

School bullying among some middle school students (Socio-educational approach)

التنمر المدرسي لدى بعض تلاميذ مرحلة التعليم المتوسط
(مقاربة نظرية سوسيوتربوية)

ZERGOT BOULERBAH ^{1*}, Ammar thulaiji laghwat University,
boulerbahze.univ.laghout@gmail.com ,<https://orcid.org/0009-0008-1985-4408>
BEN SELIM HOUSSEN², Ammar thulaiji laghwat University,
h70benslim@gmail.com, <https://orcid.org/0009-0003-3589-5318>

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Abstract

School bullying is a negative behavior interspersed with many manifestations of violence and aggression within the educational environment, practiced by a student (bully) or students who are characterized by force on another student(victim) who is not matched by strength and ferocity, and there are many types of bullying according to the form of violence exerted on the victim: physical, verbal, social or sexual, violence can also be electronic through social sites, for example, and this behavior occurs under penalty of the most important reasons : Family, School, psychological, and even watching violence games, this bullying behavior has risks and harms not limited only to the victim it includes the bully himself as well as the school, family and social environment.

Key words: Bullying; school bullying; bullies; victims; bystanders

ملخص

التنمر المدرسي سلوك سلبي تتخلله العديد من مظاهر العنف والعدوان داخل البيئة التعليمية، يمارسه تلميذ (متنمر) أو تلاميذ يتميزون بالقوة على تلميذ آخر(ضحية) لا يوازيهم قوة وشراسة، وتتعدد أنواع التنمر حسب شكل العنف الممارس على الضحية: جسدي أو لفظي أو اجتماعي أو جنسي، كما يمكن أن يكون العنف إلكترونيًا عبر مواقع التواصل مثلًا، وهذا السلوك يحدث تحت طائلة من الأسباب أهمها : الأسباب الأسرية و المدرسية و النفسية و حتى مشاهدة ألعاب العنف، هذا وللسلوك التنمري مخاطر وأضرار لا تقتصر فقط على الضحية وإنما تشمل المتنمر في حد ذاته وكذا البيئة المدرسية والأسرية والاجتماعية.

الكلمات المفتاحية : التنمر؛ التنمر المدرسي؛ المتنمرون؛ الضحايا؛ المتفرجون

* Corresponding author

Introduction

Educational institutions seek to educate and teach students skills that enable them to expand their knowledge, and provide them with experiences that enable them to achieve future adaptation. they aim at integrated growth in mental and social terms, to the maximum extent possible to enable them to benefit from their abilities and aptitudes. educational institutions also work to reduce educational problems and behavioral disorders facing students.

Attention to the problems of students is no longer an educational luxury, but an urgent and urgent need to study the problems of students and their psychological and social adaptation, especially in childhood and adolescence. changing economic, social, educational and technological conditions, in addition to other accelerated events have led to an increase in life and its complications, and to the emergence of a number of problems at all levels, including problems related to students ' undesirable behaviors, which usually occur in the absence of supervision at school and family.

Among these behaviors, which usually occur in secret and are a serious problem for students and the school environment, is the so-called bullying behavior, which is considered a form of aggression or school violence.

Therefore, the topic of school bullying among students and its implications on the educational process occupies a large area in the field of Education, which occurs for several reasons, which may be psychological, social or economic, bullying also takes many forms and forms such as vandalism and harming others.

It is one of the phenomena that pose a threat to human life in the current era, as it has become a feature of modern society, where this phenomenon entails damage to the aspects of personality.

The phenomenon of bullying is witnessing an increasing prevalence in our schools, it has become a very serious educational, social and personal problem that is increasing day by day and leads to negative consequences for the general school environment, cognitive, emotional, social and family development of the child, and story & Slaby has shown that school bullying is a behavioral problem that has serious effects on children, when a child falls victim to bullying, we find him suffering from many problems such as fear, social isolation, low self-esteem, absence from school and a decrease in academic achievement"

(Hanan Khoj, 2012 :191)

Bullying has become a widespread phenomenon, statistics according to the study prepared by the National Center for children's health and Human Development indicate that more than one million schoolchildren in America have bullying, and more than one hundred and sixty thousand students run away from schools for fear of being bullied by others.

(Ahmed Fikri bahshaw, Ramadan Ali Hassan, 2015: 15)

This phenomenon has multiple causes, and they vary according to different students and the environment in which they live, and it may be that improper family upbringing and the use of punishment may lead to a disorder in the child's behavior that makes him more vulnerable to aggression and assault on others, as

Terson (1992) believes that punishment by one parent may lead to aggravation of deviant behavior on his part, and then to his aggressive behavior. (Bushra Abu Leila, 2002: 92)

Moreover, the conditions experienced by society have a bad impact on all its members, not only on adults, but also on the educational process, and its impact has been obvious on the psychological, physical and social aspects of students' personality, and therefore bullying is no longer just a threat to the educational process, but it has become a threat to the entire society, so it was necessary to.

