

## A Proposed Educational Program to Limit Bullying among the Students of Basic Stage in Jordan

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### Abstract

The study aimed at laying a proposed educational program to limit bullying among students of the Basic stage in Jordan. The sample of study consisted of (744) male and female students from the University District, Directorate of Education, in (2014 – 2015). The surveying development curriculum was employed. To achieve the objective of study a tool (questionnaire) had been developed, and appropriate statistical techniques were employed. And the study had deduced the following results:

- The whole estimation to the degree of bullying spread among the students of basic stage in Jordan from the point of view of students came a degree of medium.
- The program included a group of the roles that the family does to limit bullying, in addition to the role of school represented in the school administration, school counselor, the teacher and the student in limiting the bullying behavior. The program also included the role of media means and the role of preaching and guidance and men of religion in limiting the bullying behavior. And the program dealt with the possibility of establishing what is called the school security to limit the bullying behavior at the students of basic stage.

The study recommended to get benefit from the program which had been deduced for the sake of building an integrated organization to limit the bullying at the students in this stage, by each doing his role to make a peaceful school environment available, enhancing ties of love, cooperation and familiarity among students, to be a school of an environment of attraction and innovation.

### The Introduction

School participates effectively in building the student's character. It also plays a significant role in his social, cognitive and psychological developments in order to make him an active member in society who participates effectively in the development of the society he lives in. School also aims to make the student a person who is aware and well-informed about his rights and duties. It also aim to make him live safely in a society that provides him with opportunities of living decently. There are many factors that have consequences that have affected the educational process negatively and positively. Such factors may include the contemporary challenges that societies are facing in the current age of technology and scientific developments. Such factors include the contacts of many cultures with each other, and the spread of many TV channels. Hence, that increased the spread of some educational and behavioral problems of school students. That has also affected school students' behaviors and the way they cope with the surrounding environment. That has also led to the emergence and development of the phenomenon of bullying one another.

The effective school aims to provide the learner with all the circumstances that can guarantee providing him with the all the means that can help him to develop and achieve success. That is because the student can't enjoy healthy development and growth without providing him with an educational environment that is full of stimuli which can boost his energy levels and develop his social, psychological, physical and mental abilities (Qutami, 2007). All of that depends on the interaction process between students. Such interaction may be positive through being full of the indicators of respect, love,

participation, and productive work. However, such interaction can be negative through being full of the indicators of bullying and aggressive behaviors.

Thus, if the educational environment did not provide the student with emotive security, that shall generate feelings of anxiety, stress and depression within himself about his social relationships with other. Thus, that would have negative impacts upon his concentration level. It would also make him feel inferior, lose his self-confidence and lack abilities of coping socially. All of that can participate in reducing his levels of interaction with the surroundings, self-motivation, and achievements. On the contrary, if the educational environment provided the student with emotive security, then that shall be reflected positively upon the student. For example, it would make him able to handle responsibilities and face challenges by his own. It shall also make him part of a harmonious consistent environment that can produce individuals who are able to create and think (Al-Abadi, 2005).

One of the problems of bullying is that schools and parents are usually not fully aware about the problem and its existence. That is because parents usually do not have many conversations with their children about what happens with them in the school and its square and corridors. Another reason for the parents' lack of full awareness about such thing is that children tend to hide their sufferings from their parents in order to avoid being described as weak. It should be noted that parents and school must be fully aware about the nature of such problem, in order to help children in facing the problem of bullying and encourage them to do that. In this manner, parents and schools would succeed in handling this problem and dealing with it.

School bullying is a problem that has been existing since a long time ago in all the advanced and developing societies. This problem may also occur in different age categories starting from childhood till higher age categories within the school. All forms of bullying may occur within the school. For instance, students may bully one another, teachers may bully students, administrators may bully teachers and students, and parents and individuals from the local community may also bully teachers and administrators (Field, 2005).

Bullying school students is considered a social, personal and educational problem. This problem is increasingly becoming dangerous due to its negative impacts upon the school environment and the individual's social, emotive and cognitive developments (Abu Ghazal, 2009). Bullying can deprive the student from his right to receive education in safe school environment. Furthermore, bullying can also affect his academic achievement.

Olweus is considered one of the people who initiated attempts to define bullying in a scientific manner. He defined it as being: one of the forms of violence that is widely spread between children and teenagers and it refers to the intentional act of causing harm or distress to someone which may be committed by one person or more. The bullier may use direct or indirect acts to bully others. Direct bullying refers to an explicit verbal or physical attack. As for the indirect attack, it refers to excluding someone socially through using indirect methods, such as: spreading rumors. It should be noted that indirect bullying may affect the individual's performance negatively in the same way the direct one affects it (Olweus, 1993).

Thus, bullying is an intentional behavioral that aims to cause physical, verbal, or psychological harm for someone or committing an offense against any of his properties. Bullying can be also electronic. It usually occurs by a powerful dominant party against an individual who is not expected: to act against the neither assault, nor use force to act against the initiated force. He is also not expected to report about the bullying incident to his teenager colleagues within his environment.

