

**Social Anxiety and Anti- Social Practices
Among Victims of Bullying, in Light of
Some Demographic Variables**

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Dr. Mufeed Najib Hawashin & Diana Omar*

Abstract:

This study aims to explore the relationship between bullying victimization in childhood and the development of subsequent social anxiety and anti- social practices, in light of five demographic variables (gender, social economical status, parental status, school achievement and social isolation).

A sample of 400 participants, with ages between 15- 18 years, was recruited for the study. The sample was taken from three different regions in Occupied Palestine (Zemmer, Jatt and Baqa), and all participants were only Arabs. The Bullying- Victimization Scale, Social Anxiety Scale, and Anti- Social Practices Scale were administered. The researchers used: Means and Standard Deviations, Pearson Correlation Coefficient, and Multiple Linear Regression Analysis.

The results showed the following:

- There is a higher level of anti social practices and social anxiety among victims of bullying, when compared with non victims.
- There is a significant positive correlation between bullying victimization in childhood and the development of subsequent anti social practices and social anxiety.

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- Bullying victimization in childhood has higher prediction rates of anti social practices, when compared with social anxiety.
- There is a correlation only between gender and anti social practices.
- There is a significant correlation only between gender, social economical status, and social anxiety.

(Keywords: Bullying Victimization, Anti social practices, Aocial-anxiety

Introduction:

Exposure to violence within school settings is one of the many potential environmental factors that are involved in shaping some personality traits and pathologies. Violence, which takes the form of bullying, captures the attention of most workers in the field of mental health.

Bullying in schools has received increasing attention since its implications in a number of negative psychiatric outcomes in late adolescence and early adulthood among both the bullies and those being bullied (Aluedse, 2006).

Accordingly, one can assume that bullying- victimization has substantial and wide- ranging effects on mental health and psychological well-being in late adolescence and early adulthood. One can assume as well that anti- social practices and social phobia may be a marker of early bully- victimization.

Therefore, this study aims to examine the relationship between bullying- victimization at school and the development of subsequent anti- social practices and social anxiety, in light of some demographic variables.

Problem of the Study:

The problem of the study can be presented through the following questions:

- Q1.** What is the level of social anxiety and anti- social practices among victims of bullying?
- Q2.** Is there a correlation between the degree of bullying exposure in childhood, and the development of subsequent social anxiety and anti- social practices?
- Q3.** Can demographic variables (gender, social economical status, social isolation, parental status and school achievement) predict social anxiety and anti- social practices among a group sample of bully victims?

Importance of the Study

This study, may raise the awareness of the society for the seriousness of such a phenomenon. Also it may prompt the school panel (teachers, counselors and psychologists) and parents to develop specific strategies for addressing and deterring bullying.

Definition of Study Variables:

Anti- social behavior: is a behavior that lacks consideration to society norms and rules.

Social Anxiety: it is characterized by intense fear in social situations that causes considerable distress and impairment in the person's daily life.

Bullying Victimization: is usually defined as physical (hitting or kicking), verbal or psychological abuse (spreading rumors or name calling) of victims by others (perpetrators).

Theoretical Background

Bullying Victimization

Although bullying at school is not a new problem, attention to bullying was limited until almost two decades ago and has become a topic of international research. Bullying has been recognized as a significant issue within the school system and the larger society, for its wide- ranging and vicious consequences on the well- being of both the bully and the victim.

It is noteworthy that most of the research on bullying mainly focused on children aged 8 years and over. Nevertheless, bullying and peer- victimization have been identified in children as young as four years in several countries, including the USA, Spain and England (Monks and Smith, 2006).

Bullying may manifest itself in several forms: verbal (name calling, threatening, spreading nasty rumors, racist remarks, insults), physical (hitting, kicking, slapping,

poking), and social (social isolation, manipulating friendships) (Ritter, 2002). Additionally, nowadays bullying can be practiced in a much sophisticated ways since the fast pace development of digital bullying or cyber- bullying. This form of bullying is expressed by sending menacing text messages or insults via cell phones or computers, or creating hate- filled web pages about the target of bullying/ the victim. Such demeaning and insulting actions are extremely damaging to the victim (Aluede, 2004). However, bullying is not the same as harassment or assault. Bullying can be differentiated from harassment by its tendency to involve many incidents that accumulate over time, rather than a single incident or a few of them. Bullying can be also as direct as teasing, hitting or threatening, or as indirect as exclusions, rumors, or manipulations (Garret, 2003).

