

Planning requirements for developing the capabilities of social workers in the face of school bullying.

Prepared by

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**Ayman Nasser Abdel Mohsen
Al-Mokann
Social planning Teacher
at the Higher Institute of Social
Work
Cairo**

(D.)

**Muhammad Othman Shabib
Amin
Social planning Teacher
at the Higher Institute of Social
Work
Cairo**

Study summary:

The whole world suffers from the phenomenon of bullying and its effects , and those who are interested in it are looking for ways to treat the educational process due to its seriousness, and this phenomenon receives extraordinary attention from those interested in issues and problems of education, as bullying has become today a common and dangerous problem in schools that occurs inside and outside the school, except What is located inside the school is most of the places, including corridors, toilets and inside the classroom, and bullies choose their victims from the students, and social service is one of the professions that contribute to achieving human development, which seeks to prepare the knowledge, skills and values of the social worker, and develops a set of skills that in turn affect the efficiency and effectiveness of practice. The professionalism of the social worker, which necessitates the social worker to deal with the phenomenon of school bullying, which is the focus of his interests in facing this problem in the educational field, and to find an appropriate action plan to address those issues that affect the lives of students in schools, and to identify the most important planning requirements for the development of his abilities in Several axes, including knowledge, skills, administrative and training, and accordingly the study relied on the survey method The study was based on a research tool, which is an electronic questionnaire form, that identifies the spatial domain in the educational administrations across the Cairo governorate. The study reached a proposed future plan for the requirements of developing the capacities of social workers to confront the phenomenon of school bullying to determine the requirements related to capacity development of social workers.

key words:

Planning - capacity development of social workers - school bullying – requirements.

Introduction :

The phenomenon of school bullying represents a danger to the security of the family and the school despite the concerns of many Arab and Western societies, bad through the spread of the problem or statistics about the practice of school bullying, which represents a form of harassment by the bully and its dominance over the victims, which makes the professional practice of social workers in The educational field is a requirement for preparation from several aspects, including skills, knowledge, values and administration, to find an action plan to address the issues and problems of students, especially in the phenomenon of school bullying among students inside and outside the school, and to identify the most important difficulties facing the professional practice of social workers.

First: Defining the problem of the study:

Human development reports emphasized the necessity and inevitability of upgrading the human being, raising his standard of living, developing his capabilities, and expanding the range of options available to him (Al-Khawaja, 2009, p. 5), considering that it is the goal and basis of the social development process and has an effective role in the development of society. (Owais, Al-Afandi, 2005, p. 24).

And after becoming

The whole world suffers from the phenomenon of school bullying and complains about it and suffers from its effects, and those interested in the educational process and the upbringing of generations are looking for ways to treat it because of its danger, and this phenomenon has received extraordinary attention from those interested in issues and problems of education all over the world. (Fikry, Ramadan, 2014, pg. 4)

Bullying takes many forms, including verbal bullying, including ridicule, provocation, inappropriate comments, threats, physical bullying, such as beating, violence and other methods of physical harm, and emotional bullying through permanent embarrassment of the person and spreading rumors about him. Education sets positive plans to help limit its spread. (Al-Yafei, 2018, p. 15)

Educational institutions are teaching students skills, expanding their information and knowledge base, making them more able to face solving educational problems, and working to reduce the problems and behavioral disturbances facing students, including school bullying, which has become a problem that almost every school and family suffers from (Abdullah, , 2016, p. 224)

School bullying is also considered a form of unbalanced aggressive behavior, and it occurs frequently in peer relationships in the school environment and depends on the control and control between two parties, one of whom is a bully, who is the one who attacks, and the other is a victim, who is the aggressor. Physical, verbal, psychological, social, or electronic problems that have many negative effects, whether on the bully, the victim of bullying, or the school environment. (Abu Sahlouli, 2018, pg. 1)

This bullying is one of the most important problems that most schools all over the world suffer from, given that it is a persistent problem in schools, where indicators, statistics and evidence

confirm the increase in the prevalence of this problem on bullies and victims in particular, and on school students in general. (Al Samalouti, 2009, p. 64)

Statistics from the National Institute for Children and Human Development in the United States indicate that more than one million school students have been involved in bullying behavior, whether they were bullies or victims, and more than one hundred and sixty thousand (160,000) students flee schools for fear of bullying others. In addition, a third of children from the age of "11-18" have faced some form of bullying while they were in school (Hejlsberg, 2006, p 23).

School bullying has many negative effects on the mental health of the student, whether he is a bully or a victim of bullying. When a child falls victim to bullying, we find that he suffers from many problems such as fear, social isolation, lack of self-esteem, absence from school and a decrease in academic achievement. As for the victim of bullying, he suffers from anxiety and low Self-esteem, sadness, feeling unsupported by others, withdrawal, lack of social skills, and lack of friends. (Khokh, 2012, p. 191)

Individuals participating in bullying can be classified as individuals participating in bullying behavior into three categories: (bullying "bully" - victims "aggrieved" - "normal" bystanders). Therefore, there are many factors and reasons behind bullying behavior, including (personal factors, psychological factors, and school factors). And others. (Moussa, Farhan, 2013, pp. 35-36)

It seems that bullying has a hidden nature, so the cases of bullying that occur in most schools are difficult to detect because of the secrecy that surrounds them. Most of the victims of bullying in schools, whose ages range from (10-14) years, do not tell anyone what is happening to them, in addition to their fear of future abuse from children. Bullies, as well as their belief that teachers will not do anything for bullies. (El-Desouky, 2016, p. 15)

In its latest report in 2017 on children and violence in schools, UNICEF also acknowledged that (one out of every three students aged 13-15 years suffers from peer bullying, and acknowledged that 3 out of 10 students bully their peers in about 39 countries, In Egypt, 70% of students are subjected to some form of bullying, such as aggressive physical behavior towards the child or his belongings, humiliation and threats. (UNICEF, 2018, pg. 6)

In light of all these statistics and indicators, it is necessary to find solutions to address the problem and protect students from bullying inside and outside the school, and the tide plays

Rasa plays a major role in building the child's normal personality, cognitive, social and psychological development, and problem-solving methods, which in turn help in building student values (Sadia, 2018, pg. 2), and this is through the presence of many competent social workers who, in turn, have the greatest role in confronting the phenomenon of school bullying. And finding solutions to protect students from them.

And social service is one of the professions that contribute to achieving human development and that seeks to prepare the knowledge, skills and values of the social specialist through knowledge and skill preparation programs to achieve human development. (Al-Srouji, 2009, p. 399)

Hence the continuing need of the social worker to acquire more knowledge, skills, experience and trends in order to refine his professional personality so that it is more able to perform his tasks and responsibilities and to contribute to a more effective role in achieving the development of society by improving his professional practice that he provides to work units, whether they are individuals, groups or Families, organizations, or societies. (El-Gohary, 1991, p. 23)

Based on the foregoing, it becomes clear to us that there is an urgent and clear need in developing the cognitive, skill, value and training capabilities of the social worker in dealing with school bullying among students and the importance of training that is useful in developing professional performance and providing the social worker with the elements of skill and experience.

The researchers explored a set of previous studies: There are many previous studies that dealt with the phenomenon of school bullying, as well as other studies that dealt with the professional preparation and professional performance of social workers in schools:

Franklin, 1999 study, which attempts to identify the efforts made to increase the performance of social workers in schools, and the study found to increase the effectiveness of the role of social workers in various professional orientations by increasing and improving their actual performance towards their expected role (Franklin, 1999).

