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The Effectiveness of Guidance Programs in reducing School Bullying behavior: An analytical reading of previous Studies.

فاعلية البرامج الإرشادية في التخفيف من سلوك التنمر المدرسي " قراءة تحليلية للدراسات السابقة

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Abstract:

School bullying is a serious educational and social problem that harms students' cognitive, emotional, and social development. Effective learning requires a safe environment free from aggression and threats. To combat bullying, various social and psychological intervention strategies have been introduced, particularly counseling programs aimed at prevention and reduction. This study examines the effectiveness of such programs through a review of previous research. Findings highlight the significant role of counseling interventions in reducing bullying and improving student relationships. These programs use diverse therapeutic approaches, including cognitive behavioral and rational emotive therapies, to encourage positive behaviors and correct irrational thoughts. They also integrate educational and group activities such as sports, artistic, and cultural, while engaging families and teachers in implementation. This holistic strategy enhances program effectiveness and fosters a supportive school climate.

Keywords: Counseling program, school bullying, cognitive-behavioral therapy, school environment.

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I. Research Problem:

The rapid and complex developments characterizing modern life have established numerous behavioral issues that were previously uncommon. The transformation of the social and economic system from a traditional to an industrial structure has resulted in the evolution of the family from an extended unit into a nuclear one. Furthermore, material values have increasingly overshadowed the values of solidarity, cooperation, and cohesion, causing children to feel alienated within their families and to express this alienation through illegitimate behaviors that contradict social norms and traditions. Since the school is an integral part of society and as a social institution whose mission is to educate, nurture, and offer suitable conditions for the child's physical, intellectual, emotional, and social development, it is also responsible for addressing certain maladaptive behaviors that arise within its environment, such as academic underachievement, anxiety, and violence. Among these, school bullying has recently appeared as one of the most pressing behavioral issues, posing a major concern for school administrators, teachers, psychologists, and social workers, as well as parents, due to its harmful effects on both victims and perpetrators. The Norwegian researcher Dan Olweus, considered as the founding father of school bullying research, referred to school bullying as follows: According to Olweus (1978), bullying occurs "when a child or an individual is repeatedly and over time exposed to negative actions by one or more persons, causing pain to the victim. It is a form of aggression that may be physical, psychological, emotional, or verbal" (Al-Subhiyeen & Al-Qudat (2013), page 9).

Recently, this phenomenon has been on the rise alongside the rapid advancement of technology and the proliferation of digital media such as the Internet, electronic games, and mass media, which often glorify violence and portray aggressors as heroes or behavioral role models. Studies demonstrate that bullying continues to increase globally. According to a 2018 UNESCO report, nearly 130 million students experience bullying at least once a month. The highest rates were recorded in North Africa, where approximately 42.7% of students reported experiencing bullying in its multiple forms (Hassan, Ahmed Mahmoud Hassan (2020), p 310). These alarming figures emphasize the growing prevalence of this phenomenon among school students. Bullying behavior emerges to be particularly widespread among adolescents. Statistics indicate that one out of every nine students is either a bully or a victim, and that bullying affects around five million middle school students in the United States. Between 10% and 15% of all children worldwide experience bullying. Experts estimate that about 3.7 million children in U.S. primary and middle schools are subjected to bullying, and approximately 20% of them suffer long-term

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psychological and psychosomatic effects, encompassing suicidal thoughts, as a result of this behavior (Al-Subhiyeen & Al-Qudah (2013), page 12).

Concerning the dissemination of bullying in Algeria, studies have demonstrated varying levels ranging from low to moderate to high. According to Amitouche (2021), who endeavored to identify the level of school bullying among middle school students and to determine the most common forms of bullying at this cycle, a bullying scale was administered to a sample of 167 students (boys and girls). The study concluded that the level of school bullying among middle school students was moderate. In another study, Ben Azzine and Amira (2022) explored school bullying and its relationship with the family climate among middle school students employing a sample of 150 students. The researchers used both a school bullying scale and a family climate scale, finding that the level of bullying among participants was high. Similarly, Allaoui and Al-Chaib (2023) conducted a study on school bullying among high school students in the city of Ghardaïa, which aimed to measure the level of bullying at the secondary school cycle. Based on a sample of 200 male and female students, the results showed that high school students exhibited low levels of bullying behavior.