Theories That Explain Peer- Victimization

- Biological- Genetic Theory:

According to the biological- genetic theory, a large proportion of our behaviors is shaped by genetics. More than half of the individual differences of personality characteristics are genetically originated. Likewise, some of the personality characteristics associated with peer victimization, to some degree, have genetic disposition. Introversion, anxiety, lack of social skills, low self- esteem, and depression may be counted among these genetically inherited characteristics that increase the likelihood of victimization (Rigbey, 2002).

- Social Learning Theory:

According to social learning theory, children are active information processors that learn behaviors from the environment through repeated modeling of particular actions and imitating them (Bandura, 1977).

- Attachment Theory:

Attachment theories focus on the relationship established in the first years of life between the individual and his/ her mother or caregiver.

According to attachment theories, bullying and victimization are regarded as a function of insecure attachment (Slamivalli & Peets, 2011).

- Cognitive- Behavioral Theory:

According to cognitive- behavioral theory, behaviors are influenced by how we perceive and interpret situations, and what type of attributions we make to the self and others.

Social Anxiety Disorder

Social anxiety is relatively a common disorder. Results from the National Comorbidity Survey indicate that the life-time prevalence of social anxiety is 13.3%, making it second only to major depression and alcohol dependence in the United States on the list of mental disorders (Vertue, 2003). Several studies have reported that the disorder shows high comorbidity with depression, other anxiety disorders, personality disorders and substance related problems (Tillfors, 2004).

Anti- Social Behavior

Anti- social behavior is one of the main present problems for a large number of mental health referrals, and it is associated with high levels of functional and cognitive impairment. The term "anti social behavior" is used to refer to behaviors that violate laws and social rules and rights of others, or criminal acts that may not have necessarily resulted in a prosecution.

Review of Literature

Sourander et al (2007) conducted a study that examined the association between bullying and victimization at age 8 years old and psychiatric disorders later in life.. In univariate

logistic regression analysis, frequent victimization predicted higher risk for suffering from psychiatric disorders, mainly anxiety disorders.

In another study, Allison, Roeger and Reinferd- Kerkman (2009) examined the relationship between past experiences of victimization and adult health related quality of life. It was found that adults recalling victimization experiences at school reported more anxiety symptoms such as feeling nervous, downhearted and depressed.

Further research has examined the association between social phobia and reported teasing or bullying at school (McCabe et al, 2003). The results indicated that 90% of a social phobia group reported teasing or bullying experiences at school.

A previous study conducted by Storch, Masia- Warner, Crisp, Klein (2005) was congruent with the prior studies. This study investigates the relations between overt and relational victimization and social anxiety and phobia.

The results show that relational victimization predicted symptoms of social phobia but not general social anxiety one year later. However, increases of social anxiety and phobia symptoms among boys were related with increases in relational victimization overtime.

Cleary (2001) examined the relationship between victimization and both suicidal and violent behaviors.

The results revealed that suicidal and violent behaviors were more frequent among those who have been victimized compared with non- victimized. Victimized males were over time more likely than victimized females to report violent behavior.

Recent study conducted by Reijntjes, Kamphuis, Prinzie, Boelen, Schoot & Telch (2011) stresses the relation between peer victimization and the development of externalizing disorders.

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The results of the study came congruent with the former studies, revealing significant association between peer victimization and subsequent externalizing problems, including aggression, anti social behaviors, delinquency and others.

Methodology and Procedures

Research Design

The researchers used a descriptive correlational research design.

Population and Sample of the Study

The study was carried out in four high schools northern Occupied Palestine. The schools were situated in three different zones (Zemmer, Jatt and Baqa). It is noteworthy that all participants were Arabs, and it is because the current study mainly aims at exploring the relation between the study variables in Arab society.

The sample consisted of 400 students, of whom 201 were males and 199 females. Demographic characteristics of the participants presented in Table (1).

