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The Structural Model of Causal Links between School Bullying, Music and Performance for Middle School Students

Executive Summary

The study aimed at defining the nature of a structural model of links between school bullying, music, and learning performance of 8th grade pupils at middle schools. The final sample comprised 462 students, of whom 241 were boys and the remainder -- 221-- were girls.

The research used the measure of school bullying and the preoccupation with music based on statistical analysis. The research used the SPSS.V25 program as well as the Liseral.8.8.

The research revealed there were statistically significant differences at the level of [0.01] between the mean scores of males and females in school bullying and the sub-components, physical, verbal, psychological, subversive and cyber bullying in favor of males. There is a negative correlated relationship and a statistically significant function at level [0.01], between: bullying school, music engagement, and academic performance. There is a positive correlated relationship and a statistically significant function at level [0.01], between: the engagement with music and academic performance. It is possible to predict the engagement with music with school bullying and its various components.