Owuso, Hart, Oliver and Kang (2011) believe that bullying in early age categories is considered (for males) as an indicator of having a high probability to commit a delinquency in the future. They also believe that bullying in such an age category can be an indicator (for girls) that they have a high probability to harm themselves in the future. It is noticed that the victims of bullying have more tendencies to become bullies in later stages of their lives. Thus, bullying is considered one of the most

important factors that can predict the probabilities of committing a delinquency in later stages of one's life (Heino, frodj, & Marthen,2010).

What's worth mentioning is that the problem of bullying – which carries much aggression within it launched against others – doesn't have negative effects only upon the bullies, but it also have negative effects upon the victims, witnesses and the whole school environment. For instance, the bullier may show disordered, aggressive and anti-social behaviors. He also shows lack of social adjustment and he may get suspended from school (Scholte et al., 2007).

The programs that aim to minimize and reduce the bullying behaviors do not aim only at addressing and targeting school students only, but they aim also at changing the culture and the school environment to target the bullies and their victims. It is very significant to make these program play significant roles and implement interventions on the school and family levels. These programs shall target the roles of the administrators, counselor, teachers, students, and institutions of socialization. Addressing the problem of bullying and investigating its dimensions require initially acknowledging its existence instead of denying its existence hastily, or definitely. After acknowledging its existence, the first step to take is to investigate its dimensions and then set various types of solutions that can resolve this problem and reduce its spread. However, the most important solutions include having complete honesty between the students and their families and letting these families keep track of the academic achievement of those students. Then, the school should provide the students with much care and attention and it must take the proper procedures fast against any bullying behavior they deduct in school.

The higher primary stage of school is considered as a significant stage, because education in this stage participates in constructing the student's character. If this stage - which lies within the age group of the adolescents-, was exploited properly, then it shall support the society's individuals and provide society with productive and creative people. On the contrary, if this stage was not exploited properly, then it shall be a burden on the student, school and the ones surrounding the student (his teachers, school colleagues and parents).

Due to the negative consequences resulting from the problem of school bullying, researchers have given it much attention along with its reasons, and consequences. Researchers were also concerned in setting programs that may participate in reducing the spread of this problem. Many studies have indicated that bullying has been widely spreading in Jordanian school. For example, the study of Jradat (2008) has indicated that 18.9 % of school students are classified as being bullies, while 10.2 % of school students are classified as being victims of bullying. His study has also indicated that there are many negative consequences resulting from students' experiencing bullying. The study of Al-Sarayrah (2007) has indicated that victims of bullying are less able to adjust with the social environment. He also concluded that such victims are characterized with bad mood more than other categories. He also concluded that those victim slack leadership skills more than the bullies and bullied –i.e. the victim and the students who are not involved with bullying. In addition, due to the researcher's previous experience as a counselor, he was convinced that efforts must be exerted to set a program that may reducing the spread of the problem of bullying between the students of the higher primary school stage.

### **Statement of the Problem and Questions of the Study**

Bullying is a problem that can be considered as being social, educational and personal. It is also considered as a problem that has a great impact on the bullies themselves or its victims due to its negative consequences upon the school students. The real proper educational environments the place which provides the learners with circumstances, instruments and things they need to enable them to practice their interactive activities properly. That can't be done without providing them with a safe environment. Such environment can participate in minimizing and reducing the forms of aggressive behavior, in order for learners to dedicate their time to what benefits them. One of the researchers has a previous experience in counseling in the Ministry of Education and has made observations constantly for

the problems that occur between students. Thus, he felt that there is a need to conduct this study, which is concerned with proposing an educational program that can reduce the spread of bullying between students of the higher primary stage in Jordanian schools? That shall be done through providing answers for the following questions of the study:

1) - How far has been the phenomenon of bullying spreading between higher primary stage students in Jordan from their perspectives?

2) - What is the educational program that can be proposed for reducing the spread of bullying between higher primary stage students in Jordan?

3) - How appropriate is the proposed educational program for reducing the spread of bullying between higher primary stage students in Jordan?

### **Significance of the Study**

The study's significance lies in proposing an educational program that can reduce the spread of bullying between students of the higher primary stage in Jordanian schools. That was investigated through choosing a sample of the educational directorate of Aljam'a area in Jordan. That was also done with referring to the relevant theoretical literature. To be more specific, the significance of the current study lies in the following:

The theoretical significance of the study)- I aim through the current study to provide new information to the world literature and the Arab one too in relation to the problem of bullying and methods of reducing its spread between school students. What was written in the theoretical and empirical literature can benefit researchers and students. Furthermore, researchers shall also benefit from the study's instrument in conducting further relevant studies.

The empirical significance of the study) - Through the study's results, we hope to participate in establishing a safe environment for students to learn in. The researcher hopes that this study and the proposed educational program shall be useful for: female and male teachers, female and male counselor and the people who work in any educational sector. The people who work in educational sectors may include: administrators, supervisors, educators, people who set educational policies and the researchers and the ones who are interested in this field.