Table (1)

Demographic Characteristics of the Participants

| | Frequency | Percent |
|---------------------------|------------------|----------------|
| Gender | | |
| Male | 201 | 50.2 |
| female | 199 | 49.8 |
| Total | 400 | 100.0 |
| SES Status | | |
| Good | 256 | 64.0 |
| medium | 141 | 35.2 |
| Bad | 3 | .8 |
| Total | 400 | 100.0 |
| School Achievement | | |
| Good | 246 | 61.5 |

| | Frequency | Percent |
|-------------------------|------------|--------------|
| Gender | | |
| Male | 201 | 50.2 |
| female | 199 | 49.8 |
| medium | 141 | 35.2 |
| Bad | 13 | 3.2 |
| Total | 400 | 100.0 |
| Parental Status | | |
| married | 387 | 96.8 |
| Divorce | 13 | 3.2 |
| Total | 400 | 100.0 |
| Social Isolation | | |
| always | 6 | 1.5 |
| sometimes | 158 | 39.5 |
| rarely | 236 | 59.0 |
| Total | 400 | 100.0 |

Tools of the study

All participants completed three questionnaires during one session. The scales used in this study are: peer victimization scale, social anxiety scale and anti- social practices scale. It is noteworthy that the researcher developed both of the peer victimization and anti- social practices scales.

Basic demographic data were assessed by a set of questions concerning the subjects' gender, social economical status, parental status, school achievement and social isolation.

1) Anti- social practices scale:

Validity of the scale:

To test the scale for clarity and to provide a coherent research questionnaire, a macro review that covers all the questionnaire constructs was thoroughly performed by five

academic reviewers, four of them are from Al- Ahliyya Amman University specialized in faculty of Art.

Reliability of the scale:

In order to measure the reliability of the instruments, first a pilot testing was applied on a sample of 60 participants. To calculate the stability of each instrument, the researcher used the equation of internal consistency using Cronbach's alpha test as shown in table (2).

Cronbach's α of the singular paragraphs was 68.6, and that of even paragraphs was 68.9. The entire scale achieved a high reliability score, which is 85.8.

2) The Bullying- Victimization Scale:

Validity of the scale:

For the purposes of testing the validity of the scale, a macro review that covers all the questionnaire constructs was thoroughly performed by five academic reviewers, four of them are from Al- Ahliyya Amman University specialized in faculty of Art.

Reliability of the scale:

The researcher used the equation of internal consistency using Cronbach's alpha test. Cronbach's α of the bullying-victimization scale was 82.4. This result shows that the scale was quit reliable.

3) The Social Anxiety scale:

Validity of the scale:

In order to test the validity of the scale, a macro review that covers all the questionnaire constructs was thoroughly performed by five academic reviewers, four of them are from Al- Ahliyya Amman University specialized in faculty of Art.

Reliability of the scale:

In order to measure the reliability of the instruments, a pilot testing was applied on a sample of 60 participants. To calculate the stability of each instrument, the researcher used

the equation of internal consistency using Cronbach's alpha test. Cronbach's α of the Social anxiety scale was 94.9, which is considered a high reliability score.

Table (2)

The Stability of Study Tool by Cronbach Alpha Test

| Variables | Paragraphs | Cronbach Alpha |
|---|------------|----------------|
| Bullying | 1-12 | 82.4 |
| Anti-social Practices | 1-15 | 82.1 |
| Social anxiety | 1-18 | 94.9 |
| The Total of the Questionnaires' Statements as a whole | 45 | 93.0 |

Table (2) shows Cronbach's Alpha value each questionnaire. All values of Cronbach Alpha for the three questionnaires are higher than (60%), which is acceptable in the research and studies. The reliability coefficient of the questionnaires as a whole ranged between (82.1- 94.9).

Table (3)

The Stability of Study Tool by Split Half Test

| Variables | Singular Paragraphs | Even Paragraphs | Spearman Brown |
|---|---------------------|-----------------|----------------|
| Bullying | 73.5 | 69.8 | 78.4 |
| Anti-social Practices | 68.6 | 68.9 | 85.8 |
| Social anxiety | 88.6 | 91.5 | 96.9 |
| The Total of the Questionnaire Statements as A whole | 85.4 | 87.3 | 96.9 |

Table (3) shows the results of Split- half reliability test for each questionnaire. The total score for each set of paragraphs (singular and even paragraphs) was calculated, and the split- half reliability was obtained by determining the correlation between the two total set scores. The internal consistencies of the three questionnaires ranged between (78.4- 96.9), and the total questionnaires' items as a whole achieved a high reliability score, which is 96.9.