- The study of "Fatima Amin 1999" emphasized the necessity of providing professional skills for social workers in general, and those who practice serving the individual in particular. (Ahmed, 1999)

- The study of "Salwa Ramadan 2004" also recommended the necessity of establishing a mechanism that includes building and developing the capabilities of human resources and the capabilities of the system. (Abdul Halim, 2004)

- The study (Satat Muhammad Khalil Al-Tahhan 2007) concluded that this study attempts to determine the knowledge and information gained by the training program for specialists in the school field, and also to determine the nature and quality of the skills gained by the training program for social workers in the school field. The study reached a set of results, perhaps the most important of which are: (The extent of the importance of training programs in developing the knowledge and information of social workers as one of the dimensions of professional development, and this depends on the development of knowledge and information related to the nature of work at the school and the extent of the importance of training programs in developing skills of social workers as one of the dimensions of professional development). (Al-Tahhan 2007)

- The study "Maryam Mahmoud Ghorabiya 2010" aimed to identify the level of exposure to bullying behavior and the impact of a training program based on peer support in facing this behavior. The results of this study showed that the percentage of victims was 4.2/. The highest level of bullying behavior was verbal, followed by physical and property, and finally social. (Gharabeya 2010)

- The study "Noura Saad Al-Qahtani - 2015" also aimed to identify the extent to which primary school teachers were aware of the nature of bullying, its forms and negative effects on both bullying

and the victim, and the roles of female teachers in preventing bullying. It also aimed to identify the reality of the procedures followed to prevent it in public schools. their point of view. And it reached a set of results, including that the degree of female teachers' awareness of the nature of bullying, its forms and negative effects on the bully and the victim, and their roles in preventing it was very great, and this study also revealed the traditional procedures used to prevent bullying in government primary schools. (Al-Qahtani - 2015)

- The study "Fatima Ali Abul Hadid, Duaa Abdul Hamid - 2017" also aimed to identify the social responsibility of the student counselor in facing the problem of school bullying, in order to prepare healthy female students who are able to assume their roles and perform them in the best way, to contribute to building society and advance paper. The study led to a set of results, the most important of which is the high volume, forms and causes of bullying in varying proportions. (Abu Al-Hadid, Abdel Hamid - 2017)

- Asmaa Ahmed Hamed's 2017 study showed the results of the study to the existence of a negative gap between psychological security and school bullying, and that school bullying occurs more among males than females in schools. (Hamed, 2017)

- The study "Sisi Ahando 2018" indicated the identification of the factors leading to the practice of bullying behavior, and the role of the family and the school to reduce it, and a proposed mechanism to activate the complementary role between the family and the school to combat that behavior among primary school students, and this study reached the most important results are that The most important motives leading to the phenomenon of bullying lie in the psychological, social, school, and economic factors resulting from the poor economic conditions of the family. (Ahando, 2018)

The study (Ghufran Abdel Karim and others 2018) indicated that the study emphasized the need to focus all future scientific studies and research on focusing on the school environment, empowering children and protecting them from school bullying, as well as developing and building a training program guide for parents and teachers in dealing with the phenomenon of school bullying among adolescents. (Abdul Karim, 2018)

- The study of "Nada Nasr El-Din Khalil -2018" aimed to identify some of the personality characteristics and patterns of family relationships that contribute to the formation of bullying behavior among middle school students, and the study found a significant and positive correlation between bullying behavior and both neuroticism and family conflict among the group of bullies. And a negative significant correlation between bullying behavior and both extraversion and family cohesion among the group of bullying victims, and bullies were more neurotic than bullying victims, and bullying victims more in family cohesion than bullies (Khalil -2018).

- Mona Sayed Muhammad's study (2020) recommended that there are important roles for general practice in dealing with the factors leading to bullying, including those related to the student, including those related to the specialist, including those related to school, and others related to society. (Sayed, 2020)

Based on the foregoing, the main issue of this study is identified as:

Attempting to identify the most important planning requirements to develop the capabilities of social workers to confront school bullying and the most important of these requirements (knowledge - skill - value "attitudes" - training), and to identify the difficulties that limit social workers' confrontation with the phenomenon of school bullying among students, leading to a schematic vision that includes a set of indicators. Contribute to protecting students from school bullying, in light of all of the above, the researchers identified the problem of the current study in (planning requirements for developing the capabilities of social workers to confront school bullying).

Second: The importance of the study:

- 1- The study deals with an important problem, which is school bullying, which permeates most parts of the educational process and touches in essence many of its elements.
- 2- School bullying is considered one of the most important behavioral problems facing the school community, which has become widespread in schools in a way that causes concern.
- 3- This study contributes to presenting a proposed plan to develop the capabilities of social workers in facing the problem of school bullying, which will benefit decision-makers in educational institutions in Egypt at all levels.
- 4- This study helps open the door to more studies in the field of developing and supporting the capabilities of social workers in addressing the problem of school bullying.
- 5- The scarcity of studies conducted in the field of planning to develop the capacities of social workers to confront the problem of school bullying.

Third: Objectives of the study:

1. Determining the planning requirements for developing the capabilities of social workers in the face of school bullying.
2. Determining the difficulties encountered in developing the capabilities of social workers in the face of school bullying.
3. Determining proposals to develop the capabilities of social workers in the face of school bullying.
4. Achieving a proposed planning vision for developing the capabilities of social workers in the face of school bullying.

Fourth: Study hypotheses:

(1) The first hypothesis of the study: "It is expected that the level of planning requirements for developing the capabilities of social workers in the face of school bullying will be high":

This hypothesis can be tested through the following dimensions:

1. Cognitive requirements. 2- Skill requirements. 3- Value requirements. 4- Training requirements.

5- Administrative requirements.

(2) The second hypothesis of the study: "There are statistically significant differences between the responses of social workers according to gender with regard to their identification of the planning requirements for developing the capabilities of social workers in the face of school bullying."

(3) The third hypothesis of the study: "There are statistically significant differences between the responses of social workers according to the job with regard to their identification of the planning requirements for developing the capabilities of social workers in the face of school bullying."

(4) The fourth hypothesis of the study: "There are statistically significant differences between the responses of social workers according to the employer with regard to their identification of planning requirements for developing the capabilities of social workers in the face of school bullying."

Theoretical structure of the study:-

Fifth: Concepts of the study:

The current study relies on many terms, including:

The concept of requirements.

2- The concept of capacity development planning for specialists.

3- The concept of school bullying.

1- Concept of requirements.

Linguistically, the requirements are defined as "the source of the passive verb "request" what is requested as necessary to satisfy needs and satisfy desires (Nama and others, 2002, p. 728), or he is the one who "requests" something if he tries to obtain it or desires it. (Baalbaki, 1995, p. 914)

The concept of requirement is synonymous with the concept of need, which is the identification of existing materials or that can be made available for linking and coordination so that duplication, conflict and competition can be avoided, as well as well-being and self-realization (Mohammed, 2009, p. 3117).