### **Objectives of the Study**

This study aimed at identifying the how far has been the phenomenon of bullying spreading between students of higher primary stage in Jordan from their perspectives. The current study also aimed at identifying whether there are differences in the degrees of bullying which can be attributed to the variables of: gender, and grade. The study also aimed at proposing an educational program that can participate in reducing the spread of bullying between higher primary stage students in Jordan.

### **Definitions of Terms**

#### **The study has made use of the following terms**

**Program:** The term program was defined as being a collection of educational integral organized information, and activities that were designed for educational and training purposes (Shahatah, and Al-Barbari, 140, 2001).

The operational definition for this term is that it is the final form of the procedures resulting from investigating the problem of bullying between students of higher primary stage in Jordan.

**Bullying:** It is defined as being an intentional repetitive behavior against one student of more. This behavior includes causing someone a physical or verbal harm, humiliation or committing an offense against someone's property. It usually occurs in the situation in which there is a disparity between both parties' power (Abu Ghazal, 93, 2009).

The operational definition for this term is that it refers to the overall degree which the student gets on the bullying scale that was set for the current study's purposes and that is based on his answers.

### Limit of the Study

The study determined the limits through (the place and time) as follows:

- 1. Temporal limitation:** the second semester of the 2014/2015 m year.
- 2. Spatial limit:** the Hashemite Kingdom of Jordan - Directorate raising the banner of the university.
- 3. Human limit:** graduate students the basic phase of the row (seventh – Tenth) from raising the banner of the University Directorate.

### Literature Review:

The following are literature review conducted on bullying in order to benefit from the procedures methodology, theory and literature, which contained, are arranged in chronological order:

**Study of Frisen, Jonsson, & Persson, 2007** aimed at detecting perceptions school students about bullying behavior. The study sample consisted of 119 male and female students were randomly selected from a group of high school in the city of San Diego America. The results indicated that (39.1%) of the surveyed students' views were a victim of bullying at some point or other in their lives tuition, and (28.1%) indicated that they were bullying some others from the school of life, and that 13% of students indicated that they were bullying / victim at the same time, and that the level of bullying or expose the student to bullying decreases with increasing age of the student and the classroom level, and that the external appearance of the student was one of the most important causes of exposure to bullying behavior.

**study of Esteves, Murgui, Musitu 2009** aimed to examine the psychological adjustment among four groups of students, teenagers and bullying, victims, and the victims bullying and a control group not bullying no casualties consisted sample of (1319) students aged (11-16 years) from seven schools in Spain, the results indicated that many differences emerged between the groups, where he was among the control group adapt myself better and high degrees of self-esteem and life satisfaction and low levels of symptoms of depression, stress and loneliness as bullying group were their findings are similar to the control group in self-esteem and symptoms of depression and loneliness, but they have more pressure and satisfied with their life less for the group of victims has shown high scores on the loneliness scale, and the victims / bullying group they share the characteristics of the victims and bullying together.

**Study of Abu Ghazal (2009)** study aimed to detect the conditions and levels of loneliness and social support to the bullying groups and whether these differences vary depending on bullying groups or sex of the student or the interaction between them, study sample consisted of (978) students from the seventh grade to tenth grade schools districts Educational directorates first and second of Irbid, and the results indicated that the level of loneliness was the highest among victims groups and other groups, the results also indicated that social support at the level of students not involved in bullying was higher than the students and showed the results as well as the presence of significant differences statistically between bullying groups in the level of social support parental between students not involved and demand bullying and in favor of non-participants and the differences statistically significant in the peer support level among non-participants and victims and in favor of non-participants, not significant differences appear statistically in the level provided by the teachers of social support between bullying groups.

**Study of Al Qatami and Sarayrah (2009)** To identify the behaviors of students bullying ordinary students in Jordan, used the researchers case study of four students bullying and victims of male and female as well as a number of tools is a list of Minnesota Arabized (Al Muarabah) to measure family and social relationships, mood and leadership and a measure of self-esteem relationships, and the identification of self-esteem to measure bullying student and the victim's behavior, and it adopted the researchers on the nomination of the educational counselor at the school and its director for students bullying and victims and ordinary students, and the results showed that it was ordinary students arranging

first and then bullying then the victims, and that the boys got on top of the female degrees in this variable, in terms of family relationships appeared low this relations students bullying and their victims compared with ordinary students, and that the authoritarian care and corporal punishment and excessive protection of reasons bullying behavior as well as family disintegration, and it appeared that the social relations among bullying high compared with students of the victims, and that bullying enjoy wide popularity and that all of bullying and their victims suffer mood is negative, and that all students and their victims bullying low academic achievement.