The Statistical Methods

- 1- Means and standard deviation.
- 2- Pearson Correlation Coefficient.
- 3- Multiple Linear Regression Analysis.

Study Results

1- What is the level of social anxiety and anti- social practices among victims of bullying?

To answer this question, Means and Standard Deviations for anti-social practices and social anxiety were calculated on a sample of victims.

Table (4)
Means and Standard Deviations
for anti-social practices and social anxiety

| | Bullying | Means | N | Std. Deviation |
|------------------------------|-----------------|--------------|----------|-----------------------|
| Anti social practices | Non Victim | 1.20 | 358 | 1.41 |
| | Victim | 5.19 | 42 | 3.09 |
| | Total | 1.62 | 400 | 2.07 |
| Social anxiety | Non Victim | 6.77 | 358 | 6.01 |
| | Victim | 15.95 | 42 | 10.04 |
| | Total | 7.74 | 400 | 7.12 |

According to the results presented in table (4) The results mean that victims tend to have higher means when compared to non victims, in respect of anti- social practices and social anxiety.

2- Is there a correlation between the degree of bullying exposure in childhood, and the development of subsequent social anxiety and anti- social practices?

To answer this question, Pearson Correlation Coefficient was calculated between bullying victimization in childhood, and the development of subsequent social anxiety and anti-social practices. The results are presented in table (5).

Table (5) Pearson Correlation Coefficient between bullying victimization in childhood and the development of subsequent social anxiety and anti- social practices

| | | Bullying | Anti social practices | Social Anxiety |
|--|---------------------|-----------------|------------------------------|-----------------------|
| Bullying | Pearson Correlation | 1 | .655** | .376** |
| | Sig. (2-tailed) | | .000 | .000 |
| | N | 400 | 400 | 400 |
| Anti social practices | Pearson Correlation | .655** | 1 | .292** |
| | Sig. (2-tailed) | .000 | | .000 |
| | N | 400 | 400 | 400 |
| Social anxiety | Pearson Correlation | .376** | .292** | 1 |
| | Sig. (2-tailed) | .000 | .000 | |
| | N | 400 | 400 | 400 |
| ** Correlation is significant at the 0.01 level (2-tailed). | | | | |

The findings revealed that there is a positive strong correlation between bullying- victimization in childhood and anti- social practices. Also, bullying victimization in childhood appeared to has a significant positive correlation with social anxiety (R = 0.376, P < 0.01).

In order to find the variances of anti social practices and social anxiety that are explained by bullying victimization, Stepwise Multiple Regression was calculated. The results are shown in Table (6).

Table (6) Stepwise Regression Results

| Model | R | R Square | Change Statistics | | |
|-----------------------|-------|----------|-------------------|----------|---------------|
| | | | R Square Change | F Change | Sig. F Change |
| anti social practices | .655a | 0.43 | 0.43 | 298.83 | 0.00 |
| social anxiety | .683b | 0.47 | 0.04 | 27.84 | 0.00 |

These results mean that bullying exposure in childhood has more impact on anti social practices.

3. Can demographic variables (gender, social economical status, social isolation, parental status and school

achievement) predict social anxiety and anti- social practices among a group sample of bully-victims?

To answer this question, Pearson Movement Correlation was used between demographic variables (gender, social economical status, social isolation, parental status and school achievement) and social anxiety and anti- social practices among a group sample of bully victims.

Table (7) Pearson Movement Correlation between demographic variables and anti social practices

| | | Anti social |
|--------------------------|---------------------|--------------------|
| Gender | Pearson Correlation | -.502** |
| | Sig. (2-tailed) | .001 |
| | N | 42 |
| Social-economical status | Pearson Correlation | .009 |
| | Sig. (2-tailed) | .954 |
| | N | 42 |
| School achievement | Pearson Correlation | .198 |
| | Sig. (2-tailed) | .210 |
| | N | 42 |
| Parental status | Pearson Correlation | .019 |
| | Sig. (2-tailed) | .905 |
| | N | 42 |
| Social isolation | Pearson Correlation | .226 |
| | Sig. (2-tailed) | .151 |
| | N | 42 |

According to table (7), the correlation between each of social economical status, school achievement, parental status, social isolation and anti- social practices was (0.009, 0.198, 0.019, 0.226) respectively. All correlation values were not statistically significant with anti social practices. However, the correlation value between gender and anti- social practices was statistically significant ($R=-0.502$, $P<0.05$).

