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SCHOOL BULLYING AND ITS RELATIONSHIP TO SOCIAL SKILLS AMONG PRIMARY SCHOOL STUDENTS IN THE PALESTINIAN ARAB SOCIETY IN ISRAEL

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Abstract

The research aims to study the phenomenon of school bullying and its relationship to social skills among primary school students in the Palestinian Arab community in Israel. Numerous researches indicated that acquiring social skills contributes to achieving social adjustment within the school group to which the students belong and helps them overcome their problems, worries, and fears. The research relied on the quantitative methodology, and the research sample consisted of (160) male and female elementary school students (sixth grades) in the Palestinian Arab community in Israel. The researchers prepared a form to collect data on the effect of social skills on school bullying. The results of the research indicated that the higher the level of social skills at school, the lower the level of school bullying behavior. In addition, the results indicated a positive relationship between improving and developing the school climate and reducing the phenomenon of school bullying.

Keywords: school bullying, social skills, school climate, primary school students

抽象的

该研究旨在研究以色列巴勒斯坦阿拉伯社区小学生的校园欺凌现象及其与社交技能的关系。大量研究表明，获得社交技能有助于在学生所属的学校群体内实现社会适应，帮助他们克服问题、担忧和恐惧。该研究依赖于定量方法，研究样本包括（160）名以色列巴勒斯坦阿拉伯社区的男女小学生（六年级）。研究人员准备了一份表格来收集有关社交技能对校园欺凌的影响的数据。研究结果表明，学校的社交技能水平越高，校园欺凌行为的水平越低。此外，结果表明改善和发展学校氛围与减少校园欺凌现象之间存在正相关关系。

关键词：校园欺凌，社交技能，学校氛围，小学生

Introduction

Paying attention to students' problems has become necessary to study students' problems

and psychological and social adjustment, especially in adolescence. The changing economic, social, educational, and technological

conditions have led to the emergence of many problems at all levels, including problems related to undesirable behaviors of students, which usually occur in the absence of supervision in the school and the family (Benvenisti, Khoury-Kasbari and Astor, 2006).

Among these behaviors, which usually occur in secret and pose a threat to students and the school environment, is the so-called bullying behavior, a form of aggression or school violence. According to a 2018 report issued by the United Nations Educational, Scientific and Cultural Organization (UNESCO) against child violence, nearly 130 million school children complain of bullying at least once a month (UNICEF, 2018). Given the negative effects of the school bullying phenomenon on the school environment, and the parties to the relationship between the bully and the victim, whether in their present or future lives, this phenomenon has become among the topics that have received the focus and attention of researchers in the educational field. (Riley & Bicknell) Moreover, in light of the increasing interest in bullying behavior in schools in Lebanon, the issue of social skills is one of the topics that have received noticeable attention in recent times by psychologists and counselors, whether at the level of self-development or the level of the social life of the individual.

Social skills are an acquired behavior aimed at social interaction and positive support with others and revolve around dealing and understanding between people, strengthening relationships, solving problems, creating crises, and dealing with sudden and emergencies that an individual may be exposed to. The process of acquiring social skills also gives students the ability to overcome their problems, direct their interactions with the surrounding environment,

and helps them achieve autonomy, self-reliance, and communication with peers, raising their self-confidence and alleviating their anxiety and fears. In addition, it contributes to the development of relationships between individuals in the group, strengthening the individual's capabilities, developing the management of feelings and positive self-image, and developing joint responsibility and solidarity (Bonab, 2017; Khoj, 2012). On the other hand, the low level of social skills may explain the failure experienced by the individual and emotional disorders, especially depression, loneliness, and behavioral problems (Al-Soufi and Al-Maliki, 2012). People who lack the necessary social skills to express their desires are often exposed to frequent frustration, which leads to aggressive behaviors such as school bullying.