The search problem

The phenomenon of school bullying is one of the most widespread phenomena among students in all educational stages in general and the middle stage in particular, as this phenomenon is one of the most dangerous phenomena due to the negative consequences it has on students and on the rest of the elements of the educational process alike, which hinders both parties from achieving the desired goals, and what was recommended by the results of some scientific studies in particular, including the study: Ashraf Muhammad Sharbat, Mahfouz Abdul Sattar Abu Al-Fadl and Salma Muhammad Al-Sayyid Muhammad (2018): School bullying among secondary school students, which showed the most important forms and types of school bullying (direct bullying, indirect bullying, sexual bullying, racist bullying, electronic bullying, social bullying), as well as the factors causing bullying behavior (family factors, school factors, peer group, personal factors), and the study of Shatibi Fatima Zahra and Boutaf (2014): The reality of bullying in Algerian schools - middle school stage, which showed that the causes of bullying are: biological factors, psychological factors, cognitive factors, social factors, school factors, and it also showed the most important forms of school bullying: physical bullying, emotional bullying, verbal bullying, electronic bullying, sexual bullying, and the study of Ali Rizk Taha Al-Sayed (2021) on school bullying among primary school students, which showed the types and forms of school bullying: physical bullying, verbal bullying, electronic bullying, emotional bullying, sexual bullying, social bullying, and it also showed the reasons and factors leading to school bullying: personal reasons, psychological reasons, family reasons, social reasons, school reasons, technological reasons (violent electronic games - the spread of violent films - the spread of wrestling channels), cognitive reasons, peer group, as it showed that the presence of the problem of school bullying among middle school students negatively affects the personality of students, their academic achievement and their social adaptation, which requires conducting more studies to identify the causative factors and their effects and reduce them. In addition to the importance of this age group, which corresponds to (late growth and adolescence), which is characterized by general characteristics, including the speed of physical, motor, mental and emotional growth, which results in problems for students that require educational and psychological treatment to help them grow to the maximum extent possible. (Abu Ajila Muhammad Al-Shabiani et al., 2015, 194 : -205)

- ❖ Hence, the need to study school bullying among middle school students, and the study problem was defined in the main question:
- ❖ What are the most prominent features of school bullying among middle school students?
- ❖ The following two sub-questions branch out from this main question:
 1. What is the concept of school bullying? And its types?
 2. What are the most important factors causing it?

The importance of research

The importance of current research in:

1. He drew the attention of those in charge of the educational process to the need to qualify and prepare workers in the education sector (managers, Educational Consultants, guidance counselors, professors, educational assistants) to ensure that they are provided with skills and guidance methods to deal with this phenomenon and other phenomena and behavioral problems.
2. Shed light on the problems of middle school students and the resulting negative behaviors to alert the workers in the education sector and parents of students about the seriousness of this phenomenon and strengthen their roles and duties towards it so that it is addressed early instead of aggravating it.
3. He drew the attention of researchers and academics in the psychological and educational field in order to conduct many studies on this phenomenon of bullying (bullying) to get a more comprehensive and deeper insight into the underlying causes and to develop ways and mechanisms to address and reduce it.

Research objectives

The research aims to achieve the following objectives:

- 1-Identify the phenomenon of school bullying and its forms among middle school students
- 2-identify the factors causing school bullying among middle school students.
- 3-identify the negative consequences of the occurrence of school bullying among students
4. make proposals that will contribute to reducing the incidence of bullying behavior.

Research methodology

The descriptive approach was used as appropriate to the nature of this research.

Research concepts/ 1. Bullying

A. Definition of bullying language

It was mentioned in the Arabic tongue of Ibn Manzoor in the fifth volume that it is said to a man of bad manners that we may pass and bully, and pass his face, any other and his frown, and bully him with any change and deny and promise, because the bully never throws him only disguised anger. (The tongue of the Arabs, 1956235 :)

B. Definition of bullying as a term

define bullying as a term with several definitions, including:

1. Both "jovanen, Graham and Shuster" (Vonen, Graham and shuster 2003) see that bullying is that behavior that occurs out of an imbalance between two individuals, the first is called the bully and the other is called the victim, and it includes physical and verbal abuse, public humiliation, including calling a child by a name he does not like, a nickname, spreading rumors about him, shooting him, or being rejected by others - (Ali Musa Al-Sabahi, Mohammed Farhat Al-Qadi, 2013 :9)
2. As for "Gilbert" (Gilbert 1999), researchers believe that the definition of bullying differs, but the majority of them describe it as physical or verbal abuse by a bully against someone weaker than him, or younger than him, or less popular, or less sense of security, through beating, violence, or demanding from him doing things against his will, or rejecting the person and being removed from the group. (Fernanda, J.-2004: 9)
3. Noura bint Saeed Al-Qahtani defined it as intentional negative actions by one or more students to harm another student, which are done repeatedly and all the time. these actions can be by words such as threats, reprimands and insults, and can be by physical friction such as hitting or kicking, and can also be without the use of words or physical exposure such as facial grimacing or inappropriate reference and deliberate isolation of the group or refusal to respond to his desire. (Noura Al-Qahtani, 2012: 117)

C. Defining bullying procedurally

It is that harm that is inflicted on the learner, whether physically, verbally or socially, by his peers or people older than him.

