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Developing an effective social emotional learning program for countering school bullying: An evaluative exploratory study

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Cc: Dena Riad & Salma Serry

From: Atta Gebril, Chair of the IRB

Date: Oct. 7 , 2017

Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "**Developing an Effective Social Emotional Learning Program Towards a Bully Free School Environment: An Evaluative Study in Egyptian Private Schools,**" and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

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Thank you and good luck.

Atta Gebril

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The American University in Cairo

Graduate School of Education (GSE)

Developing an Effective Social Emotional Learning Program Towards a Bully-Free School Environment: An Exploratory Study

A Thesis Submitted by

Ahmed Mohamed Sameh Mohamed Said

Submitted to the Department of International & Comparative Education

December 2017

In partial fulfillment of the requirements for
The degree of Master of Arts
in International & Comparative Education
has been approved by

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Graduate School of Education

Developing an Effective Social Emotional Learning Program for Countering School

Bullying: An Evaluative Exploratory Study

A Thesis Submitted to

The Department of International & Comparative Education

in partial fulfillment of the requirements for

the degree of Master of Arts in International and Comparative Education

by

Ahmed Mohamed Sameh Said

Under the supervision of Dr.

Nagwa Megahed

January, 2018

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Abstract

The meaning of school bullying which incorporates a number of key components: bodily, mental assault, use of harsh and rude language, or terrorizing in attempt to bring about a feeling of fright, anxiety, submission or damage to the bullied. Bullying has serious repercussions to the extent that it might lead a victim to ending their lives (Farrington & Ttofi, 2009). Kazarian and Ammar (2013) linked bullying with the spread of negative health conditions such as insomnia, anorexia, and obesity as well as social behaviors such as the use of drugs and alcohol, aggression, and the use of weapons. "Sixty percent of identified bullies have a criminal conviction" (Newman, 2007: p. 568). The aim of this evaluative exploratory research is to showcase the effect of a program delivered to school students of ages 12-14 that is designed to help in eradicating school bullying by using Social and Emotional Learning techniques (SEL). SEL develops the students' self-awareness, social awareness, self-management and organization, responsible problem solving, and relationship management. School-based SEL programs developed to prevent school violence, including bullying, are derived from the belief that academic skills are essentially linked to youth's ability to manage and regulate emotions, and to communicate and problem-solve challenges and interpersonal conflicts. Hence based on a fieldwork conducting one to one interviews with fifteen students and five teachers, the SEL program was implemented in a private school in Egypt and its effectiveness was measured by the 62 respondents through open-ended surveys. The findings of the study explain students' perceptions of bullying and the extent to which it is practiced in their school as well as its causing factors. In addition, the study reveals, the perceived effect of the program on participating students and its contribution towards creating a bullying-free school.

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I.   Introduction

School bullying is often viewed as a form of violent behavior among students. It occurs when a youngster is frequently subjected to negative actions by an acquaintance, classmate or even a stranger. These actions can be carried out verbally through threatening, taunting, teasing, and/or calling names, or non-verbally through hitting, pushing, kicking, pinching or restraining another by physical contact (Schuster, 1996). Furthermore, it is described as submission to power as a result of not being in control, in this case, the powerful person assaults the less powerful one (Sentse, Scholte, & Voeten, 2007, p.1011). From this explanation, we are able to infer that bullying is an action that involves more than one party and occurs in a social context.

Farrington and Ttofi (2009) explain the meaning of school bullying which incorporates a number of key components: bodily, mental assault, use of harsh and rude language, or terrorizing in an attempt to bring about a feeling of fright, anxiety, submission or damage to the bullied. School harassing can happen within school borders or while traveling to and from school. Two people of similar physique, verbal or mental power disagreeing or misleading each other is not a form of bullying. Bullying basically includes patronizing by a party that is stronger, using frequent acts of aggression. Such a global social phenomenon is not only found in schools, but rather in many other contexts such as politics and international relations, as well as on social media. (Nobullying.com, 2017) This challenges educators and researchers in this area to broaden their analysis of this negative social occurrence to go beyond the school context, start drawing macro relations, and include global influences in diverse sectors on bullying.

Research Problem

A study on bullying in North Africa highlighted the significant prevalence rate of bullying in Egypt compared to other Arab countries "About one-third of the students in Libya, Morocco and Tunisia reported having been bullied in the past month while the rate of bullying in Egypt was about twice as high (60.3%)" (Abdirahman, Fleming, & Jacobsen, 2013 p.229). Students' learning development includes various elements such as physical, psychological, cognitive, social, and emotional. The problem this research is addressing is the lack of Social Emotional Learning (SEL) education in schools. Schools

shape their focus on fulfilling assessment based tutoring and exam driven culture. Such environment neglects the social and emotional needs of the students, while there is dire need for this aspect to be fulfilled (Osher et al., 2016). This study focuses on one of the most salient issues, which exists in most schools in the world, which is bullying. This research targets one of Egypt's private schools as an evaluative case study, aiming to analyze the bullying phenomenon and how SEL based programs could mitigate such problem.

The program featured in this research aims at allowing students to open up and share their personal struggles they go through in terms of emotional wellbeing, social acceptance, and being able to deal with bullying situations.

Research Questions

The aim of this research is to identify the main factors that influence bullying in Egyptian schools and how the proposed SEL intervention program could impact the students' perspective on bullying.

The research questions are:

To what extent do students experience bullying in Egyptian private schools?

What are the factors that cause bullying incidents among students in Egyptian private schools?

How do students perceive bullying, the bully, the bystander, and the victim?

How to design an effective intervention program that considers social and cultural contexts?

Could the proposed SEL intervention program help in countering school bullying? This research intends to openly investigate these questions in an attempt to unfold the dynamics that lead to the occurrence of bullying in Egyptian private schools. This study examines how students and teachers define and identify bullying events. Not only does the study focuses on documenting their levels of awareness about the topic, but also explores how they deal with such cases. Based on the research findings the study proposes an intervention program that uses SEL concepts and skills that would positively impact the students' perception and behavior, and accordingly measure how students were able to change their perception and attitude towards bullying.

Purpose and Significance

The purpose of this research is to spread awareness and knowledge on how schools could prevent and deal with bullying. Students are mostly exposed to educational content that fosters their academic learning, not meeting their social and emotional needs. The research investigates how such phenomena does influence the students' lives, as well as what kind of learning experiences they need to go through in order to eradicate bullying from schools. This issue disturbs the students' mental and emotional wellbeing, has a direct effect on their attitude and behavior, and in many cases hinders their academic progress. This research aims to bring a solution in which educators could adopt in order to overcome bullying.