**Study of Eliot, Cornel, Gregory, Fan, 2010** Aimed at the correlation between the perception of student school climate supportive and willing to ask for help to cope with the manifestations of bullying at (291) schools in the state of Michigan in the United States survey and study sample consisted of (6318) students from ninth grade students The results showed that students who receive in support of the school staff are showing positive trends for help in the face of cases of bullying was not significant differences between male and female study appears in this context. The study also confirmed that the effort working in the school impact Pena in providing a school environment protects students from bullying and threats.

**Study of Hester et al., 2011** aimed in the United States to determine the students' perceptions of bullying in the vast modern schools as the school environment affecting student. The study sample consisted of (546) students in grades eight and nine. The results indicated that the leading cause of school bullying is the breadth of the school and the multiplicity and divergence of its buildings, and showed no differences in the forms of bullying behavior and severity due to the variable grade as were scores eighth grade students is higher, especially on the physical bullying scale, and overcrowding in classrooms and multi-ethnic than a form of bullying physical and psychological.

**Study of Schneider et al., 2012** aimed survey in the United States aimed to detect the prevalence of bullying and e-school and their association with psychological tension. The sample consisted of (20 406) students from the ninth row and even the second secondary. The results showed that 15.8% of students have been subjected to bullying mail and (25.9%) were exposed for school bullying and indicated (36.3%), all of whom have been subjected to bullying at school exposure to bullying mail, ranging forms of electronic bullying between verbal abuse and distortion of the image, while the reunion of school bullying abuse psychological and physical, and the victims of bullying pointed to a decline in the proportion of their achievement and school performance, as results indicated high stress rate among victims of bullying accompanied by symptoms of depression (4.38%) and suicide attempts by (5.35%).

**Study of Khouj (2012)** Aimed to identify the differences between high and low school bullying in social skills, as well as to know the social skills that can contribute to the prediction of school bullying, the study sample consisted of 243 students from sixth grade students of primary school in Jeddah in Saudi Arabia, it has shown results of a relationship and a negative function between school bullying and the social skills, and the results indicated the presence of significant differences between mean scores high school bullying, and low school bullying in social skills, low school bullying in favor of the results also showed that the social skills that contribute to the prediction of bullying factors school. They were, respectively: Social Control Agent, and then setting the emotional and social sensitivity.

**Study of Al Bahhas (2012)** It aimed to understand the nature of the relationship between the psychological security of school bullying, both for pupils or students bullying victims, as well as to identify the differences between and victims in the degree of psychological sense of security and the potential impact of sexual variables, age group on the behavior of bullying and its victims. The study sample consisted of 160 students from the fifth grade to the second preparatory public schools in Tanta, and the results showed the presence of some of the characteristics common dynamic between students bullying and victims (such as psychological unity, lack of security, high anxiety levels, poor family treatment) In while bullying characterized by aggression, hyperactivity and high self-esteem, the victims are known negativity and inferiority and withdrawal tendencies and low Self-concept. The results also

indicated that there is a negative correlation between the degree of psychological security and all degrees of bullying behavior and the victims of bullying.

**Study of Hamid (2013)** aimed at measuring the Bullying behavior among middle school students in the city of Baquba in Iraq, and the researcher used scale Bullying behavior based on social learning theory, and the number of respondents (400) students from the research community. The results showed that second grade average students with behavior Bullying a large degree and rate of (92.59), and the reason for the existence of this behavior is that the students at this stage are trying to prove their identity, and the results indicated that there is a relationship between Bullying behavior and social support, came out search several recommendations, including Advisors benefit from the measure, which the researcher prepared by the students who have a diagnosis of Bullying behavior.

**Comment on literature review and the location of the current study, including:**

Notes from previous studies dealt with many of the topics of school bullying and it's spread among students at different rates and its focus on the causes and forms of bullying is bullying relationship manner parental treatment and social skills and a sense of loneliness and social support (Abu Ghazal 2009), however, and in spite of the large number of foreign studies on the subject of behavior bullying only the Arab Studies are still a few in the limits of what was seen by the researchers. The current study has benefited from previous studies ethics theory and field results from the size of the problem and determine the study tool, and to identify the appropriate statistical treatment, as well as some field applications and take advantage of them and in the presentation and discussion of the results.

Featuring the current study, all previous studies it is one of the few studies that aimed to propose an educational program to reduce bullying at higher primary school students in Jordan within the limits of science researchers, it is also one of the few studies that have focused on bullying-mail in addition to dealing with the stage of age on the degree of importance in an individual's life, and the requirements of this phase of care and attention.

**Study Methodology:** The study used the survey method to discuss the current study of the proposed educational program to reduce the problem of bullying at the higher primary school students in Jordan.

**The study population:** The study population consisted of all senior basic school students in the Educational Directorate the banner of the university from the seventh grade until the tenth grade, totaling (12,882) students, according to the Ministry of Education statistics of the Hashemite Kingdom of Jordan for the academic year 2014/2015 second semester, Table 1 shows the distribution of the study sample:

**Table 1: Distribution of members of the study population**  
**The study sample:**

Gender	
Male	Female
5620	7262
<b>Total</b>	<b>12882</b>

It was selected a sample of 750 male and female students of the study population randomly stratified according to the statistical tables, and after collecting the questionnaires the number of recovered of which amounted to (744) questionnaire, and Table 2 shows the distribution of the final number of members of the study sample in the light of the variables of gender and class.