In light of this, the current study aimed to know the relationship between school bullying and the social skills of primary school students. For this purpose, the following hypotheses were determined: 1. There is an inverse relationship between the percentage of social skills and the phenomenon of bullying. The more social skills a student has, the fewer chances he has of becoming a bully. 2. There is a positive relationship between improving the school climate and reducing bullying. The more the school works towards improving and developing the school climate, the more cases of bullying among students will decrease.

In light of previous studies on school bullying and its relationship to social skills, it is interesting to examine this relationship in schools in the Palestinian Arab community in Israel. Therefore, the researchers chose the following research question to reveal the nature of the relationship between school bullying and social

skills: Is there a statistically significant relationship between the acquisition of student social skills and the spread of bullying in schools in the Palestinian Arab community in Israel? It is worth noting that this research has not been studied before in the Palestinian Arab community in Israel, hence its particular importance.

School Bullying

The phenomenon of bullying has received significant attention from many researchers due to its negative repercussions on the general school climate. Bullying is defined as the intentional behavior of aggressive activities to harm, induce fear, and create terror in the "bullied" victim (colors rose, 2003). The Norwegian researcher Olweus (1993), in his definition of bullying, referred to three central features: an attack or a physical, verbal or psychological threat, aimed at frightening the victim, or arousing a feeling of distress or harm to him, where the strong student attacks who is Other researchers have followed this definition as well, defining bullying as the deliberate violent behavior of a group or individual, repeatedly and over some time, toward a victim who cannot easily defend herself (Smith et al. 2006).

Smith & Sharp (Smith & Sharp, 1994) define bullying as "an approach in which inequality of power is negatively exploited.

School bullying, with its aggression towards others, whether in a physical, verbal, psychological, social, or electronic form, is one of the problems that have negative effects, whether on the bully, the victim of bullying, or the entire school environment. School bullying affects the security, psychological and social structure of the school community. (Mishna,

2016; Quiroz, Arnette & Stephens, 2006). Therefore, we find that physical aggression with these bullies in schools harms the student at any educational level, and the student feels (the victim of bullying).) that he is rejected and unwanted, in addition to that, he feels fear, anxiety, and discomfort, and he may withdraw from participating in school activities or run away from school for fear of bullies (Knack, Tsar, Vaillancour, Hymel & McDougall, 2012). In addition, school bullying is considered a form of unbalanced aggressive interaction, and it frequently occurs as a routine activity. It is repeated daily in peer relations in the school environment and depends on control, control, domination, and recognition between two parties, one of whom is a bully who is the one who is the abuser and the other is the victim. (Smorti, Ortega & Ortega, 2006). In this context, several studies (Abdulaziz, 2017; Khoj, 2012; Mishna, 2016) indicate that school bullying is a form of violence that harms others, and bullying occurs in a school or during various activities when a student or group of students uses their power to harm other individuals or groups. The basis of the bully's strength is either physical strength, chronological age, physical condition, or social level. In light of what has been presented, we conclude that there is a consensus on the definition of school bullying as negative behavior by the bully with the intent of causing harm or harm to another person called the victim. There is no balance of power so that the victim cannot defend himself continuously and repeatedly.

Several studies have shown the phenomenon of bullying as the most frequent and severe problem of violence in schools, including the study of Erling & Thormod (2002), which revealed that the frequency of bullying victims' absence from

school is increasing for fear of being attacked, and they have depressing and suicidal thoughts. In this context, the Riley and Bicknell study (Riley & Bicknell, 2013) conducted in elementary and middle schools in New Zealand indicated that about 63% of students had been subjected to one form or another of bullying practices. It is due to their exposure to these bullying behaviors by bullying students. It prompted them to isolate themselves from others and not reveal what annoys them to parents or a teacher. The study of Craig and others (Craig et al., 2015) also indicated that these students who are victims of bullying face many difficulties and problems from the emotional and social side because the results of the research confirmed that bullying loses the victim's student confidence in his abilities and works to weaken his personality in the long run. The results of previous research also showed that being a victim of bullying is linked to several environmental and personal factors, including student problems in coping, health problems, low educational attainment and reluctance to come to school, low self-perception, anxiety, feelings of social rejection and low tendencies in social relationships, running away from home. Eating disorders, and in an advanced stage alcohol and drug abuse (Card & Hodges, 2008).