Bullying is a serious problem in schools since it promotes a poisonous environment and often destroys the psychological state of the victim. Victims of bullying are more likely than other students to report mental health disorders and emotional distress and to engage in unhealthy behaviors such as smoking, drinking, and drug use (Abdirahman, Fleming, & Jackobsen, 2013).
 Bullying can be a prelude to future crimes such as sexual harassment, street violence, and even terrorism.

Bullying has serious repercussions to the extent that it might lead a victim to ending their lives. Kazarian and Ammar (2013) linked bullying with the spread of negative health conditions such as insomnia, anorexia, obesity and social behaviors such as the use of drugs and alcohol, aggression, and the use of weapons (Kazarian & Ammar, 2013). The case of the victim may escalate and haunt him throughout his entire life, which may lead to sexual harassment, abusive parenting, and domestic abuse. Nonetheless, bullying can also hinder the students' academic progress. (Kazarian & Ammar, 2013)

Numbers alone will not capture the weight of how students perceive the experience but qualitative data is essential to be considered as well, which is unfortunately very scarce.
It is of great importance to study the causes of this problem and hence encourage a proactive attitude to eradicate bullying incidents. Measuring the effectiveness of the SEL

program by its recipients should determine the need for the inclusion of such platform in Egyptian schools at large.

II.   Literature Review

Bullying definition

According to Borg (1999), similar to other phenomena in psychology, there is no universal agreement on the definition of bullying. A prominent researcher of the phenomenon, Olweus (1973) defines a student as being bullied or victimized when he or she is exposed repeatedly and over time, to negative actions on the part of one or more other students. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. "Relational or social bullying, on the other hand, entails isolation or intentional exclusion from a group, spreading lies and hurtful rumors, and making offensive sexual or racial or religious jokes, comments, or gestures." (Kazarian & Ammar, 2013, p. 38).

Bullying could also be broadly defined as "a desire to hurt and execute a harmful action; it is characterized by repetition and either a physical or a psychological power imbalance. It may be in the form of verbal abuse, physical aggression or relational victimization" (Rothon, Head, Klineberg, & Stansfeld, 2011, p. 579). Other definitions stressed on power imbalance as a key element in identifying an act as bullying. Farrington (1993) defines bullying as "an imbalance of power (psychological or physical) with a more powerful child (or children) oppressing less powerful ones; and repeated incidents between the same children over a prolonged period of time". According to this definition, "it is not bullying when two persons of the same strength (physical, psychological, or verbal) victimize each other. School bullying can occur in school or on the way to or from school" (Farrington & Ttofi, 2010, p. 28). Bullying is also perceived as a group phenomenon that involves multiple relationships with the society rather than portrayed as a 'dyadic' problem between just the bully and the victim (Swearer & Hymel, 2015). In order to further investigate the roots of this phenomena, we need to examine the different dynamics of development of which an adolescent goes through.

Adolescents Development

Bullying usually occurs between ages 11-15 (Kazarian & Ammar, 2013). As children grow older, and develop physically in size and strength, they start acquiring

power. Hence, The peak of peer victimization prevalence occurs during late childhood/early adolescence ranging from grades 6 to 9 (Schumann, Craig, & Rosu, 2013). Therefore, A deep understanding of this transitional stage of development is crucial. We first need to consider the biological changes that occur at this age, which might influence the students' behavior.

Physical/Biological:

     Puberty. In defining puberty, Holder and Blaustein (2014) explain that "Puberty is a major life transition from that of a non-reproductive juvenile into a reproductively competent adult" (p. 89). As Bancroft and Reinisch (1992) define puberty as "a stage of development that spans an extended period of time (in humans and higher primates a period of years) and encompasses a large variety of morphological, physiological, and behavioral changes" (p.9). "Pubertal development in humans comprises several physiological and physical changes, including the development of secondary sexual characteristics (e.g., breast budding in girls and testicular enlargement in boys and the growth of pubic hair) and culminating in the onset of reproductive competence" (as cited by Holder & Blaustein, 2014 p.90).

     Social. Adolescents generally experience significant change in their social world during two major transitions that are clearly afforded by the prevailing social-cultural milieu. Early-adolescents are exposed to the transition from primary school to secondary school, and late-adolescents experience the transition from secondary school to university or work. Both of these transitions represent a marked period of discontinuity in the adolescent's social world, because they confront more diverse and heterogeneous social situations with the possibilities of new social group memberships, roles, expectations and responsibilities (Gecas & Mortimer, 1987; Simmons & Blyth, 1987).

     Psychological. Adolescence has long been characterized as a time when individuals begin to explore and examine psychological characteristics of the self in order to discover who they really are, and how they fit in the social world in which they live. (Steinberg & Morris, 2001, p. 91).The most prominent scholar in this area of research is Erik Erikson. He claimed that the psychosocial conflict of identity that adolescents go through is due to the major changes they experience in this phase. Erik Erikson (1968) claimed that the range and depth of change experienced by adolescents initiates the

psychosocial conflict of ' identity versus role confusion', and leads them to become preoccupied with the question: "Who am I?" From this viewpoint, normal progress through adolescence ultimately results in an integrated understanding of self and identity, and some resolution of this question."

Types of Bullying:

There are three main types of bullying: Physical, Verbal, and Relational bullies (Young-Jones, Fursa, Byrket & Sly, 2014). Physical bullying primarily inflicts violence on their victims by shoving, punching, or kicking. Verbal bullying utilizes name-calling, personal threats, and other crude verbal remarks to harass victims. Relational bullying uses a slightly more sophisticated method, which usually goes unreported. They purposefully make individuals feel isolated; this could occur by outright exclusion of the person from a group or by spreading false rumors. Studies showed that boys tend to experience more direct bullying while girls tend to use indirect methods like social exclusion, the spread of rumors (Wal, Wit & Hirasing, 2003).

A more recent form of bullying, labeled cyber-bullying, has become more frequent with advances in technology. Cyber-bullying consists of all harassment that takes place on an electronic device and entails sending inappropriate text messages and emails as well as posting derogatory comments on social media sites (Young-Jones et.al, 2014).

Such variation in the manifestations of peer aggression or bullying is a kind of awareness that needs to be developed by the researcher and the students in order to realize that there is no singular form of bullying and that it exists in various practices.