**Table 2. Distribution of the study sample according to the variables of gender and grade**

Variables	Gender	
	Male	Female
Class		
Seventh	90	96
Eighth	90	96
Ninth	90	96
Tenth	90	96
<b>Total</b>	<b>360</b>	<b>384</b>
	744	<b>Final Total =</b>

**Tool of the study**

For the purposes of the study, and achieve their goals, which is to detect the proposed educational program to reduce bullying at higher primary school students in Jordan. A questionnaire was developed through a review of the theoretical literature and previous studies on the subject of the concept of bullying among school students, such as Abu Ghazal study (2009) and the study of the Abu Diyar and the study of (Olweus, 1993) Accordingly, a questionnaire was developed to measure bullying behavior when school students in the basic stage Supreme composed in the initial image (45) items distributed on five dimensions of bullying.

**Ratified tool**

To verify the veracity of the study tool was displayed its image from the initial (10) arbitrators of specialists has been asked to determine the degree of relevance of paragraphs and comprehensiveness to measure the dimension in which it received those paragraphs, the degree of affiliation paragraphs dimensions contained therein and the degree of clarity paragraphs, linguistic and territorial integrity, has been the adoption of the standard agreement (80%) of Commission arbitrators so they can be edited and the deletion and addition, and in light of the amendments became a tool in its final form consisting of 40 items, divided into five dimensions.

**The stability of the tool:**

The verification of the stability of the dimensions of the five study tool using Cronbach equation (alpha) for internal consistency, through the application of the tool (30) students of the study population and from outside appointed, have reached reliability coefficient of the dimensions of the study tool values, as in Table 3.



**Table 3. Reliability coefficients Cronbach's alpha values for the dimensions of the study tool**

Dimension	Paragraph no.	Value reliability coefficient (alpha)
<b>The first dimension:</b> physical bullying	12	0.93
<b>The second dimension:</b> the social bullying	9	0.96
<b>Third Dimension:</b> verbal bullying	5	0.93
<b>Fourth Dimension:</b> bullying against property	8	0.92
<b>Fifth Dimension:</b> bullying mail	6	0.98

The high reliability coefficients appropriate for the purposes of the present study.

### Results of the study and discussion

The following is a presentation of the results of the study and discussion, according to the sequence of questions:

**First results on the answer to the first question: which stated:** "What is the prevalence of bullying among the upper basic school students in Jordan from their point of view?"

To answer this question was extracted averages, standard deviations, and the rank and level of the dimensions of bullying among students, and Table 4 illustrates this.

**Table 4. averages, standard deviations, grade level, and the dimensions of bullying among students in descending order according to averages**

No.	Dimension	Average	standard deviation	Rate	Level
1	Social bullying	3.10	1.10	1	Medium
2	Verbal bullying	2.86	1.02	2	Medium
3	Bullying mail	2.34	1.54	3	Medium
4	Bullying against property	2.29	0.80	4	Low
5	Physical bullying	1.68	0.68	5	Low
	All the bullying	2.46	0.58		Medium

The table shows (4) that the arithmetic mean of the dimensions of bullying ranged from (1.68 - 3.10), as it came after social bullying in the first place was the highest arithmetic average (3.10), and a standard deviation (1.10) and the degree of the average estimate. And came after a verbal bullying in second place with a mean was (2.86) and a standard deviation (1.02) and the degree of the average estimate. It came after online bullying in third place with a mean was (2.34) and a standard deviation (1.54) and the degree of the average estimate. And came after bullying against property in fourth place with a mean was (2.29) and a standard deviation (0.80) and a low degree of estimation. And it came after physical bullying in fifth place with a mean was (1.68) and a standard deviation (0.68) and a low degree of appreciation and arithmetic average of bullying as a whole (2.46) and a standard deviation (0.58) and the degree of the average estimate.

The arithmetic means and standard deviations of the estimates of study sample account paragraphs after each separately, as were as follows:

**First, after the social bullying:**

To answer the paragraphs related to this dimension was extracted averages, standard deviations, grade and level (Table 5) shows that:

**Table 5. Averages, standard deviations, grade level and paragraphs after social bullying in descending order according to averages**

No.	Paragraph	Average	standard deviation	Rate	Level
25	I encourage some students to participate in scrimmages.	3.20	1.16	1	Medium
26	Underestimate the value of any interview in which speaking students.	3.18	1.18	2	Medium
24	Hurt the feelings of some of the students thoroughly enjoy it.	3.11	1.23	3	Medium
22	Ignore some of the students so disturbed.	3.11	1.21	3	Medium
19	I used his influence on my colleagues to achieve my desires.	3.11	1.20	3	Medium
13	Fabricated reasons to create problems with the students.	3.09	1.29	6	Medium
14	Spread rumors about students to discredit them.	3.05	1.28	7	Medium
21	Pouting showed signs of a general colleagues to scare him.	3.04	1.26	8	Medium
20	Drive out some of the students from playing without giving reasons.	3.01	1.31	9	Medium
	Distance a whole social bullying	3.10	1.10		Medium