And the requirements, in the terminology, the needs necessary to complete a work and do it according to prior standards, are the needs and requirements that must be met for the effective and successful achievement of quality standards. (Badawi, 1997, p. 42)

And it was known that it is the sum of the variables required to be carried out in the knowledge, skills and values of the social worker, in order to prepare and prepare him and make him achieve the performance required by his work with a specific degree of quality and mastery (Hassan, 2003, p. 25).

The requirements in this study are meant by the planning requirements and are united in (knowledge - skill - training - value requirements) all represent technical tools in planning through which social workers are provided to workers in the school field and qualify them with the

knowledge, skills, trends and technical and training capabilities necessary in order to develop and improve their job performance and raise Their professional competence, especially to face school problems, including school bullying.

The concept of cognitive requirements means: it is a set of required capabilities that enable individuals to identify their information needs in a timely manner, access and evaluate this information, and then use it with the required efficiency (Ahmed, 2008, pg. 19), and therefore the researchers point out that the concept of knowledge requirements (a set of information and data And procedures related to the phenomenon of school bullying, knowledge related to the concept of school bullying and its problems and excitement, knowledge related to planning processes (needs assessment - prioritization - evaluation).

By the concept of skill requirements, we mean that behavior that is related to the high ability to solve problems and confront the situation with the highest degree of efficiency and effectiveness, or that distinctive performance with three basic determinants: (accuracy - speed - safety).

The concept of value requirements means: - Values: are the individual's feeling towards other individuals, institutions, practices or ideas of respect and obedience, and the desire to cooperate, broaden his horizon, and respond to others.

Attitudes: They are the second positive systems that include the individual's presentation of a specific subject and related to his feelings, emotions, or preparations that push him towards it or move away from it (Mkhaimer, 1986, pg. 147).

- It is also defined as the individual's acquired readiness for people, things, and subjects as a result of defensive or cognitive response, whether the response is negative or positive, and this may affect his behavior and words with himself or with others within the framework of the groups to which he belongs. (Mankerios, 1982, p. 73).

The concept of training requirements is also known: It is a planned activity that aims to provide individuals with a set of information and skills that lead to an increase in the individual's performance rates in his work, and to further clarify the work on developing the following aspects in the individual. (Al-Salami, 2000, p. 292):

In view of the above, the researchers can define the concept of planning requirements procedurally:

A set of needs, requirements or conditions that must be met by social workers to confront school bullying as follows:

- 1- Developing the knowledge and skills of social workers to confront school bullying among students, including raising the profession and school services.
- 2- Enhancing the performance level of social workers in addressing the phenomenon of school bullying, which leads to raising their efficiency.
- 3- Developing the administrative and technical aspects and using all of them to achieve a high level of professional performance for social workers working with the mentally handicapped.

4- Training social workers in the school field helps in facing problems, including school bullying, and this is to achieve their desires for growth and progress and satisfy their needs, which leads to raising their morale and increasing their confidence in themselves and their sense of importance and the importance of their role within society.

2- The concept of planning to develop the capabilities of specialists.

The concept of development planning refers to a group of activities practiced in the field of social welfare, which are related to capacity development and planning, the development of various programs and the analysis of social policy. It is also used to support decision-making processes in the field of human services.

It also refers to the planned activity to identify needs and goals, mobilize resources, determine priorities, and then develop programs and plan projects and implement them in a specific time.

Social planning is defined as a process of harmonizing needs and resources and finding solutions to society's problems through a scientific method in which officials are required with citizens to reach the full goals and **the stages of social planning are specified in:** (Owais and Al-Afandi, p. 80)

1- Determining the goal 2- Preparing the framework of the plan 3- Setting the plan 4- Implementation 5- Follow-up 6- Evaluation.

The study of planning for capacity development of the social worker is linked to several sub-concepts, including: (the concept of capacity "skill" - the concept of capacity development and capacity building) - the term capacity development is used as a synonym for the term capacity building.

The concept of capacity building is defined as: "The process of developing and developing knowledge, skills and attitudes of individuals and groups, responsible for planning, implementing, following up and evaluating development plans and programs within NGOs." (Naji, 2006, p. 1179)

As for the definition of capacity development, it is a process through which individuals, organizations and various community institutions obtain the capabilities they need that contribute to strengthening their technical, organizational and institutional capacities. and preserving them in order to achieve the sustainable development goals of society (Ali, 2018, pg. 9).

The researchers can define the concept of planning to develop the capabilities of the social worker, which the study adopts procedurally in order to confront school bullying as follows:-

- (1) Abilities related to the skills necessary to perform various professional operations.
- (2) Abilities related to needs assessment and prioritization skills.
- (3) Abilities related to problem analysis skills.
- (4) related administrative capabilities in evaluation, organization, coordination, and control.

(5) Determining the level of professional, knowledge, skill and training capabilities.

3- The concept of school bullying:-

Definitions of bullying have varied according to researchers' viewpoints on this problem, and some of these definitions can be reviewed as follows:

Webster's 1991 dictionary defines bullying as threatening and forcing a weaker person to do something he does not want (Webster's 1991).

Bullying also defines "idiomatic" as a state of repeated negative behavior intended to harm or harass one powerful person against another less powerful person. (Zoghbi, 2015, p. 23)

Bullying is the misuse of real or perceived force among students within the school, and it occurs continuously and recurs with the purpose of controlling others through negative aggressive and harmful actions, carried out by one or more students against another student or more for a period of time, and it is abusive behavior based on Imbalance of power. (Sophie, 2017, p. 23)

Alois-Wolmber defines school bullying as intentional negative actions by one or more students that involve harming another student, done repeatedly, and all the time, and these negative actions can be with words such as threats, scolding, cursing and insults, and it can be by physical contact such as hitting, pushing and kicking, and it can also be without the use of words or physical exposure such as grimacing at the destination or inappropriate gestures, with the intent and intention of removing him from the group or refusing to respond to his desire (Olweus, 2007, p80).

The school bullying situation consists of three parties:

1. **Bullies:** They are the first and main common in the school bullying situation
2. **Victims of bullying:** They are the second common in the school bullying situation. There is no bullying without victims. They are the people to whom bullies practice negative actions.
3. **Viewers of bullying situations:** they understand the third common in the school bullying situation. When bullying occurs, the bully interacts with the victim and the onlooker remains in this situation.

School bullying means: a child, adolescent, or group of them harming another child or adolescent in any of the following ways, and that harm is repeated or intentional (repetition means that it is at least twice in one year): Objects or possessions, quarreling or inciting his friends against him - Physically assaulting him by beating or any other way - Making fun of him with words or movements - Spreading false rumors about him or exposing things he does not want to reveal, Taking money or food - Provocation and harassment). Free, 2014, p. 6)

The researchers can define the concept of school bullying procedurally in this study as follows: - From the previous concepts we can agree on school bullying:

- Male and female school students between the ages of (12-15) years.
- Taught in pre-university education stages.

- Aggressive behavior practiced by a child or a group of children against another child repeatedly and causing him physical, psychological, or verbal harm.
- Bullying may be practiced in more than one place inside or outside the school.
- Bullying people follow the policy of intimidation, threats and harm.

Sixth: The methodological procedures of the study:

(1) Type of Study:

This study is one of the descriptive studies through which it is possible to obtain accurate information depicting and diagnosing reality, so the current study aims to determine the planning requirements for developing the capabilities of social workers in the face of school bullying, by citing in this description and analysis the data of previous studies and the theoretical framework associated with the subject of the study.