2. Intermediate stage

A. Idiomatic definition

- It is a general cultural stage whose purpose is to educate the young person in a comprehensive education of his faith, mind, body and creation, taking into account his growth and the characteristics of the phase he is going through, and she participates others in achieving the general goals of Education
- You also know that the Middle School in its current form as a middle school between the primary and secondary schools is a single modern and preparatory institution that receives a certain age group within a common framework (awarib Lakhdar, Abi moloud and Abdel Fattah, Writing year: 87)

B. Procedural definition

It is a stage of study approved by the Algerian Ministry of National Education, where this stage is located in a sensitive position in the educational process from the first intermediate year to the fourth intermediate year, it comes after the primary and pre-secondary education.

Previous studies

The first study: The study of Ashraf Muhammad Sharbat, Mahfouz Abdul Sattar Abu Al-Fadl, and Salma Muhammad Al-Sayyid Muhammad (2018): School bullying among secondary school students

The study aimed to shed light on the problem of school bullying and its spread and to show its weaknesses and causes to deal with it in the best possible

way. The importance of the study also lies in identifying school bullying behavior and trying to develop long-term plans through the school environment through various activities and understanding different points of view to deal with it.

The study showed the most important forms and types of school bullying (direct bullying, indirect bullying, sexual bullying, racist bullying, cyberbullying, social bullying), and also showed the factors causing bullying behavior (family factors, school factors, peer group, personal factors)

The second study: Ali Rizk Taha Al-Sayed's study (2021) School bullying among primary school students

Which showed the types and forms of school bullying: physical bullying, verbal bullying, cyberbullying, emotional bullying, sexual bullying, social bullying.

It also showed the reasons and factors leading to school bullying: personal reasons, psychological reasons, family reasons, social reasons, school reasons, technological reasons (violent electronic games - the spread of violent films - the spread of wrestling channels), cognitive reasons, peer group, and it also indicated that school bullying has many negative effects on students, whether they are bullies or victims, so bullying is considered a behavioral problem that has serious effects on students: such as fear and social isolation, psychological loneliness, poor psychological and social adjustment, scarcity of friends, deficiency in social relationships, social withdrawal, and fear of going to school.

The third study: Noura bint Saeed Al-Qahtani's study: (2015), Bullying among middle school students in Riyadh, a survey study and proposing counter-intervention programs that are appropriate for the school environment. Riyadh. PhD thesis in Education, King Saud University. The study sought to identify the extent of the spread of this phenomenon and the characteristics of bullying and its common physical and non-physical patterns. The study reached a number of conclusions about the motives of bullying, including family factors represented by incorrect upbringing of children, lack of guidance and accompaniment, family disintegration and violence, in addition to the youth's lack of a sense of security and emotional stability in the family, with the absence of good role models, weak disciplinary policies, the absence of teacher training in awareness and educational methods, and the ineffectiveness of the role of the social worker. The study monitored the negative effects resulting from bullying, which were represented by the deterioration of the psychological state of the victim student, his lack of self-confidence, weak self-esteem and his constant feeling of fear.

The fourth study: Fawzia Ghamari's study (2012) entitled "The phenomenon of harassment between peers (school bullying) and its relationship to self-esteem among middle school students in the province of Algiers - West (2012). The study aims to reveal the phenomenon of harassment that middle school students are exposed to by their peers and the level of self-esteem among the victim students. It also aims to know the forms that this harassment can take, its severity, and the place where it occurs, in addition to revealing the negative psychological effects that these behaviors can leave on the psychological adjustment of the victim students, especially through the slow erosion of their self-esteem. The results and

statistical treatments showed the presence and spread of the phenomenon of harassment between peers in middle school to varying degrees. It also showed that students who are exposed to moderate or severe harassment suffer from poor self-esteem.

The fifth study: Ghufraan Abdel Karim Hadi and others' study: (2018), School bullying among adolescents from the point of view of teachers for the academic year. 2017-2018 Al-Qadisiyah University, College of Education for Girls, Iraq.

This study aimed to identify the differences in bullying among middle school students affiliated with the General Directorate of Education in Al-Qadisiyah for the academic year 2017-2018.

The study reached the following results:

- Bullying behavior can be changed and modified by providing a healthy and sound environment at home, school and society.
- The presence of different factors that shape bullying behavior among students, such as the cultural and social level of the family and school administration, and society's view of bullying behavior.
- Treating bullying among middle school students can increase, if early intervention is not made to treat and reduce it.
- Bullying behavior increases in the male sample more than in the female sample.