The table shows (5) that the arithmetic mean of the paragraphs after social bullying ranged from (3.20) in the top alone and standard deviation (1.16) the paragraph (encourage some students to participate in quarrels) and the degree of the average estimate. And between (3.01) to a minimum, standard deviation (1.31) the paragraph (drive out some of the students to play without giving reasons) and the degree of the average estimate. The average arithmetic after social bullying as a whole (3.10) and a standard deviation (1.10) and the degree of the average estimate.

**Second: Distance verbal bullying:**

To answer the paragraphs related to this dimension was extracted averages, standard deviations, grade and level (Table 6) shows that:

**Table 6. Averages, standard deviations, grade level and paragraphs Distance verbal bullying in descending order according to averages**

No.	Paragraph	Average	standard deviation	Rate	Level
17	Invented jokes about my colleagues to Funniest others.	3.01	1.15	1	Medium
15	Making fun of students and flouted them.	2.93	1.12	2	Medium
23	Provoked expressions of troublesome students.	2.87	1.13	3	Medium
16	Draw harsh criticism of some colleagues.	2.80	1.21	4	Medium
18	Some of the titles given to the students.	2.74	1.15	5	Medium
Distance verbal bullying as a whole		2.86	1.02		Medium

The table shows (6) that the arithmetic mean of the paragraphs Distance verbal bullying ranged from (3.01) in the top alone and standard deviation (1.15) the paragraph (invented jokes about my colleagues to Funniest others) and the degree of the average estimate. And between (2.74) to a minimum, standard deviation (1.15) the paragraph (launched some of the titles on the students) and the degree of the average estimate. The arithmetic average of the bullying as a whole (2.86) and a standard deviation (1.02) and the degree of the average estimate

**Third: Distance bullying mail:**

To answer the paragraphs related to this dimension was extracted averages, standard deviations, grade and level (Table 7) shows that:

**Table 7. Averages, standard deviations, grade and level of the paragraphs Distance bullying mail sorted in descending order according to averages**

No.	Paragraph	Average	standard deviation	Rate	Level
35	Use the Internet and electronic technologies to ridicule some of the students.	2.59	1.42	1	Medium
38	I love to laugh at some of the other students through social networking sites.	2.50	1.63	2	Medium
39	Bothered some students over cellular messages.	2.26	1.72	3	Low
40	Share photos and commentaries irritating across social networking sites, e-mail to the effect on some students.	2.26	1.56	3	Low
36	Send messages to cellular some students in order to ridicule.	2.25	1.73	5	Low
37	Practice the authoritarian role of sending messages via cellular for some students.	2.22	1.58	6	Low
Distance verbal bullying as a whole		42.3	1.54		Medium

The table shows (7) that the arithmetic mean of the paragraphs Distance bullying mail ranged from (2.59) in the top alone and standard deviation (1.42) the paragraph (use the Internet and electronic technologies to ridicule some of the students) and the degree of the average estimate. And between (2.22) in only the minimum standard deviation (1.58) the paragraph (exercise authoritarian role by sending messages to some students cellular) and a low degree of estimation. The arithmetic average of the after online bullying as a whole (2.34) and a standard deviation (1.54) and the degree of the average estimate.

**Fourth: Distance bullying against property:**

To answer the paragraphs related to this dimension was extracted averages, standard deviations, grade and level (Table 8) shows that:

**Table 8. Averages, standard deviations, grade level and paragraphs Distance bullying against property arranged in descending order according to averages**

No.	Paragraph	Average	standard deviation	Rate	Level
28	I destroyed students' property.	2.59	0.97	1	Medium
31	I refuse re-started things taken from my colleagues.	2.58	0.92	2	Medium
33	Ignore re metaphor of some students to them.	2.58	0.91	2	Medium
27	Assaulted wrote my colleagues have torn.	2.55	0.99	4	Medium
30	Steal my property.	2.54	1.07	5	Medium
32	Hide some special things against their students.	2.13	0.92	6	Low
29	Some students take money by force.	1.73	1.17	7	Low
11	I tore up my bags deliberate.	1.66	1.01	8	Low
Distance verbal bullying as a whole		2.29	0.80		Low

The table shows (8) that the arithmetic mean of the paragraphs Distance bullying against property have ranged from (2.59) in the top alone and standard deviation (0.97) the paragraph destroyed students' property) and the degree of the average estimate. And between (1.66) in only the minimum standard deviation (1.01) the paragraph (I tore my bags intentional) and a low degree of estimation. The arithmetic average of the Distance bullying against property as a whole (2.29) and a standard deviation (0.80) and a low degree of estimation.

