significantly with each other at $p < .001$. Most of these correlation coefficients were weak (-0.07) to moderate (0.67), which helped avoid the problem of collinearity. Generally, correlation coefficients equal to or above 0.7 among two or more observed variables indicate multicollinearity (Dormann et al., 2013). For the model in this study, correlation matrices for the observed variables were investigated for multicollinearity (Muthén, 2013).

Description of the Variables

Bullying and Cyberbullying Behavior

Bullying and cyberbullying behavior were assessed using the BCS-A (Thomas et al., 2019). Variable scores for the BCS-A (2019) resulted from two domains (perpetrator and victim) including 4 subscales for each domain: physical (4 items), verbal (2 items), relational (2 items), cyber (5 items). The overall variable Bullying and Cyberbullying Behavior was a composite (26 items in total) (see Table 6). The ratio scale resulted in high frequency of responses indicating limited to no bullying behavior involvement (i.e., responding never on all/most of the victimization and perpetration items). As suggested by the BCS-A developers, ratio measurement was converted into an ordinal scale (0 = *not involved*, 1 = *sub-threshold*, 2 = *victimized/perpetrated*) to measure bullying involvement prevalence.

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Table 6

Bullying Behavior Scale Descriptive Statistics[a] (N = 735)

Variable	*M*	*SD*	Items [a]
Bullying Victimization (total)	2.215	3.595	13
Physical Victimization	0.582	0.766	4
Verbal Victimization	0.608	0.809	2
Relational Victimization	0.427	0.709	2
Cyber Victimization	0.458	0.731	5
Bullying Perpetration (total)	0.722	1.922	13
Physical Perpetration	0.156	0.466	4
Verbal Perpetration	0.247	0.551	2
Relational Perpetration	0.099	0.368	2
Cyber Perpetration	0.182	0.497	5

The BCS-A scale ranged from 0 (*never*) to 5 (*5 times and more*), with a higher score indicating bullying behavior victimization or perpetration. The BCS-A victimization subscales had a *M* = 2.215 and *SD* = 3.59. Item means for this subscale ranged from .427 to .60; item standard deviations ranged from .709 to .809. The BCS-A perpetration subscales had a *M* = .722 and *SD* = 1.922. Item means for this subscale ranged from .099 to .247; item standard deviations ranged from .368 to .551.

Of all the 735 participants who took the survey, 100% completed the full survey. Tables 7 and 8 show the descriptive analyses for BCS-A by category with the standard deviations. The percentages in the tables show responses for the options 0 *(not involved)*, 1 (*subthreshold*), and 2 (*victimized/ perpetrated*).

Table 7

Bullying Behavior Item Level Statistics (Victimization scale [a]) (N = 735)

	Item	% Not involved	%Subthreshold	%Victimized
	Physical			
1	Punched, hit, kicked, pushed or shoved me, on purpose.	74.7	14.4	10.9
2	Forced me to do something I did not want to do.	86.3	10.1	3.7
3	Told me others would not like me if I did not do what they said.	88.7	6.8	4.5
4	Damaged, hid, or stole my belongings, on purpose.	78.4	14.4	7.2
	Verbal			
5	Called me mean or hurtful names.	68.7	15.5	15.8
6	Said mean or hurtful things to me.	68.6	15.5	15.9
	Relational			
7	Left me out of a group or an activity, or did not allow me to join in, on purpose.	60.0	19.2	20.8
8	Spread lies or rumors about me, to hurt me or make others not like me.	82.3	9.4	8.3
	Cyber			
9	Called me mean or hurtful names.	76.5	14.4	9.1
10	Sent or posted, mean or hurtful pictures/videos about me.	92.5	5.3	2.2
11	Told me others would not like me if I did not do what they said.	93.5	4.4	2.2
12	Left me out of a group or an activity, or did not allow me to join in, on purpose.	89.4	6.3	4.4
13	Spread lies or rumors about me, to hurt me or make others not like me.	84.2	9.0	6.8

Note: [a] The ratio scaled items were converted into ordinal scaled items to measure victimization prevalence. % = Percentage for "Not involved;" "Subthreshold;" "Victimized." Ordinal measurement scores: 0 = Not involved, 1 = Subthreshold, 2 = Victimized

Table 8

Bullying Behavior Item Level Statistics (Perpetration Scale [a]) (N = 735)

	Item	% Not involved	% Subthreshold	% Perpetrated
	Physical			
1	Punched, hit, kicked, pushed or shoved someone, on purpose.	85.9	9.8	4.4
2	Forced someone to do something they did not want to do.	95.1	3.8	1.1
3	Told someone that others would not like them if they did not do what I/we said.	94.4	4.5	1.1
4	Damaged, hid, or stole someone's belongings, on purpose.	93.1	5.5	1.4
	Verbal			
5	Called someone mean or hurtful names.	86.7	8.3	5.0
6	Said mean or hurtful things to someone.	87.6	6.1	6.3
	Relational			
7	Left someone out of a group or an activity, or did not allow them to join in, on purpose.	94.1	4.2	1.6
8	Spread false rumors about a person, to hurt them or make others not like them.	95.9	2.6	1.5
	Cyber			
9	Called someone mean or hurtful names.	90.2	6.3	3.5
10	Sent or posted, mean or hurtful pictures/videos about someone.	97.4	1.9	0.7
11	Told someone that others would not like them if they did not do what I/we said.	97.0	2.2	0.8
12	Left someone out of a group or an activity, or did not allow them to join in, on purpose.	95.4	3.8	0.8
13	Spread lies or rumors about someone, to hurt them or make others not like them.	96.5	2.4	1.1

Note: [a] The ratio scaled items were converted into ordinal scaled items to measure perpetration prevalence. % = Percentage for "Not involved;" "Subthreshold;" "Perpetrated." Ordinal measurement scores: 0 = Not involved, 1 = Subthreshold, 2 = Perpetrated

In the BCS-A victimization subscale, for the first form of victimization, physical bullying, 25.3% reported victimization by "Punched, hit, kicked, pushed or shoved me, on purpose" and 21.6% had reported being victimized by "Damaged, hid, or stole my belongings, on purpose." Participants who were verbally victimized had reported about 31% for "Called me mean or hurtful names." and "Said mean or hurtful things to me." Forty percent had reported relational victimization by "Left me out of a group or an activity, or did not allow me to join in, on purpose." The most frequently endorsed cyber victimization form was "Called me mean or hurtful names." with almost 23.5% followed by "Spread lies or rumors about me, to hurt me or make others not like me" with 15.8% (see Table 7).

In the BCS-A perpetration subscale, the first form of perpetration, physical bullying, 4.4% reported perpetration by "Punched, hit, kicked, pushed or shoved someone, on purpose." Participants who verbally perpetrated had reported about 6% for "Said mean or hurtful things to someone," and "Said mean or hurtful things to me." 1.6% had reported relational perpetration by "Left someone out of a group or an activity, or did not allow them to join in, on purpose." The most frequently endorsed cyber perpetration form was "Called someone mean or hurtful names" with almost 3.5% (see Table 8).

Emotional Intelligence

Emotional intelligence options ranged from 1(strongly disagree) to 7 (strongly agree), with higher scores indicating greater emotional intelligence. Table 9 depicts the descriptive statistics. Overall, the SEA subscale had an $M = 5.021$ and $SD = 1.378$. Item means for this subscale ranged from 4.718 to 5.562; item standard deviations ranged from 1.643 to 1.805. The OEA subscale had an $M = 5.422$ and $SD = 1.228$. Item means for this

subscale ranged from 5.061 to 5.612; item standard deviations ranged from 1.407 to 1.

The UOE subscale had an $M = 5.649$ and $SD = 1.339$. Item means for this subscale

ranged from 5.578 to 5.766; item standard deviations ranged from 1.518 to 1. 652. The

ROE subscale had an $M = 5.027$ and $SD = 1.416$. Item means for this subscale ranged

from 4.872 to 5.388; item standard deviations ranged from 1.561 to 1.808.

In the first WLEIS domain, SEA, from four items, the item with the highest mean

was "I always know whether I am happy or not" ($M = 5.562$, $SD = 1.656$) with 78.8% of

participant responses. The item with the lowest mean stated, "I have a good sense of why

I feel certain feelings most of the time" ($M = 4.718$, $SD = 1.643$) (see Table 10).

The second domain, OEA, had four items which are detailed in Table 11. The

item with the highest mean stated, "I always know my friends' emotions from their

behavior" ($M = 5.612$, $SD = 1.407$) with 81.2% of participants' responses. The item with

the lowest mean stated, "I am sensitive to the feelings and emotions of others" ($M =$

5.061, $SD = 1.739$).

Table 9

Emotional Intelligence Scale Descriptive Statistics (N = 735)

Variable	M	SD	Items[a]
Emotional Intelligence (total)	84.481	16.269	16
Self Emotional Appraisal	5.0211	1.378	4
Others' Emotional Appraisal	5.422	1.228	4
Use of Emotion	5.649	1.339	4
Regulation of Emotion	5.027	1.416	4

Table 10

Emotional Intelligence (Self Emotional Appraisal) Item Level Statistics (N = 735)

	Item	*N*	*M*	*SD*	%[a]
1	I have a good sense of why I feel certain feelings most of the time	735	4.718	1.643	59.5
2	I have a good understanding of my own emotions	735	4.777	1.805	61.6
3	I really understand what I feel	735	5.027	1.690	66.9
4	I always know whether I am happy or not	735	5.562	1.656	78.8

Note: %[a] = Percentage for "Slightly Agree," "Agree," and "Strongly Agree" combined. Likert Scale: 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 = slightly agree, 6 = agree, 7 = strongly agree

Table 11

Emotional Intelligence (Others' Emotional Appraisal) Item Level Statistics (N = 735)

	Item	*N*	*M*	*SD*	%[a]
1	I always know my friends' emotions from their behavior	735	5.612	1.407	81.2
2	I am a good observer of others' emotions	735	5.522	1.467	79.3
3	I am sensitive to the feelings and emotions of others	735	5.061	1.739	67
4	I have a good understanding of the emotions of people around me	735	5.495	1.440	78.2

Note: %[a] = Percentage for "Slightly Agree," "Agree," and "Strongly Agree" combined. Likert Scale: 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 = slightly agree, 6 = agree, 7 = strongly agree

The third domain, UOE, had four items which are detailed in Table 12. The item with the highest mean stated, "I would always encourage myself to try my best" (M = 5.766, SD = 1.518) with 83.8% of participants' responses. The item with the lowest mean stated, "I am a self-motivating person," (M = 5.600, SD = 1.652).

The final four items for ROE, are detailed in Table 13. The item with the highest mean stated, "I am able to control my temper so that I can handle difficulties rationally" (M = 5.388, SD = 1.561) with 76.5% of participants' responses. The item with the lowest mean stated, "I am quite capable of controlling my own emotions" (M = 4.872, SD = 1.763).

Table 12

Emotional Intelligence (Use of Emotion) Item Level Statistics (N = 735)

	Item	N	M	SD	%[a]
1	I always set goals for myself and then try my best to achieve them.	735	5.578	1.611	79.6
2	I always tell myself I am a competent person.	735	5.653	1.522	79.4
3	I am a self-motivating person.	735	5.600	1.652	55.7
4	I would always encourage myself to try my best.	735	5.766	1.518	83.8

Note: %[a] = Percentage for "Slightly Agree," "Agree," and "Strongly Agree" combined. Likert Scale: 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 = slightly agree, 6 = agree, 7 = strongly agree

Table 13

Emotional Intelligence (Regulation of Emotions) Item Level Statistics (N = 735)

	Item	*N*	*M*	*SD*	%ª
1	I am able to control my temper so that I can handle difficulties rationally.	735	5.388	1.561	76.5
2	I am quite capable of controlling my own emotions.	735	4.872	1.763	63.5
3	I can always calm down quickly when I am very angry.	735	4.918	1.808	65.9
4	I have good control of my emotions.	735	4.931	1.757	65.7

Note: %ª = Percentage for "Slightly Agree," "Agree," and "Strongly Agree" combined. Likert Scale: 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 = slightly agree, 6 = agree, 7 = strongly agree

Moral Disengagement

Moral disengagement options ranged from 1 = *strongly disagree* to 5 = *strongly agree*, with higher scores indicating a higher level of moral disengagement. Descriptive statistics appear in Table 14. Overall, the MJ subscale had an *M* = 2.736 and *SD* = .982. Item means for this subscale ranged from 2.245 to 2.782; item standard deviations ranged from 1.209 to 1.431. The EL subscale had an *M* = 1.915 and *SD* = .732. Item means for this subscale ranged from 1.649 to 2.293; item standard deviations ranged from .895 to 1.277. The AC subscale had an *M* = 1.862 and *SD* = .723. Item means for this subscale ranged from 1.536 to 2.286 item standard deviations ranged from .837 to 1.287. The DR subscale had an *M* = 2.289 and *SD* = .824. Item means for this subscale ranged from 1.657 to 2.588; item standard deviations ranged from .965 to 1.352. The DiR subscale had an *M* = 2.246, *SD* = .859. Item means for this subscale ranged from 1.906 to 2.814;

item standard deviations ranged from 1.065 to 1.414. The DC subscale had an $M = 2.105$,

$SD = .751$. Item means for this subscale ranged from 1.687 to 2.635; item standard

deviations ranged from .921 to 1.330. The AB subscale had an $M = 2.573$, $SD = .835$.

Item means for this subscale ranged from 2.093 to 3.022; item standard deviations ranged

from 1.292 to 1.389. The D subscale had an $M = 1.977$, $SD = .8433$. Item means for this

subscale ranged from 1.697 to 2.390; item standard deviations ranged from .966 to 1.419.

Table 14

Moral Disengagement Scale Descriptive Statistics (N = 735)

Variable	*M*	*SD*	Items
Moral Disengagement	70.825	19.745	32
Moral Justification	2.736	0.982	4
Euphemistic Language	1.915	0.732	4
Advantageous Comparison	1.862	0.723	4
Displacement of Responsibility	2.289	0.824	4
Diffusion of Responsibility	2.246	0.859	4
Distorting Consequences	2.105	0.751	4
Attribution of Blame	2.573	0.835	4
Dehumanization	1.977	0.8433	4

The percentage of participants who endorsed the MDS items in each criterion were reported below. In the first MDS mechanism, MJ, from the four items, the item with the highest mean stated, "It is alright to beat someone who bad mouths your family" (M = 3.239, SD = 1.431) with 46.9% of participants responding that they disagreed. The item with the lowest mean stated, "It is alright to fight when your group's honor is threatened" (M = 2.245, SD = 1.209) with seventeen percent (17.4%) of responses (see Table 15).

The second MDS mechanism, EL, included 4 items, which are detailed in Table 16. The item with the highest mean stated, "To hit obnoxious classmates is just giving them a lesson" (M = 2.293, SD = 1.277) with 63.8% of participants' responses. The item with the lowest mean stated, "It is not a bad thing to get high once in a while" (M = 1.649, SD = .937) with 82.9% of responses.

Table 15

Moral Disengagement (Moral Justification) Item Level Statistics (N = 735)

	Item	M	SD	%[a]
1	It is alright to fight to protect your friends.	2.678	1.246	27.1
9	It is alright to beat someone who bad mouths your family.	3.239	1.431	46.9
17	It is alright to fight when your group's honor is threatened.	2.245	1.209	17.4
25	It is alright to lie to keep your friends out of trouble.	2.782	1.286	32.8

Note: %[a] = Percentage for "Agree" and "Strongly Agree" combined. Likert Scale: 1= strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4= agree, 5 = strongly agree

Table 16

Moral Disengagement (Euphemistic Language) Item Level Statistics (N = 735)

	Item	*M*	*SD*	%[a]
2	Slapping and shoving someone is just a way of joking.	2.030	1.083	12.3
10	To hit obnoxious classmates is just giving them a lesson.	2.293	1.277	19
18	Taking someone's bicycle without their permission is just borrowing it.	1.691	0.895	5.2
26	It is not a bad thing to get high once in a while.	1.649	0.937	5.4

Note: %[a] = Percentage for "Agree" and "Strongly Agree" combined. Likert Scale: 1= strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4= agree, 5 = strongly agree

The third MDS mechanism, AC, included 4 items, which are detailed in Table 17; the item with the highest mean stated, "Damaging some property is no big deal when you consider that others are beating people up" (*M* = 2.286, *SD* = 1.287) with 58.3% of participants responses. The item with the lowest mean stated, "Compared to the illegal things people do, taking some things from a store without paying is not very serious" (*M* = 1.536, *SD* = .837) with 87% of responses.

Table 17

Moral Disengagement (Advantage Comparison) Item Level Statistics (N = 735)

	Item	M	SD	%[a]
3	Damaging some property is no big deal when you consider that others are beating people up.	2.286	1.287	21.9
11	Stealing some money is not too serious compared to kids who steal a lot of money.	1.626	1.000	8.1
19	It is okay to insult a classmate because beating him/her is worse.	2.001	1.099	11.4
27	Compared to the illegal things people do, taking some things from a store without paying is nor very serious.	1.536	0.837	4.2

Note: %[a] = Percentage for "Agree" and "Strongly Agree" combined. Likert Scale: 1= strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4= agree, 5 = strongly agree

The fourth MDS mechanism, DR, included 4 items, which are detailed in Table 18; the item with the highest mean stated, "Kids cannot be blamed for misbehaving if their friends pressured them to do it" ($M = 2.588$, $SD = 1.261$) with 47.7% of participants responses. The item with the lowest mean stated, "If kids are not disciplined, they should not be blamed for misbehaving" ($M = 2.456$, $SD = 1.352$) with 55.5% of participants' responses.

The fifth MDS mechanism, DiR, included four items, which are detailed in Table 19. The item with the highest mean stated, "A kid in a gang should not be blamed for the trouble the gang causes" ($M = 2.814$, $SD = 1.414$) with 42.3% of participants responses. The item with the lowest mean stated, "A kid who only suggests breaking rules should not be blamed if other kids go ahead and do it" ($M = 1.906$, $SD = 1.065$) with 75.3% of participants' responses.

Table 18

Moral Disengagement (Displacement of Responsibility) Item Level Statistics (N = 735)

	Item	M	SD	%[a]
5	If kids are living in bad conditions, they cannot be blamed for behaving aggressively.	2.45	1.234	21.4
13	If kids are not disciplined, they should not be blamed for misbehaving.	1.657	0.965	7.5
21	kids cannot be blamed for using bad words when all their friends do it.	2.456	1.3523	28.2
29	Kids cannot be blamed for misbehaving if their friends pressured them to do it.	2.588	1.261	26.5

Note: %[a] = Percentage for "Agree" and "Strongly Agree" combined. Likert Scale: 1= strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4= agree, 5 = strongly agree

Table 19

Moral Disengagement (Diffusion of Responsibility) Item Level Statistics (N = 735)

	Item	M	SD	%[a]
4	A kid in a gang should not be blamed for the trouble the gang causes.	2.814	1.414	37
12	A kid who only suggests breaking rules should not be blamed if other kids go ahead and do it.	1.906	1.065	9.9
20	If a group decides together to do something harmful it is unfair to blame any kid in the group for it.	2.143	1.276	18.4
28	It is unfair to blame a child who had only a small part in the harm caused by a group.	2.122	1.159	14.7

Note: %[a] = Percentage for "Agree" and "Strongly Agree" combined. Likert Scale: 1= strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4= agree, 5 = strongly agree

The sixth MDS mechanism, DC, included four items, which are detailed in Table 20. The item with the highest mean stated, "Children do not mind being teased because it shows interest in them" ($M = 2.635$, $SD = 1.330$) with 47.8% of participants responses. The item with the lowest mean stated, "Teasing someone is not hurtful" ($M = 1.687$, $SD = .925$) with 85.5% of participants' responses.