(2) Method used:

The study relied on the scientific method using the comprehensive social survey method for social workers in preparatory schools in Cairo Governorate, and their distribution as follows:

Table No. (1)

Distribution of social workers in preparatory schools in Cairo Governorate

The total number				Respondent number			
Helwan Educational Administration	Ain Shams Educational Administration	Al-Marg Educational Administration	Total	Helwan Educational Administration	Ain Shams Educational Administration	Al-Marg Educational Administration	Total
71	63	58	192	44	40	42	126

(3) Fields of Study:

(a) Spatial Domain:

The spatial field of study is represented in the following:

- Preparatory schools in Helwan Educational Administration, Cairo Governorate.
- Preparatory schools in Ain Shams Educational Administration, Cairo Governorate.

Preparatory schools in the Marg Educational Administration in Cairo Governorate.

The justifications for choosing the spatial domain are due to the following reasons:

The spread of the phenomenon of school bullying in preparatory schools in the educational administrations under study.

- Some educational administrations, schools and social workers refused to cooperate with the researchers.
- The cooperation of social workers in preparatory schools in the educational administrations under study with the researchers.

(b) The human domain:

The human field of study was represented in the comprehensive social survey of social workers in preparatory schools in Cairo Governorate, and their number was (126) individuals.

(c) Time Domain:

It is the period of data collection, which started from 9/12/2019 to 26/2/2020.

(4) Study Tools:

□ A questionnaire form for social workers about the requirements for planning to develop the capabilities of social workers in the face of school bullying:

- The two researchers designed an electronic questionnaire form for social workers using Google Drive Models on the requirements for planning to develop the capabilities of social workers in the face of school bullying, based on the theoretical framework of the study and previous studies to identify the statements that are related to the dimensions of the study.
- Then the researchers identified the dimensions included in the social workers questionnaire, which were represented in: the initial data, the requirements for planning to develop the capabilities of social workers in the face of school bullying, the difficulties facing the development of the capacities of social workers in the face of school bullying, and proposals for developing the capabilities of social workers in the face of school bullying. School bullying.
- The electronic questionnaire form for social workers relied on a triple gradation, so that the response to each statement (yes, to some extent, no) and each of these responses was given a weight (degree): yes (three degrees), to some extent (two degrees), no (one degree).
- The researchers relied on logical honesty by reviewing the literature and theoretical frameworks, and then analyzing these literature, research and studies in order to reach the different dimensions associated with the study problem.
- The researchers conducted the apparent validity of the tool after presenting it to (5) faculty members at the Faculty of Social Work, Helwan University and the Higher Institute of Social Work in Cairo, and an agreement rate of no less than (80%) was relied upon, and accordingly the form was formulated in its final image.
- The researchers also conducted a statistical stability of the tool for a sample of (20) single social workers in the study community using the alpha-Cronbach coefficient, and the results were as follows:

Table No. (2)

It shows the results of the stability of the questionnaire of social workers using the coefficient (Alpha-Cronbach) (n = 20)

s	Dimensions	Coefficient (Alpha - Cronbach)
1	Planning requirements for developing the capabilities of social workers in the face of school bullying	0.95
2	Difficulties facing developing the capabilities of social workers in the face of school bullying	0.87
3	Suggestions for developing the capabilities of social workers in the face of school bullying	0.90
	The stability of the questionnaire for social workers as a whole	0.96

The previous table shows that: Most of the dimensional stability coefficients have a high degree of stability, and thus their results can be relied upon and the tool is in its final form.

(1) Determining the level of planning requirements for developing the capabilities of social workers in the face of school bullying:

To judge the level of planning requirements for developing the capabilities of social workers in the face of school bullying, so that the beginning and end of the triple scale categories are: Agree (three degrees), to some extent (two degrees), disagree (one degree), the data was encoded and entered into the computer, To determine the length of the cells of the triangular scale (lower and upper limits), range = largest value – least value (3 - 1 = 2) was calculated, divided by the number of scale cells to get the corrected cell length ($2/3 = 0.67$) and then added This value is reduced to the lowest value in the scale or the beginning of the scale, which is the correct one, in order to determine the upper limit of this cell, and thus the length of the cells became as follows:

Table No. (3)

It shows the levels of the arithmetic averages for the dimensions of the study

If the mean value of the expression or dimension ranges from 1 to 1.67	low level
If the mean value of the expression or dimension ranges from 1.68 to 2.34	Average level
If the mean value of the expression or dimension ranges from 2.35 to 3	high level

(2) Statistical Analysis Methods:

The data were processed through the computer using the program (SPSS.V. 24.0) statistical packages for social sciences, and the following statistical methods were applied: frequencies, percentages, arithmetic mean, standard deviation, range, stability coefficient (Alpha. Cronbach), and Pearson correlation coefficient. Two independent samples t-test, one-way analysis of variance, and least significant difference method.

Seventh: The results of the field study: The first axis: a description of the characteristics of the study sample:

□ **Results of the field study: The first axis: Description of the social workers of the study community:**

Table No. (4) Description of social workers study population (n = 126)

s	Quantitative variables	SMA	standard deviation
1	Age	42	6
2	Number of years of work experience	15	4
	genre		%
1	male	61	48.4
2	female	58	51.6
	total	126	100
	Qualification		%
1	Bachelor of Arts Department of Sociology	8	6.3
2	Bachelor Social Services	84	66.7
3	Postgraduate Diploma in Social Work	21	16.7
4	MA in Social Work	7	5.6
5	PhD in Social Work	6	4.8
	total	126	100
	job		%
1	Social worker	41	32.5
2	Senior Social Worker	40	31.7
3	expert social worker	32	25.4
4	Senior social worker	13	10.3
	total	126	100

The previous table shows that:

The average age of social workers is (42) years, with a standard deviation of approximately (6) years.

- The average number of years of work experience is (15) years, with a standard deviation of approximately (4) years, and this confirms the experiences that are characterized by the social worker in the field of education, and his ability to interact with students in various situations.
- The largest percentage of social workers are females with a percentage of (51.6%), while males at (48.4%), which indicates the ability of females to contain students and solve their problems.
- The largest percentage of social workers who hold a bachelor's degree in social work with a percentage of (66.7%), followed by those who have a postgraduate diploma in social work with a percentage of (16.7%), then those who have a Bachelor of Arts in Sociology department with a percentage of (6.3%), followed by those who have a master's degree in social work with a rate of (5.6%), and finally, holders of a doctorate in social work at a rate of (4.8%), which confirms the ability of social workers to deal with the various problems faced by students.
- The largest percentage of social workers whose job is a social worker with a percentage of (32.5%), followed by a senior social worker with a percentage of (31.7%), then an expert social worker with a percentage of (25.4%), and finally a senior social worker with a percentage of (10.3%).
- The largest percentage of social workers work in the Helwan Educational Administration with a percentage of (34.9%), followed by the Al-Marg Educational Administration with a percentage of (33.3%), and finally the Ain Shams Educational Administration with a percentage of (31.7%).

