

Effect of Students Activity Program on Social, Emotional Competence and Bullying Behavior among Benha University Students

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Abstract

Background: The students' activity program promotes cognitive restructuring of the students' roles involved in bullying/cyber bullying, while the modification of their cognitions promotes behavioral changes and improves social, emotional competence. **Aim of this study:** was to evaluate the effect of students' activity program on social, emotional competence and bullying behavior among Benha university students. **Design:** Quasi-experimental study design was used. **Setting:** The study was conducted to represent 25% from total 16 Faculties at Benha University 4 faculties 2 theoretical (Faculty of Commerce and Faculty of Arts) and 2 practical (Faculty of Physiotherapy and Faculty of Nursing) at Benha University was chosen by simple random sample. **Sample:** A simple random sample of 345 university students was included. **Tools of data collection:** **Tool (I):** A structured interviewing questionnaire included two parts. **Part I:** Students' demographic characteristics **Part II:** A- students' knowledge regarding to students' activities. **B-** Students' knowledge regarding social and emotional competence. **C-** Students' knowledge regarding bullying and cyber bullying behavior. **Tool (II):** The bullying, harassment, and aggression receipt measure of bullying behavior and cyberbullying. **Tool (III):** Delaware social, emotional competence scale. **Results:** Revealed that 44.9% of the studied students had a good total knowledge level preprogram implementation, while post program increased to 78.8%. 5.2% of the studied students had high total level of bullying behavior preprogram implementation, while post program decreased to 0.4%. Moreover, 38.8% of the studied students had a high total social, emotional competence preprogram implementation respectively, while post program increased to 78.8%. **Conclusion:** Students activity program had positive effect on improving social, emotional competence and reducing bullying behavior of studied students. **Recommendation:** Replication of the present study with more participants and at several Universities settings for generalization of the results.

Keywords: Bullying behavior, Students Activity, Social and emotional competence, University Students.

Introduction:

University students' phase; the period between 17 years and 24 years of age, is a time of physical, cognitive, social, and emotional development, with lifelong implications. University phase is a time of

adoption of behaviors that bring health benefits or risks that can persist throughout life. Profound changes in the brain, including in the prefrontal cortex, occur during this period and are important for judgement,

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impulse control, and self-regulation. There are 1.3 billion university students in the world today, more than ever before, making up 16% of the world's population (**Ball et al., 2023**).

Community-Based Rehabilitation (CBR) is a common form of service delivery and can provide services for student's behavioral impairment and disabilities in otherwise underserved areas. World Health Organization (WHO) as "a strategy within general community development for the rehabilitation, equalization of opportunities, poverty reduction and social inclusion of all people with disabilities and behavioral impairment. CBR is implemented through the combined efforts of people with disabilities themselves, their families, organizations and communities, and the relevant governmental and non-governmental health sectors, education, vocational, social and other services (**WHO, 2022**).

Student activities represent a primary avenue for university students to maintain physical, mental and social well-being, denoting individual engagement in purposeful student activities of a certain intensity, frequency, and duration for health-related purposes during leisure time. Consequently, individuals can optimize their physical functions through exercise and engage in positive interactions with the external environment, thereby jointly having a positive impact on cognition. Students are crucial factors in triggering aggressive and bullying behavior leading to positive changes at the cognitive level can reduce the occurrence of aggressive and bullying behavior. University students can enhance their life satisfaction through students' activities. University students with higher levels of life satisfaction are likely to have fewer experiences ultimately preventing bullying behavior. Overall levels of life meaning, indicating

improve social and emotional competence (**Melguizo, et al., 2023**).

Social and Emotional Competence (SEC) is the ability to understand and control one's own thoughts, emotions, and behaviors and adapt to those of others to establish positive relationships and to make appropriate decisions to solve social life problems and refer equally to emotional skills, understanding and attitudes. It consists of five domains: self-awareness, self-management, social awareness, interpersonal skills, and responsible decision making (**Portnoy et al., 2022**).

Social and emotional competence consist of five elements are (decision-making, relationship skills, self-management, social awareness, and self-awareness). Responsible decision-making refers to the capacity to resolve social problems, taking into consideration the needs of others; it includes making respectful and morally acceptable decisions regarding one's behavior and concerning one's relationships with others. Relationship skills refer to the capacity to establish and maintain healthy friendships, listen to others, work cooperatively, manage conflict constructively, and help others. Self-management relates to one's abilities in regulating emotions and behavior. Social awareness has to do with the capacity to understand the behavior and perspectives of others; showing empathy. Self-awareness refers to the capacity to evaluate personal strengths and weaknesses, but also the ability to identify our emotions and thoughts, and how these can affect our behavior (**Ng & Bull, 2018**).

Bullying is a proactive and persistent form of hostile and abusive behavior propelled by hostile adolescences or youth towards their weaker mates. Bullying behavior is a premeditated behavior that harm, causes

distress, humiliate and causes hurt either physically, socially and emotionally. This behavior can occur either in or out of university. According to Collins English Dictionary “a bully often hurt and frightens other people”. also defined bullying as a serious and harmful behavior that occurs persistently and intentionally. Bullies may shove, tease, curse, fight, hit or exclude other students from university activities **(Smith et al., 2018)**.