The seventh MDS mechanism including four items for AB, were detailed in Table 21; the item with the highest mean stated, "Children are not at fault for misbehaving if their parents force them too much" ($M = 3.022$, $SD = 1.380$) with 35% of participants responses. The item with the lowest mean stated, "If kids fight and misbehave in school it is their teacher's fault" ($M = 2.093$, $SD = 1.136$) with 70.8% of participants' responses.

Table 20

Moral Disengagement (Distorting Consequences) Item Level Statistics (N = 735)

	Item	M	SD	%[a]
6	It is okay to tell small lies because they don't really do any harm.	2.361	1.210	20.4
14	Children do not mind being teased because it shows interest in them.	2.635	1.330	30.3
22	Teasing someone is not hurtful.	1.687	0.925	5.5
30	Insults among children do not hurt anyone.	1.739	0.921	5.1

Note: %[a] = Percentage for "Agree" and "Strongly Agree" combined. Likert Scale: 1= strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4= agree, 5 = strongly agree

Table 21

Moral Disengagement (Attribution of Blame) Item Level Statistics (N = 735)

	Item	M	SD	%ᵃ
8	If kids fight and misbehave in school it is their teacher's fault.	2.093	1.136	12.4
16	If people are careless where they leave their things, it is their own fault if they get stolen.	2.393	1.292	24.1
24	Kids who get mistreated usually do things that deserve it.	2.785	1.389	35.6
32	Children are not at fault for misbehaving if their parents force them too much.	3.022	1.380	42.5

Note: %ᵃ = Percentage for "Agree" and "Strongly Agree" combined. Likert Scale: 1= strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4= agree, 5 = strongly agree

The last MDS mechanism, four items for D, are detailed in Table 22. The item with the highest mean stated, "Some people deserve to be treated like animals" (*M* = 2.390, *SD* = 1.419) with 59.7% of participants responses. The item with the lowest mean stated, "Some people have to be treated roughly because they lack feelings that can be hurt" (*M* = 1.697, *SD* = .966) with 83.1% of participants' responses.

Table 22

Moral Disengagement (Dehumanization) Item Level Statistics (N = 735)

	Item	*M*	*SD*	%ᵃ
7	Some people deserve to be treated like animals.	2.390	1.419	25.9
15	It is okay to treat badly somebody who behaved like a jerk.	2.023	1.118	13.2
23	Someone who is obnoxious does not deserve to be treated like a human.	1.801	1.044	8.2
31	Some people have to be treated roughly because they lack feelings that can be hurt.	1.697	0.966	6.5

Note: %ᵃ = Percentage for "Agree" and "Strongly Agree" combined. Likert Scale: 1= strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4= agree, 5 = strongly agree

Self-Esteem

RSES descriptive statistics are detailed in Table 23. Overall, self-esteem had a *M* = 28.330, *SD* = 3.326, and skewness = -. 043. This demonstrates that the Self-Esteem Scale was normally distributed (given the skewness statistics were between −1 and 1). The item with the highest mean stated, "I feel that I have a number of good qualities" (*M* = 3.449, *SD* = .696) with 92.6% of participant responses, followed by "I take a positive attitude toward myself" (*M* = 3.371, *SD* = .786) with 88.7%. At almost the same percentage was the item, "I am able to do things as well as most other people" (*M* = 3.339, *SD* = .737) with 87.6%. The item with the lowest mean stated, "I certainly feel useless at times" (*M* = 2.61, *SD* = .982) with 50.5% of participant responses.

Table 23

Descriptive Statistics for Self-Esteem Scale and Scale Items (N = 735)

Variable		*M*	*SD*	Items[a]
Total Self-Esteem Scale		28.330	3.3266	10

Items		*M*	*SD*	%[a]
1	On the whole, I am satisfied with myself.	3.288	0.8261	85.4
2	At times I think I am no good at all.[b]	2.72	0.933	58.7
3	I feel that I have a number of good qualities.	3.449	0.696	92.6
4	I am able to do things as well as most other people.	3.339	0.737	87.6
5	I feel I do not have much to be proud of.[b]	2.92	0.965	70.2
6	I certainly feel useless at times.[b]	2.61	0.982	50.5
7	I feel that I am a person of worth, at least on an equal plane with others.	3.167	0.843	83.2
8	I wish I could have more respect for myself.[b]	1.87	0.901	80.6
9	All in all, I am inclined to feel that I am a failure.[b]	3.16	0.929	79.8
10	I take a positive attitude toward myself	3.371	0.786	88.7

Note: %[a] = Percentage for "Strongly Agree" and "Agree" combined. [b] reversed items Likert Scale: 4= strongly agree, 3 = agree, 2= disagree, 1= strongly disagree

Questions Testing

The following section will present the results of the research questions:

1. What is the bullying behavior prevalence rate among adolescents in Jeddah, Saudi Arabia?

2. Does types of bullying behavior (i.e., physical, verbal, etc.) vary by gender among adolescents in Jeddah, Saudi Arabia?

3. To what extent do self-esteem, emotional intelligence and moral

    disengagement predict bullying behavior (victimization/perpetration) among

    adolescents in Jeddah, Saudi Arabia?

4. Do self-esteem and emotional intelligence mediate the association between

    moral disengagement and bullying behaviors for adolescents in Jeddah, Saudi

    Arabia during the 2022 academic year?

Research Question One

The first question examined the prevalence of bullying behaviors among high

school students in Saudi Arabia. Descriptive statistics were used. The ratio measurement

scoring system was the procedure recommended by the BCS-A developers (Thomas et

al., 2019). Descriptive analysis of the victimization subscales indicated that students

reported not being involved in bullying behaviors in either victimization or perpetration.

Those not involved in victimization roles were 64.4% ($n = 437$) of the total, and 85.7% ($n

= 630$) were not involved in perpetration of bullying. Results were that 16.3% ($n =119$) of

the participants were categorized as victims of bullying and 19.3%, ($n =142$) may have

been victimized (subthreshold). Of the participants, 5.3% ($n = 39$) were categorized as

perpetrators of bullying and 8.9% ($n = 66$) may have been victimized (subthreshold).

Examining the prevalence of students involved in both perpetration/victimization groups,

defined by those who categorized as subthreshold and involved, 8.4% ($n = 62$) were

involved in both physical perpetration and victimization; 7%, ($n = 51$) were involved in

both verbal perpetration and victimization; 3.4% ($n = 25$) were involved in both relational

perpetration and victimization; and 4.8% ($n = 35$) were involved in both cyberbullying

perpetration and victimization (see Tables 24 and 25).

Table 24

Prevalence of Students Involved in Bullying (N = 735)

Bullying Form	Number of Students		
	Not involved	Sub-threshold	Involved
	Victimization[a]		
Physical Bullying	433 (58.9)	176 (23.9)	126 (17.1)
Verbal Bullying	441 (60.0)	141 (19.2)	153 (20.8)
Relational Bullying	516 (70.2)	124 (16.9)	95 (12.9)
Cyber Bullying	503 (68.4)	127 (17.3)	105 (14.3)
	Perpetration[a]		
Physical Bullying	596 (81.1)	96 (13.1)	43 (5.9)
Verbal Bullying	610 (83.0)	67 (9.1)	58 (7.9)
Relational Bullying	679 (92.4)	39 (5.3)	17 (2.3)
Cyber Bullying	637 (86.7)	62 (8.4)	36 (4.9)

Note: [a] = total of all four forms of bullying (physical, verbal, relational, cyber)

Table 25

Prevalence of Students Involved in Bullying, Both Perpetration and Victimization (N = 735)

Bullying Forms: Perpetration and Victimization	Number of Students (%)		
	Sub-threshold	Involved	Total
Physical Bullying	39 (5.3)	23 (3.1)	62 (8.4)
Verbal Bullying	16 (2.1)	35 (4.7)	51 (6.9)
Relational Bullying	15 (2.0)	10 (1.3)	25 (3.4)
Cyber Bullying	16 (2.1)	19 (2.5)	35 (4.6)

Descriptive analyses of the BCS-A victimization subscales indicated that the most frequent bullying behavior participants were involved in was verbal bullying. Results showed that 20.8% ($n = 153$) participants were categorized as being victimized verbally and 19.2% ($n = 141$) may have been victimized verbally (subthreshold), while 60% ($n = 441$) were not victimized verbally. The second highest ranked group was physical bullying victimization; 17.1% ($n = 126$) of the participants were categorized as victims and 23.9% ($n = 176$) may have been victimized (subthreshold), while 68.9% ($n = 433$) of participants were not victimized. Third, for cyber bullying, 14.3% ($n = 105$) of the participants reported being victimized and 17.3% ($n = 127$) may have been victimized (subthreshold), while 68.4% ($n = 503$) were not involved in cyberbullying. Lastly, around 12.9% ($n = 95$) of the participants reported being involved in relational bullying as victims and 16.9% ($n = 124$) may have been victimized (subthreshold), while 70.2% ($n = 516$) did not report relational bullying victimization.

For the BCS-A perpetration subscales, the results of the descriptive analysis indicated that the most frequent bullying behavior of the 735 participants was verbal bullying with 7.9% ($n = 58$) of the participants categorized as having perpetrated verbal bullying, and 9.1% ($n = 67$) may have been involved in verbal bullying perpetration (subthreshold), while 83% ($n = 610$) of participants were not involved in verbal bullying. The second most frequent bullying behavior was physical bullying perpetration with almost 5.9% ($n = 43$) of the participants having perpetrated and 13.1% ($n = 96$) may have perpetrated (subthreshold), while around 81.1% ($n = 596$) were categorized as non-perpetrators. Cyber bullying was reported by 4.9% ($n = 36$) who were categorized as perpetrators and 8.4% ($n = 62$) who may have perpetrated (subthreshold), while almost

86.7% ($n = 637$) were not involved in cyberbullying. Lastly, around 2.3% ($n = 17$) of the overall participants were involved in relational bullying with 5.3% ($n = 39$) who may be involved as perpetrators (subthreshold), while 92.4% ($n = 679$) participants were not involved in relational perpetration. While some participants reported being involved in bullying (victimization/perpetration) behavior, the majority of participants reported not being involved in bullying behaviors (see Table 24). The rates of prevalence of bullying victimization among students ranged between 12.9% and 20.8%, which was higher than the prevalence of the bullying perpetration rate that ranged between 2.3% and 7.9% .

Of the 735 respondents, 35% reported being involved in both verbal victimization and perpetration, followed by 23% who were involved in both physical victimization and perpetration; 19% were involved in both cyber victimization and perpetration; 10% reported involvement in both relational victimization and perpetration.

Regarding the prevalence of students involved in bullying by gender (see Table 26), among female students, 17% ($n = 62$) were victims of bullying, 21.6% ($n = 77$) may have been victimized (subthreshold). In male students 15.2% ($n = 57$) were victimized, 17% ($n = 65$) may have been victimized (subthreshold). For perpetration prevalence, 7% ($n = 107$) of male students were involved as perpetrators; 9.5% ($n = 36$) may have been involved as perpetrators (subthreshold). For female students 3.3% ($n = 12$) were involved as perpetrators and 8.4% ($n = 30$) may have been involved as perpetrators (subthreshold). The overall results indicated that the majority of students, male or female, reported being uninvolved in bullying behavior in either victimization or perpetration roles; 67.7% ($n = 256$) of males and 61% ($n = 218$) of females were not victimized; 83.4% ($n = 315$) of males and 88.3% ($n = 315$) of females were not involved in bullying perpetration.

Table 26

Prevalence of Students Involved in Bullying by Gender (N = 735)

Gender	Number of Students (%)		
	Not Involved	Subthreshold	Involved
	Victimization[a]		
Male	256 (67.7)	65 (17.1)	57 (15.2)
Female	218 (61.0)	77 (21.6)	62 (17.4)
	Perpetration[a]		
Male	315 (83.4)	36 (9.5)	107 (7.1)
Female	315 (88.3)	30 (8.4)	12 (3.3)

Note: [a] = total of all four forms of bullying (physical, verbal, relational, cyber). Male (*n* = 378), Female (*n* = 357)

Research Question Two

The second research question of the study aimed to identify whether there were gender differences in bullying behavior. A standard binary logistic regression was used to model the binary variable of gender in the eight bullying forms measured by the BCS-A, which included four forms (physical, verbal, relational, cyber) in each of the main measures (perpetration/victimization). As shown in Table 27, a correlation matrix was conducted to test multicollinearity of the bullying variables. Most of the correlations were of moderate value with a few in the middle teens or lower and three in the middle .60s. Since the correlation coefficients were less than .9, multicollinearity was not a concern (Tabachnick et al., 2007).

Table 27

Correlations of the Eight Dependent Variables: Bullying Behaviors

	1	2	3	4	5	6	7	8
1. PhBV	1	.622**	.666**	.599**	.324**	.228**	.202**	.232**
2. VBV		1	.651**	.558**	.274**	.377**	.220**	.313**
3. RBV			1	.658**	.196**	.205**	.308**	.286**
4. CBV				1	.238**	.269**	.284**	.372**
5. PhBP					1	.549**	.397**	.498**
6. VBP						1	.406**	.594**
7. RBP							1	.610**
8. CBP								1

Note: 1. PhBV= physical bullying victims; 2. VBV = victims of verbal bullying; 3. RBV = relational bullying victims; 4. CBV = cyber bullying victims; 5. PhBP= physical bullying perpetrators; 6. VBP = verbal bullying perpetrators; 7. RBP = relational bullying perpetrators; 8. CBP= cyber bullying perpetrators. ** Correlations significant at the level of p= .001 (2-tailed)

Based on a classification threshold of a predicted probability of target group membership as .5, results of the logistic analysis indicated that the eight-predictor model (full model) provided a statistically significant prediction of gender λ^2 (8, N = 735) = 91.528, p < .0001. The model explained 15.6% (Nagelkerke pseudo R^2) indicating that the model accounted for approximately 16% of the total variance, suggesting it could distinguish between male and female students. Classification accuracy for the cases based on a classification cutoff value of .500 for predicting membership in the female group was moderately high, with an overall correct prediction rate of 60.7% and correct prediction rate of 74.5% for female students and 47.6% for male students. Regression coefficients, Wald test, the odds ratio [Exp (B)], and the 95% confidence intervals (CI) for odds ratios for each predictor are presented in Table 28. The Wald test indicated that

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relational victimization, physical perpetration, verbal perpetration, and relational

perpetration were significant predictors of student gender. However, physical

victimization, verbal victimization, cyber victimization, and cyber perpetration were not

significant predictors of student gender. The influence of relational victimization was

strong. Females were approximately two times more likely than males to be involved in

relational victimization. The influence of physical perpetration was significant as females

were .564 times less likely than males to be involved in physical perpetration. Likewise,

females were.512 times less likely to be involved in verbal perpetration than males. The

influence of relational perpetration was significantly strong. Females were approximately

three times more likely than males to involved in relational perpetration.

Table 28

Full Model: Eight Predictors of Gender Participation in Bullying

Variables	b	SE	Wald	df	p	Exp(B)	CI (95%) Exp (B)	
							Lower	Upper
PhBV	-.277	.143	3.733	1	.053	.758	.572	1.004
VBV	-.173	.140	1.523	1	.217	.841	.639	1.107
RBV	.973	.172	32.121	1	.000	2.647	1.890	3.706
CBV	.043	.144	.090	1	.765	1.044	.787	1.385
PhBP	-.573	.200	8.178	1	.004	.564	.381	.835
VBP	-.669	.205	10.608	1	.001	.512	.343	.766
RBP	1.120	.319	12.347	1	.000	3.064	1.641	5.721
CBP	-.310	.245	1.603	1	.205	.733	.453	1.185
Constant	.004	.102	.002	1	.968	1.004		

Note: Negelkerke R^2=.16, χ^2=91.53, df=8, p<.001. PhBV= physical bullying victims; VBV = victims of verbal bullying; RBV = relational bullying victims; CBV = cyber bullying victims; PhBP= physical bullying perpetrators; VBP = verbal bullying perpetrators; RBP = relational bullying perpetrators; CBP= cyber bullying perpetrators

The second model (Restricted Model) included the four predictors that were significant variables in the full model. The model provided a statistically significant prediction of gender, λ^2 (4, $N = 735$) = 82.5483, p < .0001. The model explained 15.6% (Nagelkerke pseudo R^2) which indicated that the model accounted for approximately 14% of the total variance, suggesting that it could distinguish between male and female students. Classification accuracy for the cases based on a classification cutoff value of .500 for predicting membership in the female group was moderately high, with an overall correct prediction rate of 59.7% and correct prediction rate of 32.2% for male students and 85.2% for female students. Regression coefficients, Wald test, the odds ratio [Exp (B)], and the 95% confidence intervals (CI) for odds ratios for each predictor are presented in Table 29.

The *Wald* test indicated that relational victimization, physical perpetration, verbal perpetration, and relational perpetration were statistically significant predictors of student gender. The influence of relational victimization perpetration was strong, females were approximately two times more likely than males to involved in relational victimization. The influence of physical perpetration was also significant as females were .490 times less likely than males to be involved in physical perpetration. Likewise, verbal perpetration was less likely to be predicted among females at .444 times. The influence of relational perpetration was strong, females were approximately two times more likely than males to involved in relational perpetration.

Table 29

Restricted Model: Four Predictors of Gender Participation in Bullying

Variables	B	SE	Wald	df	p	Exp(B)	CI (95%) Exp (B)	
							Lower	Upper
RBV	.722	.127	32.341	1	.000	2.058	1.605	2.640
PhBP	-.714	.190	14.182	1	.000	.490	.338	.710
VBP	-.813	.194	17.455	1	.000	.444	.303	.650
RBP	1.008	.287	12.297	1	.000	2.740	1.560	4.814
Constant	-.107	.092	1.341	1	.247	.899		

Note: Negelkerke R^2=.14, χ^2=82.48, df=4, p<.001. RBV = relational bullying victims; PhBP= physical bullying perpetratorsVBP = verbal bullying perpetrators; RBP = relational bullying perpetrators.

Research Question Three

The third research question of the study examined the relationships among the variables. SEM was configured to measure the relationships among the variables based on data collected from 735 high school students. The hypothesized and respecified models were evaluated using IBM SPSS Amos 27.