The Problem, Reasons, and Factors:

Pellegrini Dominance theory states that students' transition to middle school causes them to reevaluate their power dynamics within their peer groups and newly formed ones, and that bullying might be used to deliberately attain such purpose (Pellegrini & Long, 2002). Such theory is essential towards developing a deeper understanding of the social dynamics formed by the students. The theory also points out how in such formation bullying can occur.

A broad amount of research and studies focused on identifying the factors that cause, motivate or foster the act of bullying in schools and social institutions. The concluded factors vary from psychological, social to socioeconomic reasons, none of which can

exclusively explain bullying but they collectively analyze different angles of the problem. This concept is termed "equifinality."

Napolitano & Espelage (2011) explain it as follows

> "Applied to the study of human behavior, equifinality refers to the fact that many different early experiences can lead to similar outcomes. In other words, there are many different early experiences that can lead to the same end result. Specific to the study of bullying behaviors, equifinality suggests that there are many different factors that can result in the bullying phenomenon." (p. 4)

Psychological. Studies that highlighted psychological reasons tend to examine the personalities and behaviors of both the bully and the bullied. They describe personal traits of bullying victims as being associated with callous-unemotional traits, psychopathic tendencies, endorsement of masculine trait, antisocial personality traits, susceptibility to peer pressure, anxiety, and depression. On the other hand, traits of the bully are inclined towards high social intelligence (Swearer, 2015, p. 345).

As well as being predisposed to high self-esteem, aggression, power and control, defiance to social rules and authority, and little empathy for the other (Kazarian & Ammar, 2013). Those referred to psychological reasons are necessarily integrated within a social context that either actuate or nurture those psychological factors. Another perspective put forward by Alfred Adler- an Austrian psychotherapist and founder of school of individual psychology- explains the reason students misbehave. He argues that the lack of belonging and significance leads students to choose one of the Four Mistaken Goals of Behavior: undue attention, misguided power, revenge, assumed inadequacy. In that sense, bullying is explained as seeking the undue attention or gaining power. In both cases, the bully is seeking significance and so is overcompensating for feelings of adequacy (Nelsen, Lott, & Glenn, 2013).

Environmental. The two major social settings that bullying studies focus on are the school and the home or the family. The family, home environment and parenting style of the bully are suggested to be punitive and authoritarian, in contrast to the victim's which is rather argued to have an over protection, and excess emotional involvement nature (Kazarian & Ammar, 2013).

A study by Swearer & Hymel (2015) found the following:
"A number of family characteristics have been linked to bullying perpetration, including

family members' involvement in gangs, poor parental supervision, negative family environment, parental conflict, domestic violence, low parental communication, lack of parent emotional support, authoritarian parenting, inappropriate discipline, and parental abuse" (p.346)

Along with the family, school environment including positive and negative school climates, school regulations, teacher-student relationships all represent major variables that influence the amount and severity of bullying among students. "A variant of the school perspective is the view that school violence or bullying is symptomatic of a conscious or unconscious power dynamic or covert struggle between students, parents, and school personnel" (Twemlow, Fonagy, & Sacco, 2001). "Lack of social inclusion, or social exclusion, has been linked to increased perpetration of bullying and aggression and negative mental health outcomes" (Schumann et al., 2013, p.848). Family members or siblings who bully each other or tease each other about appearances are argued to be more likely to experience bullying. Not to mention, physical and emotional maltreatment at home increases likelihood of peer victimization (Abdirahman et al., 2013).

   Sociocultural/ economic. In other studies, variations in family and school environments were approached through a wider scope of socioeconomic and sociocultural factors. Parents of higher levels of education and higher socioeconomic-status may be more likely than other parents to encourage their children's self-efficacy (Abdirahman et al., 2013). A study on low and middle-income countries conducted by Wilson, Dunlavy and Berchtold (2013) found that the prevalence of bullying varied significantly between countries, "ranging from a low of 3.6% in Macedonia to a high of 34.2% in Egypt." (p.214) A Danish study found that higher prevalence of physical and psychological symptoms for adolescents from low social class backgrounds seemed to be partly explained by a higher level of exposure to bullying among these children." (Due, et al., 2009) Further, cross-country studies have shown that the level of socioeconomic inequality among students is directly proportional to the level of occurrence of bullying. "Our examination of data from the Health Behavior in School-Aged Children study showed that adolescents of greater socioeconomic disadvantage are at higher risk of being victims of bullying" (Due, et al., 2009, p.912).

Although the economic state of a country was not proven to be a main factor for exposure

to bullying, countries with radical differences in socioeconomic statuses and high level of economic inequality tend to have bullying as a higher prevailing issue. (Due, et al., 2009).

The socio-cultural perspective explains the aggressive behavior of the bullies as a consequence of the societal and cultural impact. Therefore, regions with disturbed political situations like the Middle East have high prevalence rates of bullying. Not to mention, cultural conflicts are also reflected in peer aggression and victimization. For example, children in Lebanon bully each other because of religious differences. In addition, exposure to violent content in Turkish media cultivates bad example for children and fosters peer violence (Kazarian & Ammar, 2013).

Demographic. Other demographic factors have frequently proven to show an influence on the type and severity of bullying are age and gender. However, demographic factors are highly subject to cultural relativity variations and data collected in one country can hardly be generalized on the other. Some researchers have linked female gender with a higher risk of victimization (Veenstra et al., 2005).

Schumann et al (2012) explained,
" Power relationships are inherent in social groups, by virtue of differing size, strength, age. Referred to as social inclusion increased engagement in social relationships may provide a support base, which can act as a protective factor against peer victimization. Lack of social inclusion, or social exclusion, has been linked to increased perpetration of bullying and aggression and negative mental health outcomes." (p. 9).

There seemingly is an interaction between age, sex and country as these relate to rates of bullying. For example, bullying prevalence rates for boys in Canada increase with age, but such a trend is not seen in other countries such as the United States. Similarly, verbal bullying seems to decrease with age in Israel, but not in other countries (Kazarian & Ammar, 2013, p.38).

According to Global School-based Student Health Survey in Egypt, Libya, Morocco and Tunisia, bullying aggression increased with age, those findings were consistent with the Egyptian government report. (Abdirahman et al, 2013).

