

# The Impact of the Phenomenon of Bullying on Expatriate Students in Government Schools from the Point of View of Educational Counselors

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## Abstract

The current study aimed to investigate the effect of the phenomenon of bullying on expatriate students in government schools from the point of view of educational counselors, and to achieve the goal of the study, the descriptive analytical method was used to study the phenomenon of school bullying in public schools on expatriate students in Aqaba Governorate from the point of view of educational counselors. The study population consisted of educational counselors in the Aqaba Governorate for the academic year 2021-2022, numbering (10) male and female counselors, and they work in governmental schools. ) An educational counselor. In this research, questionnaires were distributed to (50) educational counselors in Aqaba governorate in a random manner, and the pentagonal Likert scale was adopted to correct the study tools, and the study found the following: The field of social bullying came in the first place with the highest arithmetic mean of (4.37). ), while the field of property bullying came in the last rank with an arithmetic average of (3.87), and the arithmetic average of the degree of the prevalence of school bullying among government school students on expatriates in Aqaba Governorate from the point of view of educational counselors as a whole was (4.10). And there were no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of gender, years of experience and educational stage in all fields and in the total degree. The study reached the following recommendations: intensifying indicative interviews for bullying students to find out the causes of the problem and working to avoid it, activating school activities that invest students' leisure time to practice their hobbies and investing their abilities in the right way, activating the role of parents' councils to exchange information between the family and the school to reduce the problem of school bullying, deepening cooperation And communication between the school and the local community in all its institutions to provide support and assistance to reduce bullying behavior.

**Keywords:** Bullying, The Educational Role, School Bullying, Expatriates.

**DOI:** 10.7176/JEP/13-16-01

**Publication date:** June 30<sup>th</sup> 2022

## INTRODUCTION

Bullying is an ancient phenomenon and has existed in all societies since time immemorial, and the behavior of the human race in different forms and patterns and in varying degrees. The phenomenon of bullying varies in educational and educational institutions, as it reaches its climax in the last grades of the primary stage, and begins to be limited little by little, all the way to the university stage, with the exception of cases of sarcasm.

School bullying, with its aggression towards others and its various forms, is one of the problems that have negative effects, whether on the bully, the victim of bullying, or the entire school environment. School bullying affects the security, psychological, and social structure of the school community, and school bullying is a form One of the forms of unbalanced aggressive interaction, and it occurs frequently as a recurring routine act in peer relations in the school environment, and depends on the cognitive-social model based on control, control and submission between the two parties (the bully and the victim), and despite the availability of a lot of scientific evidence that man knew Bullying since ancient times, this knowledge has not been subjected to systematic scientific study in psychology, especially educational psychology, except since the seventies of the last century, and that is why bullying was one of the forms of aggressive behavior by describing aggression as a problem as old as the emergence of human life on Earth (Al-Ammar, 2016, 228).

The school environment is considered the main reason behind the phenomenon of school bullying, so that most researchers have linked this behavior with the school environment, as the most suitable place for the emergence and practice of this behavior, which has many negative psychological, social, emotional and academic effects that leave its repercussions (The bully and the victim), although the behavior of bullying in the school environment is linked to the emergence of these educational institutions, researchers who are interested in social relations did not care about this phenomenon, and did not take it seriously, considering that what happens between students in schools is a type of The simple humor that does not exceed the limits of transient joking between peers, which appears and then fades away automatically, until Olweus came, specifically in the year (1991) to open the way for this phenomenon, and this new term that began to be transmitted by the ideas and theses of researchers Those who are interested in studying this behavior in order to understand its dimensions,

and to lay a theoretical basis for it (Massad Abu Al-Diyar, 2012, 37).

As the school is the educational and social institution after the family in terms of its position in influencing and caring for the student, developing his personality, skills, talents and ability and providing him with new information and knowledge, in addition, it provides him with a social environment that works to stimulate his latent energies, and direct what benefits him and the community. By this, the general objective of education was achieved and the slogan “education” was applied and a generation capable of bearing the burdens of life with all its obstacles. Just as the school contributes to the students’ physical, mental, emotional, cognitive and professional growth, in light of the various experiences provided to them. From the negative side that students can acquire in schools, it may also contribute to their acquiring some bad behaviors (such as violence and aggression) through their interaction in the school environment and the local community.

Schools have become the subject of daily bullying, and the spread of bullying has become something proven by many studies. The growing interest in this phenomenon in schools and the development of studies around it is due to the devastating effects it leaves, especially on some students, especially expatriate students. A number of experts explain the impact of bullying on expatriate individuals (children or adults), who are at risk of stress-related illnesses that can sometimes lead to suicide. Victims of bullying also suffer from long-term emotional and behavioral problems, such as loneliness, depression, anxiety, low self-esteem, and increased exposure to illness. These risks call for the need to take the necessary measures to reduce this problem, or mitigate its impact, as some countries have tried to build preventive and curative programs to combat it, and the Alois program is one of these programs that we present in this article, to sensitize specialists to the need to think about designing similar programs to confront these risks.

Bullying is one of the forms of violence practiced in school communities, and it first received attention in the sixties of the last century by Ulysses, as there was no precise definition of this phenomenon. Aggressive behavior practiced by an individual on another individual on a regular basis and inflicting verbal or physical harm on him directly or indirectly is considered bullying, as Ulysses distinguished between bullying and aggressive behavior, as bullying is a negative behavior that is repeated and directed towards one individual without the other, and there is no equal power. The physical relationship between the bully and the victim, the victim is always weak and unable to resist the bully, and this is what makes the bully feel power and imposes it on his victims whenever he wants (Jaradat, 2008, 110).

According to a study prepared by the National Center for Children's Health and Human Development in 2006, it became clear that more than one million school students in the United States of America are involved in bullying, whether they are victims or bullies, and more than one of the expatriate students escape from schools every day for fear of bullying. Colleagues, children aged 11-18 years have also experienced some form of bullying while in school.