Bullying behavior is caused by parental neglect or negative perception, students who experience neglect or are viewed negatively by one or both parents (or primary caregivers) may be prone to bullying others, fractured or dysfunctional family units, A disrupted family environment can contribute to a student's inclination to engage in bullying behavior and authoritarian parenting styles. Parents with overly controlling or authoritarian approaches that include harsh treatment can inadvertently foster aggression in their students, abusive home life exposure to an abusive home environment, whether it's emotional or physical harm, can lead to aggressive behavior at university, poor academic performance, struggling academically can be a source of frustration for students, leading some to vent their feelings through bullying **(Rodriguez et al., 2021)**.

The community health nurses knowledge about social and emotional competence and bullying is a critical domain for who work in the community, including with university student, because the majority of bullying incidents occur in or close to university, such as on playgrounds and in hallways. Consequently, the community health nurse will conclude by addressing implications for broadening the literature on bullying in terms of nursing intervention and prevention strategies. Who provide empirical evidence for risk and protective factors associated with

bullying, as well as their strengths, limitations, and practical implications **(Smokowski & Kopasz, 2021)**.

Significance of the Study:

The prevalence of bullying behavior in university students was approximately 20–25%. There is previous evidence to suggest that traditional bullying has a significant adverse impact on youths, particularly in relation to their mental health. Student activity program which can be helpful in reducing bullying. University need access to get information about interventions, so that they can make decisions about which approaches may work in their university as university face different bullying problem. Bullying occurs as part of a broad group and environmental perspective in which individual, family, community, and university factors are involved. Successful bullying prevention strategies and intervention plans should consider all these factors to facilitate active involvement of families and the community **(Ttofi, 2019)**.

Western countries, bullying prevalence is quite significant with a 26% overall rate of involvement. The prevalence of bullying varies widely between genders. It ranges from 8.6 % to 45.2 % among boys from 4.8% to 35.8 % among girls, and always at a higher rate among boys. Middle East and Arab world. In these studies, a high prevalence of bullying was reported ranging from 20.9 % in the UAE up to 44.2 % in Jordan. In Egypt, a study on a nationally representative sample of Egyptian university students registered a prevalence of 31% for physical fighting. United States in the beginning of the twenty-first century shows a high bullying prevalence (42%) among university students, in Europe showed similar prevalence. The most prevailing type of bullying was verbal, reaching 53.7% as a bully, and 72.9%% as a victim. The highest prevalent act was

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‘insulting others and talking about someone behind h back’ (UNESCO, 2019).

Social and emotional competence are increasingly being implemented in university to address a wide range of problematic behaviors and to promote prosocial behavior, academic success Social and emotional competence is known to exert a positive impact on young students’ aggressive behavior and promote mental health (Portnoy et al., 2022).

Aim of the Study: The aim of the present study was to evaluate the effect of students’ activity program on social and emotional competence among Benha university students as community-based rehabilitation

Research Hypotheses:

H1: Knowledge regarding (Students’ activities, social, emotional competence and bullying behavior) of university students’ will be improved after implementation the student’s activity program.

H2: Social and emotional competence of university students will be improved after implementation the student’s activity program.

H3: Bullying behavior will be decreased among university students after implementation the student’s activity program.

Subjects and Method

Study design: Quasi experimental study design would be used.

Research setting: This study would be conducted to represent 25% from total 16 Faculties at Benha University. 2 theoretical (faculty of Commerce and faculty of Arts) and 2 practical (faculty of Physiotherapy and faculty of Nursing). The four faculties were chosen by simple random sample

Sample type: A simple random sample of 345 university students was included in the study. Students in the first year who don’t

receive any lectures or training regarding students’ activities on social and emotional competence and bullying behavior at classroom during the academic year 2023-2024. The selecting sample was received students’ activity program on social, emotional competence and bullying behavior

Sample size and technique:

Students’ of the first year during academic year 2023- 2024 and size was calculated according to the following formula (Yamane, 1967).

Where N = total students (2505 students from 4 faculties, students of the first year at academic year 2022/2023), n = required sample size and e = level of error = 0.05. - (345 students). Sample size = 345 students.

Tools of data collection: Three tools were used to collect data.

Tool I:- A Structured interviewing questionnaire was developed by the researchers based on reviewing related literature. The questionnaire included two parts. It was concerned with:

Part I: Students' demographic characteristics; it comprised of six closed ended questions (multiple choice type) such as faculty, age, gender, residence, marital status and participation in students’ activities.

Part II: A- It was concerned with students’ knowledge about students’ activities. It comprised of five closed ended questions (multiple choice type) about meaning of students’ activities, types, forms, importance and effect of students’ activities on student’s achievement.

B- Students’ knowledge regarding to social and emotional competence. It comprised of four closed ended questions (multiple choice type) about meaning of social and emotional competence, importance of social and emotional competence, development social and emotional

competence and effect of social and emotional competence on students.