There are several causes behind the appearance of bullying behavior. Some scholars attribute it to psychological and personal factors, while others link it to cultural, environmental, and social causes. Therefore, bullying is regarded as a multidimensional phenomenon arising from the complex interplay of family relationships, peer interactions, the school environment, and cultural influences (Papanikolaou et al (2011), page 434). With globalization, the communications revolution, the rapid flow of information, and the widespread use of modern technologies such as smartphones, the Internet, and electronic games, bullying has become increasingly prevalent among youth as a way to assert one's self, demonstrate power, or compensate for feelings of inadequacy.

Family factors are among the primary contributors to the development of bullying behavior in children, as the family environment plays a significant role in shaping a child's behavior. When a child grows up in an atmosphere of violence, neglect, or excessive control, this environment may affect how they relate to others and respond to social situations. According to Braithwaite and Ahmed (2004), bullying students often come from families marked by instability, chaos, separation, and negative relationships with parents, all of which may contribute to bullying behavior. The most significant family-related causes involve family disintegration such as divorce, abandonment, substance abuse, and continuous punishment of the child, as well as low socioeconomic status, which can also increase the likelihood of

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bullying. Students who do not receive adequate family support in resolving their problems or who lack emotional and social reinforcement may develop maladaptive behaviors at school. Furthermore, family size and structure are also correlated with students' involvement in bullying (Chayaa (2018), page 365).

School-related factors also play a critical role. These encompass an unsupportive school climate distinguished by tension and unhealthy competition, whether between administrators and teachers, teachers and students, or among students themselves. Moreover, inappropriate educational practices such as repression, coercion, authoritarianism, and the absence of open discussion, dialogue, and a democratic atmosphere grounded in respect and cooperation tend to reinforce bullying tendencies. In addition, traditional teaching methods, as well as multiple forms of verbal, emotional, and physical violence, mockery, and harsh criticism, all contribute to fueling bullying among students. When students' basic needs, such as understanding, acceptance, belonging, and self-fulfillment, are not met, they may seek to meet these needs through illegitimate or socially unacceptable means.

The absence of sports, artistic, and cultural activities that help reveal students' other abilities and foster their self-confidence also contributes to the increase in school bullying and its negative psychological, academic, and social impacts on both the bully and the victim. This was affirmed by Black's (2007) study, which indicated that school bullying has several negative impacts on students, whether they are bullies or victims. Bullying is a behavioral problem with serious consequences for children; when a student becomes a victim of bullying, he tends to experience various problems such as fear, social isolation, absenteeism, low self-esteem, anxiety, lack of motivation, and poor academic performance (Ahmed (2020), page 443).

Several studies have revealed that bullying has negative effects on both the bully and the victim in terms of their psychological, physical, academic, and social well-being, and even on society as a whole, both in the short and long term. The findings of these studies demonstrate that bullying adversely affects children's physical, mental, and social development in schools, and that these harmful impacts can persist throughout the child's entire life (Bozan & El (2020), page 8). Bullying also has a negative impact on victims' positive self-esteem, as they often come to believe they are responsible for what happens to them. According to Boulton and Smith (1994), bullying affects students' concentration and learning. Furthermore, some children experience stress-related symptoms such as headaches, nightmares, and even school phobia. In the long term, Olweus (1993) indicated that some children continue to suffer from low self-esteem, depression, or even suicidal tendencies (Kyriakides et al (2006), page 782).

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Therefore, school bullying constitutes a serious educational, social, and personal problem, producing highly negative consequences for the school environment in general and for the child's cognitive, emotional, and social development in particular. Effective education can only take place within a learning environment that provides students with psychological security and safeguards them from threats and aggression (Hassan (2020), page 311).

To confront this serious behavior, it is necessary to address it through targeted intervention. Among the various intervention mechanisms designed to reduce bullying, counseling programs have proven to be particularly effective. Therefore, this study aims to identify the impact of counseling programs in mitigating bullying behavior, both traditional and cyberbullying. Specifically, it endeavors to answer the following questions: Do the proposed counseling programs contribute to reducing school bullying behavior? To what extent are these counseling programs effective in mitigating school bullying?

II. Literature Review:

To address the research problem statement and identify the impact of counseling programs on mitigating bullying behavior, several previous studies were reviewed. These studies highlight the significance of counseling programs in reducing bullying through multiple activities, techniques, and psychological and social interventions grounded in different theoretical approaches such as cognitive, behavioral, and rational-emotive theories, relying on the nature of the problematic. The results of these studies are summarized as follows:

1. Olweus Study (1991): This study was carried out on elementary and lower secondary school students (grades 1 to 9), aged 6 to 15 years. The program aimed to reduce bullying behavior through a multi-level approach designed to create a safe school and family environment. It focused on raising awareness among families, victims, teachers, bullies, and the surrounding social environment. For bullies, the program included developing social skills, enhancing perception, promoting moral values, learning friendship-building and communication skills, and strengthening their potential and abilities. The findings demonstrated that the program effectively reduced bullying behavior among students in the experimental group compared to the control group by 50% (Al-Subhain & Al-Qudah (2013), page 69).