Bullying, Terrorism, and the Arab World:

In a study by Fleming and Jacobsen (2009), they examined prevalence rates of bullying in 19 countries including several Arab countries. Their study found average

prevalence rates of 44% in Jordan, 33.6% in Lebanon, 31.9% in Morocco, 39.1% in Oman and 20.9% in the United Arab Emirates. Another study on bullying in North Africa highlighted the significant prevalence rate of bullying in Egypt compared to other Arab countries "About one-third of the students in Libya, Morocco and Tunisia reported having been bullied in the past month while the rate of bullying in Egypt was about twice as high (60.3%)." (Abdirahman et al, 2013 p.229)

However, to adequately explore how bullying is perceived in the Arab world, we need to first investigate how the word bullying is translated and defined in the Arabic language. Bullying does not have one direct translation in the Arabic dictionary, however one of the most common translations is تنمَّر pronounced "tanamor". As the source of the word is نمر pronounced as "namor", which literally means tiger, تنمَّر Tanamor means to act like a tiger in its color and virtue. Also it means when a person gets furious like a raging tiger. (Almaany.com, 2017) Other scholars translate bullying to عُنف pronounced as "ounf" which means violence and in other articles إستقواء pronounced as "esteqwaa" which means intensification (Kazarian & Ammar, 2013) (Abdirahman et al., 2013).

Links should be drawn between the absence of finding a specific Arabic term for bullying and the level of interest and awareness on the topic (Kazarian & Ammar, 2013). If we are to bring change to this problem, we first need to accept it and be able to identify it.

Another term however that is widely demonstrated in the public discourse of the region is terrorism, in Arabic known as إرهاب, Irhab, which means to cause fear in a group of people through acts of violence to experience a sense of insecurity, also done to achieve political purposes (Almaany dictionary) Such tacit rationale among the students behavior should not go unnoticed or be undermined as bullying should be fought like terrorism. In his article Bullying as: emotional and physical terrorism, Newman (2007) points out that part of protecting the United Nations Charter stated "every child has the right to an education, and every child has the right to be safe". Schools need to address bullying as a form of emotional and physical terrorism elaborating that by age of 24, "60% of identified bullies have a criminal conviction" (Newman, 2007: p. 568)."Concerns about school-based violence in Egypt have been raised by Egypt's National Center for Social and Criminal Research, which in a recent study of students in primary and secondary schools found that 69% of students reported being bullied or

experiencing aggression from other students ”(Macklem, 2003).

But due to the lack of awareness and interest in this topic in Egypt, it is challenging to find statistics or reports that reveal the spread of such phenomena.

Schooling in Egypt

The Egyptian school system and the type of curriculum students study are worth considering in order to be able to imagine the context of the school setting in which this paper targets to examine. In the World Data on Education Egypt's report compiled by the UNESCO (UNESCO, 2012), according to Ministry of Education (MOE) statistics, Egypt had 16,951 schools for primary education in the academic year 2010/2011with 242,676 classrooms and the total enrolment was 9,334,332 pupils of whom 4,130,932 are girls. 82.5% of pupils were enrolled in public schools, 7.2% in private schools, and 10.3% in the Al-Azhar system. At the preparatory level, in 2010/2011 there were 8,958 schools including 7,650 public general education schools, 272 public vocational schools, and 1036 private schools with total of 129, 851 students. The average class size in the preparatory level was 38.9 pupils per class in public schools and 29.2 in private schools. (p.15).

According to the report:

> "The Ministry of Education (MOE) is responsible for all matters concerning educational policy, planning, budgeting, implementation and supervision, except for higher education. It is responsible for determining curricula, textbooks and educational materials and approving the necessary qualifications of teaching staff. The Ministry coordinates its activities with various universities, higher education institutes, as well as other ministries, organizations and state institutions, in order to ensure that the educational plans are consistent with the plans of these organizations. MOE is also responsible for the compilation of statistics and the assessment of the educational process in the country." (p. 2)

According to *The Egyptian education system described and compared with the Dutch system* (2015) report, "Monitoring of the Egyptian education system is highly centralized, for both public and private institutions." (p.5)

Education is compulsory for the basic stages, which starts at age 6 and covers primary and preparatory education. At the preparatory stage which is equivalent to middle school, the curriculum covers the following subjects: religious education, Arabic language, Arabic calligraphy, foreign language, mathematics, social sciences, art education,

physical education, music, maintenance, technology, library, practical areas, and other subjects. To pass the three-year preparatory stage, students have to pass one written examination per subject held at the governorate level. No marks are given to activities or practical applications. At the end, pupils are awarded the Basic Education Certificate (World Data on Education: Egypt, 2012)

Interventions:

Official Policies and Public Discourse. The courses of action and intervention schemes that attempt to eradicate or reduce bullying widely vary from governmental policies to parental involvement to third party solutions. In Egypt, there are hardly any official laws in either the amended Egyptian Child Law of 2008 or the Education Law that prohibit bullying. The Egyptian Penal laws include articles prohibiting cursing and insulting that are subject to sentence for up to a year in prison and/or fines of up to seven thousand and five hundred Egyptian pounds.(Egyptian Penal laws, 2003). Moreover, certain laws are stated prohibiting generic violence against children. According to Violence against children in Egypt. Cairo: NCCM and UNICEF Egypt article:
"The Egyptian Constitution of 2014, the Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child and the Egyptian Child Law urge for children to live free from violence at home, at school and among their peers." (ElAshmawy, & Duamelle, 2015: Foreword).

Other laws stated by the Egyptian Ministry of Communication and Information Technology (MCIT) prohibit cybercrimes and are established within the General Department for Information and Documentation in the Ministry of Interior. As stated on the MCIT website, "Police officers contribute to cybercrimes awareness campaigns conducted by non-governmental organizations (NGOs) or other government institutions, especially crimes against children" ("Law Enforcement", 2017, para.1). However, to this day, bullying is not stated as a criminal act in the Egyptian laws, nor does it have an unanimous term to even get condemned in the public discourse. Accordingly, some schools come up with their own policies to ensure physical and mental well-being of their students. Unfortunately, many of these policies rely on teachers' supervision when studies have shown that 42% of bullying episodes occur when a teacher is nearby (Abdirahman et al., 2013).

On the other hand, media in Egypt is starting to shed light on bullying especially after a campaign has aroused by a student named Mostafa Ashraf who has lost a friend, Jasmine, to suicide as both of them were victims of bullying in their early school years (Galalah, 2016). Mostafa has been raising awareness to students and teachers on the issue and how to deal with it by visiting eight schools to date.