C- Students' knowledge regarding bullying and cyber bullying behavior. It comprised of twelve closed ended questions (multiple choice type) about meaning of bullying, types, causes, effect of bullying behavior on students, effect of bullying on community, meaning of cyberbullying, methods of cyberbullying, effects of cyberbullying, treatment of bullying, roles of the family, university and community in reducing bullying behavior.

Scoring system:

Every correct and complete answer scored (2-), correct and incomplete answer scored (1) and don't know scored (-0). The total knowledge score = 42 points. The total knowledge score was considered good if: >75% (>32 points), average knowledge if total score was: <50-75% (<21-32 points) and poor knowledge if total score was: <50% (<21 points).

Tool II: The bullying, harassment, and aggression receipt measure of bullying behavior and cyberbullying adapted from (Hall, 2016). It was used to assess bullying behavior among studied students. It consists of 4 items (14 questions). It was modified by the researchers after reviewing related literature. It was divided into four items.

A-Physical bullying: Which included five items about, push colleague, obstruct colleague, cause pain to colleague, create reasons to quarrel with colleague and assault on colleague with punishment.

B-Verbal bullying: Which included three items about, describe colleague with bad name, make colleague feel afraid and make comments about colleague's appearance.

C-Social bullying: Which included three items about try to turn people against colleague, try marginalized colleagues from

the research group and give one of friend's false rumors.

D-Cyberbullying: Which included three items about, post some bad thing about colleague on the internet, send an email or immoral messages to colleague from fake accounts on social networking sites and make a hurtful comment to a colleague on the internet.

Scoring system:

The scoring system was calculated as (2-) scores for always, (1-) score for sometimes and (-0) for never. Total items were (-14-). The total bullying behavior score ranged from (0-28) calculated by the summation of the total scores of all domains. The total bullying behavior score was classified as the following:

The total bullying behavior score is considered high >80% (>22 points), moderate bullying behavior was 60-80% (17-22) points and low bullying behavior if total score is: <60% (<17 points).

Tool III: Delaware Social and Emotional Competence–Students (DSECS-S) scale adapted from Mantz, (2016). It used to assess social and emotional competence among studied university students. It was modified by the researchers after reviewing related literature. The scale divided into four items as the following:

A-Decision-making: Which included three items about, blame others when in trouble, think about the consequences of actions and don't make a decision carelessly.

B-Relationship skills: Which included three items about, good at solving conflicts with others, always apologize when hurt someone unintentionally and differentiate between one emotion and another.

C- Self-management: Which included three items about, self-control of behaviors, remain calm in stressful situations and have clear goals.

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D- Social awareness: Which included three items about, think about what others feel, know what people expect from others and understand why people react the way they do.

Scoring system:

Each item was rated based on three points which are (2-) for always, (1-) for sometimes and (-0) for never. The total social and emotional competence score ranged from (0-24). The total social and emotional competence score was classified as the following:

High social and emotional competence if total score was >80% (> 19 points), moderate social and emotional competence was 60-80% (14-18 points) and low social and emotional competence < 60% (<14 points).

Tools validity:

Tools of data collection were reviewed by three experts from the Community Health Nursing Department at Faculty of Nursing, Benha University to test the tools for content validity according to their judgment clarity of sentences, relevance, comprehensiveness, legibility, appropriateness of contents and applicability. According their judgements the tools are consider valid.

Tools reliability:

The reliability was done by Cronbach's Alpha coefficient test which revealed that; the internal consistency of knowledge was 0.751, the internal consistency of social and emotional competence was 0.811 and the internal consistency of bullying behavior was 0.612.

Ethical Considerations:

The study approval was obtained from Scientific Research Ethical Committee of Faculty of Nursing Benha University before starting the study. The researchers clarified the aim of the study to each student who participated in the study before applying students' activity program and starting data

collection to gain their confidence and trust. Oral consent was obtained from each student. The study tools were ensuring that the study didn't touch participant's dignity, culture, traditional and religious aspects and didn't cause any harm for any participant during data collection. Also didn't include any immoral statements and respect human rights.

Pilot study:

A pilot study was carried out on 10% of sample size (34 students) to assess availability of tools and its content to estimate the time needed for data collection. No modifications were carried out. Thus, students involved in the pilot study were included in the main study sample.

Administrative approval:

An official approval to conduct this study was obtained from Dean of Faculty of Nursing at Benha University and then was delivered to the Dean of each Faculty previously mentioned of Benha University for their cooperation to carry out the study. Finally, the researchers interviewed each study participant and obtained an oral consent before starting the data collection

Field work:

The study was carried out through a period of seven months starting from the beginning of October 2023 to the end of April 2024. Data collection was carried out in first and second semester. The researchers visited the previously mentioned settings two days/ week (Monday and Tuesday) from 10 A.m. to 1 P.m. The researchers divided the studied student s' into 14 groups every group contain 20-25 students participating in students' union activities 7 committees as (cultural committee, sports committee, mobile and public committee, scientific committee, social committee, families and initiatives committee and technical committee). Students' activity program was conducted according to

academic schedule table of first year students. The researchers met studied student s' in class rooms and settings of practicing activities in each faculty. The researchers applied the students' activity program through eleven sessions. The session divided into 4 theoretical session and 7 practical sessions.