The Conceptual Model (Model 1)

The conceptual model detailed in Chapters 1 and 3 included the predictor variables, self-esteem, emotional intelligence, and moral disengagement, and the outcome variable bullying behavior (bully victim/bully perpetrator) (see Figure 1, Chapter 1). In addition, three respecified models were designed to improve model fit. SEM was used to test the current hypothesis as it allowed researchers to test direct and indirect relationships (Bollen & Stine, 1990). The criteria used to determine acceptable model fit included: Goodness of Fit Index (GFI ≥ .95), Comparative Fit Index (CFI ≥ .95), Normed Fit Index (NFI ≥ .95), Tucker-Lewis Index (TLI ≥ .90), Relative Fit Index (RFI ≥ .95),

Incremental Fit Index (IFI ≥ .95), Root Mean Square Error of Approximation (RMSEA ≤ .06), and Standardized Root Mean Square Residual (SRMSR ≤ .10). However, values between .90 and .95 indicated an acceptable level of fit (Meyers et al., 2016). Chi square was one of the fit indices used to evaluate model fit, but was not recommended when evaluating models involving a large sample size (Bentler, 1990). If the sample size were large, it would be difficult to reach a non-significant Chi-square (Hooper et al., 2008). However, a Chi-square value was calculated by dividing it by the degree of freedom test, thus, a Chi-square between 2 and 5 was recommend as an acceptable fit (Marsh & Hocevar, 1985).

The first model tested included four main variables and specified six direct paths from self-esteem, emotional intelligence, and moral disengagement to bullying behavior (bully victim/bully perpetrator) (Figure 4). The latent variables victimization and perpetration (each composed of four subscales: physical, verbal, relational, and cyberbullying), were used as outcome variables. Four exogenous (predictor) latent variables were used: self-esteem (10 items), emotional intelligence (four subscales: SEA, OEA, UOE, and ROEs), moral disengagement (eight subscales: MJ, EL, AC, DR, DiR, DC, AB, and D), and bully victim (four subscales: Physical, Verbal, Relational, and Cyber).

Figure 4

Initial Model
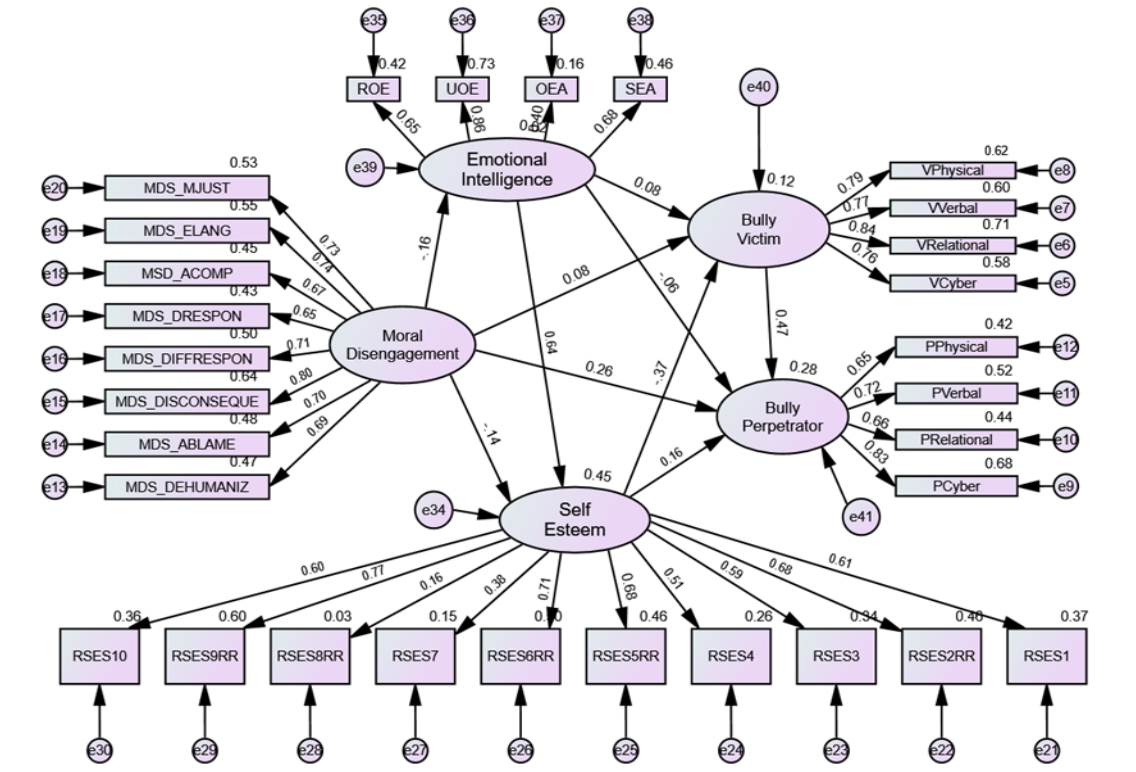
The initial hypothesized model configuration did not adequately fit the data. Chi-square was significant (χ^2 = 1607.483, *df* = 395, *p* = .000), GFI = .855, CFI = .869, NFI = .834, TLI = .856, RFI = .817, RMSEA = .065, and SRMR = .053), indicating the model did not fit the data. The data set did not fit the hypothesized model, so was respecified using an AMOS software-suggested modification (see Table 30). Adjustments were made after an examination of the modification indexes, estimated parameters, regression weight, and standardized regression weight. Therefore, modifications included removing several variables and correlations associated with indicator variables both within and between factors (see Figure 5).

Table 30

Model 1 Estimates

Paths			Estimate	S.E.	β	P
Emotional Intelligence	<---	Moral Disengagement	-.247	.070	-.155	***
Self-esteem	<---	Moral Disengagement	-.119	.032	-.137	***
Self-esteem	<---	Emotional Intelligence	.351	.031	.638	***
Bully_Victim	<---	Self-esteem	-.397	.070	-.369	***
Bully_Victim	<---	Moral Disengagement	.077	.039	.082	.048
Bully_Victim	<---	Emotional Intelligence	.050	.037	.084	.176
Bully_Perpetrator	<---	Moral Disengagement	.146	.023	.261	***
Bully_Perpetrator	<---	Emotional Intelligence	-.020	.021	-.057	.340
Bully_Perpetrator	<---	Bully_Victim	.278	.028	.466	***
Bully_Perpetrator	<---	Self-esteem	.104	.041	.162	.010

Note: SE= standard error. ***p < .001

Figure 5

Model 2
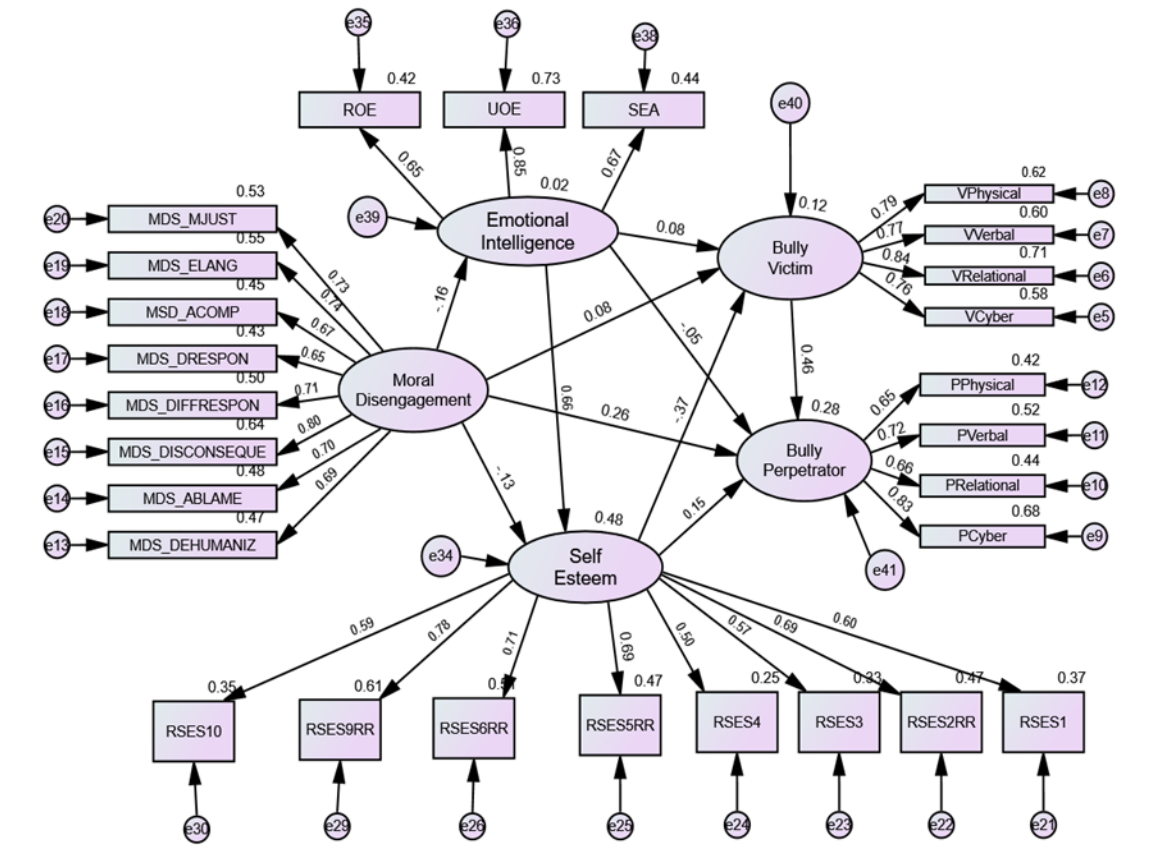
Respecified Structural Models (Models 2 & 3)

      Adjustments were made to improve model fit after taking into consideration the modification indexes from the first model. The first adjusted model (Model 2) (see Figure 5), had several weak factor pattern coefficients (less than 0.50), and thus were removed from the model. OEA from emotional intelligence was removed as it accounted for .40; RSES7 and RSES8RR from SE were removed as their factor loadings were .38 and .16 respectively. The chi-square test was statistically significant, ($\chi^2 = 1322.257$, $df = 314$, $p < .0001$), indicating the model did fit the data acceptably as the chi square/df = 4.2. The model fit indices confirmed a non-adequate model fit (GFI = .872, CFI = .886, NFI = .856, TLI = .873, RFI = .839, RMSEA = .066, and SRMR = .048). Although most model fit indices were around .9, and with RMSEA below .1 and SRMR less than .08, which met the good fit measurement standards, this model demonstrated improvement but not fit. As a result, a respecified model (Figure 6) was created after reviewing modification estimates and regression weights (see Tables 31 and 32).

Table 31

Model 2 Estimates

Paths			Estimate	S.E.	β	P
Emotional_Intelligence	<---	Moral_Disengagement	-.248	.070	-.156	***
Self_Esteem	<---	Moral_Disengagement	-.114	.031	-.132	***
Self_Esteem	<---	Emotional_Intelligence	.358	.032	.658	***
Bully_Victim	<---	Self_Esteem	-.404	.074	-.371	***
Bully_Victim	<---	Moral_Disengagement	.077	.039	.082	.049
Bully_Victim	<---	Emotional_Intelligence	.047	.038	.080	.216
Bully_Perpetrator	<---	Moral_Disengagement	.146	.023	.260	***
Bully_Perpetrator	<---	Emotional_Intelligence	-.016	.022	-.046	.458
Bully_Perpetrator	<---	Bully_Victim	.277	.028	.464	***
Bully_Perpetrator	<---	Self_Esteem	.098	.043	.151	.021

Note: S.E.= standard error. ***p < .001

Figure 6

Model 3
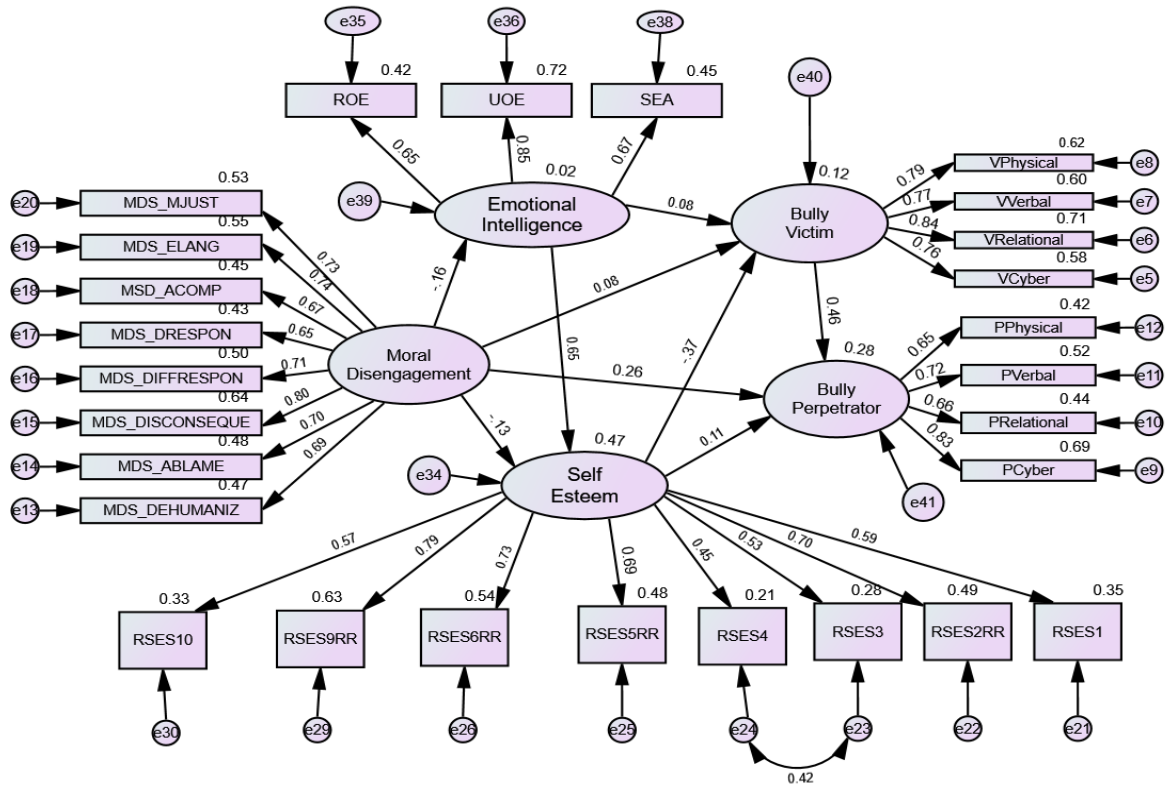
Table 32

Model 3 Estimates

Paths			Estimate	S.E.	β	P
Emotional_Intelligence	<---	Moral_Disengagement	-.250	.070	-.157	***
Self_Esteem	<---	Moral_Disengagement	-.108	.031	-.128	***
Self_Esteem	<---	Emotional_Intelligence	.344	.031	.652	***
Bully_Victim	<---	Self_Esteem	-.413	.075	-.370	***
Bully_Victim	<---	Emotional_Intelligence	.044	.038	.075	.239
Bully_Victim	<---	Moral_Disengagement	.078	.039	.083	.045
Bully_Perpetrator	<---	Moral_Disengagement	.144	.023	.257	***
Bully_Perpetrator	<---	Bully_Victim	.274	.027	.459	***
Bully_Perpetrator	<---	Self_Esteem	.072	.029	.107	.013

Note: SE: standard error. ***p < .001

The third respecified model (Model 4) (see Figure 7) was configured after reviewing the regression weights and then by removing a number of relationships that were very weak. The correlation between emotional intelligence and bully perpetration was -.05 (β = -.046, p = .458) so it was removed from the model. Additionally, the correlation between moral disengagement and bully victimization was .08, so it was removed from the model (β = .083, p = .045) (see Table 33). These adjustments included developing new error correlations between e13 and e17; e13 and e 14; e16 and e17; e19 and e20; e9 and e10; e21 and e30; and e22 and e26. Statistical analysis of Model 4 indicated that chi-square was still significant (χ^2 = 838.964, df = 309, p = .000), but Chi-square/df = 2.7, which suggested acceptable fit. Additionally, the GFI = .921, CFI = .940, NFI = .909, TLI = .932, RFI = .896, RMSEA = .048, and SRMR = .0454. Taken together with model fit indices within acceptable ranges and an RMSEA below .05, these findings suggested that the model was a good fit to the data.

Figure 7

Model 4
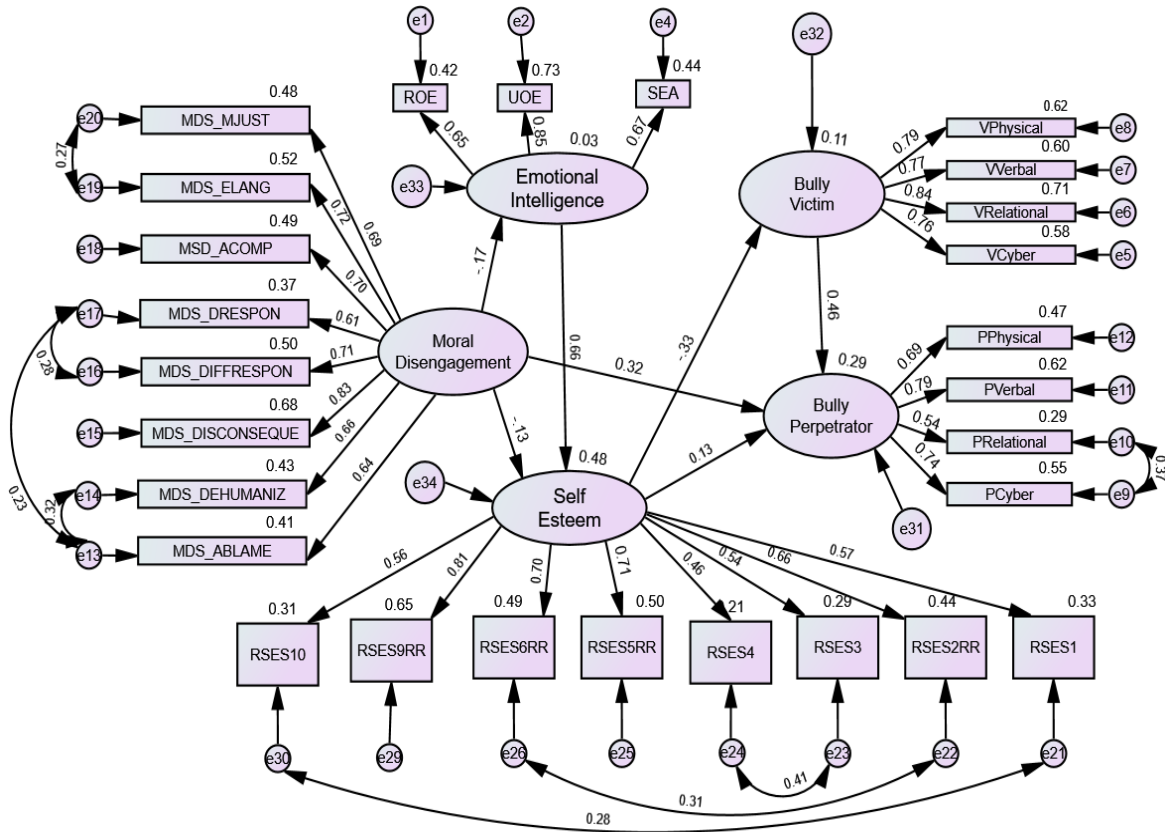
Table 33

Model 4 Estimates

Paths			Estimate	S.E.	β	P
Emotional_Intelligence	<--	Moral_Disengagement	-.274	.074	-.165	***
Self_Esteem	<--	Moral_Disengagement	-.108	.032	-.126	***
Self_Esteem	<--	Emotional_Intelligence	.340	.031	.662	***
Bully_Victim	<--	Self_Esteem	-.376	.053	-.328	***
Bully_Perpetrator	<--	Moral_Disengagement	.165	.023	.316	***
Bully_Perpetrator	<--	Bully_Victim	.246	.026	.461	***
Bully_Perpetrator	<--	Self_Esteem	.077	.028	.126	.006

Note: SE: standard error. ***p < .001

Despite fitting the data, the overall model only predicted 29% of bully

perpetrators, and only predicts 11% of bully victims via self-esteem, emotional

intelligence, and moral disengagement. Model 4 indicated that bully victim (β = 46) was

the most important direct predictor of bullying perpetrator, indicating that high scores of

bullying victimization predicted a high tendency of bullying perpetration. The model also

indicated that moral disengagement (β = 32) is the second most important direct predictor

of bullying perpetration, thus a high score of moral disengagement predicts high bullying

perpetration behavior. Self-esteem was found to be a positive predictor of bullying

perpetration (β = 13, *p* = .006), but was a negative predictor of bullying victimization (β

= -.33, *p* = < 0.001), indicating that high levels of self-esteem predict a high tendency for

bullying perpetration, and low levels of self-esteem predict bullying victimization. The

model indicated the importance of emotional intelligence (β = 66, *p* = < 0.001) in

predicting self-esteem. High emotional intelligence was important for predicting higher self-esteem. Moral disengagement was a significant negative predictor of emotional intelligence (β = -17, p = < 0.001) and of self-esteem (β = -13, p = < 0.001) (see Table 34). Low moral disengagement was important for predicting greater emotional intelligence as well as greater self-esteem.

