



## **ABSTRACT**

### **Study motive:**

Bullying is a behavioral problem spread between deaf, appears in different age groups, especially in adolescence, deaf adolescent practices bullying within school setting towards his deaf peers. It's not necessarily attributed to his own nature, especially in light of his severe emotional characteristics of aggression, violence, anger and other behaviors, so it may become a source of constant danger threatens of his repeated bullying with those who around him, in which he finds self-expression, or his feelings towards those around him.

Bullying spread among adolescents in the deaf schools, although Weiner & Miller (2006,62) noted that there is little accessible information of bullying behavior and its impact on deaf, and asserted that "Although a few studies have focused on incidents of Bullying between deaf in mainstream or residential schools, professionals experience for many years indicated that bullying, in fact, occurs throughout day schools or in residential schools where the deaf children receive education with deaf children.

The reality within the deaf schools reflects widespread remarkable vary forms of bully among deaf adolescents, so it was necessary to discuss bullying behavior in those adolescents, especially in terms of its corellated relationship with two main dimensions: school environment (teacher's behavior, and peers' behaviors), which are likely to be responsible factors for the occurrence of this behavior compared to others due to their remarkable strength influencing the deaf adolescent behavior, especially in light of school culture that offers the opportunity for such behavior to occure.

According to my knowledge there is no such a study in Egypt, or Arabic study dealt with bullying behavior in deaf adolescents and predicting in light of some school environment variables (teacher's behavior, and peers' behaviors), so the researcher motivated to conduct the current study.

### **Study problem:**

The current study problem determined in answering the following questions:

- 1 - Does deaf student gender have an effect on practicing bullying behavior in school environment?
- 2 - Is there a negative significant statistically correlation between deaf adolescents scores on bullying behavior and their scores in the dimension of teacher's behavior on a scale of some school environment variables as perceived by those adolescents?
- 3 - Is there a negative significant statistically correlation between deaf adolescents scores on bullying behavior and their scores in the dimension of peers' behaviors on a scale of some school environment variables as perceived by those adolescents?
- 4 - Can bullying behavior be predicted through all of (teacher's behavior, and peers' behaviors) as perceived by a sample of deaf adolescents?

### **Study objectives:**

The study aims to:

- 1 - Predict bullying behavior in deaf adolescents, in light of some variables of school environment (teacher's behavior, and peers' behaviors).

2 - Explain bullying behavior in deaf adolescents through developing a theoretical framework to bullying phenomenon among those adolescents in Al-Amal deaf Schools.

### **Study importance:**

The importance of the current study represented in the following:

#### **1 – Theoretical importance:**

The importance of current study represented in trying to predict Bullying behavior in a sample of deaf adolescents through school variables (teacher's behavior, peers' behaviors) in terms of their role in their behavior occurrence, in addition to provide some information about deaf adolescent bullying for parents, their educators, caregivers, professionals and those interested in searching their problems.

#### **2 - Practical importance:**

The importance of current study determined in preparing scales especially for deaf adolescents to measure bullying behavior and two dimensions of school environment (teacher's behavior, peers' behaviors).

### **Study Terms:**

#### **1 - Bullying Behavior**

The current researcher stated: The term refers to frequently and continuously anticipated behavior by deaf adolescent with his deaf peer (usually) less strong, to reflect his intention targeted in order to weaken and restrain him and the way that to lose his poise and become a victim and therefore easier to control and then harmed.

It can be defined procedurally as: the degree given to a deaf adolescent on bullying behavior and pictorial bullying scales (Prepared by researcher).

Bullying behavior can be determined according to the current study in three dimensions:

The first dimension: physical Bullying:

Includes (hitting, kicking and pushing and the attacking the victim, whether using body or using a sharp or blunt materials).

Second dimension: psychological Bullying:

Includes (spreading rumors, social exclusion, malicious gossip and sedition).

The third dimension: sexual Bullying:

Includes (jokes, sex comments or conversations, sexual harassment and touch an organs of body).

