

PalArch's Journal of Archaeology of Egypt / Egyptology

The Characteristics of Bully School Students' Paintings

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Maha Abdul Karim Zughayer, Dr. Adel Abdel Moneim Shaabeth. The Characteristics of Bully School Students' Paintings-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(7), 3701-3712. ISSN 1567-214x

Keywords: Characteristics; Bullies; School Students; Paintings.

ABSTRACT

The current research meant to study a serious and important educational problem, which is the predominance of bullying among teenage students and its artistic reflection in their drawings, while the aim of the research is to know the characteristics of school-bully students fees. The fourth of middle school is at the age of (16) years for the academic year (2019-2020) in secondary and non-professional day preparatory schools in Al-Musayyib district in Babil Governorate. The second semester also contained the research on the theoretical framework and the third semester contained the research community, its sample, methodology, tools and methods Statistic. The fourth chapter included the results of the research that emerged from the emergence of (8) technical characteristics in the drawings of the bullies students. It also contained the most important conclusions, recommendations and proposals.

INTRODUCTION

1. 1 The Research Problem

The rapid technological and intellectual development over the past century and what followed **has** resulted in a real revolution that encompasses all areas of life, aiming to strive hard to find methods that are more concerned with people and to give them a sound upbringing from a mental, physical and psychological point of view.

So most nations and societies have paid a remarkable interest in education and made it the basis for its development events according to the continuous development and progress witnessed by the times. The theoreticians and educators of education have gone to the effectiveness and importance of art education in achieving the desired educational goals, as they have taken from it an aesthetic means parallel to the results of other educational means. Art in general, and the art of drawing in particular, is the position closest to the

human subject on the varying stages of its development, and it is the activity through which it is possible to reveal the tendencies, motives and emotions involved in its products. Therefore, educational psychologists have taken from adolescents' drawings as sensors to determine their behavioral and cognitive patterns alike, so drawing for them is a pictorial attempt to embody the **relationship** between their inner world and their external surroundings, which helped them to understand the personality of the teenager.

For them, the artistic work is not a simulation or a recording of the facts of reality, but rather an honest expression of the realistic facts that he feels, and it is an appropriate opportunity to understand his self-vision by those in charge of the educational process, as adolescence is one of the most dangerous stages of an individual's life and needs exceptional attention, as it is a stage. The psychological contradiction and conflict grow with it, as it is a stage of physiological transformation resulting from a biological process accompanied by other processes outside the framework of the psyche, including emotional, intellectual, social and educational processes (1). Therefore, he usually has behavioral patterns that fall within the concept of bullying, such as violence, hostility, ridicule, etc.

School bullying is one of the most important problems and crises that most schools all over the world suffer from, because it is a widespread problem in schools. Although this topic has received great attention from researchers and educators since the beginning of the last century, however, there are many aspects of it, the causes of which are still searchable and its results can be theorized, and the manifestations of bullying in teenage student fees are still the subject of scientific research for many educators. Therefore, the current research problem focuses on **answering** the following question: What are the technical characteristics in the fees of school bully students?

1. 2 The Importance and Need for Research

The importance of the current research stems from the importance of the technical characteristics of **the** drawings of school-bullying students in view of the effective role of bullying behavior in their lives, as well as the provision of simple and appropriate tools to reveal aspects of the personality of the teenage bullying.

1. 3 Research Goal

The current **research** aims to know the characteristics of the fees for school bullies.

1. 4 Research Limits

The research is determined by studying the characteristics of school bullies' paintings. The sample **consists** of males and females in the fourth grade of middle school at the age of (16) years for the academic year (2019-2020 in non-vocational high school and middle school in Al-Musayyib district, Babil governorate.

1. 5 Defining the Terms

1. 5. 1 The Characteristic

Linguistically, the characteristics, as Al-Razi defines is the particularly of something or especial and private thing (2). It is a convention defined by a Silibya as the characteristic is an indissoluble characteristic that distinguishes it from others (3). Procedurally, the characteristics are the distinctive technical features that are unique to the male teenager and the female bully within the age group (16) years.

1. 5. 2 The Bullying

Linguistically, bullying is angry and badly created, so it became like a tiger that a person resembled a tiger in his color or character (4). Sarzn defines bullying is a form of aggression which **includes** theft of money, or food, or stir harmful or the like, in order to control others through vocalizations or physical assault (5). Procedurally, the students of non-vocational day and secondary schools in Al-Musayyib district in Babel governorate and from the fourth grade, at the age of (16) years, who have grades within the limits of (27%) higher in their response to the paragraphs of the school bullying scale used in the current research.

