

Bullying educational program and its effect on self-efficacy and self-esteem among primary school pupils

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ABSTRACT

Background: Bullying is aggressive behavior that is carried out intentionally and repeatedly to harm another party. While, self-efficacy level determines the degree whether the students being bullied or victimized, and self-esteem is the most crucial characteristic of bullying. **Aim:** The present study aims to examine the effect of bullying educational program on self-efficacy and self-esteem among primary school students. **Subjects and method:** **Design:** the current study used a quasi-experimental research design. **Setting:** The study was conducted in at five primary schools covering five districts of Port-Said city with simple random sample. **Tools:** Three tools used for data collection consisted of, Tool I include two parts, part one socio-demographic characteristics of the studied students, the second part The Child Adolescent Bullying Scale, Tool II General Self-Efficacy Scale, and Tool III Self-esteem Scale for school children. **Results:** 15.2% of the studied students had moderate level of exposure to bullying at pre-program. While changed to 66% of them had low level of exposure to bullying post-program. Also, 56.4% of them had low level of self-efficacy at pre-program which changed to 68.8% of them had high level of self-efficacy post-program. Additionally, 13.6% of the studied students had low level of self-esteem at pre-program. While changed to be 64.0% of them had high level of self-esteem post-program. **Conclusion:** The bullying educational program improved primary school students' self-efficacy and self-esteem with highly statistically differences. **Recommendations:** design bullying educational program and its effect on self-efficacy and self-esteem among primary school students in different Egyptian governorates.

Keywords: Bullying, Educational program, School students, Self-efficacy, Self-esteem.

INTRODUCTION

Bullying is a form of aggressive behavior that is carried out intentionally and repeatedly to harm another party who is physically or psychologically less powerful. There are different types of bullying such as physical (hitting, kicking pushing), verbal (teasing, name-calling), relational aggression (rumor spreading, exclusion, and coercion), damage to property (taking lunches, destroying school books), cyberbullying (text-message, email and social media harassment) and extortion. Bullying can occur at any location such as in the classroom, the playfield, the school bathroom, and the lunch area (Ahmad & Smith, 2022).

School bullying might result in even criminality or antisocial behavior, and it was found to be a predictor of delinquency, problems adapting to the demands of adulthood (e.g., housing problems, relationship problems, employment problems, involvement in fights, drug and alcohol abuse), and other social and economic problems in adulthood. For the victims, school bullying may cause multiple physical and psychological health consequences, such as lower academic achievement, pain-related complaints, anxiety, depression, subclinical psychotic experiences, self-injurious behaviors, and even suicidal ideation and suicide attempt (Madsen, KDamsgaard, Petersen, Qualter & Holstein, 2024).

Today, an estimated 200 million school students and youth around the world are being victimized by their peers. Reports of bullying victimization are highest in regions such as the Middle East (41.1%), North Africa (42.7%), and sub-Saharan Africa (48.2%). The World Health Organization (WHO) stated that “the frequency of bullying was estimated to be 8-30 % and may reach 50% in many studies”. There was a great variation in the prevalence rates of bullying among different countries, but the rate among the Arab world was the highest (Inoue, & Tanaka, 2024).

Self-efficacy is one of the most important preconditions of behavior change, and positive self-esteem presupposes the corresponding self-efficacy (Amr, 2021). Primary school students' self-efficacy is a predictor for their didactic development. Primary school students, who deem that they can be successful in their studies, are more confident. The level of self-efficacy determines the degree whether the students

being bullied or victimized. Primary school students with higher levels of self-efficacy used proper handling strategies when confronted with strain from tasks and overload during their life experience (Prasetya, 2024).

Self-esteem is likely to play an important role in primary school students' development, and is a large part of primary school students' self-understanding. Low levels of self-esteem have been related to aggressive behavior, antisocial behavior, and depression. Self-esteem is frequently cited as one of the most crucial characteristics of bullying. A positive or negative attitude toward oneself, as well as an overall assessment of one's worth or value, are all characteristics of self-esteem. It also assesses primary school students' success in adapting to their circumference, as well as the factors that has leverage or poor adaptation (Mota, Sousa & Relva, 2024).

