

The Role of Secondary School Principals in Reducing the Phenomenon of Bullying among Students in the Schools of Karak Governorate from the Point of View of Teachers

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ABSTRACT

The current study aimed to identify secondary school principals in reducing the phenomenon of bullying among students in the schools of Karak Governorate from the teachers' point of view. From the indications of its validity and reliability, the study sample consisted of (347) male and female teachers who were chosen by random method, and the study concluded that the role of secondary school principals in reducing the phenomenon of bullying among students in the schools of Karak Governorate from the teachers' point of view was average, and it was found that there are significant differences Statistical significance at the level of significance ($\alpha \leq 0.05$) in the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in the schools of Karak Governorate from the teachers' point of view due to the variable of gender and in favor of females, and to the variable of experience and in favor of those with higher experience, while no The results show that there are differences due to the educational qualification variable. The study came out with appropriate recommendations.

KEYWORDS: SECONDARY SCHOOL PRINCIPALS. BULLYING

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INTRODUCTION

School bullying is a form of school violence. It is one of the problems that threaten school security, due to its negative and harmful repercussions for the school community in general and for students in particular, as it affects students psychologically, physically, socially and academically, and this behavior is often obstructive to the process. It affects the general atmosphere of the school, as its stability and security are disturbed, and this is represented by the decrease in the school's effectiveness and production, and the creation of an unsafe school environment characterized by a climate of fear among students.

This behavior is usually common in and outside schools, but its spread in schools is wider, and it is practiced in school yards, classrooms, and toilets. Its practice by females is restricted to females only (Young, 2003 & Seals).

The growing interest in the phenomenon of bullying in schools and the development of studies around it is due to a number of reasons, including: the devastating effects of this phenomenon, especially on some students; Which led them to commit suicide or to contemplate suicide, and to the parents' awareness of the phenomenon, and their pressure on schools to prevent it, and on the media to raise awareness of it (Smith, 200: 294).

The interest in researching bullying behavior began at the hands of the Norwegian scientist Olweus in the year (1978 AD), through a national campaign launched by Norway to reduce this behavior, followed by the interest of other countries such as Britain, Japan and Ireland to study this problem, and the WHO International in (1980 AD) conducted comprehensive studies of bullying among school students, then other countries were interested in studying this problem, such as the United States and Finland, and at the Arab level, a number of Arab countries researched and studied this problem, such as Iraq, Egypt, Jordan and Saudi Arabia (Arafa, 2019).

The results of several studies, including Salama (2018) and William & Chapman (2018), indicated the importance of the role played by school administrations to address the phenomenon of school bullying.

The behavior of bullying has received study and research and the attention of many researchers, and this interest has increased in recent years, and the visions and research directions in dealing with this behavior have differed. Contribute to its emergence, controlling its spread rates, leading to research in its relationship to some variables, and focusing research on ways to deal with its effects and limit its spread, and reduce its practice rates among students in schools, and the current study seeks to research the role of school principals in reducing bullying behavior for school students.

THE STUDY PROBLEM

The problem of bullying threatens school and student security, and the attention of school administrations to this problem is insufficient, despite it being one of the problems that hinder school work, and make the school environment inappropriate to achieve the goals entrusted to it (Al-Quraishi, 2018), and bullying causes bullying students to be less More likely to complete their studies, and more likely to engage in delinquent behaviors, they

show higher rates of psychological problems and problems of mismatch and behavior with others, and the emergence of some negative actions such as theft and vandalism of public and private property, and they constitute a source of nuisance to those around them, and their future relationships are characterized by less emotional support, and often They commit more crimes than their peers (Jaradat, 2016).

Bullying tends to be at its worst at the start of high school. Bullying as a whole decrease as students get older, direct physical bullying becomes less, and direct and indirect verbal and nonverbal methods increase. If bullying continues into the older teenage years, it can become more severe and dangerous and can sometimes escalate into criminal activity (Sullivan, Cleary & Sullivan, 2005).

The study of Al-Subhaiyin and Al-Qudah (2013) indicated that the problem of bullying among school students is constantly increasing, and that there are attempts at various levels to reduce it, as one out of every seven students is either a bully or a victim of bullying, as (Smith, 2001) indicated that There is a percentage between (10-15%) of school students who are subjected to bullying, and that (25%) of children in America admitted that they have been bullied, and in Japan the percentage reached (15%), while in Spain (10%) and in Australia (17%) (Hussain, 2021).

And the danger of bullying appears in the classroom, as the American Psychological Association indicates that between (40% - 80%) of school-aged children suffer from bullying at some point during their career in school, and various studies show that students from low socioeconomic backgrounds Students with special needs experience bullying more than other students (Jackson, Vaughn & Kremer, 2019). It has been estimated that at least (246) million students in the world suffer from certain forms of school bullying every year, and they make up about (20%) of students (UNESCO, 2017).

Many studies have been conducted that have examined the role of school administrations to reduce the problem of bullying among school students, and the results of many of these studies have been reached, including the study of Kyriakides&Creemers (2012), the study of Abdel Rahim and Abbas (2017), and Al Sarhan(2019), and Mahmoud (2019) indicate that the role of school administration in confronting the phenomenon of bullying among students ranges from low to medium levels.

Through the researcher's work in the educational field, she noticed the spread of the problem of bullying and bullying behaviors among students in the secondary stage, whether this bullying was verbal or physical, which leads to the obstruction of school work, and negatively affects the students who are victims of bullying, and despite this spread of bullying behaviors, the role of The school administration to confront this phenomenon is not at the appropriate level, and it lacks a clear vision to confront this destructive problem for the school community, so the current study came to identify the role of secondary school principals in Jordan in facing the phenomenon of bullying among students in Jordan from the point of view of teachers.

STUDY QUESTIONS

The current study attempts to answer the following two questions:

- 1- What is the role of secondary school principals in reducing the phenomenon of bullying among students in Karak Governorate schools from the teachers' point of view?
- 2- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in Karak Governorate schools from the teachers' point of view due to the variables (gender, educational qualification, and years of age). Experience)?

OBJECTIVES OF THE STUDY

The current study aims to identify the role of secondary school principals in reducing the phenomenon of bullying among students in the schools of the Karak governorate from the teachers' point of view, and to reveal the significance of the differences in the responses of the study sample members towards the role of the role of secondary school principals in reducing the phenomenon of bullying among students in schools Karak Governorate from the teachers' point of view in light of the variables (gender, educational qualification, and years of experience).