The researchers used Stepwise Multiple Regression to explore the effect of demographic variables on social anxiety and anti social practices. The results revealed the R value was 0.376, f value 1.52, $P > 0.05$, which means that the

demographic variables (social economical status, social isolation, parental status and school achievement) couldn't predict anti-social practices among a group sample of bully-victims. Table (8) shows the regression result.

Table (8)
Regression results for the demographic variables and anti- social practices

| Model | R | R Square | Adjusted R Square | F | Sig |
|-------|-------------------|----------|-------------------|-------|-------------------|
| 1 | .376 ^a | .141 | .048 | 1.522 | .216 ^c |

Additionally, Pearson Movement Correlation was calculated between demographic variables (gender, social economical status, social isolation, parental status and school achievement) and social anxiety, among a group sample of bully victims.

Table (9) Pearson Movement Correlation between demographic variables and social anxiety

| | | Social anxiety |
|---------------------------------|---------------------|----------------|
| Gender | Pearson Correlation | .434** |
| | Sig. (2-tailed) | .004 |
| | N | 42 |
| Social economical status | Pearson Correlation | -.408-** |
| | Sig. (2-tailed) | .007 |
| | N | 42 |
| School achievement | Pearson Correlation | -.273- |
| | Sig. (2-tailed) | .081 |
| | N | 42 |
| Parental status | Pearson Correlation | -.094- |
| | Sig. (2-tailed) | .554 |
| | N | 42 |
| Social isolation | Pearson Correlation | -.145- |
| | Sig. (2-tailed) | .359 |
| | N | 42 |

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According to the results presented in table (9), the correlation between gender, social economical status and social anxiety was (0.434, -0.408) respectively, while correlation values of school achievement, parental status and social isolation were (-0.273, -0.094, -0,145). Accordingly, one can infer that there is a correlation only between both of gender, social- economical status and social anxiety.

Table (10) shows the regression results.

Table (10) Regression results for the demographic variables and social anxiety

| Model | R | R Square | Adjusted R Square | F | Sig |
|-------|-------------------|----------|-------------------|-------|-------------------|
| 1 | .659 ^a | .434 | .355 | 5.517 | .001 ^c |

To find out which demographic variables are significant in predicting the social anxiety, Standardized Coefficients were used. It was found that gender has a significant negative correlation with social anxiety among bullying victims (t value -2.89, p< 0.01), while social economical status has a positive correlation with social anxiety among bullying victims (t value 2.63, P <0.01). However, school achievement, parental status, and social isolation couldn't predict social anxiety among a group sample of bully-victims. Table (11) shows Standardized Coefficients results.

Table (11)

Standardized Coefficients results of demographic variables

| | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--------------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| Gender | -3.139 | 1.08 | -.461 | 2.899- | 0.01 |
| Social economical status | 1.96 | 0.74 | 0.39 | 2.63 | 0.01 |
| School achievement | 0.92 | 3.79 | 0.5 | 1.36 | 0.32 |
| Parental status | 0.96 | 1.21 | 0.11 | 0.80 | 0.43 |
| Social isolation | 1.09 | 0.78 | 0.19 | 1.41 | 0.17 |

Discussing The Results

Question One:

What is the level of social anxiety and anti- social practices among victims of bullying?

The results of the study indicated that victims sample showed higher means of both social anxiety and anti- social practices, than did non- victims sample. This means that the level of anti- social practices and social anxiety was higher among bully- victims when compared to non- victims. These findings can mean that the psychological characteristics of bully- victims are remarkably different than non- victims, in terms of anti- social practices as well as social anxiety.

The researchers believe that peer victimization puts victims at risk of suffering from low psychological well-being, psychological distress, physical un-wellness, suicidal and violent behaviors. Therefore, it would be quite predictable that there are higher levels of anti social practices and social anxiety among bullying victims. This is confirmed by a study conducted by Allison, Roeger and Reinferd-Kerkman (2009) to examine the relationship between past victimization and adult health related quality of life, confirmed the results of the present study. It was found that adults who recall victimization experiences at school reported higher levels of anxiety symptoms such as feeling nervous, downhearted and depressed.

Question two:

Is there a correlation between the degree of bullying exposure in childhood, and the development of subsequent social anxiety and anti- social practices?