Personal traits of a bully in school

Bullying is a harmful and unwanted habit that occurs among students in the school, where the bullying student performs hostile actions, such as spreading rumors, threatening or attacking the person who is bullied physically or verbally, or isolating someone with the intent of harm, and expects and acts against this. Also, both students, the bully, and the bully will experience severe and long-term problems over time because the

balance of power is due to unbalanced bullying behavior (Khoj, 2012). Alternatively, their fame, to control or harm others, and the bully is more powerful than the victim in most cases, although the scales may change over time, even if they are the same two previous persons (Izikovich and Lev-Wiesel, 2013). A bully is a particular type of person, and they are paranoid, a subcategory of aggressive people. In this regard, Linsin (2011) goes on to narrate the results of his research on the nature of the characteristics of the bully, indicating three central characteristics in his personality, as follows: has and harmed him; A disparity in strength (psychological or physical), where the strong bully always attacks someone weaker than him; Recurring events between the same students last a period.

Hence, as Smith claims, 2006, bullying is a form of violence in which quarrels can occur between students of the same age, reckless behavior during opportunities, or other dangerous events that affect the atmosphere in the school and the feelings of students.

School bullying patterns

Bullying occurs in many different forms and with different levels of severity. It includes physical bullying such as hurting, pushing, and hitting, or verbal bullying such as calling others names, scolding and mocking, or indirect bullying such as ignoring (Khoj, 2012). Al-Sabhin et al. (2013: p. 10) divided bullying into four main axes:

Verbal bullying: It includes threats, insults, ridicule of the victim, reprimand, and humiliation.

Physical bullying: includes pushing, hitting, hitting the victim, and stealing/damaging others' property.

Sexual bullying: It includes sexual harassment, spreading sexual rumors, insulting others with sexual words.

Social bullying: This includes isolating a person from the peer group, watching and harassing others, social exclusion, and preventing colleagues from participating in various activities.

We conclude that: school bullying is practiced in several forms, all of which lead to harm and harm to the victims, and lead them to the emergence of many problems such as escaping from school or fear and lack of security and stability, because this behavior is practiced repeatedly and deliberately, and is practiced on weak people who do not They can stand up for themselves, allowing the behavior of the bullies to continue.

School climate and its impact on bullying

Whether among students or between students and teachers and the school administration, the increasing wave of school bullying requires the importance of shedding light on this problem. The school environment may represent a source of bullying, as the violence practiced by the teacher against students may reach the level of counter-bullying, and it represents the wrong provocative practices of some teachers and the poor academic achievement of the student, the negative impact of the group of comrades, the weak relations between the school and the parents, and the weakness of the teacher's personality or dictatorial style. These factors may contribute to the spread of school bullying behavior among students (Cody, 2010: 73). In this context, the researcher Hussein (2007, pp. 54-68) points to the presence of school factors that contribute to exacerbating bullyings, such as teachers' cruelty and their use of punishment, violence by teachers towards students, hostile

school climate, and the lack of school activities that help students love school. Moreover, reject bullying behavior. Undoubtedly, school bullying in its various forms has significant negative effects that are reflected on the student, which is evident in the student's behavioral, social, and emotional field (Bonab, 2017). In addition, teaching in traditional methods depends on the teacher's centralization as the only source of knowledge and the owner of absolute authority in the classroom. This can lead to his adoption of violence and exclusion as a method for solving problems in the classroom, which creates a hostile school climate suitable for the growth of bullying, in addition to the absence of similar activities within schools—and reducing school life to formal activities that are practiced in the classroom within the framework of the programs for the school year (Al-Soufi and Al-Maliki, 2012).