People with low self-esteem are more likely to be victimized than those with strong self-esteem, according to research. In addition, those with poor self-esteem tend to be less capable of properly defending themselves, which encourages bullies to attack. Low self-esteem appears to trigger perpetrated behavior on the one hand, and victimization appears to lead to lower self-esteem on the other. As a result, bullying interactions may be both a cause and a result of low self-esteem (Wardany, Rismawan & Akbar, 2024).

Bullying educational program is one of the guidance efforts to educate all constituents with common language around bullying. It helps to create a safer, more positive learning environment among primary school students through: assess bullying at school, Garner staff and parent support for bullying prevention, encourage to establish school rules and policies related to bullying, focus some class time on bullying prevention and continue these efforts over time (Domínguez-Martínez & Robles, 2019).

Community health nurse play an important role in helping students to deal with bullying situations from whom the victim and the bully go to for help to coordinate care for those involved in bullying episodes by gaining students' confidence, getting as much information as possible out of the situation, empowering them to take action, liaising with schools and parents about the bullying situations (Moselhy, 2020).

Significance of the study:

Victims of bullying can suffer from a number of negative consequences, including low self-esteem, depression, anxiety, suicidal ideations, and self-harm. It is for this reason that bullying prevention programs have infiltrated school systems around the world. Being a victim of bullying can have significant negative consequences on student's self-esteem and academic success. In Egypt, according to National Center for Social and Criminal Research, 69% of students reported being bullied or experiencing aggression from another student (Choi & Park, 2021).

There is less of studies about bullying in Egypt. So, this study will be carried out to examine the effect of bullying educational program on self-efficacy and self-esteem among primary school students.

AIM OF THE STUDY

The present research aimed to examine the effect of bullying educational program on self-efficacy and self-esteem among primary school students.

Research objectives

1. Assess level of self-efficacy among primary school students.
2. Determine level of self-esteem among primary school students.
3. Design a bullying educational program for primary school students
4. Implement a bullying educational program for primary school students.
5. Evaluate the effect of a bullying educational program on primary school students' self-efficacy and self-esteem.

Research hypothesis

The current study hypothesized that:

Statistically significant improvement on both self-efficacy and self-esteem after implementation of bullying educational program.

SUBJECTS AND METHOD

To conduct the present study, a quasi-experimental design was used for one group (pre-test and post-test).

Research setting

The study was carried out in at five primary schools covering five districts of Port-Said city with simple random sample as following: Hamed Alalfy school in Alzohor district, Atef Alsadat school in Aldawahy district, Safya Zaghloul school in Alarb district, Moustafa Kamel school in Almanakh district, Alshahed Gawad Ali Hosny school in Port-Fouad district.

Subjects

The study population consisted of the primary school students at the sixth primary grade affiliated to previously mentioned settings (250 student).

Sampling technique

To ensure that all regions of Port Said city were adequately represented in the sample a stratified multi-stage cluster sampling technique were used in recruiting the study sample.

- Stage I: there were five regions in Port Said city namely Alzohor district, Aldawahy district, Alarb district, Almanakh district and Port-foaad district.
- Stage II: primary schools' total numbers were 165 school. From each region one general primary school were chosen randomly.
- Stage III: according to classrooms (clusters). One class from sixth primary grade were chosen randomly. Classroom would be selected as a cluster from each selected school.
- Stage IV: Accordingly, to students all the students enrolled in the selected classrooms were included in the study sample. The expected cluster size was ranged between 50 and 60 students from each school.

Data collection tools

In this study, three instruments were utilized:

Tool (I): A Structured Interview sheets:

It comprised of two main parts to assess the following data:

Part I: Socio demographic characteristics of the studied students:

This part composed of 11 multiple-choice questions related to students' sociodemographic characteristics as: age, sex, educational level, child siblings, area of residence, days of absent from school at the last period and causes of absenteeism, parental age, education & occupation. Also, this part includes parents' socio-demographic data as: parents' age, educational level, job, and family monthly income.