The findings of the current study show that peer victimization in childhood has a significant correlation with anti- social practices. The results revealed a positive strong correlation between bullying exposure in childhood and the

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development of subsequent anti- social practices. These results came congruent with the findings of a study conducted by Linder, Crick and Collins (2002), which aims to investigate the relation between romantic relational aggression in young adults and peer victimization. The results of this study suggest that there is a significant positive association between peer victimization with romantic relational aggression and poor relationships.

The results of the present study also suggest that bullying exposure early in life has a significant correlation with social anxiety. The findings of the study come as no surprise to the researchers, since data from several studies revealed an association between various life traumatic events (including physical or sexual abuse, peer isolation and victimization) and the development of anxiety disorders and social anxiety disorder in particular. Data also revealed that the greater the number of total risk factors, the higher the level of anxiety. For example, a study conducted by McCabe et al (2003) to examine the association between social phobia and reported teasing or bullying at school, indicated that there is a strong association between social phobia and peer victimization. According to the study findings, 90% of a social phobia group reported teasing or bullying experiences at school in childhood.

Furthermore, the total variance that explained anti- social practices by bullying victimization was (43%), while the total variance which explained social anxiety by bullying victimization was (4%). This means that peer victimization has higher impact on anti- social practices.

The overall conclusion from the results presented above is that anti-social practices and social anxiety have significant correlation with bullying- victimization experiences. In other words, bullying- victimization in childhood is associated

with a remarkable increase in anti- social practices and social anxiety later in life; yet a stronger association between bullying victimization and anti social practices was found.

In regard to the findings of this study, a stronger association between bullying victimization and anti social practices when compared to social anxiety can be attributed to the availability of a greater number of risk factors, which contribute to a higher level of anti social practices among the study sample. Family and environmental factors (living in poverty, domestic violence, stressful life events, poor physical health), temperamental characteristics (intensity, irritability) and teachers approach to school violence problems (responding to violent students in a manner that increases negative behavior), are all considered as risk factors that appear to interact with bullying exposure in childhood, resulting in higher levels of anti social practices in adolescents and adults.

Question Three:

Can demographic variables (gender, social economical status, social isolation, parental status and school achievement) predict social anxiety and anti- social practices among a group sample of bully victims?

According to the results of the present study, there was no statistically significant correlation values between anti- social practices and social economical status, social isolation, parental status and school achievement. These variables failed also to predict anti-social practices among bully victims. Thus, these four demographic variables are not considered as strong enough predictors of anti- social practices. The only significant correlation was found between anti social practices and gender.

Also, the findings of the present study revealed a significant correlation between social anxiety with gender

and social economical status. Regression model revealed that social economical status has a significant negative correlation with social anxiety among bullying victims. In other words, only social economical status and gender can predict social anxiety, with gender having a greater impact on social anxiety (higher T value).

The results presented above contradict the expectations of the researchers as well as the results of previous studies. Several studies were conducted to examine the relation between different demographic variables and the development of anti social practices and social anxiety. The vast majority of these studies revealed strong associations between our five demographic variables and the development of subsequent anti social practices and social anxiety.

The researchers believe these findings can be attributed to some preventative or protective factors, which in turn can weaken the association between the demographic variables and the development of anti- social practices and social anxiety among victims of bullying. Secure attachment style, appropriate classroom management and availability of intervention programs for victims, are all among the protective factors that can help diminish the effect of the chosen demographic variables over the development of anti social practices and social anxiety in victims.

Recommendations

- 1- In light of the results presented in the current study, The researches recommend the school panel and parents ,in collaboration with other professionals, to develop specific strategies for addressing and deterring bullying.
- 2- It is recommend to apply special intervention programs for those who have been bullied in childhood, as an attempt to address any psychopathologies, if found.

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- 3- It is recommend to apply special intervention programs for bullies themselves, since they are also considered as victims in one way or another. By applying such programs, we can decrease the phenomenon of bullying in general, and help bullies achieve healthier and more positive approaches and coping mechanisms.
 - 4- It is recommend to give lectures in schools regarding the ways of handling bullying victimization, and providing victims with some guiding lines on how to deal with bullies inside and outside the school environment.
 - 5- It is recommended for practitioners to routinely inquire about bullying involvement including cyber-bullying, even when a child, youth, or parent does not raise bullying as an issue

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