THE THEORETICAL FRAMEWORK

2. 1 The Concept of Bullying Behavior

In general, bullying behavior is defined as causing harm to one or more individuals, physically, psychologically, emotionally or verbally, and it also includes threatening physical or bodily harm with **weapons** and extortion, violating civil rights, assault and beating, or working within gangs, and attempts to kill or threaten, Added to that is sexual harassment.

It is "that behavior that takes place from an imbalance between two individuals, the first is called the stable and the other is called the victim, and it includes physical abuse, verbal abuse, and **humiliation** in general" (6). Dan Alois believes that bullying means "repeatedly subjecting a person to a negative act by one or more parties, where this behavior is intentional and causes pain to the victim in the physical, verbal, emotional or psychological field, with the aim of bullying or harm, and it differs from casual behavior " or aggressive, as they are no longer bullying". In order for the behavior to be bullying, it must be real, and there is no balance between the bully and the bully, and for this reason conflict between people with the same physical and mental capabilities is not considered bullying (7). The researcher adds to the aforementioned that bullying is an intentional behavior behind which there are several reasons and motives that all worked to form a strong motive for the teenager to bully others as a result of his exposure to a negative influence other than the course of his desirable behavior that the family and school environment sought to reinforce.

2. 2 School Bullying

It was the beginning of the emergence of the concept of bullying among school students, so that most researchers have linked this behavior to the school environment, as it is the most appropriate place for the formation and practice of behavior, which has many negative, **psychological**, social, emotional, and physical effects that leave their repercussions on all of the

bully and the victim, and although the behavior of bullying in the school environment was linked to the emergence of these educational institutions, researchers who are interested in social relations did not pay attention to that phenomenon.

This view did not take it seriously, considering that what happens among students in schools is a type of **Simple** joke that does not exceed the limits of passing peer-to-peer joking, which appears and then does not soon fade away automatically, until Dan Olois came to open the way for this phenomenon his expulsion, and a theoretical basis for him (8).

The phenomenon of bullying was not prevalent a decade and a half ago with its current strength, but it appeared simultaneously, and in some schools, not all, as there was a teacher's authority, and a strong relationship between home and school, so respect was preventing its emergence, but the different modern means in light of social development The technical and the subsequent change in **the** societal structures and institutions helped the growth of such behaviors, the acceleration of their emergence and the severity of their degree (9). A person who intentionally inflicts injury or inconvenience to another person engages in negative behaviors, and bullying is a term similar to defining aggressive behavior in the social sciences as individuals practice and implement their negative actions through physical contact and words, or it is indirectly such as making faces or gestures and spreading rumors about others. Or intentionally enslavement of a person from a group, and bullying involves a power imbalance (an asymmetric force in the relationship) and that students who are exposed to negative behaviors face difficulty in defending themselves, and that many bullying behaviors are pre-emptive aggression, and this behavior is present among students at all stages educational, which usually occurs without evident provocation or threat on the part of the victim (10).

2. 3 Reasons for the Spread of Bullying

2. 3. 1 The Spread of Violent Films

The various audiovisual media stimulate the psychological factors of the individual, raising the level of emotional intensity and thus the potential for behavioral and emotional response and it turns into an aggressive behavior, and this is what happens when viewing visual media (11). In view of the role the media plays in spreading the culture of violence and visual media through movies and series that are broadcast daily, in addition to many satellite channels that also **contribute** to shaping the background of violence in children, despite the positive aspects achieved by television, it is especially for adolescents. Many are characterized by violence, and this affects their upbringing later. The aggressive behavior that is learned due to violent films has been proven (12).

2. 3. 2 Violent Cartoon Films

Violent films are not limited to real films represented by actors, but have reached the level of cartoon **films** in which the child spends most of his time, and parents think that their children are in a safe place where they only watch these channels, and the truth is that they are more dangerous in conveying that violent message as the young child accepts ideas faster From adults, and as

cartoon films depend on the supernatural and imaginative ability of human action in embodying the effect of force in dealing between the heroes of the film, the terms use magic, annihilate opponents in one movement, use power-ups and stimulants, and seek the help of those with greater power in battles, all of these are widespread and strongly in those cartoon films that it contributes to creating a corrupt environment in which the child is raised to use violence as the only means to obtain rights or to extend control (13).