STUDY IMPORTANCE

The importance of the current study can be highlighted from the practical point of view. The importance of the subject of the study lies in the fact that the phenomenon of bullying is one of the important topics that has received and is still receiving great attention by those interested in educational institutions in recent times, as a result of the spread of this phenomenon, and because of its harmful and destructive effects on the bully and the victim in At the same time, and to inform school principals about the importance of the school administration's role in confronting the phenomenon of school bullying among their students, in addition to encouraging the competent authorities in the guidance field at the Ministry of Education to prepare training programs for students to reduce their bullying behaviors, in addition to that teachers may benefit from them in an attempt to control and

confront Bullying behaviors of students to ensure control of the educational process.

This study may be the beginning of future studies on the phenomenon of student bullying, which needs more research and attention, especially in light of the scarcity of such studies that dealt with this phenomenon, and enriching the Arab library with new research on the role of school administration in facing the phenomenon of bullying among students.

TERMINOLOGY OF STUDY:

The study uses two basic terms that need to be defined, as follows:

First: School administration: School administration is defined as a set of integrated educational processes carried out by a group of highly qualified educators, theoretically and practically, to achieve the goals aimed at satisfying the needs of society through a set of procedures and activities, such as planning, organizing, implementing, directing, and then evaluating to take decisions in the light of Achievements (Tafesh, 2004, 14), and school administration is also known as an integrated system that aims to carry out planning, management and evaluation of the human and material resources available to the school, and to reach a set of decisions whose application leads to effectively achieving the desired goals (Zaher, 2005, 15).

Second: Bullying: It is a behavior that occurs when a student is repeatedly exposed to negative behaviors or actions from other students with the intention of harming him, and it usually includes an imbalance in cruelty, and it is either physical such as beating, verbally such as name-calling, or emotionally such as social exclusion, or it may be mistreatment. Al-Sufi and Al-Maliki, 2012, 155), with what Al-Omari (2019, 32) defines as causing moral or physical harm to other children by some children, and procedurally it is defined as the total degree of responses of the study sample members to the questionnaire prepared for this study.

THE LIMITS OF THE STUDY:

The current study defines the following limits:

OBJECTIVE LIMITS: The current study was limited to the topic of the role of secondary school principals in facing the phenomenon of bullying among students in Karak Governorate in Jordan from the teachers' point of view.

TIME LIMITS: The application of the study was limited to the second semester of the 2021/2022 school year.

SPATIAL LIMITS: The study was limited to secondary schools in Karak Governorate, Jordan.

HUMAN LIMITS: The study was limited to a sample of both sexes, secondary school teachers in Karak Governorate.

PREVIOUS STUDIES

The Kyriakides & Creemers (2012) study aimed to identify the school's role in reducing the phenomenon of bullying among students. The researcher used the descriptive approach. The study sample consisted of (1504) primary school students. The study used a questionnaire to collect information. The role of the school in reducing the phenomenon of bullying among students is moderate.

Spears, Campbell, Tangen, Slee & Cross, 2015) conducted a study that aimed to find out how to prepare and train pre-service teachers to deal with bullying students. The exploratory survey method was used, and the study sample consisted of (93) teachers. In Australia, where the electronic questionnaire was relied on in the study, the results showed the importance of the teacher's control of behaviors and attitudes to reduce bullying, and also from the results that bullying takes different forms between males and females, and also shows the teacher's ability to act and distinguish between bullying behaviors and non-bullying behaviors. among students.

Abdul Rahim and Abbas (2017) study aimed at the role of technical secondary school principals in Sharkia Governorate in facing school bullying from the teachers' point of view. The results of the study concluded that the role of technical secondary school principals in Sharkia Governorate in confronting school bullying from the teachers' point of view is weak.

Kenawy (2017) conducted a study aimed at identifying the role of the school in facing bullying among middle school students. The study used the social survey method. The study sample consisted of (100) male and female middle school students in Taif Governorate, Saudi Arabia. The study indicates that there are shortcomings in the school administration and its response to school bullying, and that there are no statistically significant differences between the sexes in the practice of bullying behavior.

While Salama's study (2018) aimed to reveal the required role of the school administration to address the phenomenon of school bullying in the intermediate stage, and to know the extent to which the school administration practices its role in addressing this phenomenon from the point of view of middle school students in the city of Jeddah in the Kingdom of Saudi Arabia, and to know the proposals that It can contribute to activating the administration's role for treatment, and to achieve the objectives of the study, the descriptive survey method was used. The study sample consisted of (120) male and female students. A questionnaire was used to collect information. The most important results of the study indicated the importance of the role required

of the school administration to address the phenomenon of school bullying in the middle stage. Significantly, while the availability of this role came to a moderate degree, which indicates the existence of a gap between the degree of importance and availability.

The Kearney & Smith study (2018) aimed to urge the role of teachers and principals in protecting students from bullying among primary school students. The descriptive survey method was used, and the study sample consisted of (1554) teachers and (198) principals from (104) primary schools in Texas. The results of the study found that when teachers adopt a belief in protecting students from bullying and principals clearly understand their roles, the incidence of bullying among students is reduced. Thus, enhanced teacher protection and clarity of the principal's role may be useful tools to help teachers reduce incidents of bullying in the school.

Hannahet (2018) conducted a study aimed at identifying the effectiveness of bullying prevention programs in schools. The study used the descriptive analytical approach, and the study sample consisted of (2000) male and female students from California state schools, who were subjected to a special questionnaire. The results showed that the use of bullying prevention programs has an effective role in reducing the problem of school bullying, and significantly reducing the rate of bullying in schools.

The study of William and Chapman (William & Chapman, 2018) aimed to know the role of the school in confronting the phenomenon of bullying among students in American schools. The role of the school in confronting the phenomenon of bullying among students is high.

Al-Sarhan's study (2019) aimed to know the degree to which the Jordanian military education and culture school principals practice their role in reducing school bullying in the secondary stage from the teachers' point of view. Middle) Jordan, and the study used the descriptive approach, and a questionnaire was prepared to collect information, and the results of the study concluded that the degree of Jordanian military education and culture school directors' practice of their role in reducing school bullying in the secondary stage from the teachers' point of view is average, and there are no differences according to variables of gender, years of service, educational qualification.

While Mahmoud's study (2019) aimed to know the degree of prevalence of the phenomenon of school bullying among students of government secondary schools in the governorates of Gaza and the role of the school administration in confronting it. Information, and the results of the study concluded that the degree of prevalence of the phenomenon of school bullying among students of government secondary schools in the governorates of Gaza was all to a small degree, and the results also concluded that the role of secondary school principals in confronting the phenomenon of school bullying among their students is high, and the results of the study found that there are differences. With regard to the prevalence of school bullying with regard to the gender variable in favor of male schools, with no differences due to the variable of students' specialization, and no differences in favor of the educational directorate, and the results concluded that there were no differences regarding the role of school administration in facing bullying in favor of female directorates, with no. There are differences due to the variable of the educational directorate, and there are differences due to the variable number of years of service for less experience, and there are differences with regard to qualification in favor of the bachelor's degree.