Part II: The Child Adolescent Bullying Scale (CABS):

The scale developed by Strout, Vessey, DiFazio& Ludlow, (2018) to assess various forms of bullying in primary school student in English language and translated into Arabic by the researcher. The scale was comprised of 22 items as loss of damage of personal stuff, scared to go to school, lack of sympathy towards other bullied students..... etc.

Scoring system

The items response was answered in five-point Likert scale ranged from 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree. The scale items scores are computed by summing numeric scores for each item based on Strout, Vessey, DiFazio & Ludlow, (2018). The summed CABS scores were ranged from 20 to 100. A high score on the CABS represented a high level of bullying exposure. The total score was analyzed and classified as follows:

1. Low = less than 50%.
2. Moderate =50–75%.
3. High= more than 75%.

Tool II: General Self-Efficacy Scale (GSE)

The scale developed by Schwarzer and Jerusalem (1995) to explore the school students' level of self-efficacy and the Arabic version which developed by Al Mohazie (2018) and adapted by the researcher. It comprised of 10 items as I can always solve problems if I work hard enough, I am confident that I can deal efficiently with events Unexpected and surprising..... etc.

Scoring system

The subjects responded with a 4-point Likert scale, which were: Not at all true=1, mostly true= 2, somewhat true=3, exactly true=4. The whole score was estimated by finding the sum of all items. The total score ranged between (10 and 40), scores were graded as follows; scores (10- 24) was categorized as: low self-efficacy, scores from (25-34) = moderate self-efficacy, and scores from (35-40) means high self-efficacy (Schwarzer & Jerusalem, 1995).

Tool III: Self-esteem Scale for school children

This scale developed by Lagonell, Sidera, Gras & Mera (2018). It comprised of 32 item to measure global self-worth by measuring both positive and negative feelings about the self. The items scales were such as "I like my parents, I'm happy to work I do at school....etc

Scoring system

All items were responded using a 3-point Likert scale format was ranged from always to never. Scoring items 3, 9, 16, 23, 26, 29, 32 are reverse scored. Sum scores for all 32 items. Higher scores indicated higher self-esteem. The total score ranges between (0 and 64) which were categorized as follows; scores below 32 means, low level of self-esteem; 32- 48 = moderate level of self- efficacy and 49-64 = high level of self-efficacy (Lagonell, et al., 2018).

B-Operational design

The study field of work was carried out through the following phases:

Preparatory phase

After reviewing the relevant literature to the study, the tools were designed, the educational sessions and the supportive material (an Arabic booklet) were developed and finally the pilot study was conducted to assess applicability of the study tools after confirming the content validity of the developed tool and the educational sessions and material by a panel of experts in community health nursing.

Tools validity

The researcher created the data gathering instruments, and a total of five professors with expertise in Family & Community Health Nursing from the faculty of Nursing at Port-Said University evaluated the information provided for validity. It was done to evaluate the three instruments' suitability, comprehension, applicability, and clarity. Their suggestions on the uniformity and format of tool layout were solicited.

Tools Reliability

The reliability was assured by calculating Cronbach's α coefficients. Its value was (0.929) for The Child Adolescent Bullying Scale, (0.954) for General Self-Efficacy Scale and (0.912) for Self-esteem Scale for school children which indicated high reliability.

Pilot study

The pilot study was carried out on 10 % of study sample which included (25) students, who were selected randomly from schools. It was done to ascertain the relevance, clarity and applicability of the developed tool and to estimate the time needed to fill the questionnaire sheet. These students who shared in the pilot study were excluded from the main study sample as a result of the modifications made to the questionnaire sheet, where some of the questions were added and others were omitted.

Field work

The phases of assessment, planning, implementation, and evaluation were used to complete this fieldwork.

Phase I (Assessment Phase):

This phase was conducted by the researcher during the period from the beginning to the end of October 2023. After preparing the tools, the study sample was recruited according to the set criteria. This was followed by collecting baseline data. Pre-tested questionnaire was administered to the study sample to study their bullying exposure, their self-esteem and their self-efficacy. Data collection from the students was performed in the free time during the school day. Schools were visited three days/week.

The researcher interviewed the students after introducing herself and took the consent of them to be recruited in the study after explaining the aim of the study and then asking them the questionnaire sheet and fill out by the researcher. Confidentiality for all collected information was strictly assured.