On the other hand, many studies indicate that the availability of a positive school climate contributes to limiting the exacerbation of school bullying. This is why it recommended the necessity of providing a school climate of commitment, justice, and human relations between the school administration, teachers and students, and between students with each other (Al-Sharif, 2018). For example, the study (Theodoros et al., 2010) indicated that there is a negative correlation between school climate and bullying behavior. The more positive the school climate, the less bullying behavior. The study (Al-Otaibi, 2007) also indicated that the school climate in which human relations between teachers and students prevail, based on trust, respect, and appreciation, enhances students' positive behavior and prevents the phenomenon of school bullying. Hence, improving the school's social climate positively affects

students' behavior, contributes to acquiring social skills, adopts the language of dialogue to solve issues between students, and promotes a culture of rejection and refutation of violence and aggression.

Social Skills

Social skills are among the essential skills in an individual's life, as they help him integrate with others where he interacts and cooperates with them, reflecting indicators of his psychological health. Any defect or lack of such skills may be a significant obstacle that could prevent him from satisfying his psychological needs because of their It is essential for the individual's interaction, compatibility, and communication with individuals in society, and the individual's social interaction depends mainly on the individual's capabilities and verbal and non-verbal skills in communicating with others (Bonab, 2017). Social skills are of great importance in the lives of individuals, as they enable them to adapt and adapt to the conditions of society and the environment around them. It has become agreed that social skills are a significant determinant of an individual's success or failure in various situations. It is what enables him to effectively perform the appropriate response to a situation in the event of his height. In contrast, its weakness is the biggest obstacle to the individual's compatibility with others (Khoj, 2012).

Social skills are defined as a set of acquired social behaviors that give the student the skills to take responsibility, assert himself and control his emotions in situations of interaction with others and proportion to the nature of the situation, as well as the student's acquisition of skills of cooperation, empathy, and verbal and non-verbal communication (Okasha and Abdul Majeed,

2012). It also refers to the individual's ability to communicate verbally or non-verbally in terms of accurately expressing his feelings and interpreting the feelings of others, concealing his emotions in proportion to the social situation, his participation in social situations, his understanding and awareness of socially acceptable standards, and adaptation with the surrounding individuals (Al-Yousef, 2013). In this context, researchers Lotan and Friedman point out that acquired social skills allow a person to act in ways that elicit positive reactions and help prevent negative reactions from the environment (Lotan and Friedman, 1992). In light of this, we can say that social skills refer to the individual's ability to verbally or non-verbally express his feelings, opinions, and ideas to others and act appropriately in social interaction situations with others.

The researcher (Bonab, 2017) indicates that the subject of social skills is of great importance for two primary considerations: First, those social skills are one of the critical factors responsible for the efficient interaction of the individual, and his ability to continue this interaction with others, and the exercise of efficiency and effectiveness in life situations and daily interactions. The individual with those around him. The second consideration is that social skills are one of the essential components of good mental health, given that mental health refers to a set of positive and diverse skills and the characteristics associated with achieving success and effectiveness. In light of this, the importance of social skills lies in the fact that they are an essential factor in the life of the individual, as they help the individual to harmonize and integrate with others through his interaction and communication with them and lead to achieving

social adaptation, mental health and facing the obstacles that face the individual.

School bullying and its relationship to social skills

Researchers Fox and Bolton (Fox & Bolton, 2005) point out that there is a positive relationship between social skills and bullying so that most students who are victims of bullying in the school environment suffer from problems with social skills, and there is a negative relationship between bullying and problems related to social skills of these victims. On the other hand, the researchers stress that acquiring social skills helps the student to improve his social relations with his peers, renounce violence, and treat students in a manner of affection and respect, understanding, and tolerance, taking into account the circumstances and feelings of others and not be offended, etc.