Al-Anazi study (2020) aimed to identify the role of school counseling in reducing bullying behavior among middle school students from the point of view of teachers in Jeddah, Saudi Arabia. The study used the descriptive analytical approach, and the study sample consisted of (65) middle school teachers. , a questionnaire was applied to them, and the results showed that teachers' assessments of the role of counseling, and it came in first place after the role of school counseling towards the student to reduce the phenomenon of bullying at a high degree, followed by the role of school counseling in urging and guiding teachers to reduce the phenomenon of bullying at a high degree, and occupied after. The role of school counseling in activating the relationship between the school and local community institutions to reduce the phenomenon of bullying was ranked third with a high degree, while it came in the last order after the role of school counseling in strengthening the relationship between school and family to reduce the phenomenon of bullying with a medium degree. The study did not reveal any statistically significant differences between teachers' estimates of the role of school counseling in reducing bullying behavior among middle school students due to the variable of gender or teaching experience.

The study of Al-Aroud (2020) aimed to know the role of school administration in reducing the phenomenon of school bullying among students of the upper basic stage in government schools in the Kasbah of Amman.) teachers and (567) students in public schools in the Kasbah Amman district. The study reached several results, the most important of which is the presence of an average level of the degree of principals' practice of higher basic schools in Kasbah Amman public schools for their role in reducing the phenomenon of school bullying among students and the existence of an average level of the degree of practice of school principals. The primary schools in the Kasbah Amman district public schools for their role in reducing the phenomenon of school bullying among students from their point of view.

The study of Bani Nasr (2021) aimed to identify the role of primary school teachers and their female teachers to reduce the phenomenon of bullying, and the descriptive analytical approach was used, and the study sample consisted of (666) male and female teachers from the directorates of education in Jerash, Ain Al-Basha

and Tafileh in Jordan. They had a questionnaire that consisted of (42) items, divided into three areas, and the study concluded that the role of primary school teachers and their female teachers to reduce the phenomenon of bullying was moderately, and there were statistically significant differences for the role of teachers to reduce the phenomenon of bullying due to the variable of gender and in favor of females, and to the scientific qualification And in favor of studies and the Directorate and in favor of the Directorate of Education Jerash.

Al-Anazi study (2021) aimed to identify the role of school counseling in reducing bullying behavior among middle school students from the teachers' point of view in the city of Jeddah in the Kingdom of Saudi Arabia. From (40) paragraphs distributed on four dimensions, the study concluded that teachers' assessments of the role of school counseling in reducing bullying behavior among students came to a high degree, and it came after the role of school counseling towards students to reduce the phenomenon of bullying in the first place, and to a very high degree. , while the role of school counseling in strengthening the relationship between school and family to reduce the phenomenon of bullying came in the last and medium degree, and the results showed that there were no differences in teachers' estimates of the role of school counseling in reducing bullying behavior among students due to the variables of gender and experience.

COMMENTING ON PREVIOUS STUDIES

FIRST: ASPECTS OF BENEFITING FROM PREVIOUS STUDIES: The previous studies were benefited from in several matters, the most important of which are: defining the theoretical framework of the study, reviewing the results of the studies and gaining experience from them, which contributed to the preparation of the current study and the use of the results, and saving the effort by providing the researcher with the names of books and references related to the subject of the study.

SIMILARITIES TO PREVIOUS STUDIES:

1. In terms of the subject and objective of the study: the study is somewhat similar to the study of Al-Aroud (2020), Mahmoud study (2019), the study of Al-Sarhan (2019), the study of Abd al-Rahim and Abbas (2017), and the two foreign studies of Spears, Campbell, Tangen, Wesley and Cross (Spears, Campbell, Tangen),.Slee& Cross, 2015) and Kearney & Smith (2018) under the topic of how to prepare and train teachers before service to deal with bullies. It is relatively similar to the study of Bani Nasr (2021), but it examined the role of teachers and the Al-Enezi study (2021), which tried to identify the role of school counseling.
2. In terms of the method: the study agreed with all previous studies using the descriptive analytical method, such as the study of Bani Nasr (2021), the study of Al-Aroud (2020), the study of Mahmoud (2019), the study of Al-Sarhan (2019), the study of Abdel Rahim and Abbas (2017) and the study of Al-Enezi (2021).
3. In terms of the tool: The current study relied on a questionnaire and thus is similar to most of the previous studies.

DIFFERENCES IN THE PREVIOUS STUDIES: This study differed with the previous studies in several matters, including: The environment of the studies. While the majority of studies were conducted in Jordan, Saudi Arabia and Egypt, the current study was conducted in the Karak Governorate in Jordan. It also differs with it in the nature of the sample, where the study sample was in addition, the axes and paragraphs dealt with in this study are distinct from previous studies, and were developed in their light, and collected from them that are commensurate with the Jordanian environment and the characteristics of students.

METHODOLOGY AND DESIGN

STUDY APPROACH:

The current study followed the descriptive analytical approach.

STUDY COMMUNITY

The study population consisted of all secondary school teachers in Karak Governorate in Jordan, whose number is (2645) male and female teachers, (1222) male and (1423) female teachers, according to the statistics of the Jordanian Ministry of Education for the academic year 2021/2022, and table (1) shows the distribution of Study community members by district and gender:

TABLE(1):DISTRIBUTION OF STUDY COMMUNITY MEMBERS BY DISTRICT AND GENDER

| | Male teachers | Female teachers | Total |
|------------------|---------------|-----------------|-------|
| Algaser | 237 | 235 | 472 |
| Southern Almazar | 337 | 255 | 592 |
| kasbah karak | 385 | 578 | 963 |
| Southern Valleys | 263 | 355 | 618 |
| Total | 1222 | 1423 | 2645 |

THE STUDY SAMPLE

The sample was chosen by the random clustering method, where (4) schools for males and (5) schools for females were randomly selected, and the determination of the sample size was based on the Thompson equation (Thompson, 2002), and the questionnaire was applied to all teachers in schools Selected, where it was distributed electronically to (400) male and female teachers (10%) of the study population, of whom (374) male and female teachers responded, and thus the study sample constituted approximately (13%) of the study population, and table (2) shows the distribution of individuals Study sample by gender, educational qualification and experience:

TABLE (2): DISTRIBUTION OF STUDY SAMPLE MEMBERS BY GENDER, EDUCATIONAL QUALIFICATION AND EXPERIENCE

| Variable | Category | Number |
|---------------|--------------------|--------|
| Gender | Male | 155 |
| | Female | 219 |
| Qualification | Bachelor | 329 |
| | High Studies | 45 |
| Experience | Less than 5 years | 85 |
| | 5-10 | 174 |
| | More than 10 years | 115 |
| Total | | 347 |

STUDY TOOL

To achieve the objectives of the study, the researcher developed a questionnaire after reviewing the educational literature related to the subject and reviewing previous studies, which in its final form consisted of (28) paragraphs, and is divided into five areas: the field of administration procedures: represented by 7 paragraphs, and the field of relationship with parents: represented by 5 Paragraphs, and the field of teacher guidance: represented by 6 paragraphs, and the field of school guidance: represented by 5 paragraphs, and the field of cooperation with the local community: represented by 5 paragraphs.