Phase II (Planning Phase):

The researcher started to develop bullying educational sessions based on the information obtained from initial assessment, in addition to literature, the researcher developed bullying educational program under the guidance of the supervisors.

The researcher prepared three educational sessions after back to review of literature which given for three sequent days. It designed in a simple Arabic language and the bullying educational program emphasized on perceived susceptibility, perceived severity, perceived beliefs, perceived costs, cues to action and self-efficacy in each type of questions, the researcher designed the educational program under the guidance of the supervisors. Its main aim was to improve self-efficacy and self-esteem among the students.

Phase III (The educational program implementation):

First obtaining a permission letter from Directorate of Education in Port Said Governorate then from the directors of the previously mentioned schools to conduct the study and a consent from the students who agreed to participate in the research were taken. The bullying educational sessions designed for this study has been carried out in classrooms and computer labs in each of the pre-mentioned schools in Port Said city.

The participants were divided into small groups (10 groups) two group at each school, each group ranged from 20-30 student according to the total number of students selected from each of the schools. For interviewing the students, the researcher depended on coordination with school director in gaining information about students' schedules and times of classes. In addition, coordination was done with the teachers to enable the researcher to interview students.

On the recruitment day, in which the base line assessment was performed, the researcher introduced herself to the students and the aim of the educational program were illustrated to the participants. The researchers took assessment of the participants' socio-demographic, self-esteem, self-efficacy and bullying exposure.

The baseline assessment taken about fifteen minutes for each student to be completed by the researchers and a break for half an hour was taken, Then, the first educational session started in the form of audio lecture provided by the researcher in an Arabic simple language easily understood to the participants. The supportive educational booklet which made in simple Arabic language was given to all participants.

At the end of the educational program sessions, the researchers answered all participants' questions. Each educational session takes about forty-five minutes with a break in between. Duration of the educational program sessions implementation was one months at each school.

Phase IV (Evaluation Phase):

The outcome evaluation was conducted immediately at the end of the third and last educational session, the participants was re-assessed for their level of bullying, their self-esteem and self-efficacy. It was taken about thirty minutes to be completed by the researchers for each student. Duration of evaluation phase was three months (from end of December 2023 until the end of March 2023).

(III) Administrative Design:

An official permission to carry out the study from the responsible authorities was obtained. Before conducting the study, official letter was submitted from the faculty of nursing, Port Said University to the directorate of education in Port-Said city, to obtain their approval to carry out the study. Official permission was issued from the directorate of education, then it directed to the directors (mangers) of the schools to facilitate the work. Oral approval was obtained from the director of each school to include students in the study. At the time of data collection, a verbal agreement was taken from every participant in the study after clear and proper explanation of the study purpose.

Ethical Consideration

The study protocol was approved by the Research Ethics Committee (REC), Faculty of Nursing/ Port Said University with code number (NUR 5/11/2024) (31). Explain the aim of the study to the directors of Schools to take their permission to do this study. Oral consent was obtained from the included students. Explain the aim of the study to each participant to be familiar with the importance of her participation. A brief explanation of the study was given to assure the students that the information obtained was confidential and used only the purpose of the study. The process of data collection wasn't disturbing the harmony of the work. All data were collected from the studied subjects were processed in a total confidentiality. The students were told about their rights to withdraw from the study anytime.

D-Statistical analysis:

All statistical tests were conducted using SPSS for windows version 25.0 (SPSS, Chicago, IL). Continuous data were normally distributed and were expressed in mean \pm standard deviation (SD). Categorical data were expressed in frequency and percentage. The comparisons were determined using paired t test for two variables with continuous data, Chi-square test was used for comparison of variables with categorical data. Pearson correlation analysis was used for assessment of the interrelationships among quantitative variables. Statistical significance was set at $p < 0.05$.

RESULT

Table (1) Illustrates distribution of the studied students according to their socio demographic characteristics; (70.4%) of the studied students were in the age group 12 years with Mean \pm SD is 11.64 ± 0.58 . As regard to gender, (56.8%) of them were female. Also, (46.4%) of them has one sibling and (48.8%) of them were the first child. Moreover, (87.6%) of them reside in urban areas. Also, (56.8%) of them had been absent from school for less than two weeks, 65.2% of them had been absent related to physical (pathological) problems.