In summary, observations from the First Readjusted Model (Model 2) to the Third Readjusted Model (Model 4) were (a) several factors from both variables emotional intelligence (OEA), and self-esteem (RSES7, RSES8RR) were removed; (b) the error correlation between emotional intelligence and bully victimization was removed; because it accounted for only 8% of the variation; (c) the error correlation between emotional intelligence and bully perpetration was removed as it was only 6% of the variation; (d) the correlation between moral disengagement and bully victimization was removed as it accounted for only 8% of the variance; and (e) several error correlations were added into the model and others were removed to improve model fit and to increase the simplicity of the model.

Research Question Four

The fourth research question of the study was a mediation analysis of emotional intelligence and self-esteem to determine whether they were mediators (or partial mediators) between moral disengagement and bullying behaviors.

Table 34

SEM Fit Indices

Fit Indices	Target Value*	Model 1	Model 2	Model 3	Model 4
Chi-Square	$P > .05$	1607.483	1322.257	1192.514	838.964
Chi-Square/df	≤ 2	4.070	4.211	3.798	2.715
Goodness of Fit Index (GFI)	$\geq .90$ acceptable $\geq .95$ good	.85	.87	.88	.92
Comparative Fit Index (CFI)	$\geq .90$ acceptable $\geq .95$ good	.86	.88	.90	.94
Normed Fit Index (NFI)	$\geq .90$ acceptable $\geq .95$ good	.83	.85	.87	.90
Tucker-Lewis Index (TLI)	$\geq .90$ acceptable $\geq .95$ good	.85	.87	.89	.93
Relative Fit Index (RFI)	$\geq .90$ acceptable $\geq .95$ good	.81	.83	.85	.90
Incremental Fit Index (IFI)		.87	.88	.90	.94
Root Mean Square Error of Approximation (RMSEA)	$\leq .06$	.065	.066	.062	.048
Standardized Root Mean Square Residual (SRMSR)	$\leq .10$	.053	.048	.046	.045

Note: * As cited in Meyers et al. (2017)

Structural Model: Direct, Indirect, and Mediation Analysis

An additional mediation role was analyzed in the last model (Model 4) (see

Figure 7), which included bully victim as a mediator between moral disengagement and

bully perpetration. The role of testing mediation was to examine the indirect effects of

emotional intelligence, self-esteem, and bullying victimization on the association

between moral disengagement and bullying behaviors. There were two separate

mediation paths through which moral disengagement was hypothesized to influence

bullying behavior. One latent mediator variable was named emotional intelligence with

three indicators (SEA, UOE, ROE) out of four after removing one indicator (OEA) in the

respecified model. The other latent mediator was self-esteem that was associated with

eight (RSES 1, RSES2RR, RSES 3, RSES 4, RSES5, RSES6RR, RSES9RR, RSES10) of

ten indicators represented in the respecified model. Other separate multiple mediation

paths were emotional intelligence, self-esteem, and bully victimization mediating the

relationship between moral disengagement and bully perpetration variables.

All seven of the individual paths involved in the indirect effects were significant.

As Table 35 shows, the direct paths from moral disengagement to emotional intelligence

had a significant negative relationship (standardized coefficient = -.165, unstandardized

coefficient = -.274 with a standard error of 0.074, $p < .001$). The direct path from moral

disengagement to self-esteem had a significant negative relationship (standardized

coefficient = -.126, unstandardized coefficient = -.108 with a standard error of 0.032, $p =$

.003). The direct path from emotional intelligence to self-esteem had a significant

positive relationship (standardized coefficient = .662, unstandardized coefficient = .340

with a standard error of 0.031, $p < .001$). The direct path from self-esteem to Bully

Victim had a significant negative relationship (standardized coefficient = -.328,

unstandardized coefficient = -.376 with a standard error of 0.053, $p < .001$). The direct

path from moral disengagement to Bully Perpetrator had a significant positive

relationship (standardized coefficient = .316, unstandardized coefficient = .165 with a

standard error of 0.023, $p < .001$). The direct path from Bully Victim to Bully Perpetrator

had a significant positive relationship (standardized coefficient = .461, unstandardized

coefficient = .246 with a standard error of 0.026, $p < .001$). The direct path from self-

esteem to Bully Perpetrator had a significant positive relationship (standardized

coefficient = .126, unstandardized coefficient = .077 with a standard error of 0.028, $p <$

.005).

Table 35

Main Path Coefficients of the Model

Paths		b	S. E.	β
Emotional Intelligence	<--- Moral Disengagement	−.274	.074	−.165**
Self-Esteem	<--- Moral Disengagement	−.108	.032	−.126**
Self-Esteem	<--- Emotional Intelligence	.340	.031	.662**
Bully Victim	<--- Self-Esteem	−.376	.053	−.328**
Bully Perpetrator	<--- Moral Disengagement	.165	.023	.316**
Bully Perpetrator	<--- Bully Victim	.246	.026	.461**
Bully Perpetrator	<--- Self-Esteem	.077	.028	126**

** significant at .01. SE = standard error. ***$p < .001$

Table 36 shows the causal effects (direct/indirect) and total effects of bullying behavior in the SEM mediation model. A significant direct effect was found between moral disengagement and bully perpetration, and multiple indirect effects were represented in the model. These paths included: (a) an indirect effect from moral disengagement to bully perpetration through self-esteem, (b) an indirect effect from moral disengagement to bully perpetration through both emotional intelligence and self-esteem, and (c) an indirect effect from moral disengagement to bully perpetration through emotional intelligence, self-esteem, and bully victimization.

Table 36

Summary of Direct Effects

Outcome	Predictors	Effect	*P*	95% CI Lower Bound	95% CI Upper Bound
Emotional Intelligence	Moral disengagement	−.165**	.000	−.265	−.064
Self-esteem	Moral disengagement	−.126**	.003	−.207	−.044
Bully victim	Moral disengagement				
Bully perpetrator	Moral disengagement	.316**	.000	.211	.418

Note: ** significant at *p* < .01; 5000 bootstrap samples were used. ***p < .001

Table 37 presents the results of the indirect effect from moral disengagement to bullying which included two types of mediation: (a) simple mediation which involved a single mediator and (b) serial mediation which involved two or more mediators in the analysis. The mediation analysis employed 5000 bootstrap samples. The simple mediation analysis demonstrated the association between moral disengagement and bullying through either emotional intelligence or self-esteem. First, moral disengagement was found to be positively related to bullying victimization mediated by self-esteem (β =.041, p = .002, *95% CI* = [0.015, 0.078]). Second, moral disengagement was found to be negatively related to bullying perpetration mediated by self-esteem (β = -0.008, p = .004, 95% CI = [-0.021, -0.002]).

Table 37

Indirect Effects of Moral Disengagement on Bullying Behavior via Serial Mediator(s)

Model Pathways	Effect	S.E.	p	95% CI	
				Lower Bound	Upper Bound
Single meditation					
MD → SE → BV	.041	.016	.002**	.015	.078
MD → SE → BP	−.008	.004	.004**	−.021	−.002
Serial meditation					
MD → EI → SE → BV	.035	.014	.000**	.013	.068
MD → EI → SE → BP	−.007	.004	.003**	−.018	−.002
MD → SE → BV → BP	.010	.005	.002**	.003	.022
MD → EI → SE → BV→ BP	.009	.004	.000**	.003	.019

Note: MD = moral disengagement; EI = emotional intelligence; SE= self-esteem; BV= Bully victim; BP= Bully perpetrator. ***p < .001. 5000 bootstrap samples were used. SE= standard error.

In the analysis, serial mediation analysis involved two or more mediators. The simple mediation analysis demonstrated associations between moral disengagement and bullying through either emotional intelligence, self-esteem, and/or bully victimization. First, moral disengagement was found to be positively related to bullying victimization mediated by both emotional intelligence and self-esteem (β =.035, p = .000, *95% CI =* [0.013, 0.068]). Second, moral disengagement was found to be negatively related to bully perpetration mediated by both emotional intelligence and self-esteem (β = -.007, p = .003, *95% CI =* [−0.018, −0.002]). Third, moral disengagement was found to be positively related to bully perpetration mediated by both self-esteem and bully victimization (β = 0.01, p = .002, *95% CI =* [0.003, -0.002]). Fourth, moral disengagement was found to be positively related to bullying perpetration mediated by emotional intelligence, self-esteem, and bully victimization (β =.009, p = .000, *95% CI =* [0.003, 0.019]). All indirect pathways between variables were found to be significant at a level of <.01 or below.

Since there was no path between moral disengagement and bully victimization, there was no direct effect between moral disengagement and bully victimization. However, an indirect effect was found between moral disengagement and bully victimization through two paths: (a) indirect effect through self-esteem, and (b) indirect effect through both emotional intelligence and self-esteem. Thus, emotional intelligence and self-esteem indirectly mediated the relationship between moral disengagement and bullying victimization. However, since all direct effects were significant between the paths of emotional intelligence, self-esteem, bullying victimization, and the indirect effect between moral disengagement and bullying perpetration was also significant, partial meditation was evidenced (see Table 38).

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Table 38

Mediation Analysis Summary

Model Pathways	Direct Effect	Indirect Effect	Conclusion
MD → SE → BV	Non	Significant	Indirect Effect
MD → SE → BP	Significant	Significant	Partial Mediation
MD → EI → SE → BV	Non	Significant	Indirect Effect
MD → EI → SE → BP	Significant	Significant	Partial Mediation
MD → SE → BV → BP	Significant	Significant	Partial Mediation
MD → EI → SE → BV→ BP	Significant	Significant	Partial Mediation

Note: Non = there is no path. ***$p < .001$.

Summary of Findings

The main finding of Research Question One indicated that in victimization prevalence, 19.2% of students were victimized verbally, 17.1 % were victimized physically, 14.3 % were victims of cyberbullying, and 12.9% were victimized relationally. Regarding perpetration prevalence, 7.9% of students perpetrated verbally, 5.9 % of students perpetrated physically, 4.9% cyberbullied others, and 2.3% perpetrated relationally.

The second research question indicated there were significant differences related to bullying behaviors (victimization/perpetration) associated directly with student gender. However, the model was found significant in predicting bullying forms of behavior among male and female students. These significant differences were only found in four bullying behaviors. First, female students tended to have greater levels of relational bullying victimization as well as relational perpetration than male students. Second, female students were less likely to report being involved in physical perpetration and

verbal perpetration bullying, thus male students were more likely to be involved in physical and verbal perpetration.

SEM techniques were conducted to answer Research Question Three and to determine whether the theoretical covariance matrix proposed would be equal to the empirical covariance matrix developed from the collected data. The fit statistics gathered from SEM did not support the hypothesis, which resulted in three respecified models. After taking into consideration some software suggested modifications, a respecified model with good fit and replicability was identified. Several paths were removed from the model as they were found to be non-significant ($p > .05$). These correlations included paths between emotional intelligence and bully perpetration, emotional intelligence and bully victimization, and moral disengagement and bully victimization. The results also indicated that bully victim was the most important direct predictor of bullying perpetrator, and that moral disengagement was the second important direct predictor of bullying perpetration. Self-esteem was found to positively predict bullying perpetration, but negatively predicted bullying victimization. The results also indicated the importance of emotional intelligence in predicting self-esteem. Moral disengagement was a negative predictor of self-esteem and emotional intelligence.

Mediation analysis examined Research Question Four to investigate the causal effects (direct/indirect) and the total effects of bullying behavior in the SEM model. A significant direct effect was found between moral disengagement and bully perpetration; multiple significant indirect effects were also represented in the model. These paths included: (a) indirect effect through self-esteem, (b) indirect effect through both emotional intelligence and self-esteem, and (c) indirect effect through emotional

intelligence, self-esteem, and bully victimization. These results concluded there was an indirect effect between moral disengagement and bully victimization through self-esteem and/or emotional intelligence; thus, both significantly mediated the relationship between moral disengagement and bullying victimization. In addition, all direct effects were found to be statistically significant between emotional intelligence, self-esteem, and bullying victimization were. Significant indirect effects were found between moral disengagement and bullying perpetration. Moral disengagement was a significant predictor of bullying perpetration, although not of bullying victimization. Therefore, students who were morally disengaged were likely to involved in bullying as perpetrators. In addition, students who were victimized by bullying were more likely to be involved in bullying as perpetrators. Self-esteem as well as emotional intelligence are only partial meditators of moral disengagement and bullying perpetration, which explained the important role of moral disengagement in explaining bullying behavior.

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND
RECOMMENDATIONS

Introduction

This chapter presents an overview of the document by outlining the current study.

This chapter summarized the research problem, the purpose of the study, and the research

questions. Then, there is a discussion of the significance of the study and a highlight of

the main points of the literature review. This is followed by a summary of the

methodology and the study's findings. In the final section of this chapter, there is a

discussion of the study's limitations, implications, and recommendations for future

research and practice.

Statement of the Problem

Bullying behavior is a serious problem affecting children and families, which

needs to be studied via educational and psychological perspectives. While an increasing

number of studies in the past decades have investigated the nature and predictors of

bullying in the kingdom of Saudi Arabia, very few studies have examined how individual

sources of self-esteem and emotional intelligence and their cognitive processes (moral

disengagement) play a role in bullying behavior. Anti-bullying programs are in progress

in Saudi Arabia, so there is a significant need for more research to understand bullying

phenomena and the related factors to fill the research and practice gaps. Additionally, few

studies have examined bullying predictors using SEM or utilizing mediation analysis to investigate how selected factors influence bullying behavior.

Purpose of the Study

The purpose of the current study was to determine to what extent self-esteem, emotional intelligence, and moral disengagement predict bullying behavior (victimization/perpetration), and how these variables mediate the relationship between moral disengagement and bullying. The goal was to identify the prevalence of bullying behavior, and examine gender differences in bullying forms.

Significance of the Study

The current study investigated bullying behaviors during the COVID-19 pandemic, which is considered a sensitive period of time with challenges that impacted people around the globe. This study was one of a few other studies that investigated bullying issues during and after the height of the pandemic. The relationship of bullying behaviors with selected predictors was examined; these potential predictors included self-esteem, emotional intelligence, and moral disengagement. The findings of the study are essential for educators, professionals, school psychologists, and counselors who play an essential role in the efforts to prevent and intervene in bullying behavior to improve children and adolescents' academic and psychological well-being. Because the efforts toward bullying prevention and intervention is considered a new area and is in the early stages of development, decision and policymakers in the Ministry of Education in Saudi Arabia will benefit from the findings of the current study.

Summary of the Literature

Bullying Behavior

Around the world, bullying behavior appears in various forms, including physical, verbal, social, and cyber (Hymel & Swearer, 2015; Olweus et al., 2019), and can be categorized as direct or indirect behavior, (Berger, 2007; Olweus & Limber, 2010; Olweus et al., 2019). Cyberbullying is a new form of bullying related to technology use. Since the COVID-19 pandemic created more extensive use of electronic devices in education, educators believed that cyberbullying rates would increase among students (Lessard & Puhl, 2021).

Students can be bullies, victims, followers, or a mix of different roles (Olweus, 1993). Bullies score high in aggressiveness, dominance, and impulsive behaviors, are more accepted by peers (Rodkin et al., 2015), and have low empathy levels (Bank, 1997). Bullies have conflicts with their teachers at school, tending to have unstable relationships with parents and other family members. Victims are quiet and non-socially engaging, rejected and unaccepted by their peers, scoring lower on self-esteem, competence, and intelligence tests (Beckman et al., 2013).

Boys are more likely to be perpetrators, specifically in physical bullying; girls are more involved in indirect bullying, such as social bullying (Hymel & Swearer, 2015; Dilmac, 2009). Boys are cyberbullying perpetrators more often than girls (Barlett & Coyne, 2014; Wong et al., 2014). Younger students are more likely to report bullying than the older ones (Yablon, 2010; Kelly et al., 2012).

Self-Esteem

Self-esteem is used to evaluate individual worth and associated with positive or negative mental health outcomes, playing a significant role in physical and psychological growth and adjustment (Boden et al., 2007; Nepon et al., 2021). Victimization is related to low self-esteem (Tsaousis, 2016); a correlation between low self-esteem and bullying perpetration is observed (Wang et al., 2018). Adolescents with low self-esteem are less likely to protect themselves from attacks (Masselink et al., 2018).

Emotional Intelligence

Emotional intelligence is an important personal resource enhancing individual skills to control and manage one's own and others' emotions, influencing physical, mental, social, and academic lives (Beltrán-Catalán et al., 2018; Ortega et al., 2012).

Higher levels of emotional intelligence are associated with lower levels of aggressive behaviors among adolescents (Vega et al., 2021). Low bullying victimization is associated with high emotional intelligence (Kokkinos & Kipritsi, 2012; Trigueros et al., 2020). Scoring low in emotional intelligence components has been found to be predictive of direct and indirect bullying behaviors (Al-Hajari, 2014; Gower et al., 2014). Emotional intelligence is a protective factor against bullying involvement, so it is important in preventing bullying (Sadeghi Bahmani et al., 2018; Shahal, 2019; Zych et al., 2019).

Moral Disengagement

Individuals use moral disengagement mechanisms as a way of convincing themselves that their moral standards cannot be applied to some situations (Hymel et al., 2010; Obermann, 2011). Organized into eight mechanisms, moral disengagement

includes reconstructing immoral conduct, diffusing responsibility, dehumanizing the victim, and misrepresenting injurious consequences (Bandura, 1999a, Bandura et al., 1996). Moral disengagement is linked to aggressive behaviors toward others. Children categorized as victims of bullying also demonstrate moral disengagement (Hymel et al., 2005; Menesini et al., 2003)

Methodology

This study utilized a non-experimental quantitative research design using a self-report survey. The sample consisted of 735 high school students (male/female) aged between 14 and 19 years old who were attending public high schools in Jeddah, Saudi Arabia, during the 2022 academic year. Participants who completed their two consent forms (i.e., parents and students) participated voluntarily in the online surveys through Google Forms during the regular school day.