Students' activity program development:

The program was conducted through four phases:

I-Assessment phase:

At the beginning of the interview the researchers introduced themselves to each student included in the study, explained the purpose of the study to the participants and provided the students with all information about the study purpose, duration, activities, feedback about the study and take oral consent. Then the researchers distributed pretest questionnaires for collecting data to assess students' demographical characteristics, knowledge and practice of studied students regarding students' activity program, social and emotional competence and bullying behaviors. The average time needed for the filling questionnaire was around 15-20 minutes.

II-Planning phase: Based on baseline data obtained from assessment phase and review of literature, the students' activity program was designed by the researchers to improve students' knowledge, social and emotional competence and reduce bullying behavior. The researchers designed eleven sessions, 4 theoretical sessions and 7 practical sessions. The number of sessions and its contents, different methods of teaching and instructional media were determined and explained to the participants. The contents of program were prepared according to the student's level of understanding in simple, organized and scientific Arabic language. The program objectives included:

General objective: - By the end of the students' activity program, the studied students will be able to discuss knowledge, social and emotional competence will be improved and bullying behavior will be reduced.

Specific objectives: - At the end of the students' activity program, the studied students were able to

- Define student activity and enumerate types of students' activity.

- List important of student activity and discuss effect of student activity on academic achievement.

- Define social, emotional competence and discuss important of social and emotional competence.

- Explain how to develop social, emotional competence and clarify the effect of social and emotional competence on students.

- Define bullying behavior and mention types of bullying behavior.

- Enumerate causes of bullying behavior and describe effects of bullying behavior.

- Define cyberbullying behavior and mention how cyberbullying behavior occur.

- Discuss effects of cyberbullying behavior and enumerate management of bullying behavior.

- Mention role of the family, University and community to eliminate bullying behavior.

- Apply students' activities which included 7 students' union activities committee.

III-Implementation phase: The third phase of study was the implementation. At the beginning of the first session studied students were oriented with the program contents, purpose and activities. The studied student s' were interviewed in groups by the researchers to implement the student's activity program. The subsequent session started by feedback about the previous session and the researchers discussed the objectives of the new session. The duration of each session was (45-60-)

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minutes according to student s' achievement and feedback. The researchers used teaching methods include lectures, discussion, demonstration and suitable teaching media included booklet, pictures, brochures and videos through data show. The booklet was distributed to all studied student s' from the first session to achieve the objectives.

At the end of each session, the researchers gave the chance to the studied student s' to ask any questions to clarify the session contents and to correct any misunderstanding. The researchers informed the studied student s' about the time of the next sessions.

Theoretical part: It include four sessions as follows:

Session 1: The researchers introduced themselves to the participant student s', illustrated the study aim, expectations and explained the meaning of student s' activity, types of student s' activity, importance of student s' activity, effect of student s' activity on academic achievement. The researchers used handout, brochure and power point as a media.

Session 2: The researchers discussed the definition of social, emotional competence, importance of social and emotional competence, how to develop social and emotional competence and effect of social and emotional competence.

Session 3: The researchers explained the definition of bullying behavior, types of bullying behavior, causes of bullying behavior and effects of bullying behavior.

Session 4: The researchers provided and explanation about cyberbullying behavior, how cyberbullying behavior occur, effects of cyberbullying behavior, management of bullying behavior and role of the family, university and community to prevent bullying behavior.

Practical part: It includes seven sessions as follows:

Session 1: The researchers observed the application of cultural activities such as handicrafts gallery, cultural student committees, cultural club activities, cultural competitions and art history club activities.

Session 2: The researchers observed the students practice of sporting activities such as swimming sport, football sport, baseball sport, basketball sport, cricket sport, five aside football sport, Ping pong sport, tennis ball sport, volley ball and chess.

Session 3: The researchers provided explanation about mobile and public activities such as camps and scouts.

Session 4: The researchers applied scientific activities such as a perfect student competition, scientific competitions and the genius competitions.

Session 5: The researchers observed the application of social activities such as providing textbooks for needed students, donation campaigns for victims of wars, or humanitarian cases including blood donation, visiting elderly care homes, visiting orphanages, visiting and donating to the Children's Cancer Hospital 57357 and visiting Rehabilitation Centers for people of determination.

Session 6: The researchers provided explanation about the application of families and initiatives activities such as a family of students for Egypt and charity pharmacy.

Session 7: The researchers observed the application of technical activities such as celebrations, performing arts, painting on glass and paintings, religious chanting, concerts, movie screenings, singing groups and acting clubs.

IV-Evaluation phase: The evaluation phase emphasized to investigate the effect of application of student's activity program on

social and emotional competence and bullying behavior among university students by posttest which was done immediately after the program implementation using the same tools used in pretest.