2. 3. 3 Violent Electronic Games

Many children are accustomed to spending long hours playing violent electronic games on computers or mobile phones, whose basic and only idea is based on concepts such as superpower, **crushing** opponents, and using all methods to obtain the highest points and victory without any educational goal, and without worrying about the parents. The psychological future of these children who consider life to be a continuation of these games, so the hostility to others becomes stronger, so they can practice their lives in their schools or between their acquaintances and those around them in the same manner, and this is a serious danger, and the family in particular should not allow children to retreat from these frightening games, even with the authority of law because it destroys generations and destroys them, so you must fight them just as you fight the entry of drugs completely because of its severity (14).

2. 3. 4 Domestic and Societal Violence

The behavior of violence is learned through the socialization carried out by the family, when the child is exposed to violence from the parents, the probability that they will acquire this pattern of behavior increases (15). Most of the behavior is acquired through learning, observation and imitation, where the individual learns the behavior of bullying by observing models and examples of what family members do in front of them (16). Where every person, especially at the beginning of his life, is affected by what he saw of the behaviors within his small environment such as the family, as well as what he sees daily in terms of societal behaviors or someone who personally experienced violence by a family member against him, or who witnessed societal violence, especially in countries where the security grip has weakened as a result of revolutions and other things.

Bullying has spread as a guaranteed means of obtaining rights or violating rights without fear of **punishment**, deterrence or effective accountability, so he must be influenced by what he saw and may actually practice it if the opportunity arises. Follow the same approach that they saw (17).

2. 3. 5 Explained Trends of Bullying

2. 3. 5. 1 Psychoanalytic Theory

Freud was one of the first to consider bullying as a feature of personality, when he believed that **human** behavior is innately aggressive. Every human being creates and has a tendency to sabotage as a result of the frustrations he faces and likes to express them in one way or another. If this energy does not find an outlet for it outside (the environment), it is directed towards the same person (18). The researcher does not agree with the above proposition, since a person is naturally devoid of love of goodness and innocence in thinking and

behavior, but the influences of the environment may intervene to transform him into a rebellious, rebellious and rejecting personality according to the negative feelings that these influences leave in him, which he will translate later in his behavior with himself and with others. Freud goes that the cause of violence and bullying is due to the imbalance of psychological life functions. A person from his birth possesses a number of aggressive instincts that do not have a biological basis, but are found in the inner layers of the unconscious (19). In this regard, Freud asks "What if people prevent us from showing their aggression? He replied "the instincts of aggression accumulate in some way, then increase to a reasonable extent and eventually explode in the form of sudden violence" (20).

The expression of aggressive feelings prevents aggressive tendencies, and this is called "catharsis" (21). That is why aggression may be beneficial because it helps get rid of harmful impulses for the individual (22). As the aggressive energy is generated in the human being continuously and the aggressive behavior aims at discharging this energy, whether against oneself or against others. Then, Alfred Adler who is one of Freud's students emphasized that violence and aggression is a compensatory response to the sense of inferiority. This is what led him to acknowledge that aggression is the basis of the will to power, and that the will to force is the basis of human motives (23). The researcher agrees with what Freud proposed regarding the importance of the concept of catharsis, but she finds that art is the most peaceful and deliberative channel in applying this concept and not by using methods of violence and rebellion. Negative feelings and in turn limit harmful behaviors, including school bullying. The researcher also does not agree with Adler's view that violence and bullying are a compensatory response. If this is true, life would not be filled with violence and intimidation especially if these operations took place during adolescence.

2. 3. 5. 2 Behavioral Theory

Behavioral theory views bullying as a learned behavior that is subject to modification, and that violent practices are acquired and learned as a result of repeated responses that have been **reinforced** and reinforced to become a behavioral habit. Therefore, it stresses the importance of learning in the emergence or non-emergence of the bullying response in the individual as a result of the experiences, habits and standards of the group in which he grows up (24).

The behavioral theorists saw the behavior of bullying as learned organically, so if the boy hits his brother, for example and gets what he wants, he will repeat this aggressive behavior again in order to achieve a new goal. Hence, aggression is a behavior that a child learns in order to obtain something, and behaviorists believe that bullying behavior, like other human behaviors, is learned through its results subtracted and vice versa, which is the starting point of Skinner's theory of conditionality (25). It should be noted that the behavioral theory went through **two** stages in explaining bullying behavior, the first stage adopted the imposition of frustration and aggression from its pioneers Dollard and Miller, and the second stage was the stage of social learning that Bandura said (26). The researcher agrees with this theory, except

that she sees its potential to promote negative behavior, an external influence that contributes to the destruction of the personality of the teenager and the individual alike. Therefore, this theory must develop behavioral solutions that can be applied to reduce the practice of hostile bullying behavior and the like.