Participants completed the self-report survey measuring their (a) demographic information, (b) self-esteem (RSES), (c) emotional intelligence (WLEIS), (d) moral disengagement (MDS), and (e) bullying behaviors (BCS-A). The data were analyzed using descriptive statistics, binary logistic regression, and SEM procedures.

Findings and Discussion

Respondent Demographic Characteristics

Respondents included 745 individuals who attempted to complete the survey. However, 10 cases were excluded from the data analysis because they did not meet the age range of the study criteria. The final sample included in the data analyses was 735 high school students who met the criteria of being between the ages of 14 and 19 and currently attending public high school in Jeddah in Saudi Arabia. Around half of the

participants were ages 14-16, while the other half were ages 17-19 years-old. Participant

grade level distribution included 42% 10th-grade students, 27% 11th-grade students, and

31% 12th-grade students. The gender distribution was 51% male and 49% female.

Research Question One

Overall, students reported not being involved in bullying behavior; 64.4% did not

experience victimization, and 85.7% were not involved in perpetration of bullying.

Results showed that 16.3% of students were involved as bullies while 19.3% may have

been victimized (subthreshold). There were 5.3% of students involved as perpetrators,

while 8.9% students may have been victimized (subthreshold). Involvement in both

categories as victims and perpetrators were 8.4% for those involved in physical

perpetration and victimization, 7% for those involved in verbal perpetration and

victimization, 3.4% for those involved in relational perpetration and victimization, and

4.8% for those involved in cyberbullying perpetration and victimization. Involvement in

bullying behavior across student gender showed that the majority of victimization was

found among female students, where 17.4% were victimized. Male students reported

victimization of 15.2%. The majority of perpetration prevalence was found among male

students, 7% were involved as perpetrators, while 3.3% of female students were involved

as perpetrators. However, the majority of students (both male and female) were found to

not be involved in bullying behavior in either role (victimization/ perpetration); 83.4%

for males and 88.3% for females.

The prevalence of victimization revealed that the most frequent bullying behavior

involved in by participants was verbal bullying, with 20.8% being victimized; next was

physical bullying victimization, where 17.1% were victimized; and 14.3% of participants

reported being victimized by cyberbullying. Lastly, 12.9% of the participants were involved in relational bullying. The results of perpetration prevalence revealed that the most frequent bullying behavior involvement by participants was verbal bullying, with 7.9%; followed by physical bullying perpetration reported by 5.9% of the participants; then cyberbullying perpetration reported by 4.9%; lastly, 2.3% of the overall participants were involved in perpetrating relational bullying.

However, not all participants reported being involved in bullying behavior (victimization/perpetration); most participants reported not being involved in bullying behavior. In general, the prevalence of bullying victimization among students ranged between 12.9% and 20.8%, which was higher than the prevalence of bullying perpetration rates that ranged between 2.3% and 7.9%. These prevalence estimates are almost consistent with an earlier study conducted in 2017 in Saudi Arabia by Al-Buhairan and his colleagues, which found bullying victimization reported at 26% among 12 to 18-year-old students. In addition, these results for bullying victimization are in the range of prevalence supported by previous researchers who found bullying prevalence ranges from 20.9% to 44% (Abdirahman et al., 2013; Abdulsalam et al., 2017; Al-Buhairan et al., 2017; Bala et al., 2018; Fleming & Jacobsen, 2010; Peyton et al., 2017). Regarding gender and the prevalence of bullying, the study findings are in line with recent research that found girls were more likely to report being victims of bullying, while boys reported being perpetrators more than girls (Vaillancourt et al., 2021).

Regarding bullying forms, previous studies have observed that physical and verbal bullying were the most frequent forms. However, the physical bullying rate 17.1% in this study was slightly lower when compared with a study reporting physical

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victimization at 48.9% among school-aged students (Alabdulrazaq & Al-Haj Ali, 2020).

Similar to the findings in this study, previous studies suggested verbal bullying was the

most prevalent form of bullying (Craig et al., 2016; Hymel & Swearer, 2015).

Cyberbullying prevalence was reported as the third common form of bullying among

victims, but it was low among perpetrators when compared to other forms of bullying.

These findings are consistent with previous research which found that the range of

cyberbullying perpetration varied from 7% to 33.7% and cyberbullying victimization

from 5.1% to 49% among high school students (Boak et al., 2016; Craig et al., 2016;

Riddell et al., 2018). In the current study, the cyberbullying victimization prevalence was

17.1%, and 23.9% may have been victimized. These findings were similar to a recent

study conducted among Saudi adolescents that found 23.1% of students were involved in

cyberbullying victimization and 26% were categorized as cyberbullies (Alghamedei,

2021).

Although bullying prevalence in the current study was not high compared to

previous studies, different factors have to be taken into consideration when discussing

these results. Some authors believe that bullying victimization likely decreases gradually

as students move to higher grade levels such as high school (Napoletano et al., 2016;

Wang et al., 2009), which could be the case in the current study. In addition, some

researchers found that the bullying prevalence rate decreased during and after the

COVID-19 pandemic outbreak due to the transition from in-school to remote learning

(Vaillancourt et al., 2021). This could have contributed to the decreased bullying

behavior among participants in the current study.

Research Question Two

The second research question aimed to identify whether there were differences between males and females in bullying forms. A binary logistic regression analysis was conducted to determine which independent variables (physical, verbal, relational, and cyber) in each main scale (perpetration/victimization) were predictors of student gender (male/female) differences. The logistic regression model predicted gender differences. The Wald statistics showed that physical, verbal, and relational bullying forms (perpetration/victimization) predicted gender differences. For relational bullying, female students reported greater levels of relational victimization and perpetration than male students. In contrast, physical and verbal bullying forms (perpetration) were found to be statistically predicted among male than female students.

These findings support previous research results which found that boys reported being involved in bullying behavior more than girls during adolescence (Espelage & Holt, 2001). In this study, there were significant differences between male and female students in bullying behaviors, where males tended to be involved in physical verbal bullying, while females were more prone to be involved in relational bullying. While differences were found through three perpetration bullying forms, males were more prone to display physical and verbal perpetration, while females were more likely to be involved in relational perpetration. The results of the current study were consistent with previous findings that boys reported more perpetration than girls (Craig et al., 2009, 2016; Walsh & Cosma, 2016). The findings were in line with recent research that found girls were more likely to report being victims of bullying, while boys were more likely to report being perpetrators (Vaillancourt et al., 2021). Regarding bullying forms, a similar pattern was found in bullying perpetration. These findings were supported by previous

studies which found that boys were more likely to be involved in direct forms of bullying, such as physical and verbal bullying (Albuhairan et al., 2017; Dehue et al., 2008; Graham, 2010; Hymel & Swearer, 2015), whereas girls were more likely to participate in indirect bullying such as relational bullying (Alrokban et al., 2019; Dilmac, 2009). One study examining gender differences in bullying behaviors among high school students demonstrated that boys were more likely to be involved in physical and verbal bullying than girls (Barzilay et al., 2017). Another study found that of the 10%-30% of students who reported physical bullying, most were boys; the 40%-54% of students who reported verbal bullying were also mostly boys. The 46%-68% of overall students who reported relational bullying were mostly girls (Craig et al., 2016).

The current study added to the previous literature which also did not find gender differences among adolescents for some victimization bullying forms. In the present study, no significant differences were found between boys and girls in physical, verbal, and cyber victimization, which was in line with previous studies (Hussein, 2010; Scheithauer et al., 2006). Cyberbullying (victimization/ perpetration) was not found to be different between boys and girls, which was also supported by previous studies (Navarro et al., 2015; Nixon, 2014; Slonje et al., 2012; Stubbs-Richardson et al., 2018). A narrative review found that most studies have not found gender differences in cyberbullying, but a few have found higher incidences in girls than in boys (Tokunaga, 2010).

Research Question Three

SEM was utilized to explore the relationships among self-esteem, emotional intelligence, moral disengagement, and bullying behavior (perpetration/victimization). The hypothesized model, which featured all 30 subscales on the model, was not a good fit

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for the observed data (χ^2 = 1607.483, *df* = 395, *p* = .000), the GFI = .855, the CFI = .869, NFI = .834, the TLI = .856, the RFI = .817, the RMSEA = .065, and the SRMR = .053) (see Figure 4). However, the third readjusted model produced a good fit after removing some factors, including the OEA factor from the emotional intelligence variable and self-esteem items 7 and 8. Other paths removed from the model were between emotional intelligence and bullying victimization and perpetration, and the path from moral disengagement to bullying victimization. Several errors were correlated to improve the model fit. The goodness of fit indices were χ^2 = 838.964, *df* = 309, *p* = .001 GFI = .921, CFI = .940, NFI = .909, TLI = .932, RFI = .896, RMSEA = .048, and SRMR = .0454 (see Figure 7).

The variables in this model predicted 29% of the variance in bullying behavior. Moral disengagement had a direct positive influence on bullying perpetration. Self-esteem was found to predict bullying perpetration positively and influence bullying victimization negatively. Emotional intelligence was found to influence self-esteem positively. Moral disengagement had a negative influence on emotional intelligence and self-esteem. Bullying victimization had a direct and positive impact on bullying perpetration.

Moral disengagement was associated with bullying perpetration in this study, which agreed with previous studies reporting high levels of moral disengagement among perpetrators (Gini, 2006; Hymel et al., 2005). A longitudinal study examined the association between moral disengagement and bullying involvement, finding that high moral disengagement predicted bullying behavior among adolescents (Wang et al., 2017).

Regarding cyberbullying perpetration, moral disengagement was found to be a positive predictor of cyber perpetration among high school students (Yang et al., 2018).

The association between self-esteem and bullying behavior was argued by researchers across several studies. Some researchers believed that high self-esteem predicted bullying (Jenkins & Demaray, 2012; Wang et al., 2013), while others believed that individuals involved in bullying behavior had low self-esteem levels (Brighi et al., 2012; Cenat et al., 2014; Palermiti et al., 2017; Tsaousis, 2016). Even though most researchers found mixed results regarding the association between self-esteem and bullying perpetration (Baumeister et al., 2000), others found that high self-esteem predicted bullying perpetration (Gendron et al., 2011; Salmivalli et al., 1999). This was in line with findings in the current study of a positive association between high self-esteem and bullying perpetration. Researchers believed that bullying perpetrators may tend to have greater self-esteem due to their high social skills and their popularity among their peers (Volk et al., 2012). Low self-esteem was associated negatively with bullying victimization in the current study, which was supported in previous studies. Low self-esteem could be a reason or a result of bullying victimization (Choi & Park, 2021; Nepon et al., 2021; Tsaousis, 2016). A longitudinal analysis showed that bullying victimization was linked to low self-esteem among adolescents (Vervoort et al., 2010; Yang & Salmivalli, 2013; Zhong et al., 2021).

Emotional intelligence was linked positively with self-esteem, so individuals who score high in emotional intelligence components were likely to score high in self-esteem (Cheung et al., 2015). An examination of the relationship between emotional intelligence, self-esteem, and other factors among Spanish adolescents found that emotional clarity

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and emotional repair predicted self-esteem (Guasp Coll et al., 2020). Soral and Kofta (2020) examined the relationship between individual competencies, one of the emotional intelligence skills, and self-esteem; suggesting that competence predicted self-esteem.

In the current study, moral disengagement was found to influence emotional intelligence and self-esteem negatively (i.e., a high score in moral disengagement was linked to low emotional intelligence and low self-esteem). Individual competencies played a key role in individual self-esteem and emotional intelligence skills. Self-esteem, in turn, referred to how individuals evaluated themselves, which depended on competence and morality (Mruk, 2006; White, 1963; Wojciszke, 2005). Emotional and social competencies, as well as empathy, were found to be important as emotional intelligence skills, which played a significant role in protecting individuals from aggressive behaviors such as bullying and cyberbullying (Zych et al., 2019). Research showed that high emotional and social competencies were linked to reduction of antisocial behavior, including bullying and cyberbullying (Durlak et al., 2011). In addition, low empathy was linked to bullying (Zych et al., 2019). As one of the emotional intelligence skills, empathy was found to be important when examining moral disengagement and bullying behavior. Individuals who scored low in empathy were more likely to be involved in bullying behavior (Kokkinos & Kipritsi, 2018), which resulted from ignoring the consequences of immoral actions (Jolliffe & Farrington, 2004). Emotional regulation, which is one of the main domains of emotional intelligence in the current study, was associated with moral disengagement. Other research showed that individuals with high-risk behaviors who struggled in regulating their emotions were more likely to be morally disengaged, so both emotional dysregulation and moral

disengagement predicted high-risk behaviors (Basharpoor & Ahmadi, 2020). Self-control was an important factor for either increasing or decreasing moral disengagement, so people with high self-control were more likely to be morally engaged (Alexandra, 2019).

As expected, bullying victimization was a predictor of bullying perpetration, as victims tended to be involved in bullying perpetration later on. The findings showed consistency with Walter's (2021) meta-analysis of 22 longitudinal studies, finding a strong correlation between bullying victimization and bullying perpetration. Another study among Chinese adolescents used a longitudinal design, finding that individuals who were involved in high levels of bullying victimization were more likely to be involved in perpetration over time (Nie et al., 2022). In their longitudinal study, Shelley and Peterson (2019) found that bullying victimization experiences were associated positively with later aggressive behavior and bullying perpetration, and any previous bullying victimization experience was linked to both traditional and cyberbullying perpetration among adolescents (Raskauskas & Stoltz, 2007).

Research Question Four

This question examined the mediation analysis and the type of mediation (full, partial, indirect) represented by the mediators in the study. A single mediation analysis and a serial mediation analysis were utilized via the readjusted model to examine the mediation role of self-esteem, emotional intelligence, and bullying victimization, as well as the indirect effects of moral disengagement on bullying perpetration (see Figure 7). As expected, prior to the inclusion of the mediators in the analysis, moral disengagement was found to be a significant predictor of bullying perpetration, but not a predictor of bullying victimization. This finding was consistent with existing research supporting the

broad relationship between moral disengagement and bullying involvement (Obermann, 2011). Some researchers found that high moral disengagement mechanisms were associated with bullying perpetration (Bussey et al., 2015; Gini, 2006; Menesini et al., 2003; Newton & Bussey, 2012). Low moral disengagement was linked to bullying victimization (Gini, 2006; Menesini et al., 2003). The mediation findings were discussed from two aspects as follows: Single mediation pathways and serial mediation pathways.

Single Mediation Pathways

Path analysis confirmed the indirect effect of self-esteem in the relationship between moral disengagement and bullying victimization. This model pathway of self-esteem was found to be positively significant and indirectly mediated the relationship between moral disengagement and bullying victimization. Both direct paths were significant. The direct path from moral disengagement to self-esteem was negative and the direct path from self-esteem to bullying victimization was also negative. Greater moral disengagement predicted low self-esteem; at the same time, low self-esteem was associated with bullying victimization. As a result, high self-esteem may impact the relationship between moral disengagement and bullying victimization. This agrees with previous research finding that self-esteem was a protective factor against bullying behavior (Espelage et al., 2019; Tsaousis, 2016), and with other studies which found that high self-esteem was associated with low cyberbullying victimization (Chen et al., 2017; Fisher et al., 2016; Kowalski et al., 2014), and that low self-esteem was linked to bullying victimization (Tsaousis, 2016).

For bullying perpetration, self-esteem significantly and negatively mediated the relationships between moral disengagement and bullying perpetration, which confirmed

the partial mediation role of self-esteem in this model pathway. The direct path from moral disengagement to self-esteem had a negative correlation, but the direct path from self-esteem to bullying perpetration was positive. As in the first path, high moral disengagement was associated with low self-esteem, and high self-esteem was positively related to bullying perpetration. Individuals with high moral disengagement were likely to have low self-esteem, so they were more likely to engage in bullying perpetration, which supported existing findings (Gendron et al., 2011; Choi & Park, 2018; Marini et al., 2006). Therefore, students who scored high in moral disengagement were likely to be involved in bullying perpetration; self-esteem did not play a protective role in this relationship. Some authors believed that moral disengagement predicted bullying behavior, and high self-esteem could play an important role when bullying behavior occurred (Bjärehed et al., 2020). In the current study, individuals who scored high in moral disengagement were more likely to bully others; there were no significant impacts related to either low or high self-esteem levels. These findings supported existing findings that found no significant differences regarding self-esteem levels between students who engaged in bullying perpetration compared to those who were not involved in bullying (Rose et al., 2017).

Serial Mediation Pathways

The direct correlations between moral disengagement and bullying behavior (victimization/perpetration) were removed because they were not significant in the specified model (see Figure 4), thus there were no direct effects between emotional intelligence and bullying behavior. As a result, emotional intelligence played a serial

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mediation role with other variables between moral disengagement and bullying behavior, which was discussed in detail as follows:

In the first serial pathway, two mediators in series were found to be significantly positive (MD → EI → SE → BV), which confirmed the indirect effect of the mediators in this pathway. Accordingly, moral disengagement was associated with bullying victimization when mediated by emotional intelligence and self-esteem. Its significance indicates that students who tended to have high moral disengagement levels were more likely to score low in emotional intelligence and may have low self-esteem, which led to an increase in bullying victimization. Therefore, having high emotional intelligence and self-esteem were found to be protective factors from involvement in bullying victimization. Meanwhile, low emotional intelligence skills such as self-control and internalization of problems such as low self-esteem were found to be risk factors associated with bullying victimization (Zych et al., 2021). A recent study examined the mediating role of emotional intelligence skills regarding bullying victimization among students, concluding that high levels of emotional attention, emotional clarity, and repair were critical emotional intelligence skills to protect individuals from being victimized by bullying behavior (León-del-Barco et al., 2020). For cyberbullying victimization, high emotional intelligence was associated with low internet misuse (Far et al., 2014).

In the second pathway, two mediators in the series were found to be negatively significant (MD → EI → SE → BP), which confirmed the partial mediation effect. Moral disengagement was found to be negatively correlated to bullying perpetration, and mediated by both emotional intelligence and self-esteem. As in the previous pathway, when students tended to have high moral disengagement levels, they were more likely to

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score low in emotional intelligence and may have had either average or high self-esteem, which led to an increase in bullying perpetration. In this pathway, possibly emotional intelligence was associated negatively with bullying perpetration but not significantly, which can be observed in the original model before removing the path (see Figure 5). This would agree with other research identifying strong associations between low emotional intelligence skills and bullying perpetration because bullies were less likely to be able to manage their emotions, which led to bullying (Baroncelli & Ciucci, 2014; Peachey et al., 2017). As mentioned before, moral disengagement was found to be directly correlated to bullying perpetration; as a result, there was no significant influence from both mediators regarding the relationship between moral disengagement and bullying perpetration.

In the third pathway, two mediators in the series were found to be positive (MD → SE→ BV→ BP), which confirmed the partial mediation effect. Moral disengagement had a positive correlation with bullying perpetration, mediated by both self-esteem and bully victimization. Students who scored high in moral disengagement mechanisms were more likely to have low self-esteem, and were more likely to engage in bullying as victims, which in turn led them to be involved in more bullying perpetration behavior.