## RESEARCH PROBLEM

Expatriates represent a social and psychological problem due to the increasing rates of alienation from their homeland and asylum to different countries and homelands around the world, and the psychological, environmental, social and cultural effects that these expatriates are exposed to, as well as their feeling of isolation in the new environment, so these expatriates seek to form positive social relations with Others through positive submission, and sometimes it can be negative, affects the beliefs, traditions and cultures of the expatriate, which seeks to get rid of them and adopt new beliefs, traditions and cultures specific to the society that I desire, as well as the case of their children in schools. It is sad to see your child suffering from the resulting physical and emotional pain. About personal bullying because others make fun of him at school, and some parents are confused about what to do to help protect their children from bullying or violence to which they are exposed, because he is alienated from his country or because of color, race or religion, while others do not know whether their children are victims of behavior harmful, or they were witnessing, or even perpetrated.

The researcher noticed through the government basic school in the governorate of Aqaba, the absence of a survey of students’ behavioral problems in public schools, especially with regard to school bullying of expatriate students in particular, as this phenomenon is one of the most widespread phenomena among students in all educational stages and is one of the most dangerous phenomena, because of its negative consequences for students and for the rest of the educational process elements alike in achieving the desired goals.

The study comes in response to the recommendations of some scientific studies, including the Sahloul study (2018), Khoj study (2012), Al Omari study (2019) and Abdul Karim study (2018) regarding the existence of the problem of school bullying among school students, which negatively affects the student’s personality, educational attainment, and psychological and social adaptation. Which requires conducting more studies to identify the reality of this phenomenon and the types of school bullying, and to reduce them. In order to put appropriate solutions to this phenomenon.

Here, it can be said that the main problem of the research is the phenomenon of school bullying on expatriate students, knowing the negative effects of the spread of bullying among students in schools, and

preparing the mechanisms proposed by the educational counselor to mitigate or treat it.

### **RESEARCH OBJECTIVES**

The research aims to identify the phenomenon of bullying of expatriate students in schools, and its negative effects on students, and then seek to try to elicit the expected role of the educational counselor in protecting students in general from the psychological and physical effects of students from this ugly phenomenon, and to arrive at a set of mechanisms and appropriate solutions to get rid of radically, or at least mitigate them, control them, and protect students from them.

### **RESEARCH IMPORTANCE**

**THE IMPORTANCE OF THE CURRENT RESEARCH IS EVIDENT IN SEVERAL THINGS, NAMELY:**

- 1.It deals with an important segment of society, namely, students in schools, where students are considered the pillars of society and the basis of the future, and the true wealth of the development and structure of society, which they will make of effective contributions in advancing the development and production process in the short and long term.
- 2.Shed light on a dangerous and influential phenomenon that threatens the safety of expatriate students in schools and the preservation of their psychological and social stability.
- 3.Determining the expected and hoped-for role of the educational counselor in schools, limiting the spread of bullying among students, and protecting them from its negative effects.

### **RESEARCH QUESTIONS**

This study attempts to identify the types of school bullying from the point of view of educational counselors so that the responsible authorities can prepare well for their programs at all levels of guidance, treatment and prevention in order to develop appropriate solutions to this phenomenon.

The problem of the study is determined in the following main question: What is the reality of the phenomenon of school bullying among public school students on expatriates in Aqaba Governorate from the point of view of educational counselors?

### **THIS QUESTION IS DIVIDED INTO THE FOLLOWING SUB-QUESTIONS:**

- The first question: What is the degree of prevalence of the phenomenon of school bullying among public school students on expatriates in Aqaba Governorate from the point of view of educational counselors?
- The second question: Do educational counselors' responses differ about the degree of prevalence of school bullying among public school students on expatriates in Aqaba Governorate according to the variable (sex)?
- The third question: Do educational counselors' responses differ about the degree of prevalence of the phenomenon of school bullying among students of public schools in the Aqaba Governorate on expatriates according to the variable (experience)?
- The fourth question: Do educational counselors' responses differ about the degree of prevalence of the phenomenon of school bullying among students of public schools in the Aqaba Governorate on expatriates according to the variable (scientific qualification)?
- The fifth question: Do the responses of educational counselors differ about the degree of prevalence of the phenomenon of school bullying among students of public schools in the Aqaba Governorate on the expatriates, according to a variable (educational stage)?

Theoretical framework and previous studies

Bullying in schools among students has become a greedy and dangerous phenomenon, which threatens the psychological and social safety of students of all kinds, preventing them from studying, academic excellence and weak personality. Bullying behavior is one of the reflections of the psychological disorders of the bully, as it causes many psychological and behavioral disorders for the victim.

### **SCHOOL BULLYING CONCEPT**

The concept of bullying is one of the most common terms among individuals and the most common among different age groups. Human bullying has existed since ancient times because it is linked to human behavior, and takes different forms according to the time period or age group that individuals go through and according to the geographical conditions they are going through.

( Olweus, 2005) The Norwegian, the founding father of research on bullying in schools, defined it as:

Deliberate negative actions on the part of one or more students to harm another student, done repeatedly and all the time, and these negative actions can be with words such as: threatening, scolding, teasing and insulting, as well as by physical contact such as hitting, pushing and kicking, or even without using Words or physical exposure such as grimacing or inappropriate gestures, with intent and intention to isolate him from the group or

refuse to respond to his desire.

Idiomatically bullying is physical, psychological, and moral harm of an acute nature that is practiced by one individual on another less powerful individual, and it takes place periodically, causing him pain and psychological and physical harm (Ibrahim Muhammad Al-Maghazi, 11: 2019).

#### **THE DEFINITION OF BULLYING CAN BE SUMMARIZED AS:**

- (1) . A form of violence, abuse and abuse.
- (2) . Repeated behavior with the intent of physical, physical, social, or verbal harm
- (3) . Bullies follow a policy of intimidation, threat, or intimidation.
- (4) . Bullying may be practiced in more than one place, whether inside or outside the school, and on expatriate students and others as well.