2. Abdulaziz Study: This study explored the use of behavioral therapy techniques to mitigate bullying behavior among a sample of elementary students. The sample consisted of 20 students divided into two groups: an experimental group (10 students) and a control group (10 students). The researcher employed a bullying

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scale, a socioeconomic status scale, and a behavior modification program. The findings indicated the effectiveness of the program in reducing the intensity of bullying behavior among students, with the effect lasting for about one and a half months (Al-Shalash (2019), page 68).

3. Al-Humayri Study (2020): This study aimed to evaluate the effectiveness of a selective counseling program grounded in positive psychological support in mitigating cyberbullying among secondary school students in Babylon province. The research was conducted on a sample of 60 high school students with an average age of 16.5 years. A quasi-experimental design was utilized, applying both a cyberbullying scale and a selective counseling program. The study concluded that the selective counseling program was effective in reducing cyberbullying among participants, as statistically significant differences were found between the pre-test and post-test scores in favor of the post-test results.

4. Mesaad Najah Abu Al-Diyar Study (2010): Entitled “The Effectiveness of a Counseling Program for Enhancing Self-Esteem in Reducing Bullying Behavior among Children with Attention Deficit Hyperactivity Disorder (ADHD)”, this study aimed to explore the effectiveness of a selective self-esteem-based counseling program in mitigating bullying among children with ADHD. Employing a quasi-experimental one-group design, the researcher applied both a self-esteem scale and a bullying behavior scale before and after the program to a sample of 30 preschool children with ADHD as the experimental group. The results demonstrated statistically significant differences in self-esteem scores between the pre-test and post-test for the experimental group, while no significant differences were found between the post-test and follow-up test. These findings affirm the effectiveness of the selective counseling program in enhancing self-esteem and reducing bullying behavior among children with ADHD.

5. Al- Sadeq Study (2018): Entitled: The Effectiveness of a Rational-Emotive Counseling Program in Reducing Bullying Behavior among Early Childhood Children This study aimed to identify the effectiveness of a rational-emotive counseling program in reducing bullying behavior among early childhood children and to examine whether the program’s effects persisted two weeks after its implementation. The researcher used a quasi-experimental design with two groups. The tools utilized included a preschool bullying behavior scale, a clinical interview form, and the Children’s Thematic Apperception Test (TAT). The study sample consisted of 22 children (11 in the experimental group from one kindergarten and 11 in the control group from Othmane Jad Kindergarten). The findings indicated statistically significant differences at the 0.01 level between the mean rank scores of

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the pre-test and post-test for the experimental group on the bullying behaviour scale, in favor of the pre-test. Furthermore, no statistically significant differences were found between the mean ranks of the experimental group's posttest and follow-up test scores on the bullying behavior scale two weeks after the completion of the program, demonstrating the sustained effectiveness of the counseling intervention.

6. Abdel-Fattah Study (2019): Titled: A Cognitive-Behavioral Program to Reduce School Bullying and Some Irrational Thoughts among Middle School Students. This study aimed to identify the impact of a cognitive-behavioral program on mitigating school bullying and certain irrational thoughts among middle school students. The researcher employed a one-group design with pre- and post-testing. A school bullying scale, an irrational thoughts test, and a cognitive-behavioral program were applied. The program involved strategies such as role-playing, dialogue and discussion, reverse brainstorming, cooperative learning, and cognitive restructuring. The study sample consisted of 70 first-year middle school students. The findings indicated statistically significant differences at the 0.01 level between the pre-test and post-test mean scores on the bullying scale, in favor of the post-test. Similarly, there were statistically significant differences at the 0.01 level between the pre-test and post-test mean scores on the irrational thoughts test, also in favor of the post-test, confirming the effectiveness of the program.