In the fourth pathway, three mediators in the series were found to be positively significant (MD → EI→ SE→ BV→ BP), which confirmed the partial mediation effect. As discussed in the previous pathways, moral disengagement was positively related to bullying perpetration and mediated by emotional intelligence, self-esteem, and bullying victimization. Therefore, students who scored high in moral disengagement mechanisms were likely to score low in emotional intelligence and may have had either low or high

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self-esteem, which led to an increased tendency to become victims, which then predicted engaging in bullying perpetration. These results were consistent with previous research showing that high levels of moral disengagement mechanisms were detected among perpetrators (Hymel et al., 2005; Gini, 2006), and that high moral disengagement predicted both bullying behavior (Wang et al., 2017) and cyberbullying perpetration among high school students (Yang et al., 2018).

Based on the results from the serial mediation model in the current study, the underlying mechanism between moral disengagement and bullying perpetration could be partially explained by self-esteem, emotional intelligence, and bullying victimization. The mediation analysis findings supported the hypotheses that self-esteem, emotional intelligence, and bullying victimization play a crucial role in mediating the relationship between moral disengagement and bullying perpetration. These findings supported the effort to understand the protective and risk factors important in protecting students against bullying behaviors. These factors included self-esteem and emotional intelligence skills that can be protective elements against bullying (victimization/perpetration). Additionally, being a victim of bullying was considered one of the risk factors that may increase bullying perpetration over the years; as such, this factor is suggested as an area of focus within school districts. Schools could benefit from these findings by improving their efforts in anti-bullying programs and supporting a healthy school environment. They could focus their efforts on students categorized as at-risk of being involved in bullying.

Conclusion

The current study contributed to ongoing research efforts to better understand the relationship of factors predicting bullying involvement. Specifically, in this study, a self-

esteem and emotional intelligence skills were evaluated as personality factors in addition to victimization experience. All these factors shaped individual characteristics which resulted in an influential indirect pathway from moral disengagement to bullying perpetration. The key focus of the current study was the mediation analysis that predicted bullying perpetration through the associations between self-esteem, emotional intelligence, moral disengagement, and bullying victimization. These findings reinforce the importance of moral disengagement and victimization experience on bullying involvement. This concluded that students who are morally disengaged and have had victimization experience are more likely to be involved in bullying perpetration. These findings suggested highlighting the high demand for developing and improving the effectiveness of bullying prevention and intervention programs in Saudi schools.

Limitations

Limitations in this study were related to the study design as a non-experimental quantitative study. Therefore, all variables in this study were measured using self-report instruments. Because this study focused on bullying behaviors, participants may have tended to respond in socially desirable ways that may have resulted in inaccurate responses for their behaviors. Additionally, this study was conducted after the COVID-19 lockdown which impacted the education system. Students experienced interruptions in their schooling for more than two years, which may have resulted in reducing physical and social contact between students in school; this may have prevented a true reflection of student behaviors when responding to the survey. Another limitation of this study was related to the study analysis. When conducting the correlation analysis, some variables were not included. The variables not included in the model may have played a significant

role in the relationships among the variables and in the mediating role as well. These variables, such as gender, could have had an impact on the direction of the relationship between the independent and dependent variables (Edwards & Lambert, 2007). Finally, although a large sample size was used, the data were collected from one region in Saudi Arabia (Jeddah, Makkah Province) which is located in the Western part of Saudi Arabia. This city has an estimated population of 4,781,000 of the 36,160,018 total population of the whole country (GASTAT, Kingdom of Saudi Arabia, 2021). As such, the present sample may not be representative of adolescents from different regions of Saudi Arabia or from different countries, which limits generalization of the study.

Implications

The results of the current study revealed avenues for educators and psychologists to gain a better understanding of the factors playing key roles in bullying behavior. Additionally, ministries of general education and health departments could use the findings to apply effective strategies in the prevention and intervention of bullying behaviors, improving mental health and wellness efforts in schools.

A major value professionals in mental health and counseling could gain would be to understand the preventive and protective factors of individuals, because these personal strengths could play a major role in behavior change (Madden et al., 2020). The current study investigated personal strengths that can be fostered to decrease bullying effects on mental health and psychological well-being among youth. The personal factors identified in the current study included self-esteem, emotional intelligence, and bullying victimization experiences. Individuals who were involved in bullying behaviors and exposed to negative impacts could benefit from intervention and counseling programs

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focusing on improvement of self-esteem and emotional intelligence skills (i.e., emotional management, problem solving).

Because the current study focused on high school students, school psychologists and counseling centers in the education sectors would benefit from the study findings. According to research, many children and adolescents receive mental health therapy in schools; for most of them, schools are the only environment where they can find mental health treatment (Fazel et al., 2014). A review of more than 20 research studies concluded that 7.28% of the general population received mental health services via school compared to other mental health providers, and 22.1% of diagnosed students benefited from school mental health services (Duong et al., 2021).

Schools could cooperate with counseling psychologists and school psychologists in research, prevention, and intervention practices. Additionally, schools could work with counseling professionals to develop and guide prevention and intervention programs related to bullying behaviors and the emotional and social outcomes resulting from bullying experiences. Both school and counseling psychologists could integrate their efforts in implementing bullying prevention and intervention programs and evaluation of these programs.

Regarding evidence-based practice, professionals in the counseling profession could apply research evidence from bullying behaviors within the clinical and counseling area. They could benefit from these research findings, integrating their understanding of bullying with other factors in this research, including self-esteem, emotional intelligence, and moral disengagement.

Childhood and adolescence are considered significant developmental stages where the psychological well-being of individuals is processed and can have lifetime effects on individuals and communities. During this major developmental period, individuals spend most of their time within the education sector, so schools play a significant role in shaping individual behaviors. Therefore, professionals in the education system, such as teachers, school psychologists, counselors, and policymakers should focus closely on bullying behaviors. The findings of this study demonstrated that bullying behavior can be reduced by personal strengths such as high self-esteem, high emotional intelligence skills, and high moral engagement mechanisms. Focusing on personal factors (emotional and cognitive) may improve student mental health, so bullying prevention and intervention program developers should focus their efforts on improving student personal resources.

Recommendations for Future Research

Future research could focus on ways to improve upon the current study:

- Researchers may utilize qualitative research and/or mixed method research designs to collect more detailed data on the predictors of bullying behavior.
- Researchers may utilize an experimental quantitative research design to investigate which factors in the current study were more predictive of bullying behaviors among students.
- The current study was considered a cross-sectional analysis, so data was collected across the sample at one given point of time, which cannot be enough when investigating the causes of bullying and its effects on student

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mental, social, and academic lives. There is a need for longitudinal studies using data collected from individuals over several years to allow researchers to explore relationships among bullying factors over a longer period of time.

- Self-report was used to collect data in the current study, which would be more valuable if the reports from additional sources (i.e., teachers and caregivers) were included in the study.

- Even though the sample size was considered large compared to most studies done in Saudi Arabia, conducting a similar study using a larger sample size would be helpful for computing multi-group comparisons. Researchers could examine the hypothesized model on a larger sample size to examine differences for gender and age in the model.

- The study of other groups, such as individuals with special needs, would be helpful.

- Samples could be drawn from different cultures in other regions and rural areas.

- The hypothesized model could be examined among different age groups, such as middle school students.

- The hypothesized model could be examined among students in private and international schools, since the current study was limited to students in public schools.

- Factors such as family environment and school climate, which could predict bullying behavior, could be examined.

- Researchers could examine other potential mediating moderating variables and protective factors such as individual cultures, gender, and socio-economic status.

- The current study could be replicated in a few years to examine bullying behaviors among students after students experience more stability in the school environment. Although the current study was conducted after students went back to school after the COVID-19 lockdown, more studies should be done to investigate student bullying behavior with comparisons through the years.

APPENDICES

APPENDIX A

INFORMED CONSENT FORMS

Online Survey Consent Form (Student)

You are invited to take part in a research study titled "Predictors of Bullying Behaviors Among Adolescents in Saudi Arabia: The Role of Self-Esteem, Emotional Intelligence, and Moral Disengagement." This study is being done by Ayat Hamzah from Andrews University. You are invited to participate because you are a student attending a public high school in Jeddah, Saudi Arabia in the academic year of 2022.

The purpose of this study is to investigate the nature and prevalence of bullying and its relationship with other factors related to individual's emotions and cognitive skills.

This research involves one set of online surveys to be completed during the Spring semester, 2022. The survey will include questions regarding some demographic information, bullying and cyberbullying behaviors, self-esteem, emotional intelligence, and moral disengagement. Your participation in this research is completely voluntary. If you decide not to participate, any relationship you have with your school will not be affected in any way, so your participation is completely voluntary and you can withdraw at any time. The survey will take you approximately (25-30) minutes to complete.

Researchers might use information learned from this study in scientific journal articles or in presentations. None of this information will identify you personally. Your information will be protected carefully, by coding all information so that when the results of the study are reported, and even in the research process leading up to these reports, you will not be identified.

If you have concerns or questions about the research, you can contact the study investigator, Ayat Hamzah, at ayat@andrews.edu.

I have read the information in this consent form, reviewed any questions, and I voluntarily agree to participate in this study. I have received a copy of this consent form.

_____   _____   _____

Printed name of subject   Signature of subject   Date

_____   _____

Signature of person obtaining consent   Date

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Online Survey Consent Form (Caregiver)

Your child has been invited to join a research study titled "Predictors of Bullying Behaviors Among Adolescents in Saudi Arabia: The Role of Self-Esteem, Emotional Intelligence, and Moral Disengagement." This study is being done by Ayat Hamzah from Andrews University. We ask for permission that your child be allowed to participate in this research study. You have the right to be informed about the study procedures so that you can decide whether you want to consent for your child to participate in this research study.

The purpose of this study is to investigate the nature and prevalence of bullying and its relationship with other factors related to individual's emotions and cognitive skills.

This research involves one set of online surveys to be completed during the Spring semester, 2022. The survey will include questions regarding some demographic information, bullying and cyberbullying behaviors, self-esteem, emotional intelligence, and moral disengagement. This survey will take (25-30 minutes). Your child's participation in this research is completely voluntary. You may refuse for your child to be in the study and nothing will happen. If your child does not want to continue to be in the study, they may stop at any time without penalty or loss of benefits to which they are otherwise entitled.

Researchers might use information learned from this study in scientific journal articles or in presentations. None of this information will identify you personally. Your child's information will be protected carefully, by coding all information so that when the results of the study are reported, and even in the research process leading up to these reports, you will not be identified.

If you have concerns or questions about the research before allowing your child to participate in this study, you can contact the study investigator, Ayat Hamzah, at ayat@andrews.edu.

I have read the information in this consent form, reviewed any questions, and I voluntarily agree to participate in this study. I have received a copy of this consent form.

_____   _____   _____

Printed name of subject   Signature of subject   Date

_____   _____

Signature of person obtaining consent   Date

Online Survey Consent Form (Student)

نموذج الموافقة على الاستبيان عبر الإنترنت (للطالب)

أنت مدعو للمشاركة في دراسة بحثية بعنوان " عوامل التنبؤ بسلوك التنمر لدى المراهقين في المملكة العربية السعودية. دور كل من تقدير الذات ، والذكاء الانفعالي ، وفك الارتباط الأخلاقي ". تقوم بإجراء هذه الدراسة الباحثة آيات حمزة من جامعة أندروز بالولايات المتحدة الأمريكية. أنت مدعو للمشاركة لأنك طالب في مدرسة ثانوية عامة في مدينة جدة، المملكة العربية السعودية في العام الدراسي 2022

الغرض من هذه الدراسة هو التعرف على طبيعة وانتشار سلوك التنمر وعلاقته بالعوامل الأخرى المتعلقة بالعواطف الفردية والمهارات المعرفية وتقدير الذات.

يتضمن هذا البحث مجموعة واحدة من الاستبيان الالكتروني الذي يتم اكماله عبر الإنترنت وذلك على ان يتم إكمالها خلال فصل الربيع ، 2022. سيتضمن الاستطلاع أسئلة تتعلق ببعض المعلومات الديموغرافية، وسلوكيات التنمر والتسلط عبر الإنترنت، واحترام الذات ، والذكاء العاطفي ، وفك الارتباط الأخلاقي. مشاركتك في هذا البحث **تطوعية** تمامًا. إذا قررت عدم المشاركة ، **فلن تتأثر** أي علاقة تربطك بمدرستك بأي شكل من الأشكال ، لذا فإن مشاركتك **طوعية تمامًا** ويمكنك الانسحاب في أي وقت. سيستغرق استطلاع الرأي ما يقرب من (30-25) **دقيقة** لإكماله.

سوف تقوم الباحثة باستخدام المعلومات المستخلصة من هذه الدراسة في مقالات المجلات العلمية أو في العروض التقديمية. لن يتم التعرف على المشاركين في هذه الدراسة او معرفة أي من المعلومات الشخصية بأي شكل من الاشكال. ستتم حماية معلوماتك بعناية، من خلال ترميز ومعالجة جميع المعلومات بحيث لا يتم التعرف عليك عند نشر نتائج الدراسة.

إذا كانت لديك مخاوف أو أسئلة حول البحث، يمكنك الاتصال بالباحثة في الدراسة، آيات حمزة ، على ayat@andrews.edu.

لقد قرأت المعلومات الواردة في نموذج الموافقة هذا، وراجعت أي أسئلة، وأوافق طواعية على المشاركة في هذه الدراسة. لقد تلقيت نسخة من نموذج الموافقة هذا.

الاسم:
التوقيع:
التاريخ:

توقيع الشخص الحاصل على الموافقة :
التاريخ:

Online Survey Consent Form (Caregiver)

نموذج الموافقة على الاستبيان عبر الإنترنت (ولي الامر)

تمت دعوة ابنكم ـ ابنتكم للمشاركة في دراسة بحثية بعنوان " عوامل التنبؤ بسلوك التنمر لدى المراهقين في المملكة العربية السعودية: دور كل من تقدير الذات ، والذكاء الانفعالي ، وفك الارتباط الأخلاقي ". تقوم بإجراء هذه الدراسة الباحثة آيات حمزة من جامعة أندروز بالولايات المتحدة الأمريكية. نطلب الإذن لابنكم ـ ابنتكم بالمشاركة في هذه الدراسة البحثية. لديك الحق في أن تكون على علم بإجراءات الدراسة حتى تتمكن من تحديد ما إذا كنت تريد الموافقة على مشاركة طفلك في هذه الدراسة البحثية.

الغرض من هذه الدراسة هو التحقيق في طبيعة وانتشار التنمر وعلاقته بالعوامل الأخرى المتعلقة بالعواطف الفردية والمهارات المعرفي.

يتضمن هذا البحث مجموعة واحدة من الاستطلاعات عبر الإنترنت ليتم إكمالها خلال فصل الربيع، 2022. سيتضمن الاستطلاع أسئلة تتعلق ببعض المعلومات الديموغرافية، وسلوكيات التنمر والتسلط عبر الإنترنت ، واحترام الذات ، والذكاء العاطفي ، وفك الارتباط الأخلاقي. سيستغرق هذا الاستطلاع (25-30 دقيقة). مشاركة طفلك في هذا البحث **تطوعية** تمامًا. يمكنك رفض مشاركة طفلك في الدراسة **ولن يترتب على الرفض أي عواقب**. إذا كان طفلك لا يريد الاستمرار في الدراسة، فيمكنه التوقف في أي وقت دون عقوبة أو فقدان المزايا التي يحق له الحصول عليها بخلاف ذلك.

الغرض من هذه الدراسة هو التعرف على طبيعة وانتشار سلوك التنمر وعلاقته بالعوامل الأخرى المتعلقة بالعواطف الفردية والمهارات المعرفية وتقدير الذات.

سوف تقوم الباحثة باستخدام المعلومات المستخلصة من هذه الدراسة في مقالات المجلات العلمية أو في العروض التقديمية. لن يتم التعرف على المشاركين في هذه الدراسة او معرفة أي من المعلومات الشخصية بأي شكل من الاشكال. ستتم حماية معلومات طفلك بعناية، من خلال ترميز ومعالجة جميع المعلومات بحيث لا يتم التعرف على هويته عند نشر نتائج الدراسة.

إذا كانت لديك مخاوف أو أسئلة حول البحث، يمكنك الاتصال بالباحثة في الدراسة، آيات حمزة ، على ayat@andrews.edu

لقد قرأت المعلومات الواردة في نموذج الموافقة هذا، وراجعت أي أسئلة، وأوافق طواعية على مشاركة طفلي ـ طفلتي في هذه الدراسة. لقد تلقيت نسخة من نموذج الموافقة هذا.

الاسم:
التوقيع:
التاريخ:

توقيع الشخص الحاصل على الموافقة :
التاريخ:

APPENDIX B

VARIABLE DEFINITIONS

Construct Name	Construct Conceptual Definition	Observed Variable Names	Instrumental Definition	Operational Definition
Bullying Involvement	Bullying: is any repeated attack or intimidation with the intent to cause fear, distress, or harm and including a real or perceived imbalance of power between the bully and the victim (Olweus, 1993).	Bullying Victimization: Physical Verbal Relational Cyber Bullying Perpetration: Physical Verbal Relational Cyber	The Bullying and Cyberbullying Scale for Adolescents (BCS-A) developed by Thomas et al. (2019) was used. Instructions: Please read the following information carefully. (information about bullying and cyberbullying definitions). Please use this information to help you answer the following questions. Please place an "X" next to each statement that close to your answer. Victimization Scale: Section 1 In the past three months, how many times have you been bullied "OFFLINE"/ FACE-TO-FACE? Another student or students …. Punched, hit, kicked, pushed or shoved me, on purpose. Forced me to do something I did not want to do. Told me others would not like me if I did not do what they said. Damaged, hid, or stole my belongings, on purpose. Called me mean or hurtful names. Said mean or hurtful things to me. Left me out of a group or an activity, or did not allow me to join in, on purpose. Spread lies or rumours about me, to hurt me or make others not like me. Section 2	In terms of the mean subscale scores for victimization and perpetration scales summing the number of items for each sub-scale and dividing by the number of items in the subscale can be calculated. The scores added as follows: 5 = several times a week or more 4 = About once a week 3= Every few weeks 2= Once or twice 1= This did not happen to me

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Construct Name	Construct Conceptual Definition	Observed Variable Names	Instrumental Definition	Operational Definition
			In the past three months, how many times have you been bullied "ONLINE"/ ON THE INTERNET or MOBILE PHONES?	

Another student or students ….
Called me mean or hurtful names.
Sent or posted, mean or hurtful pictures/videos about me.
Told me others would not like me if I did not do what they said.
Left me out of a group or an activity, or did not allow me to join in, on purpose.
Spread lies or rumours about me, to hurt me or make others not like me.

Perpetration Scale:
Section 1
In the past three months, how many times have you bullied another school student "OFFLINE"/ FACE-TO-FACE- on your own or as part of a group?
I or We ………
Punched, hit, kicked, pushed or shoved someone, on purpose.
Forced someone to do something they did not want to do.
Told someone that others would not like them if they did not do what I/we said.
Damaged, hid, or stole someone's belongings, on purpose.
Called someone mean or hurtful names.
Said mean or hurtful things to someone.
Left someone out of a group or an activity, or did not allow them to join in, on purpose.
Spread false rumours about a person, to hurt them or make others not like them.