#### **TYPES OF BULLYING:**

Bullying can be classified into two types: traditional direct bullying, and electronic bullying as follows:

- 1- **TRADITIONAL BULLYING:** intentional and repeated behavior against one or more students that includes psychological, physical and verbal abuse, humiliation or social exclusion that results from an inequality of power (Abu Ghazal, 2009). It includes several forms, the most important of which are:
  - Physical or physical bullying: It is the student's exposure to some behaviors that cause embarrassment and harm, such as severe beatings, theft, insult, physical abuse, pushing him hard and leaving traces and marks on his body.
  - Verbal bullying: uttering offensive words to the other person, or calling him bad names and nicknames that he does not like, and causing him sadness and anger, in addition to talking to the other party in a manner of irony, threats and threats.
  - Social bullying: It is inflicting moral harm on a person, such as leaving him alone, and pushing others to leave his company, and telling them that he is not credible or knowing him, in addition to deliberately circulating false statements.
  - Sexual bullying: It is harming a person by using bad sexual words that hurt and hurt him, in addition to using inappropriate touches.
- 2- **CYBER BULLYING:** It is deliberately harming individuals on an ongoing basis via the Internet and electronic means. It is a repeated behavior against one or more students using modern technology (mobile phone, social networking pages, online chat rooms, digital aids). (Turan et al, 2011)

#### **BULLYING STUDENTS**

They are the students who repeatedly assault others by beating, verbally, or psychological or social harassment without striking a balance between them and the students who are their victims in the physical and mental fields. One of the victims that was at the hands of bullies is the case of the child student Omar in private schools in Jordan, which buzzed social networking sites, where a group of students attacked him, and some of the onlookers filmed a video that spread on social networking sites for the child Omar, the victim of the abuse, which was painful for him and puts The school and its management in a position of accountability. What is really unfortunate in the matter is not the attitude of the onlookers to the attack, but rather the fact that one of them filmed the attack and published it on social media platforms. The owner of the bullying video did not think about the deadly psychological impact that the filmed scenes can leave on the child victim when he grows up, and the school administration should first determine the identity of This person will be subject to the most severe penalties, and the investigation authorities must take over his file and refer him to a juvenile center to be rehabilitated again, for the act he committed is more heinous than the actions of the aggressors. Minister of Education, Dr. Omar Razzaz, and by virtue of his position, entered the discussion line, calling for a societal dialogue to address this rampant phenomenon. Razzaz's tweet immediately opened the door for discussion, and dozens of citizens gave their opinions and suggestions.

Psychologist Dr. Amira Hassan said that the child should not feel that the bully has succeeded in harming him and should stay away from him calmly, and if the bullying continues, he must defend himself, in the third episode of three episodes on the topic of bullying published on the Al Jazeera Net website. -She is the head of the psychological department at the Child Development Center at Rumailah Hospital at Hamad Medical Corporation in Qatar - in the previous episode that bullying may lead the victim to suicide, as studies have shown that the victims of suicide due to bullying are on the increase, especially after the existence of electronic bullying. Episode Three In response to our question, "What is your advice to parents? How do they know that their son is being bullied?" The family must constantly monitor the emotional state of the child and pay attention to any change in his behavior and mood.

### **AMONG THE REASONS FOR THE SPREAD OF BULLYING:**

Bullying among children is one of the most serious problems that may break into a child's world, and based on his little experience in the ability to face difficulties, parents must enrich their cultural stock on how to treat children's bullying, to be ready to deal with the situation in a thoughtful and proper manner in order to avoid any consequences that may result from this hostile behavior. If your child suffers from bullying others.

### **HERE ARE THE REASONS AND FACTORS FOR A CHILD TO ACQUIRE AGGRESSIVE BEHAVIOR:**

1. The educational defect in some families: some of the quickest are preoccupied with following their children behaviorally and considers that the measure of their performance of her job towards her children is to meet their material needs of housing, clothing and food, and to enter them in the best schools and help them in the field of study and excellence and meet their needs of money or picnic and other material requirements only. They forget that the duty of the student or the young man is to follow up the education, correct the behavior, modify the bad traits, and raise them well, and this may happen as a result of the father and mother's preoccupation with their children while placing the blame on other teachers or nannies in the homes, and perhaps we may find a reason for the son's deviation or deformation. Psychologically, as a result of the educational error of his parents (Qatami and Al-Sarayra, 2009, 36).
2. The spread of violent films: An analysis of the films that children and adults see, found that the scenes of violence in films have increased in a frightening manner, and that films specialized in severe violence, such as vampire films and barbaric murder films without deterrence, account or punishment, have also increased in a manner that must be addressed. For her, the student or young man is facing the sight of blood, and he considers that the one who does this, as the movie revealed to him, is the brave hero who should be imitated. And they keep many pictures of them in their rooms, and many parents ignore this tradition, which intensifies violence in schools or universities.
3. Violent cartoon films: Violence films were not limited to real films represented by actors, but reached the level of cartoon films in which the student spends most of his time, and parents think that their children are safe as they only watch those channels, and the truth is that they are more dangerous in conveying that violent message as The young student accepts ideas faster than adults, and where cartoons depend on the supernatural and imaginative excess of human work in embodying the effect of force in the interaction between the heroes of the film, the terms of using magic and extermination of opponents with one movement and the use of tonics and stimulants and the use of the owners of the greatest strength in battles, all of these It is widely spread in those cartoon films, which contribute to creating a corrupt environment in which the student is brought up to use violence as the only means to obtain rights or to establish control.

We cannot forget the role of the school in the emergence and spread of bullying among students, because the absence of the role of the educational counselor in educating students, directing them and guiding them to the importance of education and respect for the teacher, and respect for the rights of students for each other affects the student's education and evaluating his morals in a positive way, just as the school's interest is only in educating Students' routine curricula and their neglect to develop students' skills, contributes greatly to the emergence of a large number of bullying students in the school, because they do not find any way to vent themselves and their great energy except by causing harm and harm to their friends and bullying the expatriate students who feel that they do not belong to the environment in which they are, And exploiting their weakness to bully and bully them.

A report issued by the Swedish "Save the Children" organization revealed that one in four foreign students are subjected to discrimination or harassment in school by other students or teachers, and 60% of them because of race or religion. What these children are told they do not belong to includes the harassment they are subjected to racial bullying, mockery of skin color, or mockery of a person's religion. According to the report's lead author and an expert on issues related to racism in the organization, Samira Abu Talib, the harassment was not only from other students, but also from the teacher, as the student who expressed his desire to study for a master's degree in engineering, the teacher suggested to him to learn a few simple things to show that it underestimates the student.

### **A CHILD WHO IS BULLIED SUFFERS FROM SOME STRANGE SYMPTOMS, INCLUDING:**

1. Mood swings and a feeling of constant fear.
2. The appearance of some bruises on some areas of the body.
3. The child's unwillingness to participate in the activities in which he would like to participate.
4. Escape from the reality in which he lives and suffer from severe nervousness.
5. The child running away from school, being late for the school bus, and pretending to be ill on the pretext of not going to school.