Recreational Opportunities and Adult Supervision. In a study by Schuman et al. (2013) on power differentials in bullying, they measured the impact of increased recreational opportunities (access to shopping centers, community centers, etc.) and found that it was the most important community factor in decreasing bullying. The study explained that these recreational opportunities allow some level of supervision and/or structure. This level of adult presence and monitoring is argued to deter negative use of power advantage among students. This happens through what the author termed as "informal social control," and share responsibility for child's behavior in a community setting. In contrast to Abdirahman et al.'s findings, this study suggests a strong relation between increased adult supervision and decreases in aggressive interactions between students.

Parental Involvement. Similar to the controversy around the impact of adult supervision, parental involvement seems to have inconsistent impacts across countries. However, according to the GSHS data,

"In Egypt, Morocco and Tunisia, parental involvement is associated with a reduced likelihood of peer victimization which is consistent with findings from previous studies from Western countries indicating that children who experience greater parental encouragement, emotional support, and parent–child communication are less likely to be bullied." (Abdirahman et al., 2013: p.232).

Social Inclusion and Student Empowerment. Social inclusion and student empowerment are proven to be effective tools in fighting bullying. The role of community, culture and peers is highly influential especially if the environment surrounding the students is violent, students are more likely to replicate and model such behavior. Relying solely on teachers to prevent bullying might not be the most effective solution as inadequate responses might be caused by teachers which add to the issue (Bauman & Rio, 2006). Hence, finding an effective way to formulate an intervention

method that is run by students is worth experimenting. Adding to this, the fact that most of students' interactions happen within dealing with their peers through various channels in which bullying occurs (Pepler et al., 2010). It is however critical to be able to well educate bystanders on how to deal with a bullying incident, as bystanders often encourage bullying rather than discourage it (Doll et al., 2004).

Intervention Tools and Programs:

Progetto Pontassieve. A case study was conducted on Progetto Pontassieve. Progetto Pontassieve is a program that was carried out in Italy for 3 years. It comprised two primary chunks. At the first 2 years, it focused on a wide scope which is the school level, then it transcended from there and took a more thorough approach focusing on both the class and personal level. In the principal year, instructors would have to take a class about the social challenges and difficulties facing bullied kids. Before this class reached its end, a research was conducted to uncover the degree of significance of bullying and its attributes. The year following this was the time dedicated for the initiation of the interference phase. During this stage there were therapy sessions for every student who has been frequently bullied and displays different behavior. The interference phase occurred in the final year and depended on the application of two distinctive strategies. The first strategy was the Quality Circles. It involved placing the students in an environment where they had to work closely together to discover answers and ways out of their issues. They were urged to utilize Interpersonal Process Recall in order to find answers. This method comprised filming Quality Circles, then using a single one for the purpose of examination and discussion. The second strategy utilized was Role Playing. It is carried out in gatherings holding a few numbers of attendees in order for them to successfully engage in conversations and findings for the bullying phenomenon. The main target of both strategies was to draw the attention of students to the fact that they can partake in finding successful solutions to diminish bullying (Farrington & Ttofi, 2010).

The Olweus Bullying Prevention Program (OBPP)." Olweus is the most researched and best-known bullying prevention program available today" (violencepreventionworks.org, 2016). The program aims at reducing existing bullying, preventing new bullying problems and achieving better peer relations at school. It

involves all parties including teachers, bullied children, bullies, noninvolved children, and parents to lower the bullying behavior. It targets students from elementary up until junior high schools and includes all students, with additional individualized interventions for students identified as bullies, or as targets of bullying. The program also requires training for the teachers as well as written bullying school policy.

OBPP achieved remarkable success with over fifty percent of reduced student reports of bullying as well as general antisocial behavior. The program was also proven successful in improving classroom social climate and developing positive social relationships and attitudes toward schoolwork and school.

The No Bully Program. 'No Bully' is a US based non-profit organization that trains schools how to activate student compassion to eradicate bullying and cyber bullying. The non-punitive No Bully System has created bully-free campuses for 140,000 students. It is based on recent research in neuroscience and evolutionary biology. The No Bully program takes place in 4 stages. First, similar to OBPP, it starts by building an inclusive culture for the school that is majorly built on acceptance. Second, a solution coach is allocated to which teachers and staff members refer any student disrespect and/ or aggression. Third, the solution coach recruits and assembles a solution team of students to fight bullying as well as following up with students about bullies and victims. Forth, an empathy-building action plan is implemented through which the coach creates a culture of acceptance, "this occurs if a pattern of intolerance is apparent among a certain classroom or grade". The effectiveness of the program lies in a number of reasons. It is based on strong scientific research and draws upon research findings that humans are wired for empathy and altruism and that most students bully as a result of personal challenges and not lack of empathy. Not to mention, the program addresses the underlying causes of their behavior, and students receive help accordingly. The latest cumulative report shows that schools trained by No Bully are able to remedy over 90% of cases of bullying. (Nobully.org, 2016)

ReThink Technology. "ReThink is a non-intrusive, innovative and transformational technology solution that stops cyber bullying at the source before the damage is done." The tool is run by 16-year-old Trisha Prabhu who founded the program in 2015. It works by popping up a message that asks the attackers whether they are sure

or not of sending the offensive message. Statistics showed that it changed students' minds by 93%. The tool was proven effective in India where cyber bullying was decreased from 74 percent to 4.7 percent. (rethinkwords.com, 2017)

Megan Meier Foundation. Megan Meier foundation was named after a mother of a victim who ended her life after being called names by her schoolmates. The mother preaches and gives talks about bullying and about her experience. Bullying has decreased by 75% in of the schools she has preached at. The foundation's attempts of ending bullying are also based on promoting acceptance and celebrating individuality (meganmeierfoundation.org, 2006).

In order to reach an effective adaptation of the success stories of these programs, we need to consider our local context and schools' culture as well as realize how the students perceive their schooling experience. Also knowing what methods related to bullying were previously used with the students and what methods would show more effectiveness is an important point, which needs a strong understanding of the local reality.