THE VALIDITY OF THE STUDY TOOL

The indications of apparent honesty were verified using the arbitrators' sincerity by distributing the questionnaire in its initial form to (7) arbitrators from the professors of Jordanian universities (Mu'tah, Al-Jordaniyah, the Hashemite) and specialists from the Ministry of Education, and their opinions, suggestions and amendments were taken into account, and in light of their amendments one paragraph was deleted Of the paragraphs of the questionnaire, with a percentage of agreement (80%), and the wording of (3) paragraphs was modified.

The validity of the questionnaire was also verified by using the internal consistency validity by calculating the correlation between the degree of the paragraph and the degree on the domain to which the paragraph belongs on a survey sample of (30) male and female teachers who were randomly selected from within the community and were not included in the study sample, and table (3) shows the coefficients of link:

TABLE(3): THE VALIDITY OF THE INTERNAL CONSTRUCTION OF THE QUESTIONNAIRE BY CALCULATING THE PEARSON CORRELATION COEFFICIENT BETWEEN THE DEGREE ON THE PARAGRAPH AND THE SUB-SCORE ON THE DOMAIN TO WHICH THE PARAGRAPH BELONGS (N = 30)

| Item | correlation coefficient | Item | correlation coefficient | Item | correlation coefficient | Item | correlation coefficient | Item | correlation coefficient |
|------|-------------------------|-----------------------|-------------------------|---------------------------|-------------------------|------------------|-------------------------|--|-------------------------|
| | | Management procedures | | Relationship with parents | | Teacher guidance | | Student and school counselor | |
| | | | | | | | | Collaboration with the local community | |
| 1 | .542 | 8 | .544 | 13 | .633 | 19 | .742 | 24 | .440 |
| 2 | .774 | 9 | .742 | 14 | .636 | 20 | .622 | 25 | .710 |
| 3 | .611 | 10 | .664 | 15 | .541 | 21 | .445 | 26 | .621 |
| 4 | .703 | 11 | .703 | 16 | .449 | 22 | .711 | 27 | .526 |
| 5 | .723 | 12 | .564 | 17 | .668 | 23 | .473 | 28 | .719 |
| 6 | .615 | | | 18 | .642 | | | | |
| 7 | .698 | | | | | | | | |

It is evident from Table (3) that the questionnaire achieved good internal construct validity indicators, as the correlation coefficients ranged between (0.440-0.774). The correlation coefficient between the degree on the domain and the total degree on the questionnaire was calculated as in Table (4):

TABLE(4): CORRELATION COEFFICIENT BETWEEN THE SCORE ON THE DOMAIN AND THE TOTAL SCORE ON THE QUESTIONNAIRE

| Field | correlation coefficient |
|--|-------------------------|
| Management procedures | .615** |
| Relationship with parents | .523** |
| Teacher guidance | .574** |
| Student and school counselor | .622** |
| Collaboration with the local community | .568** |

(**) Function at significance level ($\alpha \leq 0.01$)

It is evident from the data in Table (4) that the correlation coefficients for the axes ranged between (0.523-0.622), all of which are statistically significant, which indicates that the questionnaire has appropriate internal consistency indicators.

QUESTIONNAIRE STABILITY

The significance of the stability of the resolution was verified using the Cronbach's alpha equation for internal consistency on the same exploratory sample ($n = 30$), and the table (5) shows the resolution stability coefficients:

TABLE(5): QUESTIONNAIRE STABILITY COEFFICIENTS

| Field | Items NO. | Cronbach Alpha |
|--|-----------|----------------|
| Management procedures | 7 | 0.85 |
| Relationship with parents | 5 | 0.82 |
| Teacher guidance | 6 | 0.83 |
| Student and school counselor | 5 | 0.80 |
| Collaboration with the local community | 5 | 0.81 |
| Total | 28 | 0.89 |

Table (5) shows that Cronbach's alpha stability coefficient for the questionnaire as a whole was (0.89) and for the axes ranged between (0.80-0.83).

QUESTIONNAIRE CORRECTION

The response is done on the questionnaire according to the five-point Likert scale (very high, high, medium, low, very low), and the scores are given (5, 4, 3, 2, 1) respectively, and the degree of practice is judged based on the following standard:

| Arithmetic Mean | The level relative to the arithmetic mean |
|-----------------|---|
| 1- 2.33 | Low |
| 2.34 – 3.67 | Average |
| 3.68 and more | High |

STUDY PROCEDURES:

1. The researcher reviewed the theoretical literature and previous studies related to the subject of the study.
2. The study tool (the questionnaire) was developed by reviewing the theoretical literature and previous studies related to the subject of the study.
3. The questionnaire was presented to a group of arbitrators from faculty members in Jordanian universities, and specialists in educational administration, and the appropriate modifications were made in light of their directives and suggestions.
4. The reliability and validity of the study tool, and its compatibility with the subject of the study, were verified by using Cronbach's alpha coefficient.
5. A letter facilitating the task was obtained from Mutah University directed to the Ministry of Education to apply the questionnaire to teachers in schools.
6. The questionnaire was applied to the study sample of teachers of education directorates in the Karak governorate, then the questionnaires were collected, organized and unloaded.
7. The statistical packages (SPSS) for the humanities and social sciences were used to analyze the data and draw conclusions.

STATISTICAL PROCESSORS

To answer the study questions, the following statistics were used:

1. Arithmetic means and standard deviations to answer the first question.
2. Two independent t-test and one-way analysis of variance to answer the second question.

STUDY RESULTS AND DISCUSSION

THE FIRST QUESTION: WHAT IS THE ROLE OF SECONDARY SCHOOL PRINCIPALS IN REDUCING THE PHENOMENON OF BULLYING AMONG STUDENTS IN KARAK GOVERNORATE SCHOOLS FROM THE TEACHERS' POINT OF VIEW?