Section 2

Construct Name	Construct Conceptual Definition	Observed Variable Names	Instrumental Definition	Operational Definition
			In the past three months, how many times have you bullied another school student "ONLINE"/ ON THE INTERNET or MOBILE PHONES- on your own or as part of a group? I or We ……… Called someone mean or hurtful names. Sent or posted, mean or hurtful pictures/videos about someone. Told someone that others would not like them if they did not do what I/we said. Left someone out of a group or an activity, or did not allow them to join in, on purpose. Spread lies or rumours about someone, to hurt them or make others not like them.	
Emotional Intelligence	Emotional Intelligence (EI): the ability to perceive, understand, monitor, and manage one's own and others' feelings, to discriminate among them, and to use this information to make sense of and navigate one's social environment (Mayer & Salovey, 1997;	Self Emotional Appraisal Others' Emotional Appraisal Use of Emotion Regulation of Emotion	The Wong and Law Emotional Intelligence Scale (2002) was used. Instructions: Below is a series of general statements about your beliefs or opinions on different problems or dilemmas you may or may not have experienced. Please place an "X" next to each statement about whether you strongly agree, disagree or neither agree or disagree about each statement. I have a good sense of why I feel certain feelings most of the time. I have a good understanding of my own emotions. I really understand what I feel. I always know whether I am happy or not. I always know my friends' emotions from their behavior. I am a good observer of others' emotions. I am sensitive to the feelings and emotions of others. I have a good understanding of the emotions of people around me. I always set goals for myself and then try my best to achieve them. I always tell myself I am a competent person. I am a self-motivating person.	Total emotional intelligence = Average items 1-16 scores the range between 16 and 112. Higher scores achieved on the scale represent higher levels of EI. Scores are added as follows: 7 = strongly agree 6 = agree 5 = slightly agree 4= neither agree nor disagree 3= slightly disagree 2= disagree

Construct Name	Construct Conceptual Definition	Observed Variable Names	Instrumental Definition	Operational Definition
	Saovey & Mayer, 1990).		I would always encourage myself to try my best. I am able to control my temper so that I can handle difficulties rationally. I am quite capable of controlling my own emotions. I can always clam down quickly when I am very angry. I have good control of my emotions.	1= strongly disagree
Moral disengagement	The self-regulatory process at which moral control can be disengaged from censurable conduct (Bandura, 2001, p.277).	Moral Justification Euphemistic Language Advantageous Comparison Displacement of Responsibility Diffusion of Responsibility Distorting Consequences Attribution of Blame Dehumanizatio n	The Moral Disengagement Scale (Bandura, 1996) was used. Instructions: Below is a series of general statements about your beliefs or opinions on different problems or dilemmas you may or may not have experienced. Please place an "X" next to each statement about whether you agree, disagree or neither agree or disagree about each statement. It is alright to fight to protect your friends. Slapping and shoving someone is just a way of joking . Damaging property is no big deal when you consider that others are beating people up or worse. A kid in a gang should not be blamed for the trouble the gang causes. If kids are living under bad conditions they cannot be blamed for behaving aggressively. It is okay to tell small lies because they don't really do any harm. Some people deserve to be treated like animals. If kids fight and misbehave in school, it is their teacher's fault. It is alright to beat someone who bad mouths your family. To hit obnoxious or annoying classmates is just giving them "a lesson." Stealing some money is not too serious compared to those who steal a lot of money. A kid who only suggests breaking rules should not be blamed if other kids go ahead and do it.	Total scores range between 32 and 160. Higher scores achieved on the scale represent higher levels of moral disengagement. Scores are added as follows: 5 = Strongly Agree 4 = Agree 3 = Neither Agree or Disagree 2 = Disagree 1= Strongly Disagree

Construct Name	Construct Conceptual Definition	Observed Variable Names	Instrumental Definition	Operational Definition
			If kids are not disciplined they should not be blamed for misbehaving.	
			Children do not mind being teased because it shows interest in them.	
			It is okay to treat somebody badly who behaved like a "worm."	
			If people are careless where they leave their things it is their own fault if it gets stolen.	
			It is alright to fight when your group's honor is threatened.	
			Taking someone's bicycle without their permission is just "borrowing it."	
			It is okay to insult a classmate because beating him/her is worse.	
			If a group decides together to do something harmful it is unfair to blame a single kid in the group for it.	
			Kids cannot be blamed for using bad words when all their friends do it	
			Teasing someone does not really hurt them.	
			Someone who is obnoxious or annoying does not deserve to be treated like a human being.	
			Kids who get mistreated usually do things to deserve it.	
			It is alright to lie to keep your friends out of trouble.	
			It is not a bad thing to "get high" once in a while.	
			Compared to the illegal things people do, taking something from a store without paying for it is not very serious.	
			It is unfair to blame a child who had only a small part in the harm caused by a group.	
			Kids cannot be blamed for misbehaving if their friends pressured them to do it.	
			Insults among children do not hurt anyone.	
			Some people have to be treated roughly because they lack feelings that can be hurt.	
			Children are not at fault for misbehaving if their parents pressure them too much.	

Construct Name	Construct Conceptual Definition	Observed Variable Names	Instrumental Definition	Operational Definition
Self-Esteem	Self-Esteem is a person's favorable or unfavorable attitude toward the self (Rosenberg, 1989, p.15).		The Rosenberg Self-Esteem Scale (1965) was used Instructions: Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement. On the whole, I am satisfied with myself. At times I think I am no good at all. * I feel that I have a number of good qualities. I am able to do things as well as most other people. I feel I do not have much to be proud of. * I certainly feel useless at times. * I feel that I'm a person of worth, at least on an equal plane with others. I wish I could have more respect for myself. * All in all, I am inclined to feel that I am a failure. * I take a positive attitude toward myself. * Items are reverse scored.	The scale ranges from 1-40. Scores between 20 and 40 are within normal range; scores below 20 suggest low self-esteem. Scores are calculated as follows: For items 1, 2, 4, 6, 7: Strongly agree = 4 Agree = 3 Disagree = 2 Strongly disagree = 1 For items 3, 5, 8, 9, 10 (reversed in valence): Strongly agree = 1 Agree = 2 Disagree = 3 Strongly disagree = 4

APPENDIX C

Bullying and Cyberbullying Scale for Adolescents

In the past <u>3 months</u>, how many times have you <u>been bullied</u> **"OFFLINE" / FACE-TO-FACE?**

Another student or students…	This did not happen to me	Once or twice	Every few weeks	About once a week	Several times a week or more
Punched, hit, kicked, pushed or shoved me, on purpose.	☐	☐	☐	☐	☐
Forced me to do something I did not want to do.	☐	☐	☐	☐	☐
Told me others would not like me if I did not do what they said.	☐	☐	☐	☐	☐
Damaged, hid, or stole my belongings, on purpose.	☐	☐	☐	☐	☐
Called me mean or hurtful names.	☐	☐	☐	☐	☐
Said mean or hurtful things to me.	☐	☐	☐	☐	☐
Left me out of a group or an activity, or did not allow me to join in, on purpose.	☐	☐	☐	☐	☐
Spread lies or rumours about me, to hurt me or make others not like me.	☐	☐	☐	☐	☐

In the past <u>3 months</u>, how many times have you <u>been bullied</u> **"ONLINE" / ON THE INTERNET or MOBILE PHONES?**

Another student or students…	This did not happen to me	Once or twice	Every few weeks	About once a week	Several times a week or more
Called me mean or hurtful names.	☐	☐	☐	☐	☐
Sent or posted, mean or hurtful pictures/videos about me.	☐	☐	☐	☐	☐
Told me others would not like me if I did not do what they said.	☐	☐	☐	☐	☐
Left me out of a group or an activity, or did not allow me to join in, on purpose.	☐	☐	☐	☐	☐
Spread lies or rumours about me, to hurt me or make others not like me.	☐	☐	☐	☐	☐

In the past <u>3 months</u>, how many times have you <u>bullied</u> another school student **"OFFLINE" / FACE-TO-FACE** – on your own or as part of a group?

I or we...	I did not do this	Once or twice	Every few weeks	About once a week	Several times a week or more
Punched, hit, kicked, pushed or shoved someone, on purpose.	☐	☐	☐	☐	☐
Forced someone to do something they did not want to do.	☐	☐	☐	☐	☐
Told someone that others would not like them if they did not do what I/we said.	☐	☐	☐	☐	☐
Damaged, hid, or stole someone's belongings, on purpose.	☐	☐	☐	☐	☐
Called someone mean or hurtful names.	☐	☐	☐	☐	☐
Said mean or hurtful things to someone.	☐	☐	☐	☐	☐
Left someone out of a group or an activity, or did not allow them to join in, on purpose.	☐	☐	☐	☐	☐
Spread false rumours about a person, to hurt them or make others not like them.	☐	☐	☐	☐	☐

In the past <u>3 months</u>, how many times have you <u>bullied</u> another school student **"ONLINE" / ON THE INTERNET or MOBILE PHONES** – on your own or as part of a group?

I or we...	I did not do this	Once or twice	Every few weeks	About once a week	Several times a week or more
Called someone mean or hurtful names.	☐	☐	☐	☐	☐
Sent or posted, mean or hurtful pictures/videos about someone.	☐	☐	☐	☐	☐
Told someone that others would not like them if they did not do what I/we said.	☐	☐	☐	☐	☐
Left someone out of a group or an activity, or did not allow them to join in, on purpose.	☐	☐	☐	☐	☐
Spread lies or rumours about someone, to hurt them or make others not like them.	☐	☐	☐	☐	☐

مقياس التنمر والتنمر الالكتروني لدى المراهقين

فضلا قم بقراءة المعلومات ادناه بتأني.

يتعرض الطلب للتنمر عند قيام طالب اخر او مجموعة من الطلاب بواحد أو أكثر مما يلي:

- قول كلام غير لائق وجارح أو السخرية والاستهزاء به أو مناداته بأسماء غير محببة أو تهديده.
- طرده من مجموعه الأصدقاء او عدم السماح له بالانضمام والمشاركة في الأنشطة بشكل متعمد.
- ضربه او ركله او دفعه.
- أطلاق أونشر الاشاعات والاكاذيب عنه حتى لا يحبه الاخرون.

- استخدام الانترنت او الهاتف المحمول للقيام بـــ
   ارسال رسائل غير لائقة وجارحة باستخدام النصوص والصور او الفيديوهات له.
   ارسال كلام غير لائق وجارح عنه للأشخص الاخرين
   نشر الأكاذيب/الاشاعات لجعل الاخرين لا يحبونه.
   طرد شخص او اقصاءه وعدم السماح له بالانضمام للمجموعة بشكل متعمد

يعتبر ذلك (السلوك/ التصرف) تنمر عند _____ وعندما يكون تكراري فيصعب على الشخص الدفاع عن نفسه او إيقاف ما يتعرض له.

** لا يعتبر (السلوك/ التصرف) تنمر عندما تتم المضايقة بطريقة ودية ومرحة.
** لا (السلوك/ التصرف) تنمر عندما يقوم شخصين متعادلين في القوة بالتجادل او الشجار سويا.

فضلا قم بوضع علامة (√) امام الاجابة الأقرب لتجربتك من خلال العبارات ادناه.

٤ مرات او أكثر (فضلا اكتب العدد)	٣ مرات	مرتين	مره	ابدا	خلال السنتين الدراسية الماضية كم عدد المرات التي تعرضت فيها للتنمر المباشر غير متصل/ وجها لوجه؟ قام طالب او طلاب بـ	
					دفعي أو صدي أو لكمي أو ضربي أو وركلي بشكل متعمد	١
					اجباري على القيام بفعل لم ارغب بفعله	٢
					أخبرني أحدهم انه لن أكون صديقا لهم إذا لم اقم بفعل ما يرغبون مني فعله	٣
					تخريب او اتلاف او إخفاء او سرقه اغراضي بشكل متعمد	٤
					مناداتي باسم غير لائق او جارح ومهين	٥
					توجيه كلام غير لائق ومهين لي	٦
					استبعادي من مجموعه الأصدقاء او منعي وعدم السماح لي بالمشاركة في نشاطات المجموعة بشكل مقصود	٧
					نشر الاشاعات واطلاق الأكاذيب عني لإهانتي وايذائي وجعل الاخرين يتجنبون مصادقتي	٨

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خلال السنتين الدراسية الماضية كم عدد المرات التي تعرضت فيها للتنمر الالكتروني **(على الانترنت / من خلال الهاتف المحمول / المنصة التعليمية / برنامج التيمز)؟**						
٤ مرات او أكثر (فضلا اكتب العدد)	٣ مرات	مرتين	مره	ابدا	قام طالب او طلاب بـ	
					توجيه كلام غير لائق ومهين لي	٩
					إرسال او نشر صور / مقاطع فيديو غير لائقة او مؤذية عني	١٠
					أخبرني أحدهم انه لن أكون صديقا لهم إذا لم افعل ما يرغبون مني فعله	١١
					استبعادي من مجموعه الأصدقاء او منعي وعدم السماح لي بالمشاركة في نشاطات المجموعة بشكل مقصود	١٢
					نشر الاشاعات واطلاق الأكاذيب عني لإهانتي وإيذائي وجعل الاخرين يتجنبون مصادقتي	١٣

خلال السنتين الدراسية الماضية كم عدد المرات التي قمت بها بالتنمر المباشر **(وجها لوجه)** على أحد الطلاب في المدرسة بصفة فردية او من خلال مجموعة من زملائك؟						
٤ مرات او أكثر (فضلا اكتب العدد)	٣ مرات	مرتين	مره	ابدا	قمت أنا او نحن بـ	
					دفع او لكم او ضرب او ركل أحدهم عمدا	١٤
					اجبار أحدهم على عمل شيء لا يرغب بعمله	١٥
					اخبار أحدهم ان الاخرين لن يحبونه إذا لم يفعل ما قلته او قلناه	١٦
					اتلاف او إخفاء او سرقة أغراض شخص ما بشكل مقصود	١٧
					مناداة أحدهم بأسماء مهينة وغير لائقة ومؤذية لهم	١٨
					التلفظ بألفاظ سيئة وجارحه ومهينة لأحدهم بهدف السخرية	١٩
					استبعاد أحدهم من المجموعة او عدم السماح لهم بالانضمام والمشاركة في النشاطات بشكل مقصود	٢٠
					نشر اشاعات كاذبة عن هدف ايذائه او جعل الاخرين لا يحبونه	٢١

٤ مرات او أكثر (فضلا اكتب العدد)	٣ مرات	مرتين	مره	ابدا	خلال السنتين الدراسية الماضية كم عدد المرات التي قمت بها بالتنمر الغير مباشر (على الانترنت / من خلال الهاتف المحمول/ المنصة التعليمية / برنامج التيميز) على أحد الطلاب في المدرسة بصفة فردية او من خلال مجموعة من زملائك؟ قمت أنا او نحن بـ	
					مناداه أحدهم بأسماء مهينة وغير لائقة مؤذية لهم	٢٢
					إرسال او نشر صور/ مقاطع فيديو غير لائقة او مؤذية عن أحدهم	٢٣
					اخبار أحدهم ان الاخرين لن يحبونه إذا لم يفعل ما قلته او قلناه	٢٤
					استبعاد أحدهم من المجموعة او عدم السماح لهم بالانضمام والمشاركة في النشاطات بشكل مقصود	٢٥
					نشر اشاعات كاذبة عن شخص بهدف ايذائه او جعل الاخرين لا يحبونه	٢٧

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APPENDIX D

Rosenberg Self-Esteem Scale

Scale:

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree   Agree   Disagree   Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree   Agree   Disagree   Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree   Agree   Disagree   Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree   Agree   Disagree   Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree   Agree   Disagree   Strongly Disagree

6. I certainly feel useless at times.

Strongly Agree   Agree   Disagree   Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree   Agree   Disagree   Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree   Agree   Disagree   Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree   Agree   Disagree   Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree   Agree   Disagree   Strongly Disagree

مقياس روزنبيرج للتقدير الذاتي

التعليمات: بالأسفل بعض العبارات التي تصف مشاعرك العامة عن نفسك. فضلا قم بوضع علامة (√) باختيار الى أي مدى توافق أو لا توافق على كل عبارة من العبارات التالية. علما بأنه لا توجد إجابة صحيحة والأخرى خاطئة. المهم ان تعبر عن مشاعرك عن نفسك. فضلا لا تترك عبارة بدون إجابة.
شكرا لتعاونك

لا اوفق بشدة	لا اوافق	اوافق	اوافق بشدة	العبارات	
				بشكل عام، أنا راض عن نفسي	١
				أحيانا، أشعر بأني عديم الجدوى	٢
				اعتقد اني امتلك العديد من الصفات الجيدة	٣
				باستطاعتي القيام بالأشياء التي يقوم بها الاخرون	٤
				أشعر بعدم وجود شيء يجعلني فخور بنفسي	٥
				بالتأكيد، أشعر بعد فائدتي أحيانا	٦
				أشعر بأنني شخص له قيمة، على الأقل، بشكل متساو مع غيري	٧
				أتمنى الحصول على المزيد من الاحترام لنفسي	٨
				بشكل عام، انا أميل الى الشعور بأني شخص فاشل	٩
				لدي موقفا إيجابيا اتجاه نفسي	١٠

Wong and Law Emotional Intelligence Scale

Instructions

Here is a short 16-item measure of emotional intelligence, developed for use in management research and studies. The items on the Wong and Law Emotional Intelligence Scale (WLEIS) is based on the ability model of emotional intelligence. A list of statements are provided below, and to complete this questionnaire, mark the extent to which you agree or disagree to each of the statements.

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. I have a good sense of why I feel certain feelings most of the time.							
2. I have a good understanding of my own emotions.							
3. I really understand what I feel.							
4. I always know whether I am happy or not.							
5. I always know my friends' emotions from their behaviour.							
6. I am a good observer of others' emotions.							
7. I am sensitive to the feelings and emotions of others.							
8. I have a good understanding of the emotions of people around me.							
9. I always set goals for myself and then try my best to achieve them.							
10. I always tell myself I am a competent person.							
11. I am a self-motivating person.							
12. I would always encourage myself to try my best.							
13. I am able to control my temper so that I can handle difficulties rationally.							
14. I am quite capable of controlling my own emotions.							
15. I can always calm down quickly when I am very angry.							
16. I have good control of my emotions.							