Table (2) Shows the distribution of the studied students according to personal data about parents, (78.0%) of the students' mothers, were in the age group 30-<40 years old, with Mean \pm SD is 35.01 ± 3.86 years. Also, (78.4%) of the students' mothers, were in the age group ≥ 40 years old, with Mean \pm SD is 41.74 ± 5.03 years. Moreover, (40.4%) of the students' mothers, had secondary education and (36.8%) of the students' fathers, had secondary education. Furthermore, (39.6%) of the students' mothers, were working, 72.7% of them were an employee in the government sector. Also, (41.6%) of the students' fathers, had free business. Regarding family income/month, (37.6%) of them had not enough family income.

Table (3) Shows that, there was a significant decrease in total students' exposure to bullying post-implementation of bullying educational program with a highly statistically significant difference at ($P < 0.01$) between pre-program and post-program scores. As evidence, 15.2% of the studied students have low level of total

exposure to bullying at pre-program. Which increased post-program to 66% of them had low exposure to bullying.

Table (4) Illustrates that, there was a marked statistically significant improvement in total students' self-efficacy post-program with a highly statistically significant difference at ($P < 0.01$) between pre-program and post-program scores. As evidence, 13.6% of the studied students have high level of total self-esteem pre-program. Which enhanced post-program to 64% of them had high self-esteem.

Table (5) Reveals that, there was high significant statistical positive correlation between total students' self-efficacy and total self-esteem among the studied students at pre and post implementation of bullying educational program at $p < 0.01$. While, there was high significant statistical negative correlation between total students' exposure to bullying and their self-efficacy and total self-esteem among the studied students at pre and post implementation of bullying educational program at $p < 0.01$.

Table (1): Frequency distribution of the studied students according to their socio-demographic characteristics (n=250).

Socio-demographic characteristics	No.	%
Age		
10 years	13	5.2
11 years	61	24.4
12 years	176	70.4
Mean ± SD	11.64±0.58	
Gender		
Male	108	43.2
Female	142	56.8
Number of siblings		
None	20	8.0
One	116	46.4
Two	95	38.0
Three	7	2.8
Four	12	4.8
Ranking between siblings		
First	122	48.8
Second	51	20.4
Third	74	29.6
Fourth	3	1.2
Fifth	0	0.0
Residence		
Urban	219	87.6
Rural	31	12.4
Days of absence from school in the last month		
Nothing	89	35.6
Less than two weeks	142	56.8
2 - 4 weeks	12	4.8
More than four weeks	7	2.8
Reasons for absence from school (n=161) *		
Family problems	13	8.1
Physical (pathological) problems	105	65.2
Psychological problems	7	4.3
Bullying	26	16.2
Environmental problems	3	1.9
None of the above	7	4.3

(*) Responses not mutually exclusive

Table (2): Frequency distribution of the studied students according to personal data about parents (n=250).

Personal data about parents	No.	%
Mothers' age (years)		
20-<30	28	11.2
30-<40	195	78.0
≥40	27	10.8
Mean ± SD	35.01±3.86	
Fathers' age (years)		
20-30	14	5.6
30-40	40	16.0
≥40	196	78.4
Mean ± SD	41.74±5.03	
Mothers' education level		
Illiterate	14	5.6
Primary education	6	2.4
Preparatory education	41	16.4
Secondary education	101	40.4
High education	88	35.2
Fathers' education level		
Illiterate	14	5.6
Primary education	7	2.8
Preparatory education	49	19.6
Secondary education	92	36.8
High education	88	35.2
Mothers' job		
Working	99	39.6
Not working	151	60.4
If the mother works, what is the job? (n=99) *		
An employee in the government sector	72	72.7
An employee in the private sector	20	20.2
Free business	7	7.1
Father's job		
An employee in the government sector	88	35.2
An employee in the private sector	58	23.2
Free business	104	41.6
Family income/month		
Enough	87	34.8
Not enough	94	37.6
Enough and more	69	27.6

(*) Responses not mutually exclusive

Table (3): Distribution of the studied students according to their total exposure to bullying at implementation of bullying educational program (n=250).