The second axis: Planning requirements to develop the capabilities of social workers in the face of school bullying

The second axis: Planning requirements to develop the capabilities of social workers in the face of school bullying:

(1) Cognitive Requirements:

Table No. (5)

Explains the cognitive requirements for developing the capabilities of social workers in the face of school bullying (n=126)

s	phrases	SMA	standard deviation	rankin g
1	Knowing the roles that the social worker plays with the students, the parties to bullying, and ways to deal with them	2.74	0.49	1
2	I lack knowledge of modern models and theories of social work in the face of school bullying behavior	2.62	0.62	3
3	Adequate knowledge of providing opportunities for students on both sides of bullying to adapt to their normal peers.	2.6	0.54	6
4	I realize that I need to know the roles of a social worker to counter school bullying	2.5	0.63	10
5	Knowing how to gain students' trust, the parties to school bullying	2.45	0.61	12
6	Familiarity with strategies and methods of working with students' families, the parties to school bullying	2.61	0.57	5
7	Knowing what to do while bullying behavior occurs among students in schools	2.56	0.59	7
8	Awareness of the various problems that result from the behavior of students, the parties to bullying	2.53	0.58	9
9	I would like to know some special characteristics of students who are the parties to school bullying	2.55	0.56	8
10	Familiarity with the causes leading to bullying behavior in schools	2.61	0.55	4
11	I lack knowledge related to student activities to reduce school bullying	2.44	0.65	13
12	I need to see everything written about school bullying	2.63	0.55	2
13	Know the forms of bullying in schools	2.47	0.65	11
	The dimension as a whole	0.38	2.56	high level

The previous table shows that:

The level of cognitive requirements for developing the capabilities of social workers in the face of school bullying is high, with an arithmetic average of (2.56), and indicators according to the arrangement of the arithmetic mean: The first order is to know the roles that the social worker plays with the students, the parties to bullying and ways to deal with them with an arithmetic average (2.74), then The second rank I need to see everything written about the phenomenon of school bullying with an average of (2.63), and finally the thirteenth rank I lack knowledge related to student activities to reduce school bullying with an average of (2.44). Where the study of Stat Muhammad Khalil (2007) found the importance of preparing programs Training for social workers in the cognitive aspect to develop their professional abilities to work in the school. And Ahando's study (2018) on identifying the factors leading to bullying behavior and the role of the family and school in addressing it

(2) Skill Requirements:**Table No. (6)**

Clarifies the skill requirements for developing the capabilities of social workers in the face of school bullying (n = 126)

s	phrases	SMA	standard deviation	rankin g
1	Familiarity with the steps of problem solving skill in dealing with bullying behavior among students in schools	2.68	0.53	1
2	Helping me use problem-solving skills with students' families are the parties to school bullying	2.57	0.56	9
3	Seeking to learn how to use problem solving skills with students, the parties to school bullying	2.67	0.52	2
4	Familiarity with the open channels of communication between the specialist and the	2.57	0.54	8

s	phrases	SMA	standard deviation	rankin g
	parties to school bullying and their families			
5	I need to prioritize to determine which problems are most important to students, parties to school bullying	2.59	0.58	7
6	I need to build communication channels with different levels of supervision to deal with school bullying	2.59	0.57	6
7	I need to notice bullying behavior within school activity groups	2.56	0.57	10
8	Adequate awareness of identifying the different needs of students, the parties to school bullying	2.62	0.53	4
9	Seeking to acquire the skill of communicating with the parties to school bullying	2.49	0.63	13
10	The ability to respond quickly to student inquiries, the parties to school bullying	2.51	0.55	12
11	Skill in convincing students of school bullying parties to meet me when they need me	2.63	0.52	3
12	The ability to save student records of school bullying parties for reference during the follow-up process	2.6	0.54	5
13	Allow school bullying parties to participate in evaluating the services provided to them	2.55	0.53	11
	The dimension as a whole	0.37	2.59	high level

The **previous table shows that:** The level of skill requirements for developing the capabilities of social workers in the face of school bullying is high, with an arithmetic average of (2.59), and its indicators according to the arrangement of the arithmetic mean: the first order Familiarity with the steps of problem-solving skill in dealing with bullying behavior among students within schools with an arithmetic average (2.68), then the second rank striving to know the use of problem solving skill with the students, the parties to school bullying with an arithmetic average (2.67), and finally the

thirteenth rank striving to acquire the skill of communicating with the parties to school bullying with an arithmetic average (2.49). This is what was confirmed by the study of (Fatima Amin 1999, Salwa Ramadan 2004) on the need to provide social workers with professional skills and mechanisms to develop their abilities in the direction of their own professional practice, and Noura Al-Qahtani's 2015 study found to determine the skill and cognitive awareness of teachers towards the nature of bullying and the roles required of them to confront it.

(3) Value Requirements:

Table No. (7) Explains the value requirements for developing the capabilities of social workers in the face of school bullying (n = 126)

s	phrases	SMA	standard deviation	ranking
1	Dealing with students parties to school bullying with transparency and social justice.	2.6	0.55	6
2	I need to feel socially responsible towards the students who are the parties to school bullying	2.65	0.51	2
3	Maintaining confidentiality of information and data for school bullying students	2.55	0.57	8
4	Not to participate in transgressions that harm the interests of students, parties to school bullying	2.48	0.6	9
5	Estimating individual differences between students, the parties to school bullying	2.46	0.57	11
6	I lack the appropriate conditions for equality between a bully and a normal student	2.56	0.6	7
7	Develop the values of honesty and honesty among students who are parties to school bullying	2.63	0.55	4
8	Developing the value of giving to students, the parties to bullying in schools	2.47	0.62	10
9	Respecting students' privacy is the parties to school bullying	2.62	0.53	5
10	Investing available school resources to serve students parties to bullying in schools	2.67	0.52	1
11	Develop a sense of responsibility towards the school and reduce the occurrence of bullying behavior in it	2.64	0.53	3
12	The ability to instil ideal moral values in students who are parties to bullying in schools	2.38	0.71	12
13	I see that I need the principles of citizenship with students school bullying	2.67	0.52	1
	The dimension as a whole	0.36	2.57	high level

The previous table shows that:

The level of value requirements for developing the capabilities of social workers in the face of school bullying is high, where the arithmetic average reached (2.57), and the indicators for this are according to the arithmetic mean arrangement: The first order is to invest the school resources available to serve students, the parties to bullying in schools, and I see that I need the principles of citizenship with students of school bullying. With an arithmetic average of (2.67), then the second rank I need to feel socially responsible towards the students who are the parties to school bullying with an arithmetic average of (2.65), and finally the twelfth rank is the ability to instill ideal moral values in the hearts of the students who are parties to school bullying with an arithmetic average of (2.38). The Franklin, 1999 study emphasized the identification of the efforts exerted, the actual performance and the further improvement of the performance of the social worker in facing the problems within the schools. The study "Salwa Ramadan 2004" also recommended the necessity of establishing a mechanism that includes building and developing human resources capabilities, which indicates the commitment of the social worker to the ethical approach and the moral charter of specialists.