مقياس ونج ولو للذكاء الانفعالي

التعليمات: اليك بعض العبارات عن مشاعرك وانفعالاتك. يرجي قراءة كل عبارة بعناية، ومن ثم قم باختيار (√) الى أي مدى توافق أو لا توافق على كل عبارة من العبارات التالية. علما بأنه لا توجد إجابة صحيحة والأخرى خاطئة. المهم ان تعبر عن مشاعرك وانفعالاتك. فضلا لا تترك عبارة بدون إجابة.
شكرا لتعاونك

أوافق تماما	اوافق	أوافق الى حد ما	غير متأكد	لا أوافق الى حد ما	لا اوافق	لا أوافق تماما	العبارات	
							اعلم تماما أسباب المشاعر التي أمر بها في معظم اوقاتي	١
							افهم مشاعري فهما جيدا	٢
							اتفهم ما امر به من مشاعر	٣
							اعلم متى أكون سعيدا ومتى أكون غير سعيد	٤
							اعرف مشاعر زملائي من سلوكهم	٥
							افهم جيدا مشاعر الاخرين بالملاحظة	٦
							انا حساس لمشاعر الاخرين	٧
							اتفهم بشكل جيد مشاعر المحيطين بي	٨
							اضع لنفسي أهدافا وأسعى لتحقيقها	٩
							اعرف تماما أنني شخص ذو كفاءة عالية	١٠
							أستطيع تحفيز نفسي	١١
							أشجع نفسي على بذل مزيد من الجهد	١٢
							أستطيع التحكم في نفسي بشكل يساعدني على حل أي مشكلة تواجهني	١٣
							أستطيع التحكم في مشاعري	١٤
							اهدئ من نفسي عند الغضب	١٥
							اضبط مشاعري بشكل جيد	١٦

Moral Disengagement Scale

	Things that I Agree/Disagree With	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.	It is alright to fight to protect your friends.	①	②	③	④	⑤
2.	Slapping and shoving someone is just a way of joking.	①	②	③	④	⑤
3.	Damaging some property is no big deal when you consider that others are beating people up.	①	②	③	④	⑤
4.	A kid in a gang should not be blamed for the trouble the gang causes.	①	②	③	④	⑤
5.	If kids are living in bad conditions they cannot be blamed for behaving aggressively.	①	②	③	④	⑤
6.	It is okay to tell small lies because they don't really do any harm.	①	②	③	④	⑤
7.	Some people deserve to be treated like animals.	①	②	③	④	⑤
8.	If kids fight and misbehave in school it is their teacher's fault.	①	②	③	④	⑤
9.	It is alright to beat someone who bad mouths your family.	①	②	③	④	⑤
10.	To hit obnoxious classmates is just giving them a "lesson."	①	②	③	④	⑤
11.	Stealing some money is not too serious compared to kids who steal a lot of money.	①	②	③	④	⑤
12.	A kid who only suggests breaking rules should not be blamed if other kids go ahead and do it.	①	②	③	④	⑤
13.	If kids are not disciplined they should not be blamed for misbehaving.	①	②	③	④	⑤
14.	Children do not mind being teased because it shows interest in them.	①	②	③	④	⑤
15.	It is okay to treat badly somebody who behaved like a "jerk."	①	②	③	④	⑤
16.	If people are careless where they leave their things, it is their own fault if they get stolen.	①	②	③	④	⑤

	Things that I Agree/Disagree With	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
17.	It is alright to fight when your group's honor is threatened.	①	②	③	④	⑤
18.	Taking someone's bicycle without their permission is just "borrowing it."	①	②	③	④	⑤
19.	It is okay to insult a classmate because beating him/her is worse.	①	②	③	④	⑤
20.	If a group decides together to do something harmful it is unfair to blame any kid in the group for it	①	②	③	④	⑤
21.	Kids cannot be blamed for using bad words when all their friends do it.	①	②	③	④	⑤
23.	Someone who is obnoxious does not deserve to be treated like a human being	①	②	③	④	⑤
24.	Kids who get mistreated usually do things that deserve it.	①	②	③	④	⑤
25.	It is alright to lie to keep your friends out of trouble.	①	②	③	④	⑤
26.	It is not a bad thing to "get high" once in a while.	①	②	③	④	⑤
27.	Compared to the illegal things people do, taking some things from a store without paying for them is not very serious.	①	②	③	④	⑤
28.	It is unfair to blame a child who had only a small part in the harm caused by a group.	①	②	③	④	⑤
29.	Kids cannot be blamed for misbehaving if their friends pressured them to do it.	①	②	③	④	⑤
30.	Insults among children (saying mean things about others) do not hurt anyone.	①	②	③	④	⑤
31.	Some people have to be treated roughly because they lack feelings that can be hurt.	①	②	③	④	⑤
32.	Children are not at fault for misbehaving if their parents force them too much	①	②	③	④	⑤

مقياس فك الارتباط الأخلاقي

التعليمات: فيما يلي بعض العبارات العامة حول معتقداتك أو ارائك حول مشكلات او معضلات مختلفة قد تكون واجهتها أو لم تواجهها. فضلا قم بوضع علامة (√) امام كل عبارة ما إذا كنت توافق او لا توافق على كل من العبارات التالية. علما بأنه لا توجد إجابة صحيحة والأخرى خاطئة. المهم ان تعبر عن ارائك عن هذه المعضلات. فضلا لا تترك عبارة بدون إجابة.

شكرا لتعاونك

موافق بشدة	موافق	محايد	لا أوافق	لا أوافق بشدة	أشياء أوافق / لا أوافق معها	
					لا مانع من المشاركة في مضاربات من أجل أصدقائك	١
					ضرب ودفع شخص ما يعتبر نوع من المزاح	٢
					العبث ببعض الممتلكات العامة أقل ضررا من الاعتداء على الاخرين بالضرب	٣
					الشخص الذي ينتمي الى شلة لا يلام على المشاكل التي تسببها الشلة	٤
					إذا كانت ظروف الشخص سيئة فلا يمكن القاء اللوم عليه عندما يخطئ	٥
					لا بأس من قول بعض الأكاذيب الصغيرة لأنها لا تؤدي الى أي أذي	٦
					بعض الأشخاص يستحقون ان تتم معاملتهم مثل الحيوانات	٧
					عند قيام بعض الطلاب بالمشاجرة في المدرسة فهذا خطا المعلمين	٨
					لا بأس بأن تضرب شخص قام بشتم عائلتك	٩
					ضرب زملاء الدراسة المزعجين يمنع تكرار ازعاجهم لي	١٠
					سرقة شخص ما القليل من المال لا يقارن بخطورة سرقة شخص لأموال كثيرة	١١
					لا يلام الشخص الذي يقترح على زملائه تجاوز النظام مقارنة بالأشخاص اللذين قاموا بتجاوز النظام	١٢
					لا يلام الافراد الغير منضبطين على سلوكياتهم الخاطئة	١٣
					بعض الأشخاص لا ينزعج من الايذاء لرغبته في الظهور والاهتمام	١٤
					لا بأس من إساءة معاملة بعض الافراد اللذين يتصرفون بغباء	١٥
					إذا لم يحرص الفرد على اغراضه الشخصية وسرقت فهذا خطأه	١٦
					لا بأس أن تتضارب من اجل حماية سمعة وكيان مجموعتك التي تنتمي اليها من أي تهديد	١٧

					القيمة	م
					قيادة دراجة هوائية دون إذن صاحبها يعد مجرد مزاح	١٨
					اهانه او سب الزميل أفضل من مد اليد وضربه	١٩
					إذا قرر جميع افراد لمجموعة القيام بأمر ضار، فإنه من غير العدل لوم أي فرد من المجموعة على هذا الضرر	٢٠
					لا يمكن لوم الأطفال على استخدام كلمات بذيئة إذا كان كل زملائهم يقولون هذه الكلمات البذيئة	٢١
					عند القيام باستفزاز شخص ما فان ذلك لا يؤذيه	٢٢
					لا يستحق الفرد المكروه والمزعج أن نعامله كإنسان	٢٣
					يستحق بعض الاشخاص أن تساء معاملتهم بسبب افعالهم	٢٤
					لا بأس ان تكذب لإبعاد أصدقائك عن المشاكل	٢٥
					لا مانع من ممارسه بعض الانحرافات من حين لآخر	٢٦
					مقارنة بالجرائم المخالفة للقانون الذي يقوم بها بعض الاشخاص فان أخذ غرض من بقالة دون دفع ثمنه ليس بالأمر الخطير	٢٧
					عند قيام الشلة بفعل مضر فأنه من غير العدل لوم شخص قام بفعل جزء بسيط مقارنة بباقي افراد الشلة	٢٨
					لا يلقى اللوم على الشخص عند قيامه بفعل خاطئ اذا ارتكبه بسبب ضغط زملائه لفعله	٢٩
					لا ضرر ينتج من تبادل الإهانات بين الاشخاص	٣٠
					يستحق الشخص متبلد الاحساس المعاملة بقسوة	٣١
					لا يلام الشخص على سوء تصرفه اذا قام والداه بالضغط عليه واجباره بفعل ذلك التصرف	٣٢

APPENDIX G

Demographic Information Survey

1. What is your age? _____
2. What is your gender?
   a. Male
   b. Female
3. What is your current grade at school?
   a. 7th grade
   b. 8th grade
   c. 9th grade
   d. 10th grade
   e. 11th grade
   f. 12th grade
4. How long have you been in your current school?
   a. Less than 1 year
   b. 1 to 2 years
   c. 3 to 4 years
   d. More than 4 years

المعلومات الأساسية

<u>فضلا قم بوضع علامة (√) امام الاجابة التي تنطبق عليك:</u>

الجنس: ذكر (   )   انثي (   )

الصف الدراسي:

الاول الثانوي (   )

الثاني ثانوي (   )

الثالث ثانوي (   )

غير ماذكر (   )

العمر:

١٤-١٦ سنة (   )

١٧-١٩ سنة (   )

٢٠ سنة فأكثر (   )

عدد السنوات التي قضيتها في المدرسة الحالية:

اقل من سنة (   )

سنة الى سنتين (   )

٣ الى ٤ سنوات (   )

٥ الى ٦ سنوات (   )

٧ سنوات فأكثر (   )

APPENDIX H

IRB APROVAL LETTER

Andrews ⬧ **University**
Office of Research & Creative Scholarship

March 9, 2022

Ayat Hamzah
Tel: +1(407)9287701
Email: ayat@andrews.edu

RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS
      IRB Protocol #: 22-009 **Application Type:** Original **Dept.:** Graduate Psychology & Counseling
Review Category: Full **Action Taken**:Approved **Advisor:** Nadia Nosworthy
Title: Predictors of bullying behaviors among adolescents in Saudi Arabia: The role of self-esteem, emotional intelligence, and moral disengagement.

This letter is to advise you that the Institutional Review Board (IRB) has reviewed and approved your IRB application for research involving human subjects entitled: "*Predictors of bullying behaviors among adolescents in Saudi Arabia: The role of self-esteem, emotional intelligence, and moral disengagement"* IRB protocol number 22-009 under Full category. This approval is valid until March 09, 2023. If your research is not completed by the end of this period you must apply for an extension at least four weeks prior to the expiration date. We ask that you inform IRB Office whenever you complete your research. Please reference the protocol number in future correspondence regarding this study.

Any future changes made to the study design and/or consent form require prior approval from the IRB before such changes can be implemented. To request for extension, modification and completion of your study please use the attached form.

While there appears to be no more than minimum risk with your study, should an incidence occur that results in a research-related adverse reaction and/or physical injury, this must be reported immediately in writing to the IRB. Any project-related physical injury must also be reported immediately to the University physician, Dr. Katherine, by calling (269) 473-2222.

We ask that you reference the protocol number in any future correspondence regarding this study for easy retrieval of information.

Best wishes in your research.
Sincerely,

Mordekai Ongo, PhD.
Research Integrity and Compliance Officer
      Institutional Review Board – 8488 E Campus Circle Dr Room 234 - Berrien Springs, MI 49104-0355
      Tel: (269) 471-6361 E-mail: irb@andrews.edu

APPENDIX I

Ministry of General Education, Saudi Arabia, Approval

رؤيتنا : متعلم .. معتز بدينه .. منتم لوطنه .. منتج للمعرفة .. منافس عالمياً .

الموضوع : تسهيل مهمة باحثة "

الاسم	آيات عبد العزيز حمزه	السجل المدني	١٠٠٢٦٠٠٨٣٩
الجوال	٠٥٦٢٤٢٤١٥١	البريد الإلكتروني	Ayat.hamzah@gmail.com
الجهة المشرفة على البحث	Andrews University, USA	التخصص	علم النفس التربوي
الدرجة العلمية	دكتوراه	عينة البحث	طلاب وطالبات المرحلة الثانوية
عنوان البحث	PREDICTORS OF BULLYING BEHAVIORS AMONG ADOLESCENTS IN SAUDI ARABIA: THE ROLE OF SELF-ESTEEM, EMOTIONAL INTELLIGENCE, AND MORAL DISENGAGEMENT عوامل التنبؤ بسلوك التنمر لدى المراهقين في المملكة العربية السعودية: دور كل من تقدير الذات ، والذكاء الانفعالي ، وفك الارتباط الأخلاقي		
الموضوع بشان	تسهيل مهمة الباحث/ة بتطبيق بحثه/ا		

إلــى : مديري و مديرات مكاتب التعليم .
مـــن : مدير عام التعليم بمحافظة جدة .
السلام عليكم ورحمة الله وبركاته ، وبعد :
بناء على خطاب مديرعام مركز بحوث سياسات التعليم رقم ٤٣٠٠٤٥٢٢٥١ في ١٤٤٣/٥/٩هـ حول تسهيل مهمة الباحثة (الموضح بياناتها أعلاه).
نأمل منكم تسهيل مهمة الباحثة بتطبيق أداة بحثها على عينة الدراسة؛ وذلك من خلال الباركود الإلكتروني (QR) أدناه مع أخذ الموافقة الخطية المسبقة من ولي الأمر؛ وفق اللوائح المنظمة.
وننوه بأن الباحثة تتحمل مسؤولية جمع البيانات و الحفاظ على سريتها لاستخدامها لأغراض البحث العلمي فقط . شاكرين ومقدرين تعاونكم واهتمامكم.

والسلام عليكم ورحمة الله وبركاته.

خليل بن فرام الوافي

المملكة العربية السعودية

وزارة التعليم

وزارة التعليم
Ministry of Education

الموضوع: رد على طلب تسهيل مهمة باحثة

سعادة مدير عام التعليم بمحافظة جدة

وفقه الله

السلام عليكم ورحمة الله وبركاته

إشارة إلى خطاب سعادتكم رقم (٤٥٢٢٥١) وتاريخ ١٤٤٣/٤/١١هـ بشأن السماح بتطبيق أداة بحث بعنوان "عوامل التنبؤ بسلوك التنمر لدى المراهقين في المملكة العربية السعودية: دور كل من تقدير الذات، والذكاء الانفعالي، وفك الارتباط الأخلاقي" للباحثة آيات بنت عبدالعزيز حمزة.

نفيدكم بأن لا مانع من تطبيق أداة بحثها في إدارة تعليم محافظة جدة كما أشير في الخطاب مع طلب إذن ولي الأمر مسبقاً.

وتقبلوا تحياتي وتقديري، ، ،

مدير عام مركز بحوث سياسات التعليم

أ.د. عبدالرحمن بن عبدالكريم مرزا

APPENDIX J

Zero-Order Correlations

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1. VPB	1	.622**	.666**	.599**	.324**	.228**	.202**	.232**	-0.069	0.016	-.074*	-.087*	0.070	.126**	0.019	.163**	0.055	.092*	.145**	.173**	0.067
2. VVB		1	.651**	.558**	.274**	.377**	.220**	.313**	-.105**	0.022	-.117**	-.160**	.125**	.137**	.074*	.158**	.073*	.109**	.183**	.146**	.137**
3. VRB			1	.658**	.196**	.205**	.308**	.286**	-.103**	0.040	-.120**	-.145**	0.042	0.032	0.018	.079*	0.024	0.062	.084*	.080*	.115**
4. VCB				1	.238**	.269**	.284**	.372**	-.096**	0.012	-.152**	-.120**	.078*	.109**	0.040	.122**	0.052	.111**	.114**	.154**	.096**
5. PPB					1	.549**	.397**	.498**	0.001	-0.029	-0.033	-0.062	.183**	.277**	.171**	.123**	.143**	.206**	.180**	.194**	.090*
6. PVB						1	.406**	.594**	0.013	-0.026	-0.028	-0.064	.205**	.276**	.190**	.078*	.132**	.265**	.167**	.218**	0.061
7. PRB							1	.610**	-0.048	-0.001	-.080*	-0.050	.111**	.129**	0.067	.085*	0.071	.130**	.104**	.147**	0.025

	8. PCB	9. SEA	10. OEA	11. UOE	12. ROE	13. MD-MJ	14. MD-EL	15. MS-AC	16. MD-
	1								
	-0.016	1							
	-0.056	.361**	1						
	-0.042	.554**	.354**	1					
	-0.058	.496**	.258**	.545**	1				
	.153**	-0.024	-0.003	-.100**	-.148**	1			
	.202**	0.007	-.109**	-.092*	-0.062	.637**	1		
	.144**	-0.063	-.104**	-.124**	-.078*	.448**	.529**	1	
	.090*	-0.018	-0.012	-.100**	-.077*	.450**	.429**	.404**	1
	0.059	-0.038	-0.025	-.129**	-.105**	.503**	.459**	.520**	.592**
	.192**	-0.046	-0.040	-.150**	-.094*	.543**	.583**	.585**	.519**
	.133**	-0.002	-0.024	-0.054	-.095**	.539**	.459**	.407**	.530**
	.216**	-0.003	-.094*	-.084*	-.092*	.494**	.551**	.448**	.387**
	.080*	-.085*	0.014	-.077*	-.081*	-0.044	-.088*	-0.050	0.002

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	17. MD-	18. MD-	19. MD-	20. MDS-D	21. RSES
	1	1	1	1	1
	.616**	.529**	.607**	-0.065	
	.447**	.528**	-0.032		
	.403**	0.013			
	0.005				

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed)

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VITA

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EDUCATION

2017-Present	PhD candidate in Education Psychology	Berrien Springs, MI, US
	Andrews University	
2014- 2015	ESL Diploma	
	Seattle Central Community College	Seattle, WA, US
2011- 2013	MA in Criminal Psychology	Jeddah, Saudi Arabia
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2005-2010	BA (Honors) Psychology	Jeddah, Saudi Arabia
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PROFESSIONAL EXPERIENCE

Teaching Assistant: Education and Psychology Department. Jouf University. Saudi Arabia. 2021-present

Graduate Assistant: Department of Graduate Psychology and Counseling. Andrews University. 2017-2020

Psychologist: Family and Children Therapy & Testing Center. Ain Al Yaqin Center. Jeddah, Saudi Arabia. 2015-2017

Psychologist: Psychiatry Unit, Department of Medicine at King Abdulaziz University Hospital. Jeddah, Saudi Arabia. 2013- 2014

Psychologist: Clinical Skills, Clinical Psychology Division of Al Amal Hospital, Jeddah, Saudi Arabia, Dec. 2012- 2013.

Teaching Assistant: Psychology Department. King Abdulaziz University. Saudi Arabia. 2011-2013

SELECTED PRESENTATIONS

Hamzah, A. (2013, October). Quality of family life and the development of moral judgment of juvenile delinquents and non-delinquents in The Kingdom of Saudi Arabia. [Poster Presentation]. The Fifth Scientific Forum of King Abdulaziz University Students, Jeddah, Saudi Arabia.

Kijai, J., Abdulghani, R., & Hamzah, A. (2019, April). Factors Related to at-risk behaviors among 12-18-year-olds. [Conference Presentation]. MPA 2019 Convention, Chicago, IL.

Hamzah, A. (2022, May). Predictors of bullying behaviors among adolescents in Saudi Arabia: the role of self-esteem, moral disengagement, and gender. [Poster Presentation] APS Convention, Chicago, IL.

Hamzah, A. (2022) Suicide prevention and intervention in school: Tips for school professionals for presentation. [Conference Presentation]. Hawaii International Conference on Education 2022 Convention, Waikoloa, HI.