7. Al-Aissa Study (2019): Under the title: The Effectiveness of an Integrated Program in Reducing Bullying Behavior among Kindergarten Children. This research sought to assess the effectiveness of an integrated program in reducing bullying behavior among kindergarten children. Employing a quasi-experimental one-group design, the researcher applied the Children and Adolescents' Bullying Behavior Scale (Al-Dasouqi (2016)) along with an integrated counseling program including ten activities. These activities were designed to reduce bullying by promoting social values, encouraging desirable behaviors, helping children form friendships, accept criticism, show respect, and communicate effectively. The sample consisted of ten children determined as bullies by their teachers from kindergartens in East Riyadh. The findings demonstrated that the integrated program was effective in mitigating bullying behavior, which the researcher attributed to the use of effective counseling techniques.

8. Al-Shalash Study (2019): Titled: The Effectiveness of a Cognitive-Behavioral Program in Developing Self-Concept and Reducing Bullying Behavior among Secondary School Students. This study sought to evaluate the effectiveness of a cognitive-behavioral program in developing self-concept and mitigating bullying behavior among third-year secondary students at Prince Saud Al-Faisal High School.

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Utilizing a quasi-experimental design, the researcher applied a self-concept scale, a bullying scale, and a cognitive-behavioral program designed to promote self-concept and reduce bullying. The study sample consisted of 50 high school students. The findings indicated statistically significant differences at the 0.01 level between the pre-test and post-test mean scores of the experimental group on the self-concept scale, in favor of the post-test. Similarly, there were statistically significant differences at the 0.01 level on the bullying scale, also in favor of the post-test. The results also showed the lasting effect of the cognitive-behavioral program, which continued for two months, in promoting self-concept and mitigating bullying behavior among students, as evidenced by the follow-up measurement.

9. Al-Haddad Study (2020): Entitled: The Effectiveness of a Professional Intervention Program Using the Group Work Method to Reduce School Bullying among Elementary Students. This research sought to test the effectiveness of a professional intervention program grounded in the group work method in mitigating school bullying among primary students. The researcher employed an experimental pre-test/post-test design with an experimental group. The tools included a school bullying scale, periodic reports, and individual and group interviews with practitioners and experts. The study sample consisted of sixth-grade students from Omar Ibn Al-Khattab Elementary School under the Dakarnas Educational Administration. A total of 28 students determined as bullies were chosen, and from them, a subsample of 15 students was selected for the intervention. The findings demonstrated a statistically significant relationship between the use of the professional intervention program through group work and the reduction of social bullying among elementary students.

The intervention program included various techniques and activities, such as:

- **Communication Technique:** Encouraging students to express their thoughts and share different perspectives on school bullying, its causes and consequences, to help them confront it in all its forms.
- **Group Discussion Technique:** Offering opportunities for group discussion to determine problems, explore coping strategies, and collectively find solutions.
- **Role-Playing Technique:** Enabling students to express hidden emotions, release tension, and better understand their own and others' feelings, promoting positive attitudes toward confronting bullying.

Program Activities Included :

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- **Sports and Recreational Activities:** Designed to release pent-up energy, teach perseverance, and enhance self-control and emotional regulation through group games.
- **Social Activities:** Focused on developing daily life skills, communication abilities, and the capacity to form healthy social relationships.
- **Artistic Activities:** Helping students express emotions and thoughts indirectly, enhancing creativity, achievement motivation, and cooperation through music, theater, and storytelling.
- **Cultural Activities:** Sought at expanding students' knowledge and understanding of the world around them, correcting misconceptions about bullying, and raising awareness of its negative impacts on both bullies and victims.

10. Hassan Study (2020): Titled: An Integrative Counseling Program in Social Casework to Equip Social Workers with Skills to Address Maladaptive Behavioral Manifestations Associated with School Bullying. The study aimed to test the effectiveness of a professional intervention program using an integrative counseling approach within social casework to equip social workers with the professional skills needed to deal with maladaptive behavioral manifestations associated with school bullying. The researcher employed a quasi-experimental design and adopted a tool to measure the level of social workers' skills in addressing the maladaptive behaviors of both bullies and victims within the school environment. The professional intervention program was applied to a sample of 15 social workers working with individual cases at the elementary level, selected from schools with the highest prevalence of school bullying. The findings demonstrated statistically significant differences in favor of the post-test measurement. These results revealed that professional intervention utilizing an integrative counseling program in social casework is more effective in equipping social workers with the professional competencies necessary to manage maladaptive behaviors related to school bullying.

In summary of what has been reviewed, it can be concluded that the implemented counseling programs were effective. The studies indicate a significant enhancement in participants' behavior across multiple age groups and educational levels, from kindergarten to secondary school. The programs were effective in mitigating bullying behavior, emphasizing the significance of implementing such interventions in schools. There was also diversity in the therapeutic and educational intervention methods, particularly in the range of educational activities such as artistic, sports, and cultural activities, which help children release negative energy and foster their social skills. For instance, Al-Haddad (2020): indicated that a

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professional intervention program incorporating various techniques, such as social and artistic activities, significantly reduced bullying behavior.