(4) Training Requirements:**Table No. (8)**

Explains the training requirements for developing the capabilities of social workers in the face of school bullying (n = 126)

s	phrases	SMA	standard deviation	rankin g
1	I need training to invest in the abilities of students who are victims of bullying to help themselves	2.6	0.52	1
2	Benefit from training programs organized on school bullying behavior	2.41	0.6	10
3	Seeking to arrange the proposed training programs according to their importance to deal with the most important problems in schools	2.6	0.58	2
4	I lack training on modern programs to re-adapt students who are victims of bullying in society	2.54	0.57	6
5	The need for one-to-one communication training to modify bullying students' behavior	2.56	0.59	4
6	Familiarity with training programs to counter	2.25	0.67	12

s	phrases	SMA	standard deviation	rankin g
	bullying behavior in schools			
7	Hiring experts to provide seminars to counter bullying behavior in schools	2.54	0.57	6
8	I need training in recreational activities to help students who are the parties to school bullying to develop their self-reliance	2.48	0.55	9
9	Training to increase the capabilities of the social worker with the work team to deal with bullying behavior among students in schools	2.53	0.63	8
10	Knowing strategies for planning training programs in favor of working with students, parties to bullying	2.53	0.59	7
11	Finding advance planning and holding training workshops to deal with students of bullying in schools	2.56	0.6	5
12	I lack experience in evaluating student problems, the parties to school bullying	2.57	0.54	3
13	Benefiting from scientific studies in applying training methods to counter school bullying	2.37	0.68	11
	The dimension as a whole	2.5	0.41	high level

The previous table shows that: The level of training requirements to develop the capabilities of social workers in the face of school bullying is high, with an arithmetic mean (2.5), and indicators according to the arithmetic mean arrangement: First order I need training to invest in the abilities of students who are victims of bullying to help themselves with an arithmetic average (2.6), With a standard deviation of (0.52), then the second order is to seek to arrange the proposed training programs according to their importance to deal with the most important problems in schools with an arithmetic mean (2.6), and with a standard deviation (0.58), and finally the twelfth order Familiarity with the training programs to confront bullying behavior in schools with an arithmetic mean (2.25). This was confirmed by the study of Ghufran Abdul Karim et al. 2018 on the need to develop a training manual in dealing with the phenomenon of school bullying and empowering students and protecting them from school bullying. Mona Sayed's study 2020 in determining the professional roles of a social worker in dealing with school bullying is confirmed by the current study in finding requirements to develop the specialist's abilities The social, including those related to the school,

including those related to the student, and those related to the social specialist to determine the factors and requirements that lead to school bullying among school students.

(5) Administrative Requirements:

Table No. (9)

Clarifies the administrative requirements for developing the capabilities of social workers in the face of school bullying (n = 126)

s	phrases	SMA	standard deviation	ranking
1	The school administration allocates a budget for activities that can be provided to students who are parties to school bullying	0.57	2.56	8
2	Providing places for students to meet the parties of bullying and their families inside the school	0.6	2.48	11
3	Implementing regulations and laws to reduce bullying behavior among students in schools	0.56	2.64	4
4	Providing suitable places in the school for visits to families and relatives of students, parties to school bullying	0.6	2.54	9
5	Providing the necessary tools to implement professional plans and programs with students who are parties to school bullying	0.55	2.6	6
6	Attention to providing different and appropriate incentives for social workers for their role in reducing bullying behavior among students in schools	0.56	2.59	7
7	The school administration's interest in conducting a periodic measurement of the extent of the students' satisfaction with bullying parties and their families about the services provided by the social worker to them	0.57	2.56	8
8	Attention to organizing training courses to develop the professional performance of the social worker and refining the skills to deal with school bullying behavior	0.51	2.69	1

s	phrases	SMA	standard deviation	rankin g
9	Recruit a sufficient number of social workers to match the number of students and reduce bullying behavior among students	0.55	2.53	10
10	Establishing specialized work teams to deal with bullying issues in schools from all behavioral, social, psychological and health aspects	0.53	2.63	5
11	Preparing and implementing preventive treatment programs for those affected by school bullying to protect them from bullying behaviour	0.5	2.68	2
12	Draw plans and programs that help reduce the problems caused by bullying behavior among students within schools	0.56	2.67	3
13	Providing computers and the requirements for their operation to speed up the tasks of students, the parties to bullying in the school	0.59	2.45	12
	The dimension as a whole	0.4	2.59	high level

The previous table shows that:

The level of administrative requirements for developing the capabilities of social workers in the face of school bullying is high, where the arithmetic average reached (2.59), and the indicators for this are according to the arithmetic mean arrangement: The first order is concerned with organizing training courses to develop the professional performance of the social worker and refine it with the skills to deal with the behavior of school bullying with an arithmetic average of (2.69) , then the second order is the preparation and implementation of preventive remedial programs for those affected by school bullying to protect them from bullying behavior with an arithmetic average of (2.68), and finally the twelfth order is the provision of computers and the requirements for their operation to speed up the tasks of students, the parties to bullying in the school, with an arithmetic average of (2.45).

The third axis: the difficulties encountered in developing the capacities of social workers in the face of school bullying:

Table No. (10)

Explains the difficulties encountered in developing the capabilities of social workers in the face of school bullying (n = 126)

s	phrases	SMA	standard deviation	rank ing
1	Lack of information and skills of social workers about the phenomenon of school bullying	2.6	0.57	5
2	There is a shortage of social workers in some schools	2.52	0.56	11
3	Failure to implement regulations and laws to counter bullying behavior in schools	2.67	0.52	2
4	The failure to follow up on students to discover bullying among them	2.56	0.6	8
5	Assigning the social worker tasks that are not related to his specialty	2.44	0.6	15
6	Lack of attention to complaints of students who are victims of bullying	2.47	0.64	14
7	Weak funding for holding courses and seminars on bullying in schools	2.58	0.6	6
8	Lack of preventive and remedial plans and programs to counter bullying behavior in schools	2.65	0.6	3
9	Lack of modern strategies to confront bullying in schools	2.64	0.54	4
10	Lack of specialists in appropriate training courses to combat bullying	2.56	0.59	7
11	Weak relationship between school, parents and students parties to school bullying	2.56	0.63	9
12	Providing legislation and laws that prevent school bullying behavior	2.69	0.5	1
13	The school administration does not understand the importance of the role of the social worker	2.48	0.59	12

s	phrases	SMA	standard deviation	rank ing
14	The staff does not understand the role of the social worker in the school	2.48	0.64	13
15	Weak influence of the school on the behavior of students, the parties to bullying	2.48	0.64	13
16	Not benefiting from the training programs organized on school bullying	2.53	0.65	10
	The dimension as a whole	2.56	0.39	high level

The previous table shows that:

The level of difficulties facing the development of social workers' capabilities in the face of school bullying is high, as the arithmetic average reached (2.56), and the indicators for this are according to the arithmetic mean arrangement: the first order is the provision of legislation and laws that prevent school bullying behavior with an arithmetic average (2.69), then the second order is the non-implementation of regulations And the laws to confront bullying behavior in schools with an arithmetic average of (2.67), and finally the fifteenth order assigning the social worker tasks not related to his specialization with an arithmetic average of (2.44).