Statistical analysis:

Data was verified prior to computerized entry. The statistical package for social sciences (SPSS version 20.0) was used. Descriptive statistics were applied (e.g., mean, standard deviation, frequency and mean, standard deviation, frequency and percentages). Tests of significance (chi-square, independent t-test, Pearson correlation and coefficient test) was applied to test the study hypothesis.

- No statistically significant difference was considered at $p\text{-value } p > 0.05$
- A statistically significant difference was considered at $p\text{-value } p \leq 0.05$
- A highly statistically significant difference was considered at $p\text{-value } p \leq 0.00$

Results:

Table (1): Clarifies the demographic characteristics of the studied students, it was clear that 58.6% of the students were in the age group of 18 years with Mean age 18.34 ± 0.55 years. Regarding gender 57.4% of them were males. Moreover, 53.9% of the students were from rural areas. Also, all students were single.

Figure (1): Illustrates that 24.4% of studied students were from Faculty of Commerce, 25.5% of them were from Faculty of Arts and Faculty of Physiotherapy, also 24.6% of them were from Faculty of Nursing.

Figure (2): Illustrates that 88.4% of the studied students didn't participate in students' activities, while 11.6% of the studied students were participated in students' activities before implementation the program.

Figure (3): Illustrates that 44.9% of the studied students had good total knowledge level preprogram implementation, however post program implementation increased to

78.8%. While 41.5% of them had average total knowledge level preprogram implementation but post program implementation decreased to 20.0% respectively. Also 13.6% of them had poor total knowledge level preprogram implementation and decreased to 1.2% post program implementation respectively.

Figure (4): Illustrates that 5.2% of the studied students had high total bullying behavior level preprogram, however post program decreased to 0.4% respectively, while 13.9% of them had moderate total bullying behavior level preprogram but post program decreased to 4.9% respectively. Also 80.9% of them had low total bullying behavior level preprogram but post program increased to 94.7%

Figure (5): Illustrates that 38.8% of the studied students had high total social-emotional competence level preprogram, however post program increased to 78.8%, while 39.5% of them had moderate total social-emotional competency preprogram but post program reached to 16.3% respectively. Also 21.7% of them had low total social-emotional competence level preprogram but post program decreased to 4.9% of the studied students had low total social-emotional competence.

Table (2): Illustrates that there was a negative correlation between total knowledge, total bullying behavior among studied students pre and post program implementation ($P \geq 0.05$). Moreover, a positive correlation between total knowledge, total social and emotional competence among studied students pre and post program implementation was detected ($P \leq 0.001$).

Table (3): Illustrates that there was a negative correlation between total bullying behavior and total social and emotional competence preprogram and post program implementation.

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Table (1): Distribution of studied students regarding to their demographic characteristics (n=345).

Demographic characteristics	No	%
Age \ years		
18-	202	58.6
19-	133	38.6
20	10	2.9
Mean \pmSD18.34\pm0.55		
Gender		
Male	198	57.4
Female	147	42.6
Residence		
Rural	186	53.9
Urban	159	46.1
Marital status		
Single	345	100.0

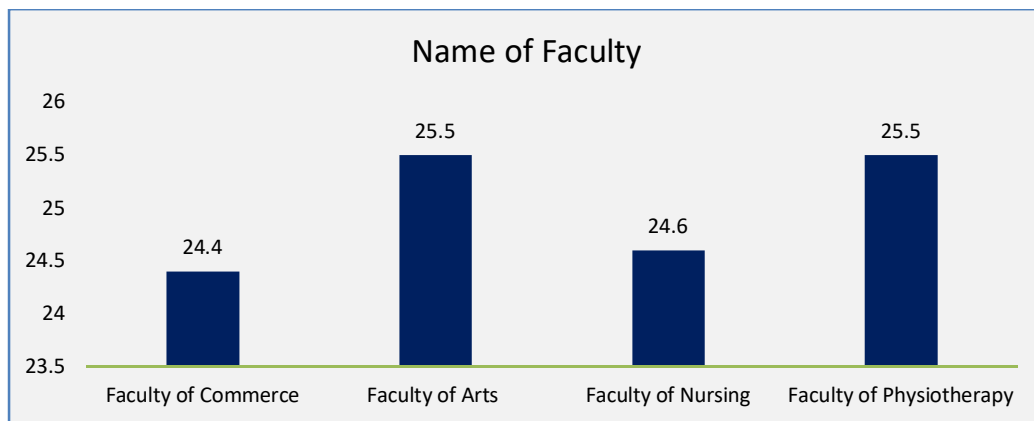


Figure (1): Percentage distribution of studied students according to their faculty (n=345).