The results of the King & Delfabro study (2014), which aimed to identify the relationship between bullying and some psychological and social problems among students, showed high levels of social aversion among victims and peer bullies. Victims of bullying showed lower levels of self-acceptance and for others. McKenney and others (6et al., 200 McKenney) also confirmed the existence of a strong relationship between bullying and psychological and social adjustment among a sample of secondary school students. Inability to stand up for himself, and therefore unable to extricate himself from the bullying relationship of peers because he cannot change the behaviors necessary to end this aggressive behavior.

The results of Claire and Michael (2011) also showed that students who are victims of bullying have weak social skills, and the victims were classified as having more significant problems,

and they are more likely than others to be victims of bullying due to their lack of social skills that give them the ability to protect themselves and enhance their self-confidence. Dukhan's study (2015) on the system of social skills and their relationship to bullying behaviors indicated a negative relationship between the level of social skills and bullying behaviors among secondary school students. The higher the level of students' social skills, the more excellent the social communication among students, and thus the decrease in school bullying behavior.

In light of this and based on what was mentioned in the above studies, it can be said that the development of students' social skills contributes to moral growth and the value system and enhances positive social communication among students, and thus plays a prominent role in limiting the spread of school bullying.

Research Methodology

The research method used in this job is quantitative research, which aims to test theories in a standard way, and this is done by identifying the theory that exists in the previous literature, obtaining the necessary concepts and definitions, and postulating relationships between variables, then collecting and analyzing data Statistically. In light of the results obtained by the researcher, the hypotheses are accepted or rejected (Al-Khayat, 2011).

The research sample

One hundred sixty students were selected in the sixth grades of primary schools in the Palestinian Arab community in Israel. The selection of students was carried out at random without considering personal or educational factors and conditions for the student participating in the research.

Search tool

The tool used in this research is the questionnaire to collect information related to the subject of the study; By formulating a set of paragraphs in an appropriate scientific way that is distributed to the study sample to collect data and information related to the study problem. To examine the reliability and reliability of the questionnaire, the questionnaire's paragraphs were built in the light of prior knowledge, and specialized researchers were consulted in the field. It was 86.1% which is very good for conducting research.

Results

In this section, we will show the response rates and the standard deviation percentage and calculate the Pearson factor through a T-test to examine the relationship between the two related variables and prove or refute the research hypotheses.

After analyzing the questionnaire questions, this list indicates that most of the research participants are female students, and a small part of the participants are male students.

Table 1: Distribution of students by gender variable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	64	40.0	40.0	40.0
	Female	96	60.0	60.0	60.0
	Total	160	100.	100.	

Table 2: Averages of responses to questions related to the independent variable "acquisition of social skills"

The Question	Degree of practices			standard deviation
	YES	NO	SOMETIMES	
1. Does acquiring the skill of accepting others help reduce bullying?	108	36	16	1.02
2. Does making activities and students' participation with each other help reduce the phenomenon of bullying?	100	32	28	0.98
3. Do giving activities (such as collecting donations and supplies	76	24	60	0.38

for needy families) reduce the phenomenon of bullying?				
4. Are the laws that apply in the school sufficient to reduce the phenomenon of bullying?	80	48	32	0.46
5. Does stressing the skill of respecting others reduce the phenomenon of bullying?	84	52	24	0.58
6. Are the actions coordinated between the students	68	48	44	0.78

and the teacher to resolve and manage conflicts between the students lead to the improvement of relations between the students?				
Average	86	40.8	34	

It is clear from the above list that teachers' efforts to provide students with social skills in school help reduce the rate of bullying in school, as indicated by the higher overall rate of answers (86).