Fourth Axis: Suggestions for developing the capabilities of social workers in the face of school bullying:

Table No. (11)

Explains proposals to develop the capabilities of social workers in the face of school bullying (n = 126)

s	phrases	SMA	standard deviation	rank ing
1	Establishing ethical rules and standards to evaluate the behavior of students who are parties to school bullying	0.42	2.8	4
2	Provide the necessary funding to hold training that hones the skills of social workers on school bullying	0.53	2.68	15
3	Implementing regulations and laws that limit bullying behavior in schools	0.4	2.83	1
4	Effective communication with students' families is the parties to school bullying	0.48	2.74	10

s	phrases	SMA	standard deviation	rank ing
5	Regularly reviewing complaints of students who are victims of bullying	0.42	2.8	4
6	Develop a guide to prevent school bullying behavior	0.53	2.76	8
7	The Ministry of Education issued a draft law to prevent school bullying among students	0.51	2.73	12
8	Develop preventive plans and programs to confront the phenomenon of school bullying	0.45	2.82	2
9	Providing students with awareness brochures on the phenomenon of school bullying	0.51	2.74	11
10	Hiring experienced specialists in training courses	0.45	2.79	6
11	Create a school atmosphere that prevents bullying behavior at school	0.48	2.75	9
12	Implementation of student activities to reduce school bullying among students	0.47	2.8	5
13	Awareness of bullying students about the dangers, consequences and effects of bullying	0.5	2.76	7
14	Appointing a sufficient number of social workers to address school problems	0.58	2.65	16
15	Immediate intervention to prevent bullying among students in school by punishing the bully	0.58	2.71	14
16	Take the opinion of the social worker on the quality of the training courses that are being implemented	0.55	2.71	13
17	Using modern scientific methods to deal with the phenomenon of school bullying	0.43	2.81	3
	The dimension as a whole	0.32	2.76	high level

The previous table shows that:

The level of proposals to develop the capabilities of social workers in the face of school bullying is high, with an arithmetic average of (2.76), and the indicators for this are according to the arithmetic mean arrangement: the first order is the implementation of regulations and laws that limit bullying behavior, the school income with an arithmetic average (2.83), then the second order is the development of plans and programs A preventive measure to confront the phenomenon of school

bullying with an arithmetic average of (2.82), and finally the sixteenth order appointing a sufficient number of social workers to confront school problems with an arithmetic average of (2.65).

Fifth Axis: Testing the study hypotheses:

(1) Test the first hypothesis of the study: "It is expected that the level of planning requirements for developing the capabilities of social workers in the face of school bullying will be high":

Table No. (12)

It shows the level of planning requirements for developing the capabilities of social workers in the face of school bullying as a whole (n=126)

	Dimensions	SMA	standard deviation	the level	rank ing
1	Cognitive requirements	2.56	0.38	High	4
2	skill requirements	2.59	0.37	High	1
3	value requirements	2.57	0.36	High	3
4	training requirements	2.5	0.41	High	5
5	Administrative requirements	2.59	0.4	High	2
	requirements as a whole	2.56	0.29	High level	

The previous table shows that:

The level of planning requirements to develop the capabilities of social workers in the face of school bullying as a whole is high, as the arithmetic mean reached (2.56), and the indicators are according to the arrangement of the arithmetic mean: the first order is the skill requirements with an arithmetic mean (2.59) and a standard deviation (0.37), then the second arrangement is the administrative requirements with an arithmetic average (2.59) with a standard deviation of (0.4), followed by the third order of value requirements with an arithmetic mean (2.57), then the fourth order of knowledge requirements with an arithmetic mean (2.56), and finally the fifth order of training requirements with an arithmetic mean (2.5). Which makes us accept the first hypothesis of the study, which is that "the level of planning requirements for developing the capabilities of social workers in the face of school bullying is expected to be high."

(2) Testing the second hypothesis of the study: "There are substantial, statistically significant differences between the responses of social workers according to gender with regard to their identification of the planning requirements for developing the capabilities of social workers in the face of school bullying."

Table No. (13)

Explains the significant differences between the responses of social workers according to gender with regard to their identification of the requirements for planning to develop the capacities of social workers in the face of school bullying (n = 126)

s	Dimensions	research community	Number(n)	SMA	standard deviation	Degrees of Freedom	t . value	Significance
1	Cognitive requirements	male	61	2.62	0.29	124	1.759	not significant
		female	65	2.5	0.45			
2	skill requirements	male	61	2.67	0.28	124	2.442	.
		female	65	2.51	0.42			
3	value requirements	male	61	2.63	0.3	124	1.887	not significant
		female	65	2.51	0.4			
4	training requirement	male	61	2.57	0.31	124	1.656	not significant
		female	65	2.44	0.48			
5	Administrative requirements	male	61	2.65	0.29	124	1.807	not significant
		female	65	2.53	0.47			
	requirements as a whole	male	0.21	2.63	0.21	124	2.512	.
		female	0.35	2.5	0.35			

** Significant at (0.01)

* Significant at (0.05)

The previous table shows that:

- There are significant statistically significant differences at the level of significance (0.05) between the responses of male and female social workers with regard to their identification of skill requirements and planning requirements for developing the capabilities of social workers in the face of school bullying as a whole in favor of the responses of male social workers.

- There are no significant statistically significant differences between the responses of male and female social workers with regard to their identification of cognitive requirements, value requirements, training requirements, and administrative requirements for developing the capabilities of social workers in the face of school bullying.

- Which makes us accept the second hypothesis of the study in part, which is that "there are substantial statistically significant differences between the responses of social workers according to gender with regard to their identification of planning requirements for developing the capabilities of social workers in the face of school bullying."

(3) Test the third hypothesis of the study: "There are substantial, statistically significant differences between the responses of social workers according to the job with regard to their identification of the planning requirements for developing the capabilities of social workers in the face of school bullying"

Table No. (14)

The analysis of variance clarifies the planning requirements for developing the capabilities of social workers in the face of school bullying according to job categories(•) (n=126)

s	Dimensions	Contrast source	sum of squares	Degrees of Freedom	Squares average	(f) value	Significance	LSD Test
1	Cognitive requirements	0.040	0.120	3	0.040	0.268	not significant	
		0.149	18.120	122	0.149			
			18.240	125				
2	skill requirements	0.182	0.546	3	0.182	1.334	not significant	
		0.136	16.635	122	0.136			
			17.180	125				
3	value requirements	0.118	0.355	3	0.118	0.904	not significant	
		0.131	15.973	122	0.131			
			16.328	125				
4	training requirements	0.454	1.361	3	0.454	2.766	.	3, 2 < 1 4

The job categories of social workers are divided into four groups: group (1) social worker n=(41), group (2) senior social worker n=(40), group (3) expert social worker n=(32), and group (4)) Senior social worker n = (13).

The previous table shows that:

- There are statistically significant differences at the level of significance (0.01) and (0.05) between the responses of social workers according to the job with regard to their identification of training requirements, administrative requirements and planning requirements to develop the capabilities of social workers in the face of school bullying as a whole. These differences are in favor of the first

category, which falls in the category (social worker), to become the most responsive social workers according to the job specific to those requirements.

- There are no statistically significant differences between the responses of social workers according to the job with regard to their identification of cognitive requirements, skill requirements and value requirements for developing the capabilities of social workers in the face of school bullying.

- Which makes us accept the third hypothesis of the study in part, which is that "there are substantial statistically significant differences between the responses of social workers according to the job with regard to their identification of planning requirements for developing the capabilities of social workers in the face of school bullying."