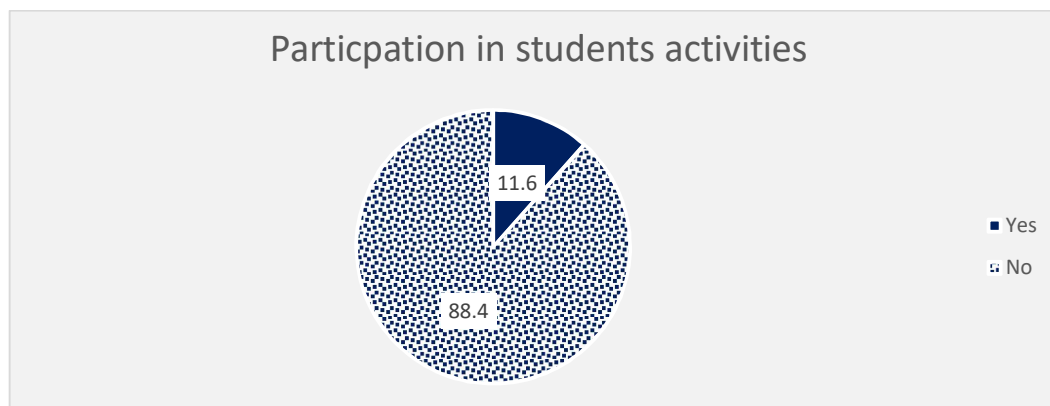


Figure (2): Percentage distribution of studied students according to their participation in students' activities (n=345).

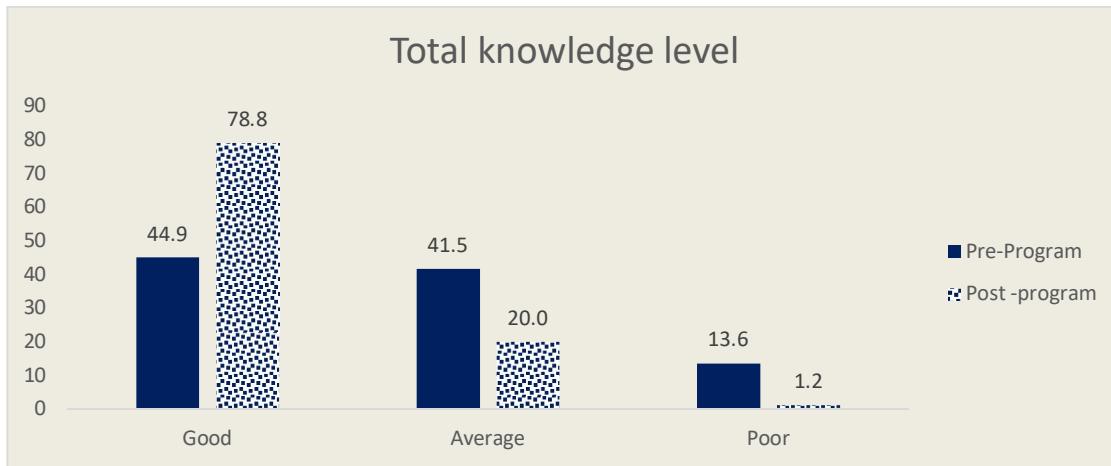


Figure (3): Percentage distribution of studied students regarding their total knowledge level pre and post program implementation (n=345).

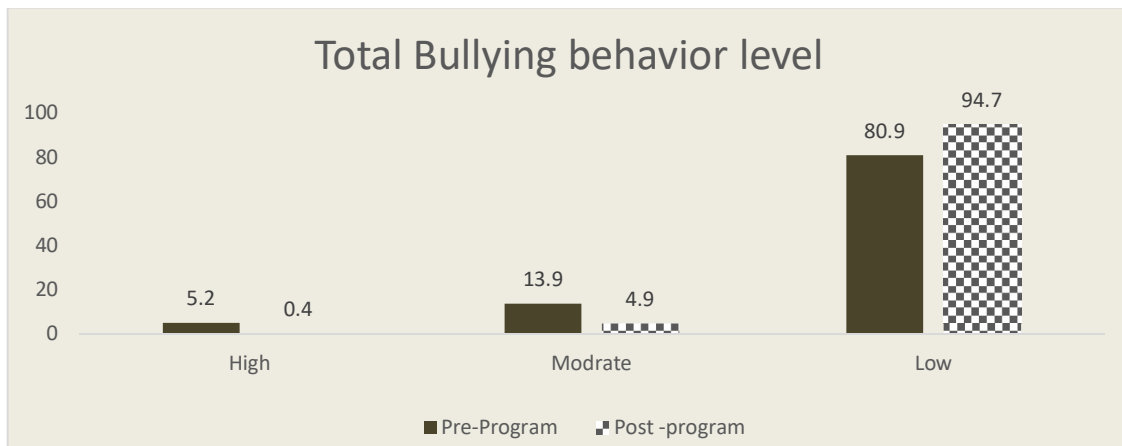


Figure (4): Percentage distribution of studied students regarding total bullying behavior level pre and post program (n=345).