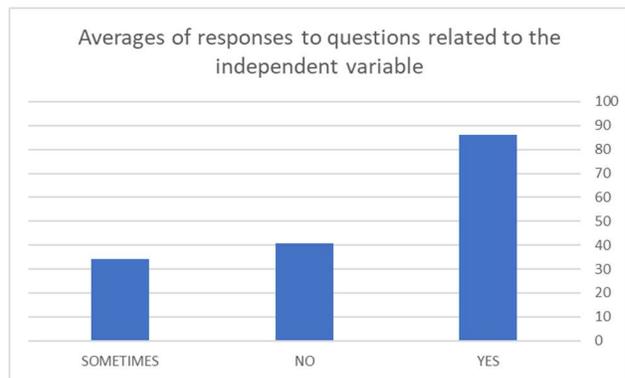


Figure 1: Distribution of respondents' responses to the significant rates of acquiring social skills and their impact on the prevalence of school bullying.

Table (3): Average response rates to questions related to the variable "prevalence of bullying."

THE QUESTION	YES	NO	SOMETIMES
1- Does gaining the skill of accepting the other help reduce the phenomenon of bullying?	56	52	52
2- Do activities and student participation among each other help reduce bullying?	60	48	52
3- Does running activities forgiving (such as fundraising and supplies for needy families) reduce the phenomenon of bullying?	32	60	68
4- Are the laws that apply in the	40	48	72

school sufficient to reduce the phenomenon of bullying?			
5- Does stressing the skill of respecting others reduce the phenomenon of bullying?	64	36	60
6- Do coordinated action steps between students and teachers resolve and manage conflicts between students improve student relationships ?	72	80	8
7- Did any of your colleagues hit you?	32	100	28
8- Did any of your colleagues make fun of you?	40	80	40

9-Does one of your colleagues call you a name you do not like all the time?	56	64	40
10- Have you been called obscene names by one of your colleagues?	84	48	28
11- Did one of your fellow students prevent other students from liking or talking to you?	100	20	40
12- Were you excluded from the group of friends?	56	48	56
13- Did one of your classmates rob you?	120	12	28
14- Have you ever been bullied or bullied?	112	28	20

15- If you were exposed to it, did you ever tell anyone?	60	40	60
Average answers	66.20	50.32	43.48
Standard Deviation STDEV.P	8.352	8.579	12.711

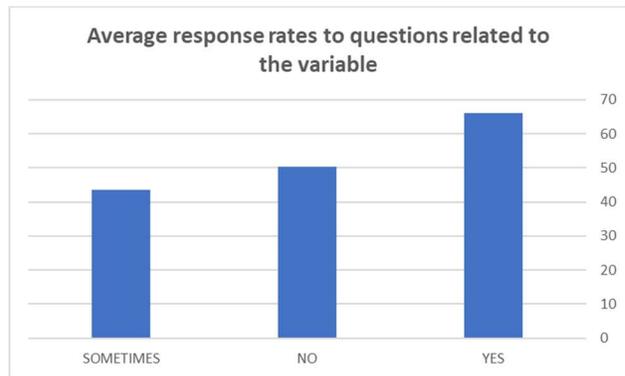


Figure 2: Average response rates to questions related to the “prevalence of bullying”

Table (4): Percentage distribution of students’ answers to questions related to school climate and its relationship to bullying: Key questions and their division: School climate Questions 1-6 School bullying - Questions 7-15.

THE QUESTION	YES	NO	SOMETIME S
1- Does gaining the skill of accepting the other help	56	52	52

reduce the phenomenon of bullying?			
2- Do activities and student participation among each other help reduce bullying?	60	48	52
3- Does running activities forgiving (such as fundraising and supplies for needy families) reduce the phenomenon of bullying?	32	60	68
4- Are the laws that apply in the school sufficient to reduce the phenomenon of bullying?	40	48	72
5- Does stressing the skill of respecting others reduce the	64	36	60

phenomenon of bullying?			
6- Do coordinated action steps between students and teachers resolve and manage conflicts between students improve student relationships ?	72	80	8
7- Did any of your colleagues hit you?	32	100	28
8- Did any of your colleagues make fun of you?	40	80	40
9-Does one of your colleagues call you a name you do not like all the time?	56	64	40
10- Have you been called obscene	84	48	28