Theoretical Framework: Defining Social and Emotional Learning

As Zins et al (2004) noted, "Schools are social places, and learning is a social process" (p. 191). Hence, the theoretical ground upon which the experimented program is predicated is termed as the Social and Emotional Learning theory. Elias et al. (1997) define it as follows "Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development." (p.2) Within the SEL framework, there are five interrelated skill areas: self-awareness, social awareness, self-management and organization, responsible problem solving, and relationship management (Zins et al, 2004). Denham and Brown (2010) describe self-awareness as "the ability to accurately assess personal feelings, interests, values and strengths; as children move into elementary school, their feelings of self-efficacy become even more important. This aspect of SEL also includes identifying and labeling one's feelings." (p.656) They then describe self-management as being able to monitor and modify one's feelings. Hence, those feelings would act as beneficial tools rather than obstacles towards coping with daily challenges. "This aspect of SEL also includes

handling stress, persevering through obstacles, and expressing emotions appropriately."(p.656) Second, Social awareness is a skill that encompasses being empathetic and understanding others' feelings and perspectives and being able to appreciate differences as well as similarities. Next on the list of skills is responsible decision making, this skill is considered a complex skill consisting of several other skills (Denham & Brown, 2010). It includes all mentioned SEL skills in addition to conscious processing of this awareness and being able to act upon it "Also, responsible decision making increasingly includes the ability to make appropriate ethical decisions that consider and respect others and promote the wellbeing of the school and community." (Denham & Brown, 2010,p.657) Finally, relationship skills which include various skills like making positive overtures to play with others, initiating and maintaining conversations, cooperating, listening, taking turns, seeking help, and practicing friendship skills "In addition, skills related to being assertive (including resisting peer pressure to engage in unsafe, unethical, or unlawful conduct), resolving conflict, and addressing the needs of all concerned via negotiation develop during the preschool to primary school period." (Denham & Brown, 2010, p.657) The development of those skills among students is positively correlated with academic success and negatively correlated with the occurrence of peer aggression and/or victimization. (Denham & Brown, 2010) School-based SEL programs developed to prevent school violence, including bullying, are derived from the belief that academic skills are essentially linked to youth's ability to manage and regulate emotions, and to communicate and problem-solve challenges and interpersonal conflicts. Research support for SEL programs is growing, a meta-analysis including 213 SEL-based programs found that if a school implements a quality SEL curriculum, they can expect more socially appropriate student behavior and an 11 percentile increase in academic test scores in comparison with schools without SEL programming (Durlak et al., 2011).

III.   Research Methods

The main aim of the study is to develop a program that can allow schools to declare that they have a bully-free zone. This will be done throughout empowering and engaging the students with a tailored SEL program in the process of reaching such result. The participants in the study are students and teachers. Data is collected from teachers in the

early stage of the study as to include deeper analysis that would benefit the researcher in developing a mature and relevant conceptualization of the issue and the context. As the literature suggests, students in middle school are the most vulnerable to bullying experiences. Not to mention, initial feedback from a variety of schools that showed interest in cooperating in such project confirmed those findings. Accordingly, the study targets middle school students. The students shouldn't perceive the program as yet another chore or policy assigned by the school, but rather a tool that should help them develop a sense of responsibility and work hand in hand with the school officials. The NGO managing the design and implementation processes of the program is Emmkan. Emmkan is a non-governmental organization based in Cairo, Egypt. Emmkan aims to provide school students with a platform where they could discover and develop their potential as well as learn about themselves and the community. In other words, Emmkan offers the students a variety of programs that enhance their social-emotional learning experience (emmkan.com, 2016). Emmkan's main target audience is private schools students. Unlike public schools, private schools in Egypt allow external party interventions with a minimal level of bureaucracy.

The research is based on an exploratory research methodology and uses a social emotional learning framework through student centric based workshops in an Egyptian private school. It aims to gather qualitative data through semi-structured interview questions on how subjects and teachers perceive bullying and discuss related incidents. Since the topic addresses human behavior, the selection of qualitative research through semi-structured interviews was to gather in depth data and give room for students' and teachers' insights while serving the reliability of the research through the preset survey questions. "Semi-structured interviews and focus groups are useful for investigating complex behaviors, opinions, emotions and affects, and for collecting a diversity of experiences." (Clifford, Cope, Gillespie & French, 2010) This is followed by the implementation of a Social Emotional Learning 'SEL' program to the school aiming to change the students' perception, knowledge, attitude, and actions towards bullying. Finally, an evaluation of the SEL program's effectiveness is done through a survey with open-ended questions. This research follows a qualitative research method. The research depends mainly on one to one semi-structured interviews with 15 students, and a survey

with mainly open-ended questions and one close-ended question for data collection among all 62 participants. Moreover, interviews were conducted with 5 teachers prior to the implementation of the program. Such efforts should allow the "triangulation" and the validation of the research findings (Patton, 2002).

The sample, research instruments, school profile, action plan, and data analysis are described as follows.

The Sample

The selection of the targeted private school was mainly based on convenience upon the positive relationship between the researcher, and the school owner and school principal. Surely the program can be delivered in any school context, but since the cooperation with the school was not limited to the implementation of the program but also needed research collaboration, it was best to find a suitable institution that would ease the researcher's requirements. Emmkan was represented during the implementation by the facilitator/instructor delivering the program.

A sample of 15 students from these classes (5 per class) and 5 teachers from the school was selected by the school administration. They implied that the criteria upon which the sample was selected was based on diversity of personalities and social backgrounds in students, and subjects taught with teachers. This phase comprised the semi structured one to one interviews with the students and teachers. Including the teachers' input was important as previously mentioned for data triangulation, which unfolded the reality of the school and students' social and emotional experience.

Research Instruments

Pre-Program Interviews. Initial one to one interviews were done with 15 students and five teachers, prior to the program's implementation. The aim was to allow them to freely and openly express their views on bullying and the students' social and emotional experience in the school. Each interview lasted for an average of 12 minutes which was . Interviews were audio taped and then later transcribed. A brief introduction of the researcher and aim of research was done before asking the subjects to introduce themselves and start answering the questions. Some students required further elaboration and explanation of the English meaning of several terms, which made the researcher shift

to using Arabic as he found it to be more convenient for most participants. Questions were open ended. (See appendices 3, 3.1)

Post-Program Survey. The survey used open-ended questions to measure the program's effectiveness. All the 62 participants filled the survey. It was noticed from the students who participated in the earlier interview phase, that many of them were more comfortable expressing their thoughts and emotions verbally rather than through writing. One of the students had a really hard time finding the right words to fill the survey that the researcher noticed that he even skipped some questions, the researcher tried to help him out articulate what he wanted to express through writing and made remarks to him that his interview was rich in terms of expression. The survey was filled during the last day of the program's implementation and was communicated to the students' that this was still part of the program as to allow them to see its value and not take it for granted. Most students gave elaborate and specific answers that were needed to measure the program's effectiveness. The presence of the instructor with them while filling the surveys was very important as many of the students inquired about several questions' meaning or needed more elaboration on some questions. The instructor also noted that the students were free to write their answers using the language of their own convince. Accordingly, some answered using formal Arabic, some answered using English, and most wrote their answers using informal Arabic. All questions were open ended except 2 questions asking about whether the students viewed the program as beneficial and different than other programs or not (See appendix 3.2)

Field Notes. After each day, the researcher documented his reflections, personal reactions, thoughts, and emotions during the program implementation.