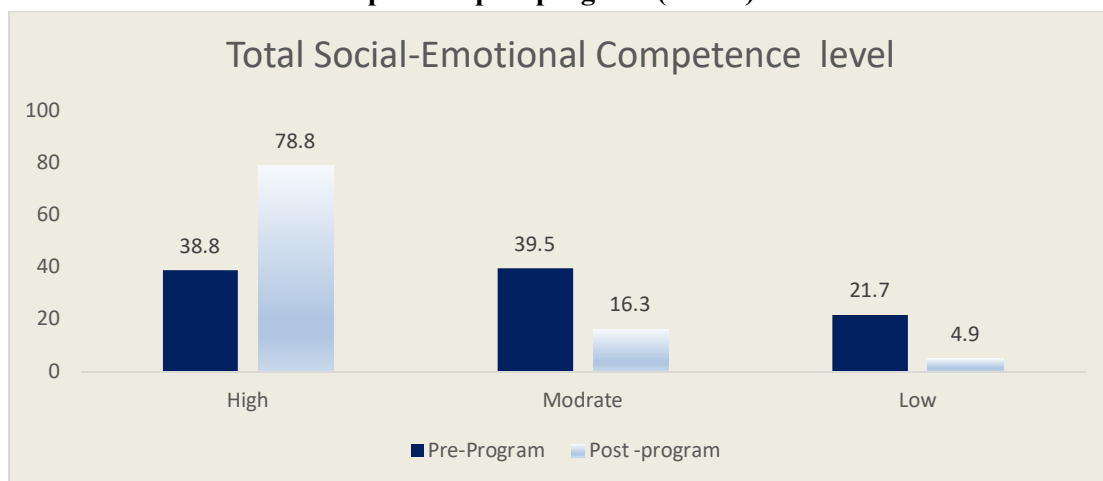


Figure (5): Percentage distribution of studied students regarding total social-emotional competency level pre and post program (n=345).

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Table (2): Correlation between total knowledge, total bullying and total social and emotional competence among studied students pre and post program implementation(n=345).

Items	Total knowledge			
	Pre-program		Post-program	
	r	p-value	r	p-value
Total bullying behavior	-.020	.714	-.093	.084
Total social and emotional competence	.298	.000**	.336	.000**

Table (3): Correlation between total bullying and total social and emotional competence among studied students pre and post program implementation(n=345).

Items	Total bullying behavior			
	Pre-program		Post-program	
	r	p-value	r	p-value
Total social and emotional competence	-.152	.005	-.037	.494

Discussion:

The current study was aimed to evaluate the effect of students' activity program on social and emotional competence among Benha university students as community-based rehabilitation. This aim was realized through the present study findings; which improve the university students' knowledge about student activity program, social and emotional competence, improve the social, emotional competence and reduce bullying behavior among Benha university students.

Regarding demographic characteristics of the studied students, the present study showed that more than half of the studied students aged 18 years with Mean \pm SD was 18.34 ± 0.55 and more than half of them males. These findings disagreed with study "Psychiatric symptomatology as a predictor of cyberbullying among university students" in Turkey (n=695) (n=247 males and n=448 females) from 15 different programs at Selçuk University, and reported that students' ages ranged from 18 to 22 years M = 19.34, SD = 1.1. 199 students were freshmen, 232 were sophomores, 129 were juniors, and 135 were seniors and there were

more than two thirds (66.6%) of students' s females.

Regarding residence and marital status of the studied students, the present study revealed that more than half were from rural areas and all of them were single. These findings disagreed with **Abdel Wahed et al. (2022)**, who studied "Bullying among Egyptian medical students is real: A cross-sectional study" in Egypt (n=752 medical students) from nine universities and reported that 59% of students from urban.

Concerning the faculty of the studied students, the present study clarified that more than one quarters of the student's where from (Faculty of Arts and Faculty of Physiotherapy), approximately less than one quarters from (Faculty of Nursing and Faculty of Commerce). These findings were disagreed with **AlMulhim et al. (2018)**, who studied " Bullying among medical and nonmedical students' at a university in Eastern Saudi Arabi " (n=295) and reported that (59.6%) (n= 176) of university students were from medical faculties and (39.4%) (n= 119) of them from nonmedical faculties and showed unequal percentage of

the student's selection according to their faculties.

According to studied students' participation in students' activities the current study demonstrated that the majority of the studied students didn't participate in students' activities and less than one tenth of the studied student s' participated in students' activities. This finding was indicated that the studied student s' needed more awareness regarding importance of students' activities and the positive effect of these activities on modifying their behaviors.

Concerning total knowledge level of studied students, the present study revealed that more than two fifths of the students had good total knowledge level, while post-program improved to more than three quarters. These results were supported with study conducted by **Peng (2022)**, who showed that both male and female students' (97.6%) in the intervention group increased their knowledge of bullying after intervention. This level of knowledge might be due to the current study setting have anti-bullying policies to be followed on bullying events.

Concerning the studied students total bullying behavior level, the current study showed that; high bullying behaviors decreased post program and low behaviors increased post program. As, most of the studied students had low bullying behavior post program implementation. This result was similar to **Limber, et al. (2018)**, who studied "Evaluation of the Olweus Bullying Prevention Program: a large-scale study of U.S. students in grades 3-11 "and reported that positive behaviors were significantly improved from 5% to 86% pre- and post-prevention program and the negative behaviors were decreased from 80% of the students to 4% post-prevention program. This result also found improvements in the students' behavior in several aspects of the bullying behavior.