Levels of total exposure to bullying	Pre intervention		Post intervention		X ²	p-value
	No.	%	No.	%		
High	69	27.6	21	8.4	135.20	0.000**
Moderate	143	57.2	64	25.6		
Low	38	15.2	140	66.0		
Mean SD	60.31±15.32		43.76±16.76		t=11.520	0.000**

X²: Chi Square Test t= Paired test. (**) highly Statistically significant at p <0.01.

Table (4): Distribution of the studied students according to their total self-efficacy at implementation of bullying educational program (n=250).

Levels of total self-efficacy	Pre intervention		Post intervention		X ²	p-value
	No.	%	No.	%		
High	41	16.4	172	68.8	172.30	0.000**
Moderate	68	27.2	58	23.2		
Low	141	56.4	20	8.0		
Mean SD	22.18±8.85		33.16±6.69		t=15.637	0.000**

X²: Chi Square Test t= Paired test. (**) highly Statistically significant at p <0.01.

Table (5): Correlation between total exposure to bullying, total self-efficacy and total self-esteem among the studied students at pre and post implementation of bullying educational program (n=250).

Variables		Total self-efficacy		Total self-esteem	
		Pre	Post	Pre	Post
Total exposure to bullying	r p	-0.663- 0.000**	-0.571- 0.000**	-0.529- 0.000**	-0.824- 0.000**
Total self-efficacy				0.728 0.000**	0.588 0.000**

DISCUSSION

Bullying refers to intentionally harming or disturbing other less powerful people repeatedly and over time by using physically, verbally, or psychologically aggressive means. School bullying has been a major public health issue in many countries for a long time (Armitage, 2021).

The World Health Organization (2020) reported that approximately 13% of children aged 11 to 13 years suffer frequent bullying victimization. In developed economies such as the United States, Britain, and European countries, the percentage of children who experience frequent bullying victimization is usually between 10% and 30%.

Bullying affects children of all ages, ethnic background, and socioeconomic levels. "Bullying can threaten students' physical and emotional safety at school and can negatively impact their ability to learn". Coping strategies are more effective at a specific level of bullying. There is the need to develop a deeper understanding of the problem and possible interventions for its treatment and or prevention. There is therefore a need for change in the students' attitude and behavior (Siddiqui, Muhammad & Naseer, (2021). So, this study was conducted to examine the effect of bullying educational program on self-efficacy and self-esteem among primary school students.

In relation to the studied students according to their total exposure to bullying at implementation of bullying educational program, the current results illustrated that there was a significant decrease in total students' exposure to bullying post-implementation of bullying educational program with a highly statistically significant difference compared to pre-program. As evidence, more than half of the studied students have moderate level of total exposure to bullying at pre-program. While changed to be two thirds of them had low level of total exposure to bullying after implementation of bullying educational program.

These results might be attributed to lack of education provided to those students whether from their parents or at their school in relation to all information about bullying. Also, there is no educational plan at schools for providing educational

programs to students and its prevention that's leading to decrease in their awareness about bullying and its methods for prevention.

These results are in the same context with Karatas & Ozturk, (2020) who showed that the bullying prevention program based on the social cognitive theory is effective in decreasing the rates of students who are bullies or are the victims of bullying, and this effect continues in the victims through to the end of the 1st year; however, it becomes non significant in bullies by the end of the 1st year.

Additionally, these findings are in the same line with Olweus, Solberg & Breivik, (2020) who clarified that there was a statistically improvement of total level of exposure among the studied students post educational program compared to high level of bullying exposure before educational program.

This result may be due to the school students are in a need to be aware about bullying and its all aspects to be able to deal with different situations or different forms of exposure to it. That's achieved with implementing the anti-bullying preventive programs and helped them to cope and act with any different situations of bullying.

This result agrees with Yani, Mustikasari & Imelisa, (2023) showed that there were a highly statistical significant improvement in the different levels of self-efficacy immediately after bullying protective program and after 3 months (follow-up test) among nursing students compared to before the program.