To answer the question, the arithmetic averages and standard deviations were calculated, and Table (6) shows this:

TABLE(6): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE LEVEL OF SECONDARY SCHOOL PRINCIPALS IN REDUCING THE PHENOMENON OF BULLYING AMONG STUDENTS IN THE SCHOOLS OF KARAK GOVERNORATE FROM THE POINT OF VIEW OF TEACHERS

| Field | Arithmetic Mean | Standard Deviation | Rank | Level |
|--|-----------------|--------------------|------|---------|
| Management procedures | 3.35 | .83 | 3 | Average |
| Relationship with parents | 2.76 | .80 | 4 | Average |
| Teacher guidance | 3.42 | .84 | 2 | Average |
| Student and school counselor | 3.47 | .77 | 1 | Average |
| Collaboration with the local community | 2.71 | .77 | 5 | Average |
| Total | 3.17 | .68 | - | Average |

It is noted from Table (6) that the level of secondary school principals in reducing the phenomenon of bullying among students in the schools of Karak Governorate from the teachers' point of view was average, with an arithmetic mean (3.17) and a standard deviation (0.68), where the axis (student guidance) came in the first place At an average level, with an arithmetic mean (3.47) and a standard deviation (0.77), while the axis (cooperation with the local community) came in the last rank, at an average level, with an arithmetic mean (271) and a standard deviation (0.77).

The results indicated that the degree of school principals' practice to reduce the phenomenon of school bullying among students from the teachers' point of view came at an average level. The level of school principals' practice to address and reduce it to the required level. It is important and necessary for school administrations, through their policies and procedures followed in the school, to reduce this problem by monitoring bullying problems and tracking them periodically, and preparing a special fund for repeated complaints among students.

This can be attributed to many things, including: the lack of training courses for school principals and educational counselors, the low level of communication between the administration and parents, holding seminars and meeting with them and raising their awareness about the problem of bullying in schools and ways to prevent and treat it, as it may be due to the lack of interest on the part of principals. Schools deal with this problem, educate their teachers about it, and form a council for teachers and administrators to discuss this problem, define its effects and damages, and identify its causes or circumstances that led to its spread.

This result is consistent with Salama (2018), Al-Sarhan (2019), Al-Aroud (2020), and Kyriakides&Creemers (2012), which indicated that the school's role in reducing the phenomenon of bullying among students was moderate. It is also relatively consistent with the study of Abdel Rahim and Abbas (2017), which concluded that the role of technical secondary school principals in Sharkia Governorate in confronting school bullying from the teachers' point of view is weak, and it also agrees with the study of Bani Nasr (2021), which indicated that the role of primary education teachers is And its teachers to reduce the phenomenon of bullying were moderately, while they differ with the study of Mahmoud (2019) and the study of William and Chapman (William & Chapman, 2018), which found that the role of the school in confronting the phenomenon of bullying among students from the teachers' point of view was high, and the study of Al-Enezi differs (2021), which found that teachers' estimations of the role of school counseling in reducing bullying behavior among students were high.

The following are the arithmetic averages and standard deviations of the paragraphs of each of the axes of the questionnaire:

First: the field of management procedures

TABLE (7): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ITEMS IN THE MANAGEMENT PROCEDURES DOMAIN

| NO. | Field | Arithmetic Mean | Standard Deviation | Rank | Level |
|-----|---|-----------------|--------------------|------|---------|
| 5 | The school administration is keen to develop a daily shift plan to prevent bullying behaviors among students. | 3.71 | 1.08 | 1 | High |
| 7 | The school administration is concerned with treating all students with respect, regardless of the individual differences between them. | 3.70 | 1.00 | 2 | High |
| 1 | The school administration follows up the complaints of students who are victims of school bullying. | 3.45 | 1.05 | 3 | Average |
| 2 | The school administration monitors the bullying behaviors shown by students through student reports. | 3.25 | 1.09 | 4 | Average |
| 6 | The school administration provides activities that enhance the language of dialogue and respect for opinion and other opinion among students to prevent bullying behaviors. | 3.19 | 1.12 | 5 | Average |
| 3 | School management discusses the dangers of school bullying at school meetings. | 3.10 | 1.13 | 6 | Average |
| 4 | The school administration discusses the means of addressing the phenomenon of school bullying in the school meetings it holds with teachers. | 3.07 | 1.11 | 7 | Average |
| | Management procedures | 3.35 | .83 | | Average |

It is noted from Table (7) that Paragraph No. (5), which states, “The school administration is keen to develop a daily shift plan to prevent bullying behaviors among students” came in the first place, at a high level, with an arithmetic mean (3.71) and a standard deviation (1.07). This may be attributed to the school principals’ interest in the shift program, and their commitment to it, so that it is established from the first day of the school year, and is considered one of the main duties of the teacher, while Paragraph No. (4) states that “the school administration discusses the means of treating the phenomenon of school bullying in The school meetings held with teachers” ranked last, at an average level, with an arithmetic mean (3.07) and a standard deviation (1.11), and this can be attributed to the fact that most school principals focus in school meetings on discussing other issues, especially since the methods of dealing with the problem of bullying need specialists.

SECONDLY, THE RELATIONSHIP WITH PARENTS

TABLE(8): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ITEMS IN THE RELATIONSHIP WITH PARENTS

| NO. | Field | Arithmetic Mean | Standard Deviation | Rank | Level |
|-----|--|-----------------|--------------------|------|---------|
| 12 | The school administration communicates with parents of students who are bullies and victims of school bullying. | 3.35 | .95 | 1 | Average |
| 10 | The school administration discusses the problem of bullying during parent-teacher conferences. | 3.02 | 1.12 | 2 | Average |
| 11 | The school administration holds meetings, seminars and counseling sessions for parents to familiarize them with how to confront bullying among their students. | 2.73 | 1.18 | 3 | Average |
| 9 | School management allows parents to participate in the decision-making process related to bullying behaviour. | 2.51 | 1.00 | 4 | Average |
| 8 | The school administration is interested in providing home visits for students with bullying behaviors. | 2.17 | 1.22 | 5 | Low |
| | Relationship with parents | 2.76 | .80 | | Average |

It is noted from Table (8) that Paragraph No. (12), which states that “there is communication between the school administration with parents of students who are bullies and victims of school bullying” came in the first place, at an average level, with an arithmetic mean (3.35) and a standard deviation (0.95). This is due to the fact that informing school principals about their children who are victims of bullying is an important process during communication with the guardian, while paragraph No. (8), which states that “the school administration is interested in providing visits to the homes of students with bullying behavior” came in the last rank, at a low level and with an arithmetic average (2.17) and a standard deviation (1.22). This can be attributed to many school administrations' reservations about home visits, and their belief that it is not required of them.