## **EDUCATIONAL ADVISOR IN SCHOOLS.**

The educational counselor is the professional person who provides counseling and mental health services to help students reach awareness of their needs, and learn skills to cope with psychological, social and emotional difficulties. He is appointed by the Ministry of Education to guide and guide students.

The mentor teacher is more connected to the reality of school life, which is represented in the relationship between the teacher and the student, and his continuous contact with his students allows him to have a closer knowledge of each one of them and his ability to reach a solution to the problems he faces with a more realistic policy in guiding and guiding students. One of these problems is the phenomenon of bullying, which has become a form of disease. It is a form of psychological harm that has a negative impact on the student and its impact on the educational process.

That is why the educational counselor tries to be a real and honest guide with the students, as he shows care and attention to the individual who is looking for help, especially that the counselor, as a result of his preparation and education, is able to understand the student and help him in the process of self-examination and feel what he actually feels and personal problems and that the essence of the counseling process is that the student is an individual He has developmental problems that need multiple help and needs to understand himself and understand life and relationships with others, as well as professionalism to determine his goals and value system. (Sayyed Al-Tawab, 2008, 302)

Guidance is the assistance provided by one individual to another to solve his problems and advance his capabilities to make good choice and harmony. It aims to help individuals develop their independence and develop the ability to be responsible for themselves. (Farouk Abdel Salam, et al., 2005).

Children inside and outside the school are exposed to all kinds of problems, and these problems are particularly reflected in the classroom, where teachers face a set of problems that they may not be able to face alone and address them. This should not be the case, as teachers must develop a culture of counseling among students and have themselves and take a position on it as part of the school tasks that help them to perform their tasks better.

## **THE SCHOOL COUNSELING INCLUDES THE FOLLOWING ASPECTS:**

1. Counseling with regard to students and students: Counseling students and students about the progress of their individual education, their special interests and talents, as well as their psychological and school problems and disorders. Counseling students in developing self-responsibility, designing learning processes, and confronting stereotypes of sexual and cultural roles.
2. Guidance in relation to parents: that is, with regard to the achievement capabilities related to their children, assisting them in choosing the appropriate school and qualification, and providing them with information about the types of schools.
3. Counseling with regard to male and female teachers: Providing cooperative support when trying new forms of education and new methods of teaching and when there are problems with students and their parents and facing their current problems. This type of counseling can also be provided by other experts such as school psychologists and counsellors .

## **WE MUST NOW TALK ABOUT THE TREATMENT OF BULLYING(SAMER, 2009, 566) :**

1. Parents support the person who has been bullied by standing next to him and embracing him and not dealing with him harshly.
2. Enhancing the self-confidence of the victim of bullying, and his ability to restore his psychological and moral health.
3. Encouraging him to participate in social activities and to engage in society.
4. Raising children in a sound manner and not using violence with them.

## **PREVIOUS STUDIES**

Elliott's study in 2010 aimed to investigate the correlation between students' awareness of the supportive school climate and their desire to help confront the manifestations of bullying in (291) schools in the state of Michigan in the United States of America, and the study sample consisted of (6318) male and female students. The results indicated that the students who receive support from the school staff show positive attitudes to seek help in facing cases of bullying, the study did not show significant differences between males and females, and the study confirmed that the efforts of school staff had an impact on providing (Eliot, Cornel, Gregory, Fan.2010). A school climate that protects students from bullying and threats.

Ozer, Totan, and Atik 2011 study aimed to reveal the relationship between participation in bullying (bullied, bullies, bullying, gender, academic achievement, and academic, social and emotional self-efficacy. The study sample consisted of (721) Male and female students in Turkish middle schools.

The results of the study revealed that females do not prefer to participate in bullying, while males tend more

to be bullies or bully-victims. The results also showed a direct relationship between effectiveness and academic achievement and participation in bullying. The effectiveness is low and the academic achievement is low, the bullying (victims or bullies - victims) has increased.

Hamid's study (2013) aimed to measure bullying behavior among middle school students in Iraq, and the researcher used a scale of bullying behavior based on social learning theory, and the study sample consisted of (400) students from the research community. The results also indicated that there is a relationship between bullying behavior and social support.

A study (Ndibalrma, 2013), which aimed to identify the perceptions of teachers and students about bullying behaviors among secondary schools in Tanzania. In particular, identifying the elements of bullying and the characteristics of bullies and the factors leading to bullying, as well as the characteristics of bullies and the factors friendly to bullying, and the consequences of bullying behaviors among high school students from the point of view of both teachers and students. The study sample consisted of (120) students and (100) teachers, and the results of the study revealed that physical bullying is the most common type of bullying. Low academic performance and dropout .

The study of Saukran and Alwan (2016): This study aimed to identify the global structure of the phenomenon of bullying as an integrative concept, its prevalence and justifications for bullies and the differences in its degree that are due to (the school stage, the academic average, the number of friends at this age, the number of friends is greater than him, The number of friends is smaller than it, where the friends are), and to achieve these goals, the researchers collected the theoretical framework and previous studies, in the light of which a tool was prepared to measure bullying, and a sample of general education students in its three stages was selected (353) students, and using appropriate statistical methods the data were analyzed.

#### **THE FOLLOWING RESULTS WERE OBTAINED:**

- 1- Bullying is a one-dimensional phenomenon
- 2- There are justifications for the phenomenon of bullying, which the bully will be convinced of.
- 3- The highest prevalence of bullying in the middle stage, but not to the highest degree.

There are no differences in the degree of bullying due to some variables (school stage, academic average, number of friends of the same age, number of friends is greater than him, number of friends is smaller than him, where friends are.