Sixth study: The study of Shatibi Fatima Al-Zahra and Boutaaf Ali entitled: The reality of bullying in Algerian schools - middle education stage. Journal of Psychological Studies (2014)

The study aimed to reveal the reality of bullying in the intermediate education stage in Algeria, by clarifying its motives, sources, forms, places of practice, and the consequences resulting from it.

The study reached the following results:

- The problem of school violence in the intermediate education stage has become a dangerous phenomenon that threatens the educational entity, and burdens those under its umbrella from parents, teachers, and administrators

Bullying behaviors have spread in different forms in the intermediate education stage, but the most recognized by the research sample is verbal and physical bullying.

- Places where bullying behaviors are prevalent, where bathrooms and outside the school occupied the forefront, followed by the square.
- Bullying behaviors are less common in laboratories or departments
- Bullying behaviors are widespread in the school environment to a worrying degree, and their effects include that they work to deprive the victim of his will and suppress his freedom, and cause severe behavioral, moral and social problems, and they are also issued by a student or a group of students in several places, and are characterized by continuity and secrecy.

Comment on previous studies

Through the previous studies that were presented, it can be said:

1- The motives for bullying are: Family factors represented in the wrong upbringing of children, lack of guidance and accompaniment, family disintegration and violence, as well as the lack of a sense of security and emotional stability among young people in the family, in addition to school reasons (weak disciplinary policies and lack of training for teachers on awareness and educational methods, and the ineffectiveness of the role of the psychologist). In addition to technological reasons (violent electronic games - the spread of violent films - the spread of wrestling channels), cognitive reasons, and peer groups.

2- The effects of the problem of bullying on students: such as fear and social isolation, psychological loneliness, poor psychological and social adjustment, scarcity of friends, deficiency in social relationships, social withdrawal, and fear of going to school.

3- Those who are harassed suffer from low self-esteem

4- Bullying behavior is an acquired behavior that the child acquires from the social environment.

5- This behavior varies from one child to another, depending on the cultural and social level of the family.

6- Parents and schools have an important role in either reducing this behavior or increasing or reducing it in children. 7- Bullying behavior in children can be controlled, changed and modified from undesirable behavior to desirable behavior by providing a healthy and safe environment at home, school and society.

Theoretical framework / 1. The concept of school bullying

A. Concepts of school bullying as a term

- according to Hanan Asaad Khoj: school bullying is a set of hostile behaviors that are repeatedly issued by a person towards another victim who is subjected to an act of hostility that comes in the form of negative physical or psychological actions. (Hanan Asad Khoj, 2012:203)
- **O sees: Leung** (2009) that school bullying is a type of aggressive behavior, and that this type of behavior occurs at school is included as a type of school violence, caused by the socialization of students, family education and the prevailing culture of the student, and this happens when the family uses aggressive behavior in solving its problems, and therefore learned by children and used with others when they come into contact with the school environment (Rasha Munther marqa,2013: 1).

○ according to Noura Saad al-Qahtani

school bullying means that a student who is unable to defend himself, deliberately, intentionally and repeatedly for a long time, is subjected by a stronger student to physical, verbal or moral harm, and this harm includes direct behavior patterns such as harassment, ridicule, kicking, threats, threats, reprimands, insults, and bullying may take indirect forms by expulsion and to the exclusion of the intended class group or peer group (Noura Saad al-Qahtani, 2015 :11)

- ✚ O from the above, bullying can be defined as physically, verbally and socially aggressive behavior in middle school students.

B. Procedural definition

it is a form of deliberate and intentional aggression issued by an individual either verbally, physically or physically, aimed at harming the other who cannot defend themselves

Forms of bullying

the forms of bullying according to "Debra, et Wendy" are:

A-physical bullying

it includes "beating, hitting a man, pushing, tearing, beating him, stealing a person or destroying his property".

B-verbal bullying

it includes name-calling, taunting (Taquiner Méchamation), disrespecting and threatening the other, saying racial discrimination and harassment, snitching, spreading rumors, swearing, using obscene, obscene and shameful speech.

C-social bullying

it includes: Expulsion of an individual from a group, firing rumors at him, disrespecting him, destroying his charity, ridiculing a person because of his personality, or his group, mocking a person because of his religious beliefs, telling rumors about it, isolating a person because of his sex girl or child, mocking a person because of his physical disability, mocking a person because of his appearance.

D-bullying property

taking other people's things, breaking them, vandalizing them and disposing of them usurpingly.