**Fifth: Distance physical bullying:**

To answer the paragraphs related to this dimension was extracted averages, standard deviations, grade and level (Table 9) shows that

**Table 9. Averages, standard deviations, grade level and paragraphs Distance physical bullying in descending order according to averages**

No.	Paragraph	Average	standard deviation	Rate	Level
2	Students went on strike to harm them when they passed in front of me.	2.03	0.70	1	Low
12	I prevent some students from entering the side.	2.00	0.74	2	Low
5	Spank the students on their faces.	1.76	1.06	3	Low
4	Shorter students, causing them pain.	1.72	0.99	4	Low
3	Students pay deliberately.	1.67	0.94	5	Low
1	Give students different tools.	1.65	0.89	6	Low
6	Most students felt.	1.64	0.92	7	Low
7	I feel comfortable when I scratch the hands of my colleague.	1.60	0.86	8	Low
10	Tear my clothes.	1.57	0.96	9	Low
34	Touch the students are unethical.	1.57	0.92	9	Low
9	Biting some students forced.	1.57	0.91	9	Low
8	I spit on my colleagues in front of other students.	1.45	0.78	12	Low
Distance verbal bullying as a whole		1.68	0.68		Low

The table shows (9) that the arithmetic mean of the vertebrae after physical bullying ranged from (2.03) in the top alone, and the standard deviation (0.70) the paragraph (students to abuse when they passed in front of me) and a low degree of estimation. And between (1.45) in only the minimum standard deviation (0.78) the paragraph (I spit on my colleagues in front of other students) and a low degree of estimation. The arithmetic average of the post-physical bullying as a whole (1.68) and a standard deviation (0.68) and a low degree of estimation.

In terms of dimensions it came after social bullying behavior in the first place was a mean (3.10) and the degree may be due to the fact that social bullying happens subtle way that does not go unnoticed and it is easy to deny a bullying her or that he had not meant a thing. The bullying ignored the victim and the dissemination of rumors and scorn from others or do not let them join the group can be found him bullying compelling reasons and serious injury occur emotional not noticed by teachers and adults.

Upon the order of the paragraphs in descending order according to the average temperature of the appreciation it has paragraph came (25) "I would encourage some students to participate in quarrels" in the first place with a mean (3.20) may be due to the fact that this type of bullying can bullying to exercise its influence on students by standing social obtained between peer and its impact on them of the use of force and domination and control over the victim as a result of the imbalance of power between him and the victim Ivan students to him, especially if we know that bullying often lack and they have justification for bullying they are doing and that victims deserve to be punished.

Paragraph (26) "underestimate the value of any interview in which speaking students" came in second place with a mean (3.18) has been attributed to bullying As a result, it felt that the most powerful and dominant he practiced his behavior to scorns the victim achieving the purpose for which he wants to make the victim outcast and useless.

The least paragraphs that refer to after the social bullying were: Paragraph (20) "drive out some of the students to play without giving reasons" with a mean (3.01) may be due to the fact that bullying often has subtle cunning may bring him exercising his openly and frank some of the problems that is indispensable for the exercise of public for students to conduct and it came after a verbal bullying in second place with a mean was (2.86), and the average degree through criticism and verbal abuse and the use of annoying expressions and false accusations estimate, and the launch of some titles. This may be due to psychological factors or the failure of the family proper role since childhood and left her children without guidance in addition to learning their children to these words of comrades and the people of the neighborhood and that the use of this type of bullying is not caused material damage as is the case in bullying physical or against property making it easier to bullying asylum to this kind of bullying to assert themselves and impose their strength among school students.

Upon the order of the paragraphs in descending order according to the average temperature of the appreciation it has paragraph came (17) "invented jokes about my colleagues to Funniest others," in the first place with a mean (3.01) may be due to the fact that bullying student who practices bullying verbal tends to belittle others making him feel pleasure and control, and may turn some of these students to use words that are offensive to others and frustrate their resolve and calling them some of the qualities that do not want them, and thus where the students find a way to defend themselves and may coincide in the weakness of moral scruples them.

Paragraph (15) "making fun of students and flouted them," came in second place with a mean (2.93), it has been attributed to the student bullying practiced this kind of bullying descended mostly from families where at least moral scruples and is interconnected and at least the family warmth and tenderness, resorts bullying student to ridicule and to reduce the value and respect other people's way of expressing the internal shortage and low self estimation.

The least paragraphs that after bullying verbal was paragraph (18) "launched some of the titles on the students" a mean (2.74), has been attributed to bullying student does not like sometimes appear as fierce

student, but uses his intelligence to do with his behavior Perhaps launch some of the titles on the students explicitly and clearly brings him some of the problems is indispensable.