THIRD: THE FIELD OF TEACHER GUIDANCE

TABLE (9): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE TEACHERS' GUIDANCE DOMAIN ITEMS

| NO. | Field | Arithmetic Mean | Standard Deviation | Rank | Level |
|-----|--|-----------------|--------------------|------|---------|
| 17 | The school administration emphasizes that teachers do not use verbal violence or ridicule of students. | 4.11 | 1.05 | 1 | High |
| 16 | The school administration urges teachers to be tolerant of their students. | 3.71 | 1.02 | 2 | High |
| 15 | The school administration directs teachers to be moderate in their dealings with students. | 3.43 | 1.12 | 3 | Average |
| 13 | The school administration is concerned with strengthening the positive relationship between teachers and students to confront school bullying. | 3.40 | 1.10 | 4 | Average |
| 14 | The school administration urges teachers to attend workshops on the problem of bullying held by the Ministry of Education. | 3.09 | 1.15 | 5 | Average |
| 18 | The school administration calls in specialists to train teachers to deal with bullying behavior among students. | 2.83 | 1.21 | 6 | Average |
| | Teacher guidance | 3.42 | .84 | - | Average |

It is noted from Table (9) that Paragraph No. (17), which states, “The school administration emphasizes that teachers do not use verbal violence or ridicule of students” came in the first place, at a high level, with an arithmetic mean (4.11) and a standard deviation (1.05). This is due to the fact that the instructions stipulate not to use violence of all kinds against students, and many official correspondences are issued in this regard and the administration is asked to sign the teachers and stress that, while Paragraph No. (18) states that “the school administration calls for specialists to train teachers to deal with Bullying behavior among students “is in the last rank, at an average level, with an arithmetic mean (2.83) and a standard deviation (1.21).

FOURTH: THE FIELD OF STUDENT AND SCHOOL GUIDANCE

TABLE(10): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PARAGRAPHS IN THE FIELD OF STUDENT GUIDANCE

| NO. | Field | Arithmetic Mean | Standard Deviation | Rank | Level |
|-----|--|-----------------|--------------------|------|---------|
| 19 | The school administration directs psychologists and social workers to develop preventive plans to confront the phenomenon of school bullying. | 3.71 | .93 | 1 | High |
| 21 | The school administration is concerned with educating students that bullying behavior is forbidden by Sharia and socially unacceptable. | 3.57 | .98 | 2 | Average |
| 20 | The school administration directs psychologists and social workers to discuss how to detect cases of school bullying. | 3.48 | .96 | 3 | Average |
| 23 | The school principal directs psychologists and social workers to develop self-confidence among students who are victims of school bullying. | 3.48 | .99 | 4 | Average |
| 22 | The school principal provides students with awareness brochures that emphasize the dangers of student bullying and the negative effects resulting from it. | 3.10 | 1.13 | 5 | Average |
| | Student and school counselor | 3.47 | .77 | - | Average |

It is noted from Table (10) that Paragraph No. (19), which states, "The school administration directs

psychologists and social workers to develop preventive plans to confront the phenomenon of school bullying." It came in the first place at a high level with an arithmetic mean (3.71) and a standard deviation (0.93). This may be due to the fact that the development of school plans and their inclusion in confronting issues of violence and bullying are obligated to the educational counsellor, and among the matters that are followed up by the competent authorities in the directorates and the ministry, while it came Paragraph No. (22) which states "The school principal provides students with awareness publications that emphasize the danger of student bullying and the negative effects resulting from it" in the last rank, at an average level, with an arithmetic mean (3.10) and a standard deviation (1.13). This can be attributed to the fact that school principals do not believe in the importance of distributing leaflets on issues of bullying and violence, and they focus more on hygiene and hygienic practices.

FIFTH: THE FIELD OF COOPERATION WITH THE LOCAL COMMUNITY

TABLE(11): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PARAGRAPHS OF THE FIELD OF COOPERATION WITH THE LOCAL COMMUNITY

| NO. | Field | Arithmetic Mean | Standard Deviation | Rank | Level |
|-----|---|-----------------|--------------------|------|---------|
| 25 | The school administration is committed to clarity and consistency in dealing with societal events that encourage bullying. | 2.99 | 1.03 | 1 | Average |
| 28 | The school administration participates with the actors in the community to raise societal awareness to reduce the phenomenon of school bullying. | 2.89 | 1.10 | 2 | Average |
| 27 | The school administration participates with local community institutions to implement policies related to confronting the phenomenon of school bullying. | 2.83 | 1.08 | 3 | Average |
| 24 | The school administration opens channels of communication with local community institutions to reduce the phenomenon of bullying. | 2.62 | 1.00 | 4 | Average |
| 26 | The school administration is interested in exchanging dialogue and successful experiences with local institutions on confronting the phenomenon of school bullying. | 2.26 | .86 | 5 | Low |
| | Collaboration with the local community | 2.71 | .77 | - | Average |

It is noted from Table (11) that Paragraph No. (25), which states "the school administration is committed to clarity and consistency in dealing with societal events that encourage bullying" came in the first place, at an average level, with an arithmetic mean (2.99) and a standard deviation (1.03) , while paragraph No. (26), which states, "The school administration is interested in exchanging dialogue and successful experiences with local institutions on confronting the phenomenon of school bullying" came in the last rank, at a low level, with an arithmetic mean (2.26) and a standard deviation (0.86), and this can be attributed to the lack of knowledge School principals have programs related to reducing the problem of bullying, and they do not care enough to learn about the experiences of universities or any other educational institutions in this regard.

THE SECOND QUESTION: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in Karak Governorate schools from the teachers' point of view due to the variables (gender, educational qualification, and years of experience)?