Additionally, this finding is in the same direction with Salimi, Karimi-Shahanjarin, Rezapur-Shahkolai, Hamzeh, Roshanaei & Babamiri, (2021) who illustrated that most of the studied subjects had high level of self-efficacy after bullying protective program while low level of self-efficacy was reported pre-bullying protective program.

In relation to the studied students according to their total self-esteem pre- and post-program, the current findings clarified that there was a marked improvement in total students' levels of self-esteem post-program with a highly statistically significant difference between pre- and post-program scores. As evidence, more than half of the

studied students have low level of total self-esteem at pre intervention. While changed to be less than two thirds of them had high level of total self- esteem after implementation of bullying educational program.

This finding may be due to the bullying preventive program provide self-controlled instructions to enable students to positively channel their negative tendencies and develop their self-esteem in an atmosphere of pleasant competition. Furthermore, class and racial disparities may was taken into consideration in designing anti bullying strategies, since the bullying trends were due to discrepancies in identity and ethics

Similary, this result agrees with a survey by El Sayed, El-Sharkawy, El Salamony & Zewiel, (2022) which concluded that educational program sessions contributed significantly to the improvement of self-esteem and reducing bullying among school-aged students.

Also, this result is in congruent with Eldashan et al., (2020) who reported that There were statistically significant differences in self-esteem levels before and after the bullying protective program. There were a highly statistical significant improvement in the different levels of self-esteem immediately after bullying protective program and after 3 months (follow-up test) among nursing students compared to before the program. Implementation of a bullying protective program has a positive effect on improving self-efficacy and self-esteem of the studied students.

Concerning correlation between total exposure to bullying, total self-efficacy and total self-esteem among the studied students at pre and post implementation of bullying educational program, the present study revealed that there was high significant statistical positive correlation between total students' self-efficacy and total self-esteem among the studied students at pre and post implementation of bullying educational program. While, there was high significant statistical negative correlation between total students' exposure to bullying and their self-efficacy and total self-esteem among the studied students at pre and post implementation of bullying educational program.

This could be because the high level of self-efficacy and self-esteem help to decrease children's involvement in bullying, whether as a victim or a bully. Bullying victims are more likely to develop low self-esteem, low self-efficacy, poor physical health, and psychological difficulties such as anxiety, psychotic symptoms, and depression in the future. So, with improvement of students level of self-efficacy and self-esteem, help to decrease exposure to bullying or being bullies as it happen in the current study after applying bullying protective program.

In the same line, El Sayed et al., (2020) showed that there was statistically significant negative correlation between self-esteem and self-efficacy of the studied students and bullying exposure pre- and post-educational program. Additionally, this result is in congruent with Wang, Zhang, Hui, Bai, Terry, Ma, & Wang, (2018) who illustrated that there was a positive significant correlation between self-efficacy and self-esteem of the studied students pre and post training.

CONCLUSION

According to the study's findings, the following can be concluded:

The bullying educational program effect positively on self-efficacy and self-esteem among primary school students with significant differences between pre- and post-program scores. Pre-program it was found that, the minority of the studied students had low level of exposure to bullying which increased post-program to two thirds of them had low exposure to bullying. Furthermore, only less than one fifth of the studied students had high level of self-esteem pre-program which increased post-program to nearly two thirds had high level of self-esteem. Concerning self-efficacy, less than one fifth of the studied students had high self-efficacy pre-program which improved post-program to more than two thirds of them had high level of self-efficacy.

RECOMMENDATIONS

According on the study's findings, the following suggestions are made:

1. Conduct educational programs about bullying prevention strategies for school students, teachers and parents to improve their awareness about bullying and

consequently the psychological adjustment of school victims at all Egyptian governorates.