Similarly, Abdel-Fattah (2019) confirmed that the cognitive-behavioral approach helps reduce school bullying and irrational thoughts among students. Furthermore, Mesaad Najah Abu Al-Diyar (2010) found that enhancing self-concept contributes to mitigating bullying behavior, as children with a positive self-image are less likely to engage in bullying. Likewise, Al-Humyari (2020) highlighted the effectiveness of positive psychological support in reducing cyberbullying, emphasizing the importance of engaging with both school and social environments when addressing this issue. Furthermore, collaborative work between school and family environments was indicated to have a positive effect on reducing bullying. Olweus (1991) demonstrated that teamwork involving schools and families significantly contributes to decreasing bullying rates. In Al-Haddad (2020), the use of group work methods proved particularly effective in mitigating bullying among children through techniques such as dialogue and discussion, communication exercises, role-playing, and sports activities. Moreover, many studies revealed that the positive effects of these programs extend beyond the immediate intervention period. For example, Al-Shalash (2019) found that the program's effect on reducing bullying persisted for up to two months after its implementation.

These results highlight that bullying is not merely an individual behavior but a complex social phenomenon requiring multidimensional interventions to maintain a healthy and safe school environment for all students.

-Analysis and Evaluation of Literature Review:

An analysis and evaluation of literature review demonstrate that the effectiveness of counseling programs in addressing bullying is not confined to an individual focus on the bully and the victim. Rather, it necessitates a comprehensive approach that includes all stakeholders, encompassing the surrounding environment namely the family, teachers, and school administration, in addition to the bully and the victim, within a holistic and integrated ecological framework. This intervention seeks to reshape the environment by offering positive behavioral models and promoting alternative social skills. This approach reflects a sociological understanding that bullying behaviour does not arise in a vacuum but is the result of a complex interaction among various environments. Numerous studies have highlighted the significance of developing communication skills, forming friendships, and acquiring social skills to reduce bullying. Moreover, some studies adopted diverse samples and various levels, including the bully, the victim, families,

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and teachers, and focused on skill development. However, these counseling programs encounter challenges in implementation, as they necessitate extended periods of time and sustained commitment from all participants, encompassing families and teachers, as indicated in the study by Olewus (1991).

Conversely, other studies focused their counseling programs on the individual and observable behavior, drawing on behavioral theory to reshape behavior and treat bullying. These studies neglected the social dimension and environmental factors, such as the school and family, despite relying on an experimental design grounded in pre- and post-testing with a control group, which confirms the effectiveness of the program. However, the duration of the program's effect was short, and the small sample size (20 participants) limits the generalizability of the results, as demonstrated by the study conducted by Abdel Aziz.

Furthermore, other studies concentrated their counseling programs on cyberbullying, reflecting a significant sociological transition in the nature of social interactions from the school and family environment to the digital space, which transcends these traditional boundaries. These programs were characterized by their provision of positive psychological support and their focus on the secondary school phase, a critical developmental period that necessitates such support, as illustrated in the study by Al-Humayri (2020).

While numerous studies targeted general and typical samples, the study by Najah Abu Al-Diyar (2010) differed from others by focusing on a group often overlooked in bullying research: children with attention deficit hyperactivity disorder (ADHD). The study used a quasi-experimental design with a single group (pre- and post-test), and the program sought to promote the self-confidence of this group as a mechanism for social integration. Nevertheless, the sample size was relatively small, which can be attributed to the nature and rarity of the target population addressed by the program.

In a different vein, the study by Al- Sadeq (2018) also differed from other studies by targeting a very early age group, namely early childhood. It was grounded in a single counseling theory, the Rational Emotive Behavioral Therapy program, which is a preventive approach based on the assumption that social values are formed during this early developmental phase. Hence, the program aimed to reconstruct children's perceptions of socially acceptable and unacceptable behaviours. However, a major limitation of this study was the short follow-up period of only two weeks employed to evaluate the effect of the counseling program.

In the same context, Abdel-Fattah's study (2019) implemented a comprehensive counseling program with middle school students and used a variety

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of strategies, encompassing role-playing, dialogue and discussion, and cooperative learning. The program had a strong social dimension, teaching bullies social values such as cooperation and empathy toward others. Although the sample size was acceptable, the study relied on a single-group pre- and post-test design without the use of a control group for comparison. Furthermore, it lacked a follow-up measurement to verify the sustainability of the results.