School profile

The school is a private language school located in Obour city, Al Qalyubiyah governorate, Egypt. It was founded in September 2007 by a group of educators interested in making an impact in the field of education. The school vision is "to have a successful life filled with love and a will to learn what is beneficial for ones' success". The school serves 670 students (368 males and 302 females) from Kindergarten grades through Secondary. School community belongs mainly to lower middle to upper middle social class. (Fig.1)

The school teaches all subjects required by the Ministry of Education (MOE). They also organize extracurricular activities like cooking days, art days, science fairs, and a journalism club. In addition, students are offered two fun trips per year and some field trips like taking the journalism club members to news agencies.
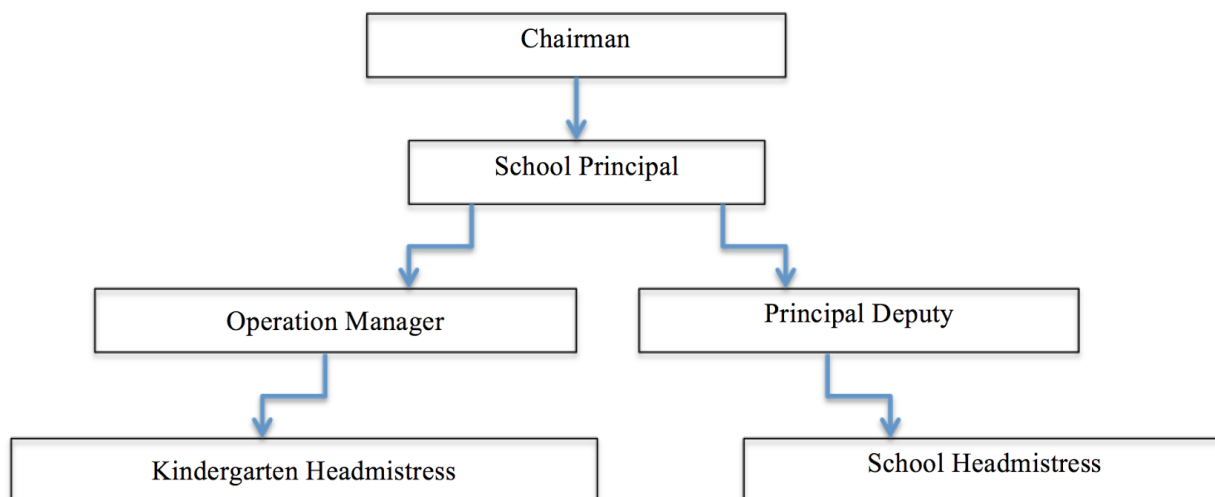
Figure-1 School Structure:

The school principal and the school owner are certified Positive Discipline (PD) trainers from Positive Discipline Association, USA. They work on implementing Positive Discipline principles through working with what they call the triangle (teachers, students, and parents). They deliver continuous trainings and workshops to the teachers. For the students, they attend one session per week, where they are taught by certified PD trainers some of the PD skills like self-regulation and communication skills. For parents, they also deliver them PD parenting sessions. The school principal and the school owner however complain of major obstacles that they face in order to fully implement the program, first, the heavy academic burden where they have to meet certain requirements set by the MOE which leaves little time to focus on building the positive environment they aim to build second, the lack of interest and engagement from parents and teachers in the implementation of PD in the school. Unfortunately, they focus their attention exclusively on the academic performance of the students rather than their social and emotional development. Third, the use and acceptance of violence against students at

home hinders any attempts from the school in building healthy characters in the community.

Action Plan

      Approvals and Permits. There were two main approval letters needed and obtained for this research. The IRB approval was obtained on Oct. 7, 2017 (See appendix 1). The CAPMAS was obtained on Oct. 15,2017 (See appendix 2).

      The First Phase. This phase of the project was to conduct appropriate field research and data collection in order to develop the adequate framework and strategy for an effective program implementation. The targeted audience was students of grades 7 and 8. Grade 7 had two classes, 1A (18 students) and 1B (19 students). Grade 8 had only 1 class, 2A (25 students). The school agreed to allocate time during their timetable for the program implementation for each class. The program was delivered throughout 4 consecutive days, each class had one lesson slot (40 minutes) for the workshop delivery. The school informed the students about the program a week prior to its implementation. The school clarified while handing out the researcher's consent forms that the subjects were entitled to refuse to participate in the study, as to ensure that the data collection sessions involve only those who were willing to take part in the study. The consent forms were signed by the students and their parents, and were submitted to school prior to the initiation of the study.

      The Second Phase. Regarding this phase, the project's mission was to analyze and reflect on the data collected as to realize the school's context. The aim of developing such deeper understanding of the context was to be able to effectively deliver the designed program to meet the students' needs, mindsets, issues, awareness, and even using their same language of comfort (Informal Arabic or English). The delivery of the SEL program was the key point of this phase and the whole study. The implementation allowed the transfer and development of theories, concepts, skills, and perception change to the students. Such phase was very critical to the effectiveness of the study as all conclusions will be built according to what the research instruments were able to capture, pre and post program implementation. Hence, the on-ground work needed to be relevant and engaging to all students. The researcher tried to build rapport with the students since the pre-program interviews, as well as on the first day during the program introduction

part. Without establishing the appropriate connection, students wouldn't reach the level of comfort needed to fully engage in an SEL program. This is why the researcher took different measures to build connections with the students along with delivering the workshops, like using humor in the classroom and engaging in friendly conversations after class time. Data collection of the post-program implementation surveys was done in this phase, as 62 students filled their forms and were able to document their learning outcome as well as providing their feedback on the program.

The Third Phase. This phase of the project aimed to analyze all data collected. A strategy for the data analysis was developed and executed (explained in the following section). The data/thematic findings were then developed allowing a clearer representation of data to be formed. Conclusions later on were drawn through building relations between the initial literature review and the data findings of the on ground exploratory project.