To answer the question, the following was done:

FIRST: GENDER

The t-test of independent samples was used to find out the significance of the differences in the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in Karak Governorate schools from the teachers' point of view according to the gender variable and the table (12):

TABLE(12): THE RESULTS OF THE (T) TEST FOR INDEPENDENT SAMPLES TO FIND OUT THE SIGNIFICANCE OF THE DIFFERENCES IN THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE ROLE OF SECONDARY SCHOOL PRINCIPALS IN REDUCING THE PHENOMENON OF BULLYING AMONG STUDENTS IN KARAK GOVERNORATE SCHOOLS FROM THE TEACHERS' POINT OF VIEW ACCORDING TO THE GENDER VARIABLE

| Field | Gender | NO. | Arithmetic Mean | Standard Deviation | Freedom Degree | T value | Significance |
|--|--------|-----|-----------------|--------------------|----------------|---------|--------------|
| Management procedures | Male | 155 | 3.39 | .89 | 372 | .656 | .513 |
| Relationship with parents | Female | 219 | 3.33 | .78 | | | |
| Teacher guidance | Male | 155 | 2.89 | .86 | | 2.680 | .008 |
| Student and school counselor | Female | 219 | 2.67 | .75 | | | |
| Collaboration with the local community | Male | 155 | 3.51 | .93 | | 1.603 | .110 |
| Management procedures | Female | 219 | 3.37 | .76 | | | |
| Relationship with parents | Male | 155 | 3.59 | .81 | | 2.591 | .010 |
| Teacher guidance | Female | 219 | 3.38 | .73 | | | |
| Student and school counselor | Male | 155 | 2.80 | .83 | | 1.693 | .091 |
| | Female | 219 | 2.66 | .72 | | | |
| Total | Male | 155 | 3.26 | .75 | | 2.050 | .041 |
| | Female | 219 | 3.11 | .63 | | | |

The results in Table (12) show that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in Karak Governorate schools from the teachers' point of view due to the gender variable Where the calculated (T) value of the kidneys = (2.050), and there are differences in the two axes (communication with parents, and student guidance), where the calculated (T) values = (2.680, 2.591), respectively, in favor of males, while it is noted that there are no differences In the axes (administrative procedures, teacher guidance, cooperation with the local community), the calculated T-values = (0.656, 1.603, 1.693), respectively.

The reason for the existence of differences in the bitch degree of the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in the schools of Karak Governorate from the teachers' point of view and my axial (communication with parents, and student guidance) is that cases of bullying in male schools More than in female schools, so teachers appreciated the importance of communicating with parents and the important role of the educational counselor in that.

As for the absence of gender differences in the areas of administrative procedures, guidance of teachers, and cooperation with the local community, this may be due to the fact that all schools in Jordan, whether male schools or female schools, are subject to the same decisions and follow-up by the Ministry of Education, and principals and directors They direct the same instructions that teachers must deal with students, and by strengthening the positive relationship with their students to confront school bullying, as they are subject to the same environmental conditions and the same societal characteristics.

This result agrees with Al-Enezi study (2021), which found that there were no differences in teachers' estimates of the role of school counseling in reducing bullying behavior among students due to the gender variable, while it differed with Al-Sarhan study (2019), which found no differences in the degree of principals' practice The Jordanian military education and culture schools for their role in reducing school bullying in the secondary stage from the teachers' point of view are attributed to gender, and it also differs with Mahmoud's study (2019), which showed that there are differences in the role of school administration in facing bullying in favor of females, and it also differs with the study of Bani Nasr (2021), which indicated that there are differences in the role of primary school teachers and female teachers due to the gender variable and in favor of females.

SECOND: ACADEMIC QUALIFICATION

The (T) test for independent samples was used to find out the significance of the differences in the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in the schools of Karak Governorate from the teachers' point of view according to the educational qualification variable and the table (13):

TABLE(13): THE RESULTS OF THE (T) TEST FOR INDEPENDENT SAMPLES TO FIND OUT THE SIGNIFICANCE OF THE DIFFERENCES IN THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE ROLE OF SECONDARY SCHOOL PRINCIPALS IN REDUCING THE PHENOMENON OF BULLYING AMONG STUDENTS IN THE SCHOOLS OF KARAK GOVERNORATE FROM THE TEACHERS' POINT OF VIEW ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE

| Field | Gender | NO. | Arithmetic Mean | Standard Deviation | Freedom Degree | T value | Significance |
|--|--------------|-----|-----------------|--------------------|----------------|---------|--------------|
| Management procedures | Bachelor | 329 | 3.37 | .83 | | 1.274 | .203 |
| | High Studies | 45 | 3.21 | .84 | | | |
| Relationship with parents | Bachelor | 329 | 2.76 | .81 | | .384 | .701 |
| | High Studies | 45 | 2.71 | .77 | | | |
| Teacher guidance | Bachelor | 329 | 3.43 | .84 | 372 | .449 | .654 |
| | High Studies | 45 | 3.37 | .87 | | | |
| Student and school counselor | Bachelor | 329 | 3.46 | .78 | | -0.379 | .705 |
| | High Studies | 45 | 3.51 | .72 | | | |
| Collaboration with the local community | Bachelor | 329 | 2.73 | .77 | | 1.208 | .228 |
| | High Studies | 45 | 2.59 | .78 | | | |
| Management procedures | Bachelor | 329 | 3.18 | .69 | | .753 | .452 |
| | High Studies | 45 | 3.10 | .65 | | | |

It is clear from the results in Table (13) that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in Karak Governorate schools from the teachers' point of view due to the variable Academic qualification, where the calculated value of (t) for the kidneys = (0.753), as well as the absence of differences in all pivotal axes (administrative procedures, communication with parents, teacher guidance, student guidance, and cooperation with the local community) where the calculated (t) values = (1.274, 0.384, 0.449, -0.379, 1.208) respectively.

This result can be attributed to the fact that the standards and foundations of teachers' judgment on the practices of their principals for their role in confronting bullying behavior among students do not depend on academic qualifications and obtaining master's or doctoral degrees, as all teachers, regardless of educational qualification, can judge the performance of their principals in their role to confront these issues. As they follow a general policy and an administrative philosophy determined by the Ministry of Education for the mechanism of dealing with such problems in secondary schools, in addition to the fact that teachers, regardless of their academic qualifications, receive the same training courses. Postgraduate studies, they deal with such issues and deal with them at the same level and manner.

This result is consistent with the study of Al-Sarhan (2019), which found that there are no differences in the degree of the Jordanian military education and culture school principals' practice of their role in reducing school bullying in the secondary stage from the teachers' point of view due to the academic qualification, while it differs with Mahmoud's study (2019), which It showed that there are differences in the role of school administration in facing bullying due to qualifications in favor of a bachelor's degree, and it also differs with the study of Bani Nasr (2021), which indicated that there are differences in the role of primary school teachers and their female teachers due to the variable of academic qualification and in favor of studies.