And came after bullying mail in third place with an average (2.34) and the degree of the average estimate; and the order of the paragraphs in descending order according to the average temperature of the appreciation has paragraph came (35) "Use the Internet and electronic technologies to ridicule some students" and an arithmetic mean (2.59) has been attributed to widespread to use the Internet and electronic technologies, however, students in this age (from the seventh grade to the tenth), and the lack of a mechanism for internal and external oversight effectively resulting in a negative use of these accelerated, which contains software technologies difficult to control supervisory students this kind of bullying and who take it of the most dangerous types of bullying so that it is not linked to a specific place or time dimensions and other bullying and therefore have to be conscious intervention and planned to reduce it and its negative effects on the students and the community as a whole.

The paragraphs that represent less bullying after the mail was a paragraph No. 37 "exercise authoritarian role by sending messages to cellular Some students", with a mean (2.22). This may be attributed to the use of cellular messages can be pursued by telecommunications companies and facilitates the control of cooperation from the relevant security centers and to identify its owner after the measures taken by telecommunications companies need to fill in the data the identity of all those who use a cellular phone line and so facilitates detection.

This may be attributed to it Results for the second question, which stated: "What is the educational program proposed to limit to the bullying of the higher primary school students in Jordan"?

Basic principles of the program to reduce bullying for students in upper **Key Stage:**

First, the overall objective of the program:

Reducing behavior at school and find a safe school environment of love, respect and cooperation.

**Second:** The specific objectives:

Educating students bullying behavior, characteristics and implications. And give participants the detection of misconceptions about self and others and processing skills. And provide participants with the skills to communicate with others. And provide participants with the skill of anger management. Participants the skill of social support. And give students the best use of leisure skills through practice some useful hobbies and activities. The use of teaching aids available in the school of interactive electronic board and techniques ribbons use school theater to illustrate the effects of the practice of bullying and the suffering of the victim. And the use of school radio in raising awareness of the dangers of bullying. And promote religious awareness among humanitarian and noble social values among the participants.

**Third: the target in the program category:**

Higher primary school students (seventh – tenth ) but it is possible all school students take advantage of the program and improve the social relations among students, and to promote positive behavior at school.

Fourth: The conditions for success of the program, namely:

1. bullying awareness of the problem behavior at school by teachers and school staff, family and the media and other institutions of socialization.
2. Work on bullying change behavior and take action directly by knowing the role of each one of the parties involved in the proposed program.

**The proposed educational program to reduce bullying of students of higher basic stage:**

When building educational program to reduce school bullying, you must focus on the need to integrate and unite all efforts between socializing institutions of family, school, community institutions by defining the responsibilities and tasks incumbent upon the shoulders of all the actors, educators and policy-educational programs and parents to reduce these behaviors that affect students the adaptation, which reflects negatively on the entire society.

**The role of the family to reduce bullying:**

Family first educational institution that receives rights considers the vessel in which they are formed inside the child's personality and the most appropriate place where parents and adults raised ideas for young applied in their lives (Nasser, 2004).

As the child imitates his father or his mother, so care must be taken for a move away from bullying behavior, father bullying his family will educate his colleagues or neighbors. If the Notice guardian manifestations of bullying when his son or daughter, he should take into account Rat following:

- The awareness of parents bullying behavior being done by their children and the statement of the negative effects of their behavior and teach them that acceptable and socially unacceptable.
- Attention to instilling religious values and behaviors with healthy children.
- Identify bullying behavior that needs to be modified.
- Focus on the importance of dialogue with the behavior bullying and bring an alternative model of behavior is normal to be a favorite target for students through incentives and reward system.
- When you see the parents of some television programs and films of violence and bullying with their children it is necessary to discuss with them in the scenes films and educational and purposeful way rather than oppressing them when to express their opinion, and help them to criticism and analysis and the formation of the feelings of rejection and hatred of bullying.
- Build a relationship of family cooperative and loving and far from violence within the family and the practice bullying behavior, and therefore the exercise of this behavior by their children toward their peers at school and elsewhere.
- Parents should talk with their children's teachers and what they can provide when you see bullying behavior.
- Be present and present on a regular basis at the school to find out whether bullying behavior has stopped or not.
- The need to upgrade the parents in the family, their problems and their differences as much as possible from the eyes of children.
- Activating the educational role of the family so as not to lose, lose sons , the ideal and the activation of this role would be through various social institutions, and this effort on the part of the family and its activation needs ongoing support from the school, the media, community organizations and preachers, social affairs and community all.

**The role of the school administration to curb bullying:**

Successful school administration plays a significant role in identifying the problems facing the educational process, diagnosis, and work hard to find the necessary solutions provide a secure environment so the school administration can do a number of ways to curb bullying, including:

- Provide a safe and positive school climate for all school personnel.
- Focus on effective communication between parents and the school.
- Victims of bullying involve students in social activities that suit their interests to increase their self-confidence and self-esteem and strengthen their social skills they have.
- A special conference at the school about bullying and how to reduce it.
- Increased surveillance and supervision by teachers toward students in the school, particularly the places where it is possible that the bullying is happening.
- Promote positive behavior among students within the school.
- The development of rules and punitive measures against bullying or temporary deprivation and pull boosters for bullying or transfer student from grade school or in certain cases.



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