(4) Test the fourth hypothesis of the study: "There are substantial, statistically significant differences between the responses of social workers according to the employer with regard to their identification of planning requirements for developing the capabilities of social workers in the face of school bullying":

Table No. (15)

The analysis of variance shows the planning requirements for developing the capabilities of social workers in the face of school bullying according to the employer (•) (n = 126)

s	Dimensions	Contrast source	sum of square s	Degrees of Freedom	Squares average	(f) value	Significance
1	Cognitive requirements	Variation between groups	0.139	2	0.070	0.473	not significant
		Variation within groups	18.101	123	0.147		
		Total	18.240	125			
2	skill requirements	Variation between groups	0.716	2	0.358	2.673	not significant
		Variation within groups	16.465	123	0.134		
		Total	17.180	125			
3	value requirements	Variation between groups	0.460	2	0.230	1.784	No t significant
		Variation within groups	15.868	123	0.129		
		Total	16.328	125			

s	Dimensions	Contrast source	sum of squares	Degrees of Freedom	Squares average	(f) value	Significance
4	value requirements	Variation between groups	0.629	2	0.315	1.867	not significant
		Variation within groups	20.739	123	0.169		
		Total	21.368	125			
5	Administrative requirements	Variation between groups	0.358	2	0.179	1.141	not significant
		Variation within groups	19.272	123	0.157		
		Total	19.630	125			
	requirements as a whole	Variation between groups	0.402	2	0.201	2.374	not significant
		Variation within groups	10.421	123	0.085		
		Total	10.824	125			

** Significant at(0.01)

* Significant at (0.05)

□ The employer categories are divided into three groups: Group (1) Helwan Educational Administration n = (44), Group (2) Ain Shams Educational Administration n = (40), and Group (3) Al-Marg Educational Administration n = (42).

The previous table shows that:

There are no statistically significant differences between the responses of social workers according to the employer with regard to their identification of cognitive requirements, skill requirements, value requirements, training requirements, administrative requirements, and planning requirements to develop the capabilities of social workers in the face of school bullying as a whole. Which makes us reject the fourth hypothesis of the study, which states that "there are substantial, statistically significant differences between the responses of social workers according to the employer with regard to their identification of planning requirements for developing the capabilities of social workers in the face of school bullying."

The most important findings and recommendations of the study:**1) Results related to the skills of faculty members:**

A- There are no statistically significant differences between the responses of social workers according to the employer with regard to their identification of cognitive requirements, skill requirements, value requirements, training requirements, administrative requirements, and planning requirements to develop the capabilities of social workers in the face of school bullying.

- There are statistically significant differences at the level of significance (0.01) and (0.05) between the responses of social workers according to the job with regard to their identification of training requirements, administrative requirements and planning requirements.

To develop the capabilities of social workers in the face of school bullying as a whole. These differences are in favor of the first category, which falls in the category (social worker), to become the most responsive social workers according to the job specific to those requirements.

- There are no statistically significant differences between the responses of social workers according to the job with regard to their identification of cognitive requirements, skill requirements and value requirements for developing the capabilities of social workers in the face of school bullying.

2) Study recommendations: In light of the results of the study, the researcher recommends the following:

- Holding training courses and workshops to raise the specialist's administrative, cognitive and skill capabilities.

- Holding several awareness seminars.

- Requirements for social workers to confront the phenomenon of school bullying:

- 1- skill requirements

- 2- Training requirements.

- 3- Administrative requirements.

- 4- Value requirements.

- 5- Knowledge requirements.

Eighth: A proposed future plan for developing the capabilities of social workers in the face of school bullying: - By reviewing the theoretical framework and the results of the field study, a proposed future plan can be reached to develop the capabilities of social workers in the face of school bullying, as follows:

	Axle, requirement and mechanisms	Developing, performing and implementing the plan and its indicators	Suggested implementers
1	The purpose of the proposed plan	<p>The main objective of the plan is to determine the planning requirements for developing the capabilities of social workers in dealing with the phenomenon of school bullying:</p> <p>The goal is achieved through several sub-goals:</p> <p>1- Determining the requirements of the social worker, whether knowledge, skill, administrative, value and training in dealing with the phenomenon of school bullying among students.</p> <p>Determining proposals for developing the -3 capabilities of social workers in addressing the .phenomenon of school bullying</p>	The Ministry of Education and its various departments
2	The foundations of the proposed plan	<p>This proposed plan is based on a set of scientific foundations:</p> <p>- Results of previous studies conducted in the field of education and issues of school bullying and benefiting from their results.</p> <p>Refer to the theoretical framework of social work in the field of student problems within schools, the problem of school bullying among students.</p> <p>The results of the current study and its results related to proposals that support the capabilities and develop the skills of the social worker in the field of education and the issue of school .bullying</p>	
3	Planning indicators needed to develop the capabilities of social workers in the face of school	<p>A- Special planning indicators: The difficulties needed to be faced in order to develop the capabilities of social workers in the face of school bullying:</p> <p>1- Providing legislation and laws that prevent school bullying behavior</p> <p>2- Weak funding for holding courses and seminars on the phenomenon of bullying in</p>	Education school principals The Center for the Development of the

	Axle, requirements and mechanisms	Developing, performing and implementing the plan and its indicators	Suggested implementers
	:bullying	<p>schools</p> <p>3- Lack of preventive and remedial plans and programs to counter bullying behavior in schools</p> <p>4- Lack of modern strategies to confront bullying in schools</p> <p>5- Lack of use of specialists in appropriate training courses to combat bullying</p> <p>6- Weak relationship between the school, parents and students parties to school bullying</p> <p>B - Planning indicators for the necessary proposals to develop the capabilities of social workers in the face of school bullying:</p> <p>1- Implementing the regulations and laws that limit bullying behavior in schools.</p> <p>2- Develop preventive plans and programs to Education school principals</p> <p>The Center for the Development of the Capacity of Teachers and Social Workers confront the phenomenon of school bullying.</p> <p>3- Using modern scientific methods to deal with the phenomenon of school bullying.</p> <p>4- Considering the complaints of students who are victims of bullying on an ongoing basis.</p> <p>5- Establishing ethical rules and standards to evaluate the behavior of students who are parties to school bullying.</p> <p>6- Implementing student activities to reduce .school bullying among students</p>	Capacity of Teachers and Social Workers
4	Stages and mechanisms for implementing the proposed plan to face difficulties	<p>A- The stage of developing the plan:</p> <p>1- Beneficiaries from the implementation of the proposed plan:-</p> <p>They are social workers in the educational field and students to determine the most important requirements for confronting the phenomenon of school bullying among students.</p> <p>•</p> <p>2-Experts and specialists in charge of</p>	The Ministry of Education Administrators and directorates of education and

	Axle, requirements and mechanisms	Developing, performing and implementing the plan and its indicators	Suggested implementers
		<p>implementing the plan</p> <p>.All specialists in the field of education -</p> <p>3- The possibilities and means used in the proposal:</p> <p>Providing the necessary material, instrumental .and technical resources</p> <p>4- Suggested training to address obstacles</p> <p>Holding training courses and workshops to • raise capabilities</p> <ul style="list-style-type: none"> •.Administrative, cognitive and skill specialist .Holding several awareness seminars <p>B- The stage of implementation, follow-up and :evaluation</p> <p>Implementation, follow-up and evaluation are carried out through the education departments and directorates and the follow-up, evaluation and supervision committees from the Ministry of Education, because social planning has several processes that include the process of planning and implementation, and the follow-up and .evaluation process</p> <p>6- Funding for the implementation of the plan: The researcher suggests that the ministry and its various directorates and departments undertake .the preparation of the necessary budgets</p> <p>7- The time period for implementing the plan: the time period is the period in which the objectives of the plan are achieved, and it may take from one to two years for all the proposals .to be implemented</p>	schools

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