2. 3. 5. 3 Frustration Theory: Aggression

This theory is considered one of the first psychological theories in the study of aggression, and its **scientists** include John Dollard and Neil Miller. This theory linked hostility and frustration, and that the occurrence of aggressive behavior necessitates the presence of frustration that leads to a form of aggression. And that the environment that causes frustration for the individual pushes him to carry out aggressive behavior, meaning that the frustrated environment that does not help the individual achieve himself and succeed in it, but pushes him towards violence and bullying, and confirms that every bullying behavior is preceded by a frustrated attitude.

The bullying behavior occurs when the individual feels that he is unable to obtain what he wants it, and when it delays the satisfaction of those desires. Thus, the theory believes that bullying stems from childhood and is dependent on education and guidance during this period (27). Both Dollard and Miller saw that aggression comes as a response to the frustration that the individual is exposed to from the external environment in which he lives, and frustration is the impeding the individual from achieving his goals and achieving them (28). The researcher agrees with this theory to some extent, as not every frustration is a motive for bullying, as the opposite may happen, so frustration will be a motive for creativity and success, just as many of these cases have been described as frustration is not, in any case, a motive for bullying.

2. 3. 5. 4 Social Learning Theory

This theory, best known by its actor Albert Bandura, is also called learning by observation and model simulation. This theory explains that social behavior is a learned behavior that takes place through observation, imitation and reinforcement of important persons in the child's life such as parents, peers, school, and the media, in the context of the socialization **process**. Aggression and violent practices are psychological and social behavioral patterns that individuals learn by observing aggressive behavioral patterns in their social environment or by simulating and imitating television models, or by strengthening and strengthening these practices. Imitation is part of human nature, and an instinctive tendency to do what others do, and this theory advocated by Gabrielle Tard confirms that the acquisition of violent behavior is a result of imitation and imitation, as the individual learns violent and deviant behavioral patterns through a process of imitation that does not differ in its nature.

It is about learning a profession that a person learns through mixing with others and imitating them, and this process is done automatically as a psychological and social process in the sense that the theory of imitation believes that violent behavior is nothing but an acquired social behavior that is done by simulation and imitation through which deviant behavior is taught, and he says Tarde that there must be an example or an example for any type of

social **behavior** that the individual seeks to imitate, so the bully finds an example or a pattern in another bully.

2. 3. 5. 5 The Biological Theory

The biological theory indicates that the behavior of bullying is due to biological factors in the formation of the person, and it is a natural expression of a number of pent-up aggressive instincts. The expression of violence and bullying is necessary for the continuation of the human **community** because all human relationships and community systems are driven by this feeling of aggression, and at the same time he sees. The authors of this theory are that there is a difference in the physical composition of criminals than among general individuals, as they assert the presence of some hormones that have an effect on the motivation towards bullying that is associated with an increase in the male hormone. The owners of this trend see a difference in the physical composition of aggressors from other individuals, as they emphasize the presence of some hormones that have an effect on the motivation towards violence.

2. 3. 5. 6 Media Theory

Media theories are numerous as respiratory theories, with a multiplicity of types and functions, as they are one of the important sources in perpetrating violence through learning aggressive behavior, as well as revealing the nature of human interaction and the effect of communication science on it.

Research shows that television violence has multiple and divergent roles towards violence.

2. 3. 5. 7 The Cognitive Theory

As for the cognitive theory, violence is the result of distorted perceptions, illogical thinking, and disturbances in cognitive processes and cognitive construction. Bullies differ from victims in terms of cognitive aspects and processes, so bullies realize themselves that they have the **power** to control the environment in which they live, they realize their behavior through self-centeredness and often justify the behavior of the bully that they do against the victim from their point of view where they claim that the victims deserve this bullying and punishment as these bullies have.

2. 3. 6 Characteristics of Bully Students

The researchers believe that the desire for power is the reason for the bullying process, and **this** desire is strengthened through ideas and rumors about bullying and the roles of media institutions and films that depict the hero's abilities and high skills. Among the characteristics of the bullying students are the following:

Their thoughts are irrational, as his thinking is distorted, so he always tends to assume that **others** have aggressive intentions towards him, and they always lie in wait for him.

They lack the ability to assess the emotional consequences of their behavior towards others.

They have no sympathy for their victims.

They take pleasure in hurting and oppressing others.

Emotionally unbalanced.

They **do** not feel like they belong to their schools.

They suffer from high levels of anger and severe degrees of depression. They do not take appropriate strategies to solve their problems.

They are also physically strong, impulsive, and reckless, and have a strong desire to control others.