THIRD: EXPERIENCE

The (F) single test was used to find out the significance of the differences in the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in the schools of Karak Governorate from the teachers' point of view according to the variable of experience and the table (14):

TABLE(14): THE RESULTS OF THE (P) SINGLE TEST TO FIND OUT THE SIGNIFICANCE OF THE DIFFERENCES IN THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE ROLE OF SECONDARY SCHOOL PRINCIPALS IN REDUCING THE PHENOMENON OF BULLYING AMONG STUDENTS IN KARAK GOVERNORATE SCHOOLS FROM THE TEACHERS' POINT OF VIEW ACCORDING TO THE VARIABLE OF EXPERIENCE

| Field | Experience | NO. | Arithmetic Mean | Standard Deviation | Contrast Source | Squares Sum | Freedom | Square Mean | F value | Sig |
|--|--------------|-----|-----------------|--------------------|-----------------|-------------|---------|-------------|---------|------|
| Management procedures | Less than 5 | 115 | 3.13 | .83 | Between | 18.808 | 2 | 9.404 | 14.572 | .000 |
| | 5-10 | 85 | 3.17 | .77 | Error | 239.424 | 371 | .645 | | |
| | More than 10 | 174 | 3.59 | .80325 | Total | 258.232 | 373 | | | |
| Relationship with parents | Less than 5 | 115 | 2.69 | .76 | Between | 5.771 | 2 | 2.885 | 4.540 | .011 |
| | 5-10 | 85 | 2.60 | .80 | Error | 235.795 | 371 | .636 | | |
| | More than 10 | 174 | 2.89 | .81 | Total | 241.566 | 373 | | | |
| Teacher guidance | Less than 5 | 115 | 3.20 | .86 | Between | 13.743 | 2 | 6.872 | 10.178 | .000 |
| | 5-10 | 85 | 3.32 | .85 | Error | 250.481 | 371 | .675 | | |
| | More than 10 | 174 | 3.63 | .77 | Total | 264.225 | 373 | | | |
| Student and school counselor | Less than 5 | 115 | 3.33 | .72 | Between | 11.405 | 2 | 5.703 | 10.002 | .000 |
| | 5-10 | 85 | 3.28 | .75 | Error | 211.519 | 371 | .570 | | |
| | More than 10 | 174 | 3.66 | .77 | Total | 222.925 | 373 | | | |
| Collaboration with the local community | Less than 5 | 115 | 2.58 | .81 | Between | 4.743 | 2 | 2.371 | 4.045 | .018 |
| | 5-10 | 85 | 2.66 | .71 | Error | 217.522 | 371 | .586 | | |
| | More than 10 | 174 | 2.83 | .75 | Total | 222.265 | 373 | | | |
| Management procedures | Less than 5 | 115 | 3.00 | .66 | Between | 10.572 | 2 | 5.286 | 11.936 | .000 |
| | 5-10 | 85 | 3.03 | .64 | Error | 164.302 | 371 | .443 | | |
| | More than 10 | 174 | 3.35 | .68 | Total | 174.874 | 373 | | | |

It is noted from Table (14) that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members towards the role of secondary school principals in reducing the phenomenon of bullying among students in Karak Governorate schools from the teachers' point of view due to the variable of experience. The value of (P) for the total = (11.936), and to determine the direction of the differences and to which levels of experience these differences belong, Scheffe' test was used for dimensional comparisons and the table (15) shows that:

TABLE(15): THE RESULTS OF THE SCHEFFE'TEST FOR POST-COMPARISONS IN THE DIRECTION OF DIFFERENCES, THE RESPONSES OF THE STUDY SAMPLE MEMBERS TOWARDS THE ROLE OF SECONDARY SCHOOL PRINCIPALS IN REDUCING THE PHENOMENON OF BULLYING AMONG STUDENTS IN THE SCHOOLS OF KARAK GOVERNORATE FROM THE POINT OF VIEW OF TEACHERS ACCORDING TO EXPERIENCE

| Field | Experience(A) | Experience(B) | Difference between means | Sig |
|--|---------------|---------------|--------------------------|------|
| Management procedures | Less than 5 | 5-Less 10 | -.03887 | .944 |
| | | More than 10 | -.46522* | .000 |
| Relationship with parents | 5-10 | 5-Less 10 | -.42635* | .000 |
| | | More than 10 | .08992 | .733 |
| Teacher guidance | Less than 5 | 5-Less 10 | -.20214 | .109 |
| | | More than 10 | -.29206* | .023 |
| Student and school counselor | 5-10 | 5-Less 10 | -.11671 | .611 |
| | | More than 10 | -.42450* | .000 |
| Collaboration with the local community | Less than 5 | 5-Less 10 | -.30779* | .019 |
| | | More than 10 | .04870 | .903 |
| Total | 5-10 | 5-Less 10 | -.32763* | .002 |
| | | More than 10 | -.37632* | .001 |
| | Less than 5 | 5-Less 10 | -.07153 | .808 |
| | | More than 10 | -.25013* | .026 |
| | 5-10 | 5-Less 10 | -.17860- | .213 |
| | | More than 10 | -.02326 | .971 |
| | Less than 5 | 5-Less 10 | -.34654* | .000 |
| | | More than 10 | -.32328* | .001 |

It is noted from Table (15) that the differences in the total score and the three axes (administrative procedures, teacher guidance, student guidance) for the responses of the study sample members towards the role of school administration in facing the phenomenon of bullying among secondary school students in Karak from the point of view of teachers among the experienced (10 years or more) on the one hand, and those with experience (less than 5 years) and among those with experience (from 5 to less than 10 years) on the other hand and in favor of those with experience (10 years or more), as for my axes (communication with parents, cooperation with the local community) The differences between those with experience (less than 5 years) and between those with experience (10 years and more) and in favor of those with experience (10 years or more); That is, those with higher experience appreciate the role of school administration in facing the phenomenon of bullying among middle school students.

This result can be attributed to the fact that teachers with less experience have little experience in knowing how and appropriate way to deal with problems of violence and school bullying; Therefore, they are less appreciative and have a view of the practice that school principals carry out to confront the problem of bullying among students, whatever it is. In contrast, teachers with long experience understand more about the methods of dealing with the problem of bullying, and they are more able to distinguish between the different practices carried out by school principals. At the same time, they have the ability to know and identify their shortcomings and weaknesses.

This result differs with Al-Sarhan's study (2019), which found that there are no differences in the degree of Jordanian military education and culture school principals' exercise of their role in reducing school bullying in the secondary stage from the teachers' point of view due to years of service, and also differs with Mahmoud's study (2019), which It showed that the differences in the role of school administration in confronting bullying are in favor of those with less experience, and they differ with Al-Enezi study (2021), which found that there were no differences in teachers' estimates of the role of school counseling in reducing bullying behavior among students due to the variable of experience.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations can be made:

1. The need for school administrations to focus on activating and raising the level of communication between parents, the school and the local community to treat bullying behavior, and educate and raise awareness of the harmful and negative effects of this behavior.
2. School administrations should involve students in effective classroom and extracurricular activities to reduce bullying behavior.

3. Holding training courses for school principals that explain the most important aspects, negatives and disadvantages of this behavior and ways to address it.
4. Conducting a similar study in other environments and from the point of view of groups other than teachers, such as principals themselves or educational counselors.

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