Concerning studied students total social and emotional competence level, the current study clarified that more than one third of the studied students had high total social-emotional competence level preprogram, while post program increased to more than three quarters. This finding was similar to the study performed by **Song (2022)**, who studied "Effects of a social and emotional competence enhancement program for adolescents who bully: A quasi-experimental design" in South Korea (n=71 students), and found that the social and emotional competence of the experimental group increased with time, while the control group showed an increase from the pretest to the first posttest and a decrease from the first to the second posttest .There was a statistically significant effect of the time group interaction ($F = 6.42, p = 0.013$). The subscale of social and emotional competence showed that social competence ($F = 5.18, p = 0.025$), After the enhancement program was provided, the experimental group's social and emotional competence level was higher relative to that of the control group. This program was found to be effective in improving SEC skills such as self-awareness, self-management, social-awareness, prosocial relationship skills and responsible decision-making among students.

Concerning correlation between studied students' total knowledge, total bullying behavior and total social and emotional competence, the current study illustrated that there was a negative correlation between total knowledge, total bullying behavior among studied students pre and post program implementation ($P \geq 0.05$). Moreover, a positive correlation between total knowledge, total social and emotional competence among studied students pre and post program implementation was detected ($P \leq 0.001$). These findings in the same line with study performed by **Elfeshawy et al. (2023)**, who showed that negative

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correlation was observed between knowledge and cyberbullying practices after as compared to before preventive strategies education ($P \geq 0.05$). This program addresses behaviors such as bullying, impulsiveness, inability to wait and aggressiveness, while promoting positive prosocial behaviors.

Regarding correlations between the studied students' total bullying and total social and emotional competence, the study illustrated that there was a negative correlation between total bullying behavior and total social and emotional competence preprogram and post program implementation. The program helpful and effective to improving students' total social and emotional competence level and reducing students bullying behavior, the program could allow continuous increase and maintenance of social and emotional competence in studied students.

Conclusion:

More than half of the students were in the age group of 18 years with Mean age 18.34 ± 0.55 , were males and were from rural areas. Also, all students were single. The student's activity program succeeded to improve studied students' knowledge regarding (students' activities, social and emotional competence and bullying behavior), social and emotional competence and reduce bullying behavior. There was a negative correlation between total knowledge, total bullying behavior among studied students pre and post program implementation ($P \geq 0.05$). Also, a positive correlation between total knowledge, total social and emotional competence among studied students pre and post program implementation was detected ($P \leq 0.001$). Moreover, that there was a negative correlation between total bullying behavior and total social and emotional competence preprogram and post program implementation.

Recommendations:

- Continuous educational programs for university students about bullying behavior prevention.
- Create online channel to notify students about any harassment and bullying behavior.
- Replication of the present study with more participants and at several settings for generalization of the results.
- Further studies needed to be performed about factors leading to bullying behavior and lack of social and emotional competence among university students.

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أثر برنامج النشاط الطلابي على الكفاءة الاجتماعية والعاطفية وسلوك التمر لدى طلاب جامعة بنها

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يعزز برنامج النشاط الطلابي إعادة الهيكلة المعرفية لأدوار الطلاب المتورطين في التمر/التسلط عبر الإنترنت، في حين أن تعديل إدراكهم يعزز التغييرات السلوكية ويحسن الكفاءة الاجتماعية والعاطفية، لذلك هدفت هذه الدراسة إلى تقييم أثر برنامج النشاط الطلابي على الكفاءة الاجتماعية والعاطفية وسلوك التمر لدى طلاب جامعة بنها، وقد تم استخدام تصميم دراسة شبه تجريبية، وأجريت هذه الدراسة لتمثل ٢٥٪ من إجمالي ١٦ كلية بجامعة بنها، ٤ كليات ٢ نظرية (كلية التجارة وكلية الآداب) و ٢ عملية (كلية العلاج الطبيعي وكلية التمريض) بجامعة بنها تم اختيارها عن طريق عينة عشوائية بسيطة، وكشفت الدراسة أن ٤٤,٩٪ من الطلاب الدراسة لديهم مستوى معرفي إجمالي جيد قبل تنفيذ البرنامج، في حين ارتفعت النسبة بعد البرنامج إلى ٧٨,٨٪. ونسبة ٥,٢٪ من طلاب الدراسة لديهم مستوى عالي من سلوك التمر قبل تنفيذ البرنامج في حين انخفضت النسبة بعد البرنامج إلى ٠,٤٪. علاوة على ذلك، فإن نسبة ٣٨,٨٪ من الطلاب الذين شملتهم الدراسة لديهم مستوى عالٍ من الكفاءة الاجتماعية والعاطفية قبل تنفيذ البرنامج، في حين ارتفعت النسبة بعد البرنامج إلى ٧٨,٨٪. وقد لخصت النتائج على أن برنامج النشاط الطلابي له تأثير إيجابي على تحسين الكفاءة الاجتماعية والعاطفية وتقليل سلوك التمر لدى الطلاب الدراسة. وقد أوصت الدراسة إلى تكرار الدراسة الحالية مع عدد أكبر من المشاركين وفي عدة جامعات لتعميم النتائج.