The study of Hadi and others (2018): aimed to know the differences in bullying among middle school students affiliated with the General Directorate of Al-Qadisiyah Education for the academic year 2017-2018, and at the ages of 13-15 years. The study sample consisted of (60) individuals (30) females and (30) males The members of the sample were randomly selected, the bullying scale was used and the Sharif scale was adopted for bullying in 2013, and the study reached the following results:

- 1- The behavior of bullying can be changed and modified by providing a healthy and sound environment in the home, school and community.
- 2- The presence of different factors that constitute bullying behavior among students, such as the cultural and social level of the family and the school administration, and the society's view of bullying behavior.
- 3- Treating bullying among middle school students can rise, if early intervention is not taken to treat and reduce it. The behavior of bullying increases in the sample of males more than females. Through the above, it can be said that bullying behavior is an acquired behavior that the child acquires from the social environment, and this behavior varies from one child to another, as well as to the bypass factors and the parents and the school have an important role either in reducing this behavior or either Increasing it in children, and it can also be said that bullying behavior in children can be controlled, changed and modified from unwanted behavior to desirable behavior.

Al-Omari study (2019) The current study aimed to identify the reality of the problem of school bullying among primary school students in prevention and treatment. To achieve the objectives of the study, the researcher used the descriptive analytical method for its relevance to the current study. The questionnaire was used as the main tool for collecting information. The study sample was chosen randomly, as it was applied to a sample consisting of (14) leaders, (10) supervisors and (36) teachers. The results of the study showed the following. : The reality of school bullying among primary school students was high, with the arithmetic mean reaching (3.65), and the reasons that lead to school bullying were high: where the arithmetic mean reached (3.46) and the absence of statistically significant differences for the reality of the problem of bullying among students of the primary stage. Primary and methods of prevention and treatment are attributed to the variables "age, job title". Based on the results of the study, the researcher recommended some recommendations, including:

Activating the role of the primary school in developing the values of tolerance and democracy, rejecting differences and accepting the other, by including them in the study programs and emphasizing them in the interaction relations between members of the school community, and activating the role of the parents' field for exchanging information between the family and the school, and enhancing trust between the two sides, which

helps in reducing The problem of bullying that hinders the educational process.

Khoj study (2012) The study aimed to identify the differences between high and low school bullying in social skills among primary school students. The study sample consisted of (243) male and female students of the sixth grade. Both bullying and social skills scales were used. The results of this study reached To the existence of a significant and negative relationship between the teacher and social skills and the presence of significant differences between the average scores of high school bullying and low school bullying in social skills in favor of low school bullying.

The study of Bahnasawy, Hassan (2015) This study aimed to study bullying and its relationship to achievement motivation among middle school students, and the study sample consisted of (243) male and female students from middle school students in Beni Suef Governorate, and the study used the achievement motivation scale prepared by (Abdul-Tawab Al-Ola 2006). The school bullying scale was prepared by the researchers, and the study found the different forms of bullying among middle school students, and the results found a statistically significant and negative relationship between school bullying and motivation, and there were statistically significant differences between high achievement motivation in school bullying, and also found School bullying can be predicted through achievement motivation.

## **METHODOLOGY AND PROCEDURES**

Study Methodology The descriptive (analytical) approach was used to study the phenomenon of school bullying in public schools on expatriate students in Aqaba Governorate from the point of view of educational counselors.

### **STUDY POPULATION AND SAMPLE:**

The study population consisted of educational counselors in the Aqaba Governorate for the academic year (2021-2022), who numbered (10) male and female counselors, and they work in government schools affiliated with the Ministry of Education.

### **STUDY SAMPLE:**

The study sample was chosen from the male and female counselors, which represents the original community of the study by random method, where the sample size was (10) male and female educational counselors.

### **STUDY DIMENSIONS:**

The study includes the following variables (dimensions):

1- The independent variables are:

A- Gender and has two levels (male) and (female).

B - Educational experience and it has three levels (less than five years) (from five to ten years) (ten years and more).

C- Academic qualification and has two levels (postgraduate studies) (bachelor).

D - The educational stage and it has two levels (the secondary stage) (the upper basic stage).

2- The dependent variable is:

The spread of the phenomenon of school bullying in public schools on Maghreb students in Aqaba Governorate from the point of view of educational counselors.

### **STUDY TOOL:**

The study tool consisted of a questionnaire that the researcher developed and wrote its paragraphs in the light of their experience and with reference to educational literature and previous studies related to school bullying, its causes and types, such as Khoj (2012) Sahloul (2018) Al Omari (2019) and Al Ammar (2016).

### **THE QUESTIONNAIRE CONSISTED OF TWO PARTS:**

- Part one: general data related to the sample members in terms of (gender, years of experience, educational qualification and scientific stage).

-The second part: It consisted of (40) items that were graded according to the five-point Likert scale (to a great degree, to a moderate degree, to a moderate degree, a little degree, to a very little degree). It was divided into (5) fields:

The first domain: physical bullying, which includes (9) behaviour.

The second volume: Social bullying, which includes (10) behaviors

The third domain: verbal bullying, which includes (7) behaviors

Fourth Domain: Bullying against property and includes (6) behavior

Fourth Domain: Cyber-bullying and it includes (8) behaviors



**STATISTICAL STANDARD:**

The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and it is represented digitally (5, 4, 3, 2, 1) on Ranking, and the following scale has been adopted for the purposes of analyzing the results:

From 1.00 - 2.33 Low

From 2.34- 3.67 Medium

From 3.68- 5.00 large

The scale was calculated by using the following equation:

(Maximum scale (5) - Minimum scale (1)/Number of categories required (3)

$= (5-1)/3=1.33$

And then add the answer (1.33) to the end of each category.

**STABILITY OF THE STUDY INSTRUMENT:**

To ensure the stability of the tool, the internal consistency was calculated on an exploratory sample from outside the study sample (20) - according to Cronbach's alpha equation, and the table below shows these coefficients, and these ratios were considered appropriate for the purposes of this study.

**TABLE (1): CRONBACH'S INTERNAL CONSISTENCY COEFFICIENT ALPHA FOR DOMAINS AND TOTAL SCORE**

Fields	Internal consistency
Social bullying	0.71
Verbal bullying	0.81
Cyber bullying	0.80
Property bullying	0.79
Physical bullying	0.77
Bullying as a whole	0.87

**TABLE (2): FREQUENCIES AND PERCENTAGES BY STUDY VARIABLES**

	Categories	Frequencies	Percentage
<b>Gender</b>	Male	20	40.0
	Female	30	60.0
<b>Qualification</b>	Bachelor	35	70.0
	Postgraduate	15	30.0
<b>Experience</b>	less than 10 years	28	56.0
	10 years and over	22	44.0
<b>Educational level</b>	The basic stage of the upper	33	66.0
	High school	17	34.0
	Total	50	100.0

**STUDY LIMITATIONS:**

**OBJECTIVE LIMITS:** the phenomenon of bullying of expatriate students in schools.

**TIME LIMITS:** The study of this research was conducted in the year (2022-2021).

**SPATIAL LIMITS:** This study was conducted in basic government schools in Aqaba Governorate.

**HUMAN LIMITS:** This study was conducted on (10) educational counselors in government schools in the Aqaba Governorate.