## 2 - School environment

The researcher defined school environment as: the term given to the relationships and links between individuals within the school in general and the classroom in particular, which reflects the nature of their mutual interactions, that determined by teacher's behaviors and practices when dealing with their deaf students on hand, as well as practices of deaf students with their peers on the other hand.

School environment determined in the current study in two dimensions:

The first dimension: teacher's behavior:

The researcher defined teacher's behavior as: the behavior practiced by teacher when dealing with his students, as well as his method in managing and leading the class and handling their matters that reflect his positive or negative attitudes about these students, which shows how he recognize roles, and professional responsibility, which reflects in general how dealing with them as multiple personalities.

It can be defined procedurally as: the degree which given to a deaf adolescent on a scale of some school environment variables. (Prepared by researcher).

Second dimension: peers' behaviors:

Researcher defined this term as: specific behaviors in transaction by peer group that targeted at a single goal directed them to practice those behaviors, not diverge from according to the strength of interaction between them and from being a single entity.

It can be defined procedurally as: the degree which given to a deaf adolescent on a scale of some school environment variables. Prepared by researcher).

### 3 - Deaf Adolescents

The research defined them in the current study, those aged between (13-17) years, with average age (15.4) SD (2.06), and their hearing loss range (70-90+) dB who study in Al-Amal deaf schools in Qalyubia Governorate.

### **Study Limitations:**

The current study determined with its results in terms of its variables, study sample (11) of deaf students participated, divided in (8) male and (3) female aged (13-17) years, and have hearing loss range (70 – 90+) dB, as well as in light of the tools used:

- Bullying behavior scale for deaf Adolescents (Prepared by researcher).
- Pictorial Bullying Behavior scale for deaf Adolescents (Prepared by researcher).
- Some school environment variables scale as perceived by deaf students (Prepared by researcher).

### **Study results:**

1. There are significant statistically differences (0.01) between the mean degrees of male deaf adolescents and female deaf adolescents in favor of male deaf adolescents on physical and sexual bullying on bullying behavior scale, and on the same significance level on psychological bullying in favor of female deaf adolescents and showed that there are significant statistically differences (0.01) between the male deaf adolescents and female deaf adolescents scores on bullying behavior scale in its total degree in favor of male deaf adolescents.

2. There is a positive significant statistically correlation (0.05) between deaf adolescents scores of psychological bullying on bullying behavior scale and their scores in teacher's behavior on Some variables School environment scale as perceived by those adolescents, and showed that there is no significant statistically correlation between deaf adolescents scores in physical and sexual dimensions of bullying and their scores in

teacher's behavior on Some variables School environment scale as perceived by those adolescents, and showed that there is no significant statistically correlation between deaf adolescents scores on bullying behavior scale in its total degree and their scores on Some variables School environment scale as perceived by those adolescents.

3. There is a positive significant statistically correlation (0.05) between deaf adolescents scores of physical bullying on bullying behavior scale and their scores in peers' behaviors on Some variables School environment scale as perceived by those adolescents, There is a negative significant statistically correlation (0.05) between deaf adolescents scores in psychological bullying on bullying behavior scale and their scores in peers' behaviors on Some variables School environment scale as perceived by those adolescents ,and showed that there is no significant statistically correlation between deaf adolescents scores in sexual bullying dimension and their scores in peers' behaviors on Some variables School environment scale as perceived by those adolescents, and showed that there is no significant statistically correlation between deaf adolescents scores on bullying behavior scale in its total degree and their scores on Some variables School environment scale as perceived by those adolescents.

4. There is a negative significant effect of peers' behaviors on psychological bullying deaf adolescents, the multiple coefficient value was ( $R = 0.698$ ), determination factor ( $R^2 = 0.487$ ) in predicting psychological bullying on (48.7%) of total variance in psychological bullying, besides, there is no significant effect on teacher's behavior on any dimensions of bullying behavior :i.e. teacher's behavior don't predict bullying behavior, and there is no significant effect on teacher's behavior and peers' behaviors on bullying behavior in its total degree in those adolescents.