names by one of your colleagues?			
11- Did one of your fellow students prevent other students from liking or talking to you?	100	20	40
12- Were you excluded from the group of friends?	56	48	56
13- Did one of your classmates rob you?	120	12	28
14- Have you ever been bullied or bullied?	112	28	20
15- If you were exposed to it, did you ever tell anyone?	60	40	60
Average answers	66.20	50.32	43.48
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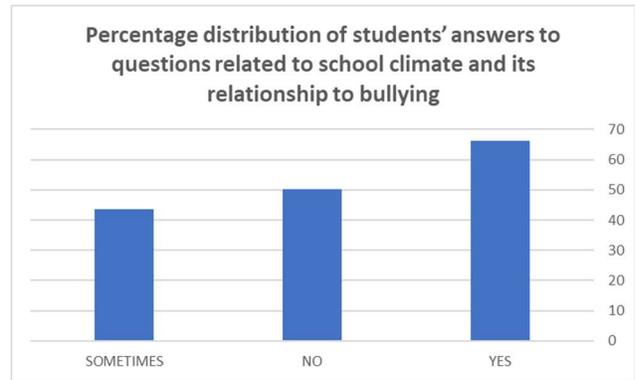


Figure 3: Average student responses to questions related to school climate and its relationship to bullying

It is clear from the above list that the average answer to questions from 7-15 indicates that many students participating in the research have been victims of bullying by some students. However, the student's answers in the first part of the questionnaire, which is concerned with the scope of improving the school climate and ways of treating the school following the systems and laws followed to limit Regarding the phenomenon of bullying, the rate of students indicated their conviction on a positive side that improving the school climate in its various forms dramatically reduces the phenomenon of bullying.

First hypothesis test:

- There is an inverse, statistically significant relationship between the percentage of social skills and the phenomenon of bullying. The higher the student's social skills, the fewer chances he has of becoming a bully, according to the students participating in the research point of view. Regulation (5):

Correlations			
		The prevalence of bullying	Acquisition of social skills
Acquisition of social skills	Pearson Correlation	.500**	1
Acquisition of social skills	Sig. (2-tailed)	.001	
Acquisition of social skills	N	160	160
The prevalence of bullying	Pearson Correlation	1	.500**
The prevalence of bullying	Sig. (2-tailed)		.001
The prevalence of bullying	N	160	160

Result sensor base:

If the results of the examination indicate a value equal to or less than 0.05 ($\text{Sig} \leq 0.05$), we refute the null claim, that is, there is an inverse relationship between the acquisition of social skills by students according to the answers they gave in the questionnaire, and the prevalence of

school bullying. On the other hand, if the results indicate a value higher than 0.05 ($\text{Sig} > 0.05$), we do not refute the null claim.

A result:

$\text{Sig} 0.001 > 0.05$. Therefore, we refute the null claim, meaning that the value of the Pearson factor indicated an inverse proportion between the acquisition of social skills among students, and on the other hand, the decrease in the incidence of bullying in school. We conclude from this that the first hypothesis was approved.

Second hypothesis examination:

- There is a positive relationship between improving the school climate and reducing bullying. Whenever the school works towards improving and developing the school climate, the cases of bullying among students will decrease in turn. Regulation (6):

Correlations (t-test)			
		Low level of bullying	Impact of improving school climate
Impact of improving school climate	Pearson Correlation	.952**	1
Impact of improving school climate	Sig. (2-tailed)	.000	
Impact of improving school climate	N		160

Low level of bullying	Pearson Correlation	1	.952**
Low level of bullying	Sig. (2-tailed)		.000
Low level of bullying	N		160
**. Correlation is significant at the 0.01 level (2-tailed).			