E-sexual bullying: includes issuing sexual nicknames, touching in an immoral way, sexual harassment, and forcing to talk about sexual matters (Debra, et Wendy, 2014: 2)

Causes of bullying in middle school students

The phenomenon of bullying has multiple reasons, including those related to the emotional state, including those related to the family environment, including those related to economic conditions, and each of them may act independently or interact together in their impact on the individual. the following are the reasons explained:

1. Personal reasons

there are different motives for bullying behavior, it may be a thoughtless act or behavior issued by the individual when he is bored, and it may also be the reason why the practitioners of bullying behavior do not realize that there is a mistake in practicing this behavior against some individuals, or because they think that the child who is being bullied deserves it, and bullying behavior in other children may be an indication of their anxiety, their unhappiness at home, or having been victims of bullying in the past (Al-sabaheen and Al-Qadi, 2013 : 43)

2. Psychological reasons

These are mainly based on instincts and emotions, psychological knots and frustration, pressure and anxiety affirmation instincts are innate psychosomatic preparations that push the individual to realize some things of a certain kind, and that the individual feels a special emotion when realizing that thing, and to behave towards him a special behavior, and when a child or teenager feels frustrated at school, for example, when he is neglected, and and between achieving his goals, which hurts to practice violent and bullying behavior, both on others, and on himself because he feels that this relieves his stress And his tensions, as well as the family asking the student to obtain a high level of achievement beyond his abilities and potential, all this may eventually lead to depression, and discharge these emotions through bullying behavior (Al-Sabah and Al-Qadi, 2013 : 44)

3. Family reasons

family violence is one of the most important causes of bullying, as a child who grows up in a family atmosphere characterized by violence, whether between spouses or towards children, must be affected by what he saw or what he was subjected to. And this is a child who is exposed to violence in the family, a tendency to violence and bullying of weaker pupils at school

According to the results of Noura Al-Qahtani's study, family factors contributed significantly to the spread of the phenomenon of school bullying, including the wrong parenting style for children, lack of a sense of security and emotional stability in the family, constant conflict between parents, and the son's lack of a good example and a good model in the family (Noura Al-Qahtani, 2015: 223)

School reasons

include educational policy, school culture, the physical environment, comrades at school, the role of the teacher and his relationship with the student, punishment, and the absence of specialized committees, the violence exerted by the teacher on students of any kind, will not stand at the limits of the student's obedience and obedience, he must realize that the apparent submission is temporary, carries with it hatred, and student academic achievement, the negative influence of the group of comrades, the mood and recklessness of students, characteristics Abnormal personality and psychology, poor relationship between the school and parents, family and living conditions and factors of the student, weak personality of the teacher, or his dictatorial style and discrimination among students, the teacher's unfamiliarity with the subject, all these factors may help to strengthen and show bullying behavior by some students. (Magdy Desouki, 2016 :24-25)

Elements of the bullying process

the bullying process consists of three elements, namely:

1. Bullies are

▪ Definition of bullies

Alois Olweus pointed out that bullies pupils that they are dominant over others and like to feel powerful but are friendly with their friends. The researchers believe that the desire was strengthened by thoughts and rumors about stability, the roles of media organizations and films that depicted the hero's abilities and high skills. It is also characteristic of them to have irrational thoughts. (Mornings and judges, 2013: 35)

▪ Characteristics of bullies

"Noura Al-Qahtani" has identified several characteristics characterized by bullies, namely:

1. Bullying pupils are characterized by strength, control, impulsive aggressive nature.
2. The desire to draw attention and love to review.
3. Lack of anger management and coping skills.
4. Lack of value of feeling and empathy for others.
5. Suffering from family problems, their inattention to the feelings of the victim. (Noura Al-Qahtani, 2015: 226)

2. Victims

▪ Definition of victims

they are individuals who are harmed and harmed as a result of being assaulted by their fellow bullies, and this has a bad impact on their academic achievement. (Mustafa Ali Madloun, 2007 :71)

▪ Characteristics of victims of bullying

1. Susceptibility to falling (the victim is quickly deceived, cannot defend herself, has physical characteristics that make her vulnerable to being a victim)
2. Lack of support, (the victim feels isolated and vulnerable, and sometimes does not mention the bully to her for fear of the bully's revenge).
3. Victims are afraid to go to school, which hinders their ability to concentrate and creates poor academic performance, with the constant presence of the threat of violence, which makes them feel insecure, which results in physical and physical symptoms. (Noura Al-Qahtani, 2012: 119)

3. Spectators

They are the individuals who observe the bullying process and the victim, and these bystanders play many roles in the context of the bullying process, there is a group of bystanders called by many names, including: assistants, good friends, or subordinate deputies, and they are individuals who ally and challenge with the bully and provide support and support to him. They have a close and strong friendship with the bully, compared to victims who have no relationship with the bully. (Mustafa Ali Mazloun, 2007: 71)

 **From this we can conclude that:** there are three parties involved in the bullying process: the First party is the bullies, who bully and control others and

harm them, the second party is the victims, who are bullied and are less strong and weak than the bully, and the third party is the bystanders, who watch the bullying process but do not interfere in the practice of this behavior or defend the victims.

Theories explaining bullying

Many theories have explained the phenomenon of bullying, the most important of which are:

1. Behavioral theory

the authors of this theory interpreted bullying behavior as observable and measurable behavior, since from their point of view, psychology is the science that studies observable behavior that can be subjected to measurement and experimentation. (Abdurrahman said, Ihab El-Beblawi, 2010: 127.)