**STUDY LIMITATIONS: THIS** study was limited to male and female counselors who work in public schools in the Aqaba Governorate for the year (2022-2021).

**STUDY RESULTS, DISCUSSION AND RECOMMENDATIONS:**

**THE FIRST QUESTION:** What is the degree of prevalence of the phenomenon of school bullying among government school students on expatriates in the Aqaba Governorate from the point of view of educational counselors?

To answer this question, the arithmetic averages and standard deviations of the degree of the prevalence of school bullying among public school students on expatriates in Aqaba Governorate were extracted from the point of view of educational counselors, and the table below illustrates this.

**TABLE (3): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE DEGREE OF PREVALENCE OF SCHOOL BULLYING AMONG PUBLIC SCHOOL STUDENTS ON EXPATRIATES IN AQABA GOVERNORATE FROM THE POINT OF VIEW OF EDUCATIONAL COUNSELORS, RANKED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC AVERAGES**

Rank	No.	Field	Arithmetic Mean	Standard Deviation	Level
1	1	<b>Social bullying</b>	4.37	.497	High
2	2	<b>Verbal bullying</b>	4.20	.603	High
3	3	<b>Cyber bullying</b>	4.00	.782	High
4	5	<b>Physical bullying</b>	3.97	.602	High
5	4	<b>Property bullying</b>	3.87	.697	High
		<b>Bullying as a whole</b>	4.10	.566	High

Table (3) shows that the arithmetic averages ranged between (3.87-4.37), where the field of social bullying came in the first place with the highest arithmetic average of (4.37), while the field of property bullying came in the last rank with an arithmetic average of (3.87), and the arithmetic mean To the degree of the prevalence of the phenomenon of school bullying among public school students on expatriates in Aqaba Governorate from the point of view of educational counselors as a whole (4.10).

The second question: "Are there statistically significant differences ( $\alpha = 0.05$ ) in the degree of prevalence of the phenomenon of school bullying among government school students on expatriates in the Aqaba Governorate due to the gender variable?"

To answer this question, the arithmetic averages and standard deviations of the degree of the prevalence of school bullying among government school students on expatriates in Aqaba Governorate were extracted according to the gender variable, and to clarify the statistical differences between the arithmetic averages, a t-test was used, and the table below illustrates this.

**TABLE (4): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND T-TEST FOR THE EFFECT OF GENDER ON THE DEGREE OF PREVALENCE OF SCHOOL BULLYING AMONG PUBLIC SCHOOL STUDENTS ON EXPATRIATES IN AQABA GOVERNORATE.**

	Gender	No	Arithmetic Mean	Standard Deviation	T Value	Freedom Degree	Statistical Significance
<b>Social bullying</b>	Male	20	4.35	.372	-.288	48	.775
	Female	30	4.39	.571			
<b>Verbal bullying</b>	Male	20	4.21	.626	.068	48	.946
	Female	30	4.20	.597			
<b>Cyber bullying</b>	Male	20	4.10	.641	.734	48	.466
	Female	30	3.93	.868			
<b>Property bullying</b>	Male	20	3.90	.494	.273	48	.786
	Female	30	3.84	.813			
<b>Physical bullying</b>	Male	20	4.02	.142	.528	48	.600
	Female	30	3.93	.772			
<b>Bullying as a whole</b>	Male	20	4.13	.371	.329	48	.744
	Female	30	4.08	.671			

Table (4) shows that there are no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of gender in all fields and in the total score.

The third question: "Are there statistically significant differences ( $\alpha = 0.05$ ) in the degree of prevalence of the phenomenon of school bullying among government school students on expatriates in the Aqaba Governorate due to the educational qualification variable?"

To answer this question, the arithmetic averages and standard deviations of the degree of the prevalence of school bullying among government school students on expatriates in Aqaba Governorate were extracted according to the educational qualification variable, and to clarify the statistical differences between the arithmetic averages, the "t" test was used, and the table below shows this.

**TABLE (5): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND T-TEST FOR THE EFFECT OF ACADEMIC QUALIFICATIONS ON THE DEGREE OF PREVALENCE OF SCHOOL BULLYING AMONG PUBLIC SCHOOL STUDENTS ON EXPATRIATES IN AQABA GOVERNORATE**

	Qualification	No	Arithmetic Mean	Standard Deviation	T Value	Freedom Degree	Statistical Significance																																																								
<b>Social bullying</b>	Bachelor	35	4.36	.363	-.277	48	.783																																																								
	Postgraduate	15	4.40	.737				<b>Verbal bullying</b>	Bachelor	35	4.20	.604	.072	48	.943	Postgraduate	15	4.19	.620	<b>Cyber bullying</b>	Bachelor	35	4.07	.632	.986	48	.329	Postgraduate	15	3.83	1.063	<b>Property bullying</b>	Bachelor	35	3.88	.484	.219	48	.828	Postgraduate	15	3.83	1.063	<b>Physical bullying</b>	Bachelor	35	4.03	.144	1.171	48	.247	Postgraduate	15	3.81	1.088	<b>Bullying as a whole</b>	Bachelor	35	4.13	.358	.541	48	.591
<b>Verbal bullying</b>	Bachelor	35	4.20	.604	.072	48	.943																																																								
	Postgraduate	15	4.19	.620				<b>Cyber bullying</b>	Bachelor	35	4.07	.632	.986	48	.329	Postgraduate	15	3.83	1.063	<b>Property bullying</b>	Bachelor	35	3.88	.484	.219	48	.828	Postgraduate	15	3.83	1.063	<b>Physical bullying</b>	Bachelor	35	4.03	.144	1.171	48	.247	Postgraduate	15	3.81	1.088	<b>Bullying as a whole</b>	Bachelor	35	4.13	.358	.541	48	.591	Postgraduate	15	4.03	.896								
<b>Cyber bullying</b>	Bachelor	35	4.07	.632	.986	48	.329																																																								
	Postgraduate	15	3.83	1.063				<b>Property bullying</b>	Bachelor	35	3.88	.484	.219	48	.828	Postgraduate	15	3.83	1.063	<b>Physical bullying</b>	Bachelor	35	4.03	.144	1.171	48	.247	Postgraduate	15	3.81	1.088	<b>Bullying as a whole</b>	Bachelor	35	4.13	.358	.541	48	.591	Postgraduate	15	4.03	.896																				
<b>Property bullying</b>	Bachelor	35	3.88	.484	.219	48	.828																																																								
	Postgraduate	15	3.83	1.063				<b>Physical bullying</b>	Bachelor	35	4.03	.144	1.171	48	.247	Postgraduate	15	3.81	1.088	<b>Bullying as a whole</b>	Bachelor	35	4.13	.358	.541	48	.591	Postgraduate	15	4.03	.896																																
<b>Physical bullying</b>	Bachelor	35	4.03	.144	1.171	48	.247																																																								
	Postgraduate	15	3.81	1.088				<b>Bullying as a whole</b>	Bachelor	35	4.13	.358	.541	48	.591	Postgraduate	15	4.03	.896																																												
<b>Bullying as a whole</b>	Bachelor	35	4.13	.358	.541	48	.591																																																								
	Postgraduate	15	4.03	.896																																																											