Result sensor base:

If the test results indicate a value equal to or greater than 0.05 ($\text{Sig}0.00 \leq 0.05$) for the Pearson factor, we refute the null claim; that is, there is no effect on improving the school climate and reducing the prevalence of bullying. On the other hand, if the results indicate a value higher than 0.05 ($\text{Sig} > 0.05$), we do not refute the zero claim. T-test for related variables.

The results of data analysis indicate that the Pearson factor indicated a meager value, and this indicates the existence of significant statistical differences that are attributed to a robust positive relationship between the improvement and development of the school climate in different ways and the decrease in the phenomenon of bullying in the school from the point of view of the participants of the research. The second hypothesis was confirmed

Summary and conclusions

This research sought to examine the relationship between school bullying and the students' acquisition of school social skills for sixth

graders in primary schools in the Palestinian Arab community in Israel. The research methodology relied on the quantitative method to collect information and data from students by distributing a questionnaire.

The research question examined the relationship between the acquisition of students' social skills and the prevalence of bullying in school.

The research hypotheses indicated an inverse relationship between the acquisition of students' social skills and the prevalence of school bullying. The results of the research indicated that the value of the Pearson factor $p < .001$ indicates that there is an inverse relationship between the acquisition of social skills for the student, and the decrease in the phenomenon of bullying in the school, that is, the research participants chose the answers that contribute to raising the importance of acquiring social skills as it protects the student from Cases of bullying at school, and help him engage in the class group diplomatically and with educational dimensions in which social values and skills keep him away from school bullying. Hence, the first research hypothesis was approved. In this context, the result of this research is consistent with the findings of a group of studies, including the Bonab study (2017) and the Kõiv study (Kõiv, 2012). The result of the research indicated that students' acquisition of social skills contributes to reducing the prevalence of bullying in school.

Hence, the second research hypothesis is complementary to the first, which states that improving and developing the school climate positively impacts student behavior, which is dominated by moral values and human relations among students, and thus limits the spread of bullying cases in students' schools. The result of the research indicated that the Pearson factor

$p < 0.00$ showed a low value, indicating the strong relationship that came in the questionnaire between improving the school climate and the prevalence of bullying. This research result is consistent with the results of the research of Hussein (2007), which linked the negative school climate and the lack of skills acquisition, and consequently the spread and spread of bullying in school. He pointed out that the negative school climate is represented by the cruelty of teachers and their use of punishment, bullying, and bullying by some students, violence by teachers in front of students, whether towards each other or students, and the lack of school activities or events that help students to reject the practice of school bullying behavior. Also, the results of the research are consistent with the findings of a group of studies, including Al-Otaibi study (2007), Douglass study (2009), Kamal study (2012), Hindi study (2011), and Sampson study (Sampson, 2009), which indicated All of them indicated that human relations based on trust, respect, and appreciation that prevail in the school climate, positively affect the social relations between students and thus contribute to limiting the spread of the phenomenon of school bullying. The studies' results also indicated a negative correlation between the school climate and aggressive behavior. The more positive the school climate, the less aggressive the behavior. In light of what was mentioned above, we can say that social skills in school are an essential basis for refining the school climate and improving the nature of relationships between students.

Summary and recommendations

In light of the findings of this study on the relationship between students' acquisition of social skills and the spread of bullying, the researchers recommend adopting the following suggestions:

1. Strengthening positive social relations within the school through programs and events to instill and work with social and moral values.
2. Organizing training and counseling courses to support the counseling skills of both administrators and teachers on the phenomenon of bullying and its negative impact on the general school climate.
3. The necessity of paying attention to students' acquisition of social skills and providing programs for their development to reject school bullying behavior and thus limit the spread of the phenomenon in the school.
4. Conducting ongoing scientific field studies on school bullying as part of the phenomenon of violence in general.
5. Paying attention to the psychological aspect of the student so that he does not have an aversion to school after being subjected to cases of bullying that cause him psychological harm and encourage him to isolate and withdraw.

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