It is worth noting that behavioral theory has gone through two stages in explaining aggressive behavior:

The first stage: built on the imposition (frustration and aggression) of its pioneers dollar and Miller.

The second stage is the stage of social learning and is led by Pandora. (Abdurrahman said, Ihab El-Beblawi, 2010: 128.)

The theory of frustration and aggression holds that aggression is usually the result of frustration, and that the individual's exposure to frustration and repeated experiences of failure leads to aggression in any form). Abdul Aziz Ibrahim Salim, 2011: 114)

Dullard and Miller((dullard&Miller) suggest that every behavior, whether desired, is learned through desire, response and reinforcement, while the theory of social learning emphasizes the role played by observation, diverse experiences, behavior control processes and reflection by the child in response to the stimulus (144 Morrison,1988:)

The theory of social learning is a behavioral theory that does not rely entirely on reinforcement, but sees the behavior of an individual shaped by the influence of adults, especially parents.

The behavioral theory believes that the bully reinforces his behavior by the surrounding individuals such as colleagues and friends and achieving a degree of stardom among his colleagues, which makes him feel different and distinct, and that the bully getting what he wants represents an enhancement in itself, and this pushes him to create and build bullying attitudes in assaulting the surrounding individuals of his colleagues. he was rarely punished by family or school, but was left to practice his thoughts and physical assault and was met with neglect and sometimes when he committed severe assault. (Naifa Al-Qatami, Mona Al-sairra, 2009: 86)

From the above, it can be said that frustration has a significant and effective role in the formation of bullying behavior in children, as well as this theory gives importance to the environment surrounding the individual represented by family, colleagues and friends, and considered that to enhance an important role in the formation of bullying behavior in children

2. Psychoanalytic theory

(psychoanalysis) asserts that it is the product of the contradiction between the motive of life and death and the achievement of pleasure by torturing others, punishing and confronting them so as not to survive. (Naifa Al-Qatami, Mona Al-sairra, 2009: 87)

Freud is one of the first to contribute to raising many issues related to the human psyche, especially those related to feeling and the unconscious, which has revolutionized psychology and its various fields since he raised those problems to this day. Aggression from Freud's point of view is a reaction of frustration and hindrance to vital or sexual motives, which often seek to satisfy, achieve satisfaction, pleasure and get away from painful situations, but this orientation has not been accepted and welcomed by many of his supporters, this theory has aroused controversy, criticism and rejection due to its linking all aspects of human activity with the Sexual the instinct of aggression has been described as a struggle for perfection and superiority. This forced Freud in 1920 to modify his previous position and add another instinct, which he called the death instinct "Thanatos", represented by aggressive energy, which, according to Freud's description, tends to sabotage and destroy, in case of inconsistency between the two instincts. (Abdullah Al-wabali, 1993: 15-16)

✚ More specifically, Freud says: "the two basic whims are the whim of life and it is called *thelao*, which represents the motives of man, that is, it is the source of sexual energy, and it is also the responsibility for closeness, direction and grouping, while the second instinct or whim is the whim of death or what is known as Thanatos, which is the opposite of the first instinct, it aims to destroy and dismantle the organism. (Mustafa Hijazi, 2001 :186)

McDougall, who is the first proponent of this theory, views aggression as an innate instinct and defines it as the instinct of a fighter, where anger is the emotion that underlies it. (Bahija Osman, 2018:353)

✚ As for the death instincts, Freud emphasizes that they are behind the manifestations of strength and aggression, suicide and fighting, so he considered death instincts to be innate instincts that have equal importance to life instincts in terms of determining individual behavior, as Freud believed that everyone has a subconscious desire to die, and Freud did not see salvation for man from aggression only by increasing emotional closeness between human beings on the one hand, and providing appropriate opportunities to vent aggression in a socially acceptable way on the other hand. (Naifa Al-Qatami, Mona Al-sairra, 2009:210)

✚ As for Melanie Klein, she discovered in her work, her clinical observation convinced her that the death instinct was an initial instinct and a reality that could be seen presenting itself as resisting the life instinct, greed, jealousy and envy are obvious to Klein as expressions, the goal of aggression is destruction and hatred, and desires associated with aggression:

- the acquisition of all good (greed)

- being kind is like a thing (envy)
- removal of the competitor (jealousy)

In all three, we find that the destruction of an object, its attributes or property, makes it possible to reach the satisfaction of desire, and if the desire is thwarted, the conscience of hatred appears (Essam Abdullatif Akkad, 2001: 111-112)

From the above, there are those who believe that it is impossible to consider every behavior that a person does as a result of his instincts, if this is true, his concern becomes to satisfy them, and therefore a person cannot control his aggressiveness, nor in his behaviors because they are not subject to reason .He also overemphasized the impact of sexual energy in guiding one's behavior and emphasized the role of instinctive motives in the formation of personality and neglected the role of social and cultural factors.