Al-Aissa's study (2019) also focused on early childhood, specifically kindergarten children, similar to Al- Sadeq's study (2018). It highlighted social values sought at instilling desirable behaviors such as self-acceptance, constructive criticism, respect, and the development of positive relationships. This focus aligns with the sociological perspective and emphasizes the significance of the social environment in the socialization process. However, the study also used a quasi-experimental single-group design with pre- and post-testing, without a control group, as in Abdel-Fattah's study (2019), and did not contain a follow-up measurement.

The study by Al-Shallash (2019) was characterized by targeting secondary school students through a cognitive-behavioral program designed to develop their self-concept. The study underscored the importance of the sociological dimension of self-concept, particularly during this critical developmental phase associated with identity formation and belonging. It asserted that fostering self-concept reduces bullying behavior by eliminating the need to engage in bullying as a means of self-assertion or gaining social value. Although the study relied on a single-group pre- and post-test design, it revealed a strong effect of the program that persisted over a follow-up period of two months.

Al-Haddad's study (2020) was distinguished by its application of the counseling program at the primary school level and by its use of a different technique, namely the group work approach. This method provides a sociological dimension that emphasizes the importance of creating a supportive and interactive environment in addressing bullying and may be more effective than individual counseling in dealing with this phenomenon. The counseling program incorporated intervention techniques such as role-playing, dialogue, and sports activities to release negative energy, with a focus on knowledge acquisition and the modification of erroneous beliefs. Despite the program's effectiveness, the study relied solely on an experimental group without a control group and did not report a follow-up measurement, limiting conclusions regarding the sustainability of the results.

Finally, Hassan's study (2020) offered a perspective different from studies that focus on designing programs targeting bullies or victims. Instead, it addressed an

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important research gap by targeting social workers themselves, with the aim of enhancing their professional competence in dealing with school bullying behavior. This study emphasizes that the success of counseling programs depends on the adequate training and professional preparation of social workers to effectively address maladaptive behaviors associated with bullying from an individual social work perspective.

-Conclusion:

In light of the review of literature review, it is clear that all of them indicated varying degrees of effectiveness of counseling programs in reducing bullying behavior. These studies offered a comprehensive, broad, and multidimensional perspective on the different interventions employed to address bullying. Such approaches were not limited to a single type of intervention or a specific age group; rather, they involved diverse developmental phases and populations, ranging from kindergarten to secondary school, and even special groups such as children with attention deficit hyperactivity disorder (ADHD). Furthermore, the studies used a wide range of therapeutic methods and techniques.

These studies were marked by the diversity of counseling approaches, encompassing behavioral, cognitive, and social perspectives, as well as by differences in the tools and techniques employed according to the targeted age group. There was also variation in sample selection and size, ranging from small to relatively large samples. However, the reviewed studies demonstrate various research gaps and methodological limitations, most notably the reliance of the majority of studies on quasi-experimental single-group designs grounded in pre- and post-testing, without the inclusion of a control group to allow for comparison of the counseling program outcomes. Moreover, most studies reported that the impacts of the programs persisted for a relatively short period, with the exception of the study by Olweus. Additionally, most studies neglected a comprehensive treatment approach and focused mainly on individual interventions, overlooking integrative programs that involve the broader social context, such as families and teachers, again with the exception of the Olweus study.

Despite these limitations, this review presents a comprehensive and integrated vision for addressing bullying behaviour through counseling programs and leads to several key conclusions. Chief among these is the need for various interventions, methods, and therapeutic techniques tailored to the requirements of the developmental phase and the type of bullying. Therapeutic approaches should address the psychological aspects of the bully, highlighting personal development

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such as promoting self-concept and self-esteem, alongside cognitive-behavioral elements. They should also emphasize the significance of the school and family context and the role of collective action.

However, the fact that most studies did not adopt more comprehensive and integrative approaches that combine individual and group interventions, involve additional stakeholders such as families, teachers, and specialists, or provide programs with sufficient duration to ensure the long-term sustainability of outcomes underscores the urgent need for future research. Such research should employ more comprehensive and multidimensional designs that integrate the school, family, and peer groups and guarantee the persistence of program impacts over the long term.

Practical Suggestions:

- 1) Developing counseling programs that actively include both families and teachers.
- 2) Enhance early intervention programs for children in their early educational stages.
- 3) Conduct long-term follow-ups to monitor the sustained effects of such programs.

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