2. Encourage program that suggests providing controlled training sessions to enable children to positively channel their negative tendencies and develop their self-esteem in an atmosphere of pleasant competition.
3. The community and schools have to conduct and applying more continuous intervention programs for improving awareness regarding the suitable approaches of bullying recognition, prevention, and intervention to prevent negative psychological, behavioral, academic, and even physical impacts, and spotting potential undesirable special effects of this behavior.
4. Community and schools' supervisors should be monitoring students within their classes, restrooms, the cafeteria, and other areas which were noted in the school survey as hot spots for bullying.
5. Building school-wide curricula activities which are designed to build students' self-esteem e.g. talent showcasing, interests, hobbies, and abilities.
6. Developing self-assertiveness skills for the students through workshops and role-playing and giving them physical affection.
7. Further research needs to be done to determine how community, school, and family intervention can assist in the prevention of bullying and about harmful effects of bullying among children and a comparison study between adults and children.

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برنامج تعليمي عن التنمر وأثره على الكفاءة الذاتية وتقدير الذات لدى تلاميذ المدارس الابتدائية

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الخلاصة

التنمر هو شكل من أشكال السلوك العدواني الذي يتم تنفيذه بشكل متعمد ومتكرر لإيذاء طرف آخر أقل قوة جسدياً أو نفسياً. التنمر هو شكل من أشكال السلوك العدواني الذي يتم بشكل متعمد ومتكرر لإيذاء طرف آخر أقل قوة جسدياً أو نفسياً. **هدف الدراسة:** هو تقييم برنامج تعليمي عن التنمر وأثره على الكفاءة الذاتية وتقدير الذات لدى طلاب المدارس الابتدائية. **التصميم:** تم استخدام بحث شبه تجريبي لمجموعة واحدة **مكان الدراسة:** تم تنفيذ الدراسة في خمسة مدارس في خمسة أحياء بمدينة بورسعيد. **عينة البحث:** تضمنت الدراسة عينة من 250 طالب من الصف السادس الابتدائي بالمدارس الابتدائية السابق ذكرها. **أدوات جمع البيانات:** تم استخدام ثلاث أدوات لجمع البيانات، الأولى: استمارة تقييم منظم لمعرفة الخصائص الاجتماعية وقياس التنمر، الأداة الثانية: استمارة قياس الكفاءة الذاتية، والأداة الثالثة: استمارة قياس تقدير الذات. **النتائج:** أشارت نتائج الدراسة إلى: كان لدى أكثر من نصف الطلاب الذين شملتهم الدراسة مستوى متوسط من التعرض الكلي للتنمر في مرحلة ما قبل التدخل. بينما تبين أن ثلثيهم لديهم مستوى منخفض من التعرض الإجمالي للتنمر بعد تنفيذ البرنامج التعليمي للتنمر. كما أن أكثر من نصفهم كان لديهم مستوى منخفض من الكفاءة الذاتية الكلية في مرحلة ما قبل البرنامج. بينما تبين أن أكثر من ثلثيهم يتمتعون بمستوى عالٍ من الكفاءة الذاتية الكلية بعد تطبيق البرنامج التعليمي للتنمر. بالإضافة إلى ذلك، كان لدى أكثر من نصف الطلاب الذين شملتهم الدراسة مستوى منخفض من تقدير الذات الإجمالي في مرحلة ما قبل البرنامج. بينما تبين أن أقل من ثلثيهم يتمتعون بمستوى مرتفع من تقدير الذات الكلي بعد تطبيق البرنامج التعليمي للتنمر. **الخلاصة:** بعد تطبيق البرنامج التعليمي للتنمر، لوحظ انخفاض كبير في تعرض الطلاب للتنمر وتحسن في الكفاءة الذاتية واحترام الذات لدى الطلاب المدروسين مع وجود فروق ذات دلالة إحصائية. ولذلك كان البرنامج التعليمي للتنمر فعالاً وناجحاً في تحقيق هدفه المتمثل في تحسين مستوى الكفاءة الذاتية واحترام الذات لدى الطلاب المدروسين بشكل إيجابي. **التوصيات:** يجب تنفيذ برامج تثقيفية لمكافحة التنمر لطلاب المدارس والمعلمين وأولياء الأمور لزيادة وعيهم حول التنمر وبالتالي التكيف النفسي لضحايا المدارس في جميع محافظات مصر.

الكلمات المرشدة: التنمر – البرنامج التعليمي – طلاب المدارس – الكفاءة الذاتية – تقدير الذات.