3. Cognitive theory this

theory holds that bullying behavior may be due to **the** bully's failure to understand, low ability to succeed in mental processing processes, failure in attention and concentration, failure in success and achievement, failure to engage in the task, failure to use learning abilities, failure in retrieval and follow-up, failure in mental organization processes, lack of basic study skills for school achievement, low achievement family history reduces the ability to succeed or achieve, as well as failure to grasp the appropriate vocabulary for the reasons for success and failure. (Naifa Al-Qatami, Mona Al-sairra, 2009: 87)

From the above, it is clear that the child's poor ability to understand, concentrate, count attention, and succeed may be one of the reasons that may lead to unwanted behavior, which is bullying.

4.Cultural historical theory

this theory believes that bullying occurs in socio-cultural contexts, and that language is an important role in the culture of the bully, what the bully encounters is encouraging and reinforcing contexts that push him to practice bullying, and the education of the bully in the contexts of society develops bullies in some cultures but not others. (Naifa Al-Qatami, Mona Al-sairra, 2009: 88)

-  The researchers believe that social and cultural factors have an effective and important role in influencing children's behavior, and they have a role in developing the behavior of bullies, especially if there is a fertile environment encouraging such behaviors, so work must be done to provide a good social and cultural environment to maintain children's behavior.

The effects of bullying

1.Short-term effects of bullying on victims

the effects of bullying are painful and humiliating, and bullying may cause victims a state of misery, distress, and confusion. Such students lose their respect, feel anxious and insecure. In addition, victims may be exposed to physical injury, their concentration and attention in the educational process may be affected and they may refuse to go to school in order to avoid being bullied. With the constant threat of bullying, these children feel anxious and insecure. They also find it

difficult to make friends of the same age, they cannot form independence skills, as they are more vulnerable to exploitation and may lack self-affirmation skills. Many of the victims may have psychophysical symptoms such as headaches and abdominal pain. Sometimes the victims' self-esteem reaches such a low level that they see suicide as the only way out of what they are in. (Olweus,2002:13)

2. Long-term effects of bullying on victims

continuous bullying throughout the school years may also cause long-term negative effects on victims that extend well beyond the school stage. Victims of bullying seem to be more prone to depression and self-underestimation in the first years of their lives compared to their peers who were not bullied during the study stage. Therefore, it seems necessary to stop school bullying so that short-and long-term negative consequences can be prevented or minimized.. (Olweus,2002:13)

3. Long-term effects of bullying on bullies

bullying is not only an isolating behavior on the part of its perpetrators, but is also generally considered part of a pattern of antisocial behavior that breaks or weakens the rules governing it. Students who are used to bullying others, especially boys, are more likely to engage in unacceptable social behavior such as trespassing on other people's property, shoplifting, truancy and frequent drug use. It was found that almost (60%) of the boys who were classified as aggressors in the sixth to ninth grades based on teacher nominations and peer rates had been convicted at least once in an officially registered crime by the age of twenty-four, compared to (23%) of the boys who were not classified as aggressors. School bullies are four times more likely to relapse and commit relatively serious crimes in their first years of life, according to official crime records, compared to other ordinary students. Therefore, it is necessary to take into account those who are likely to become a bully or practice bullying against others to stop their course in this antisocial behavior and redirect them to behave in a socially acceptable way.. (Olweus,2002:13)

4. The effects of bullying on those present during Bullying

80%- 70% of young people who are not bullies or their victims are also at risk of being affected by bullying, watching their classmates being ridiculed by other comrades or beaten increases their level of anxiety daily. moreover, if the school body does not intervene to stop these bullying behaviors, a school climate is created in which the values of aggressiveness the spread of bullying culture in general in the school community. Thus, students can be affected by bullying either directly or indirectly, and these effects range from health and psychological problems of the individual, to the adoption and nurturing of aggressive social values and the adoption of a bullying culture for the school community as a whole (Juvonen & S. 2000: 8)

Educational strategies to reduce the problem of school bullying among students:

the causes leading to school bullying among students can be addressed as follows

- 1-to provide electronic educational and entertainment programs for students within the educational institution, which makes them like this kind of targeted programs.
- 2-educating students about the negative effects of watching violent electronic games and movies
- 3-the professor should exercise his role as an educational, psychological and social mentor to students in cooperation with the Social, Psychological and educational specialist
- 4-diversifying classroom, extra-curricular, sports and cultural educational activities and directing students with bullying to positive participation.
- 5-the educational institution should improve in discovering and developing the positive aspects of the personality of school bullies among students.
- 6-the educational institution should enhance students ' self-confidence, self-reliance and raise Motivation for achievement
- 7-enabling students to participate positively, teach and learn to enable them to achieve and feel successful