Table (5) shows that there are no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of academic qualifications in all fields and in the total degree.

The fourth question: "Are there statistically significant differences ( $\alpha = 0.05$ ) in the degree of prevalence of the phenomenon of school bullying among government school students on expatriates in the Aqaba Governorate due to the variable years of experience?"

To answer this question, the arithmetic averages and standard deviations of the degree of the prevalence of school bullying among public school students on expatriates in Aqaba Governorate were extracted according to the variable years of experience, and to indicate the statistical differences between the arithmetic averages, a t-test was used, and the table below illustrates this.

**TABLE (6): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND T-TEST FOR THE EFFECT OF YEARS OF EXPERIENCE ON THE DEGREE OF PREVALENCE OF SCHOOL BULLYING AMONG PUBLIC SCHOOL STUDENTS ON EXPATRIATES IN AQABA GOVERNORATE**

	Experience	No	Arithmetic Mean	Standard Deviation	T Value	Freedom Degree	Statistical Significance																																																								
<b>Social bullying</b>	Less than 10 years	28	4.36	.365	-.204	48	.839																																																								
	More than 10 years	22	4.39	.636				<b>Verbal bullying</b>	Less than 10 years	28	4.20	.607	.053	48	.958	More than 10 years	22	4.19	.612	<b>Cyber bullying</b>	Less than 10 years	28	4.07	.634	.725	48	.472	More than 10 years	22	3.91	.947	<b>Property bullying</b>	Less than 10 years	28	3.88	.486	.162	48	.872	More than 10 years	22	3.85	.911	<b>Physical bullying</b>	Less than 10 years	28	4.03	.145	.859	48	.394	More than 10 years	22	3.88	.898	<b>Bullying as a whole</b>	Less than 10 years	28	4.13	.360	.399	48	.691
<b>Verbal bullying</b>	Less than 10 years	28	4.20	.607	.053	48	.958																																																								
	More than 10 years	22	4.19	.612				<b>Cyber bullying</b>	Less than 10 years	28	4.07	.634	.725	48	.472	More than 10 years	22	3.91	.947	<b>Property bullying</b>	Less than 10 years	28	3.88	.486	.162	48	.872	More than 10 years	22	3.85	.911	<b>Physical bullying</b>	Less than 10 years	28	4.03	.145	.859	48	.394	More than 10 years	22	3.88	.898	<b>Bullying as a whole</b>	Less than 10 years	28	4.13	.360	.399	48	.691	More than 10 years	22	4.06	.761								
<b>Cyber bullying</b>	Less than 10 years	28	4.07	.634	.725	48	.472																																																								
	More than 10 years	22	3.91	.947				<b>Property bullying</b>	Less than 10 years	28	3.88	.486	.162	48	.872	More than 10 years	22	3.85	.911	<b>Physical bullying</b>	Less than 10 years	28	4.03	.145	.859	48	.394	More than 10 years	22	3.88	.898	<b>Bullying as a whole</b>	Less than 10 years	28	4.13	.360	.399	48	.691	More than 10 years	22	4.06	.761																				
<b>Property bullying</b>	Less than 10 years	28	3.88	.486	.162	48	.872																																																								
	More than 10 years	22	3.85	.911				<b>Physical bullying</b>	Less than 10 years	28	4.03	.145	.859	48	.394	More than 10 years	22	3.88	.898	<b>Bullying as a whole</b>	Less than 10 years	28	4.13	.360	.399	48	.691	More than 10 years	22	4.06	.761																																
<b>Physical bullying</b>	Less than 10 years	28	4.03	.145	.859	48	.394																																																								
	More than 10 years	22	3.88	.898				<b>Bullying as a whole</b>	Less than 10 years	28	4.13	.360	.399	48	.691	More than 10 years	22	4.06	.761																																												
<b>Bullying as a whole</b>	Less than 10 years	28	4.13	.360	.399	48	.691																																																								
	More than 10 years	22	4.06	.761																																																											

Table (6) shows that there are no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of years of experience in all fields and in the total degree.

The fifth question: "Are there statistically significant differences ( $\alpha = 0.05$ ) in the degree of prevalence of the phenomenon of school bullying among government school students on expatriates in the Aqaba Governorate due to the variable of educational stage?"

To answer this question, the arithmetic averages and standard deviations of the degree of the prevalence of school bullying among government school students on expatriates in Aqaba Governorate were extracted according to the variable of the educational stage, and to clarify the statistical differences between the arithmetic averages, a "t" test was used, and the table below illustrates this.