They have aggressive behavior patterns, and more specifically, they have a strong need for power, control, dominance and subjugation of others, as they feel contented when they cause pain to victims, simply because they often choose children who are smaller and weaker **than** them, and for those who cannot respond to the aggressive behavior they are exposed to, and they show they are acts and egalitarian, and they are aggressive with their teachers.

RESEARCH PROCEDURES

3. 1 *Research Methodology*

In the current **study**, the researcher adopted the descriptive approach

3. 2 *Research Community*

The current community consisted of (887) male and female students of middle and high school grades (16) years old, according to the statistics of the Babil Governorate Education Directorate for the academic year (2019-2020 AD)

3. 3 *Research Sample*

284 students were withdrawn from the total community of (boys), whose number is (473), while (248) students were withdrawn from the total community of girls, whose number is (414). In determining the selected sample, the researcher adopted the systematic random method, and thus the total sample for the research is (532) male and female students.

3. 4 *Research Tools*

To achieve this goal, two tools were required, the first to measure school bullying, and the second to **be** used to analyze adolescent drawings.

RESEARCH RESULTS

After **analyzing** the research sample, it was found that (8) technical characteristics appeared in the fees of bullied students, which are:

4. 1 *Font Properties*

The type of line is a sharp straight line, as this characteristic appeared in (17) a drawing **model** from the drawings of school-bound bullies, and the researcher explains that to the use of a sharp straight line indicating that their personalities are tough and strong, as well as that they are not sympathetic to what he went to Riyadh that the sharp lines with sharp corners indicate that the people who use them in their drawings are strict and unemotional.

4. 2 *Form Properties.*

The type of figure is geometric shapes, as this feature appeared in (7) drawing models from the **drawings** of school bullies. The researcher explains that the teenager is more interested in showing the idea than showing the shape, so the units drawn appear closer to geometric shapes, and the teenager may not focus

on details, so their shapes drawn in the form of geometric areas appear, so these geometric shapes were simple and devoid of details. He does not wish, through painting to reproduce an image of reality, let alone the indifference he possesses in the execution of his works.

4. 3 Color Characteristics

The **identity** of the color is varied, as this feature appeared in (14) a model drawing from the drawings of adolescents, school-based bully. Adolescents have their drawings characterized by color characteristics that are not varied according to the diversity of colors in reality, while the environment surrounding adolescents, whether school or social, is full of color diversity, which is supposed to be reflected in this percentage in their drawings, which is consistent with what the researcher dealt with in her talk about chromatic aberration in the theoretical framework as she emphasized that the intensity of the sensitivity to colors is necessarily reflected in their drawings and directly proportional to their love for the vocabulary that I originally colored with.

4. 4 Subject Properties

This feature appeared in (8) drawing models from the drawings of school-bound teenagers. **The** researcher explains that they have the ability to interact and deal with reality positively by what is done from their imaginary space far from reality, so their drawn subjects appeared with colors and shapes closer to simulation than to coding and abbreviation. Accordingly, the researcher can say that resorting to the vocabulary of reality is nothing but confirmation of the characteristic of repetition that they are accustomed to using to confirm their performance ability in drawing and their desire to disclose what lies within them of aesthetic expression tendency.

4. 5 Tools Used in Drawing

4. 5. 1 Pastel Colors

This characteristic appeared in (19) a drawing model from the drawings of teenage bullies in school, and the researcher explains that the teenagers used these colors because they are usually sharp colors and thus have the ability to express the intensity of emotion as well as they are easy to use compared to wooden colors that require more performance effort and greater ability Control and have the ability to highlight the aesthetic of the painting according to the characteristics of the color.

4. 5. 2 Various Colors

This feature appeared in (4) drawing models from the drawings of adolescent school bullies, and the researcher explains that according to the interpretation of the varied and flexible repetition **characteristic**, which is that diversity is the sources of visual attraction, whether formal or chromatic, affecting teenage drawings, as the greater the diversity, the greater the flexibility in dealing with them vice versa.

CONCLUSIONS

5. 1 Findings

There is a relationship between the characteristics of adolescent cartoons and the school bullying **behavior** of adolescents, males and females, which has been clearly reflected to express the bullying behavior inherent in them.

5. 2 Recommendations

Striving to reduce the manifestations of bullying among students by the specialized educational departments in schools in order to overcome its causes in an educational and scientific manner. This is through interest in psychological studies of the stage of adolescence, including the state of bullying.

That there be continuous directives and instructions in the media on how to reduce bullying and keep the teenager away from the means of communication that fuel the feelings of exaggerated violence.

5. 3 Suggestions

The problem of bullying and ways to address it through technical activities .The psychological and societal implications of students who are bullying and socially deprived.

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