Search results

- 1-among the causes of bullying are the following:
- 2-family factors are represented in the wrong upbringing of children, lack of guidance and accompaniment, family disintegration and violence, as well as the lack of a sense of security and emotional stability in the family, with the absence of good role models and weak disciplinary policies.
- 3-the absence of teacher training on awareness-raising and pedagogical methods, and the ineffectiveness of the role of a psychologist.
- 4-that bullying behavior is an acquired behavior that the child acquires from the social environment.
- 5-this behavior varies from one child to another, depending on the cultural and social level of the family, the role of the school and the society's perception of bullying behavior.... Etc.
- 6-parents and the school have an important role either in reducing this behavior, or in increasing or reducing it in children.
- 7-that bullying behavior in children can be controlled, changed and modified from undesirable behavior to desirable behavior by providing a healthy and sound environment at home, school and society.
- 8-bullying behavior in students can rise if early intervention is not done to treat and reduce it.

Search recommendations

The researchers recommend that more educational research should be conducted in the field of bullying among students in schools

The two researchers propose to provide the study recommendations, in the form of simple steps for education sector workers (managers, education consultants,

guidance counselors, professors, education assistants) and parents on how to prevent or counter bullying behaviors, which are listed below:

First. The role of the school in the direction of bullying behavior

Although the school cannot face bullying behavior in isolation from other educational frameworks, it is required to actively contribute to combating this dangerous phenomenon by playing the educational role assigned to it, represented by the following actions:

A. Preventive measures

1. Providing a school atmosphere in which the pupil feels safe and comfortable, allows him to form positive attitudes towards others.
2. Holding internal meetings with psychologists, with the aim of informing the school family about the secrets of the phenomenon of bullying and its danger to students, and how to detect it, while providing them with strategies to confront it.
3. Holding meetings with parents to inform them of bullying behaviors practiced by or against their children, and the consequences for the aggressor and the victim.
4. Monitoring students in various places where they may be harassed, such as toilets, changing rooms in the sports class, sections at leisure...
5. Take strict action against bullying pupils, and not tolerate them
6. Reviving the school theater and employing it in addressing various social ills, including the problem of violence and bullying.
7. Teachers should not condone bullying behaviors in the classroom, and the need to take deterrent measures against its practitioners with the administration and parents.
8. Activating cooperative learning in order to form positive relationships between students and strengthen the bonds of friendship among them.
9. Opening many opportunities for effective qualitative communication between the professor and the pupils, between the pupils themselves, between the pupils and the administration, between the school and parents.

B. Therapeutic procedures

1. Training students on effective methods to confront the bully, by enhancing his self-confidence and training him on assertive behaviors with the help of mentors (counselors).
2. Working on the existence of programs that contribute to providing psychological support to students to reduce abnormal behaviors, because these programs have a great impact on the treatment and formation of the student's personality, present and future.
3. Reintegrating students who are victims of bullying into school activities, in order to strengthen their social skills, which inevitably leads them to form new positive friendships with their peers, which increases their self-confidence
4. Conducting a survey inside the school to detect bullying behaviors, their degree and extent of prevalence, and adopting this theoretical background obtained in the

construction of treatment programs involving all educational parties: teachers, administration, students, parents, and the school counselor.

5. Communicate with the bullied student with his guardian, in order to discuss with him about the seriousness of the behavior he has committed towards the other and inform him of the penalties that will be applied to him without leniency.

6. Provide protection to students who are victims of bullying with the help of parents, especially if the assault is carried out on the way to or from school.

7. Listen to the complaints of students victims of bullying or their parents, and take action without procrastination.

8. Training pupils on the skills of resolving conflicts between peers without violence.

9. Involve students in the development of foundations and standards against bullying behaviors so that they adopt them with conviction, and respect them

10. Working to raise awareness through the media to identify the most important problems suffered by students in order to find ways to address them.

11. Holding training courses for teachers aimed at identifying the most important guidance methods used to counter this behavior and other abnormal behaviors

12. Holding seminars and meeting with parents periodically to identify the seriousness of this phenomenon and others and to work on the concerted efforts of both the family and the school so that methods are developed to address it early and mitigate its severity

Secondly. The role of the family in the direction of bullying behavior

1. Continuous communication between parents and workers in the education sector (managers, Educational Consultants, guidance counselors, teachers, education assistants) to ensure the proper behavior of their children and the safety of the school environment in which they live

2. Parents seriously discuss the topic of bullying with their children, in order to educate them about the dangers of bullying and the negative consequences of it.

3. Convince the children that bullying is forbidden by law, and socially unacceptable.

4. Sparing the child scenes of violence within the family, whether between parents or between parents and children, because they become applied models that later normalize the child's behavior.

5. Holding the child accountable and sensitizing him of his guilt if he is proven to be bullying other children.

6. Talk with the child constantly to identify the difficulties and problems he is experiencing inside or outside the school.

7. Parents work to find effective solutions to consolidate and improve the relationship between their children and other children, whether they are guilty or victims of bullying.

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