**TABLE (7): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND T-TEST FOR THE IMPACT OF THE EDUCATIONAL STAGE ON THE DEGREE OF PREVALENCE OF THE PHENOMENON OF SCHOOL BULLYING AMONG PUBLIC SCHOOL STUDENTS ON EXPATRIATES IN AQABA GOVERNORATE**

	Educational level	No	Arithmetic Mean	Standard Deviation	T Value	Freedom Degree	Statistical Significance
<b>Social bullying</b>	The basic stage of the upper	33	4.35	.371	-.483	48	.632
	High school	17	4.42	.691			
<b>Verbal bullying</b>	The basic stage of the upper	33	4.18	.606	-.294	48	.770
	High school	17	4.24	.612			
<b>Cyber bullying</b>	The basic stage of the upper	33	4.06	.622	.760	48	.451
	High school	17	3.88	1.039			
<b>Property bullying</b>	The basic stage of the upper	33	3.87	.482	.099	48	.922
	High school	17	3.85	1.012			
<b>Physical bullying</b>	The basic stage of the upper	33	4.03	.144	.985	48	.329
	High school	17	3.85	1.024			
<b>Bullying as a whole</b>	The basic stage of the upper	33	4.12	.360	.300	48	.765
	High school	17	4.07	.848			

Table (7) shows that there are no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of the educational stage in all fields and in the total degree.

**TABLE (8): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS RELATED TO THE DEGREE OF PREVALENCE OF SCHOOL BULLYING AMONG PUBLIC SCHOOL STUDENTS ON EXPATRIATES IN AQABA GOVERNORATE FROM THE POINT OF VIEW OF EDUCATIONAL COUNSELORS**

No.	Items	Arithmetic Mean	Standard Deviation
1	The bully encourages some students to get into fights	4.60	.495
2	The bully willfully refuses to be befriended by a student	4.40	.808
3	A bully underestimate the value of any student talk	4.50	.505
4	The bully spreads rumors about students to discredit them	4.40	.808
5	A bully accuses a student of doing something he committed and making others hate him	3.90	.839
6	A bully deliberately interrupts a student during a conversation	4.10	.839
7	The bully shows frowns in a co-worker's face to scare him	4.60	.495
8	A bully kicks a student out of play without giving a reason	4.30	1.015
9	The bully works pranks in one of the students and claims that a student delayed him and who did it	4.30	1.015
10	The bully hurts some students' feelings and enjoys it	4.60	.495
11	The bully creates jokes about his classmates to make the other laugh. The bully deliberately looks at one of the students with irony and mockery.	4.50	.678
12	The bully looks at one of the students with angry looks to intimidate or threaten him	4.20	.606
13	The bully calls the students some nicknames	4.50	.505
14	A bully calibrates a student for his physical defects	4.00	.904
15	A bully intentionally reveals a student's personal secrets	4.20	.606

16	The bully makes unpleasant comments about a student's grades or ability to read or write	4.10	.839
17	A bully sends messages of intimidation and contempt to a student	3.90	.839
18	The bully uses the internet and electronic technologies to make fun of some students	4.00	1.010
19	The bully steals some of his colleagues' ideas and attributes them to himself via Facebook	4.00	1.107
20	The bully threatens some students via cell messages	4.10	.707
21	The bully records some scandalous calls to his colleagues and then publishes them on the social networking sites	4.20	.606
22	A bully incites others to ignore a colleague through electronic networks	4.00	.904
23	The bully displays pictures on Facebook with inappropriate phrases written under them	4.00	.782
24	A bully calls a co-worker to scare him	3.60	1.294
25	The bully spread rumors about a colleague to discredit him through electronic networks	4.10	.707
26	A bully intentionally destroys and destroys things belonging to a student	4.00	.782
27	A bully intentionally steals things from a student	3.70	1.111
28	A bully intentionally takes some students' money by force	3.90	.839
29	A bully intentionally hides private things from some students	3.90	.707
30	The bully refuses to return some of the things he borrowed from a student	3.90	.707
31	The bully attacks his colleagues' books and rips their bags	3.80	.756
32	A bully pinched a student and pulled their hair, causing them pain and distress	4.00	.452
33	The bully obstructs the students to hurt them when they pass in front of him	3.90	.707
34	The bully grins in the face of one of the students (meaning the question).	3.70	1.015
35	A bully attacks a student and hits him with tools such as a stick, a chair, and a pen	4.10	.839
36	A bully pushes a student and sits in his place	3.70	.909
37	The bully throws a student to the ground and sits on top of him	4.10	.303
38	A bully imposes a flag on a student by force	4.00	.782
39	A bully prevents some students from entering their classroom	3.90	.707
40	The bully slaps a student and hits him with his hand	4.30	.463

In light of the results of the study, the researcher puts a proposed conception to confront the phenomenon of school bullying among school students on expatriates through activating the role of the educational advisor, which is an essential pillar in dealing with students and providing counseling services to them and helping them solve the problems they face, and among the measures that the educational advisor can take to reduce the phenomenon of bullying:

1. Training students on positive skills, such as self-esteem, self-confidence, taking responsibility, and meaningful dialogue through the preparation of educational programs.
2. Activating the role of school radio programs to introduce the harms of bullying to the bully and the victim.
3. Paying attention to instilling religious values, respecting others and taking into account their feelings.
4. Cooperation between the principal and the mentor in setting penalties against bullies, such as removing them from the classroom or transferring them from the school.
5. Conducting seminars for students and parents about school bullying and explaining its harms.
6. Conducting sports and cultural competitions, trips to reduce bullying behavior.

#### RECOMMENDATIONS:

1. Preparing the educational counselor for preventive counseling programs that aim to immunize students from bullying and aggressive behaviors.
2. Activating the role of the family, and involving it in the development of treatment programs for bullies.
3. Conducting training programs to raise awareness for educational counselors of the phenomenon of school bullying of its various types and how to deal with it.
4. Activating the role of the educational counselor in developing the values of tolerance and democracy, rejecting differences and accepting the other among students.



5. Intensifying counseling interviews for bullying students to find out the causes of the problem and work to avoid it
6. Activating school activities that invest students' free time to practice their hobbies and invest their abilities in the right way.
7. Activating the role of parents' councils to exchange information between the family and the school to reduce the problem of school bullying.
8. Deepening cooperation and communication between the school and the local community in all its institutions to provide support and assistance to curb bullying behavior
9. Conducting more future studies to identify the causes of school bullying, especially on expatriates, and solutions to confront this phenomenon and link it to many variables that the study did not address, such as age, job title, specialization.

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