Data analysis

The two pre-program interviews samples contained 15 students, 5 from each class, and 5 teachers. The post-program surveys contained mainly open-ended questions and answers, which had 62 students, including the initial 15. The numeric coding of the students who participated in the study and used in the data analysis followed the below order as shown in table-1:

Table 1 *Students Structuring for Data Analysis*

Subject Number	Student Info
1 - 15 • 1-5 for Class 1A • 6-10 for Class 1B • 11-15 for Class 2A	Students who participated in the initial interviews, numbering according to chronological order of interview

16 - 28	Class 1A (Overall 18 students)
29-42	Class 1B (Overall 19 students)
43-62	Class 2A (Overall 25 students)
T1, T2, T3, T4, T5	Teachers Numbering

The data analysis for the pre-program interviews clustered the students' answers to the following grouping:

- Students' perception on bullying (Bullying, Bully, Victim, Bystander, Problem in Society)
- Students' experience on bullying
- Factors that cause bullying
- Previous programs' effectiveness
- Students' perception on their social and emotional development

The interviews were audio taped and were later transcribed digitally and also translated to English. Then the data analysis process was applied.

As for the analysis of the post-program survey, the following grouping was used:

- Students' perception on bullying (Bullying, Bully, Victim, Bystander)
- Factors that cause bullying
- SEL program's effectiveness (Knowledge, Attitude, Actions, Student's Ability to Connect and Express, Program Evaluation)

The answers were transcribed digitally and translated directly to the data analysis framework.

IV. Findings

In this chapter, the program's main objectives and a detailed overview on the workshops delivered are presented while including general notes on how the participants reacted to the session. Following that, we will present the challenges faced during the program's implementation as well as highlighting the effective role, which the school played in its attempt to bring effective collaboration towards implementing the program. As for the data representation, elaborate description and analysis of the participants' input

are illustrated in the form of tables, which classify the responses according to a thematic framework. Such thematic framework is based on grouping the students' responses, which were related to the questions found in the interviews and surveys.

The Program

The anti bullying program was delivered through Emmkan, an educational organization owned and managed by the researcher, that empowers and enables school students to discover their potential and develop their skills. Emmkan provides the first Social Emotional Learning based programs in Egypt (Emmkan Proposal, n.d.). Emmkan has several programs, one of which is Emmkan Academy- a program that is tailored to specific SEL related issues, such as bullying, and aims to tailor its workshops to provide them to the students upon availability. Most schools prefer to implement this program as an after school activity, which in the case of delivering an anti-bullying program would be a huge challenge as not many students would be willing to sign up and stay after school hours to attend such topic. Possibly victims would be interested but even that could attract more bullying cases to them since they would be the only ones attending. In order to avoid such hassle, while proposing the program to the targeted school it was initially mentioned that it is important for all students to attend and partake in such program. As the program is not tailored to just empower bullying victims, but it rather aims to influence all bullying stakeholders (bullies, victims, and bystanders). Also when such program is delivered during school hours, it gives it more weight to the students to perceive this kind of workshops as important as engaging in their academic subjects. Not only the consent of the school contributes to the program's perception and impression on the student's minds, but also the value the school gives to the program makes the job much easier for non-formal educators. When the school administration and teachers set expectations with the students before the program's implementation, they emphasized how important it is for them to stay focused. They also still gave them the option to attend or not, knowing that the ones who won't be attending would be studying in the school's library. At the beginning almost all students signed their consent forms and were willing to attend, except for a few students whom their parents were hesitant for them to attend. We came to understand that their parents assumed that this would be wasting their time from studying and that they preferred that their children invest their time in

studying. The school however reached out to them and explained that all of their classes at the time of the program would be frozen and that the school is highly encouraging all students to attend as to bring an end to the issue. On the program's first day, I knew that they were going to attend and have received their consent forms signed from their parents. Surely the students and parents look up to the school administration and such trust relation is the key for most programs delivered by external entities to receive value from the parents and students.

The philosophy of the Emmkan Academy program is:

- Sustain a safe and comfortable environment that fosters the students' diverse mindsets
- Encourage and promote sharing and expression
- Create a space to facilitate critical questions that develop reflective thinking
- Creative and interactive workshops that enable students to discover their potential and develop their awareness
- Empowering and motivating students to achieve their goals through the exposure of successful and inspirational stories
- Setting a culture of empathy, respect, and support that guides the students' behavior with each other (Emmkan Proposal, n.d.).

The last point mentioned in the program's philosophy was the essential point behind constructing the anti-bullying program. One of my hypothesis based on previous programs implementations, was that if students had developed empathy towards one another then this would reduce or prevent bullying in their context. The main goal was to develop their sense of empathy towards one another strong enough to eventually influence their attitude and behavior among each other.

The impact of Emmkan Academy program is:

- Providing a relevant learning experience that is detached from society's pressure, which disturbs students' education
- Facilitating creative workshops and events where students get to experience and reflect on the learning objectives through Kolb's Experiential Learning Theory
- Fulfilling their need to express their thoughts and emotions, as well as their need to be valued and heard

- Challenging our students to think and act in a new different way that widens their perspective towards achieving a better version of themselves
- Capturing students' interests and needs which allow further understanding of their mindset and the delivery of lively content (Emmkan Proposal, n.d.).

The anti-bullying program had no name or label as to free the program from any prior impressions or associations that could be formed by the students. This actually was successful in raising the student's curiosity and allowing them to fully explore the workshops with no real prejudice that might cage the experience. Instead, we wanted the students to enable themselves to dwell in a transformative experience that goes beyond the title of the program. The program was piloted about seven months prior to the study to 7 graders of a different private school. Such piloting of the program facilitated the development of the content and workshops as students' feedback were captured and their interactions were observed.

The program consisted of various theories, concepts, workshops, and techniques that would allow students to build up a well-rounded picture of bullying. The program attempted to present a new way to deliver effective workshops that would lead to eradicating bullying in schools, such workshops were student- centric as the program's main aim is to find a student-driven solution for bullying. This is done while also developing their self-awareness, social awareness, and developing an emotional connection with their classmates.

The program consisted of four main lessons, each lesson with its own objective and content. Also each lesson aims to give a ground for the following lesson to build up on, not only in terms of learning content but also in instructional practices. For example, the students would need to understand a few concepts while also starting to engage with each other before being asked eventually to open up with one other.

Power Dynamics (Lesson #1)

The objectives of this session are:

- Introduce the program, share expectations, and introduce program's purpose
- Introduce Social Emotional Learning
- Differentiate between Self and Skills

- Define the differences between Ego and Humbleness
- Define Self Awareness and Social Awareness

Program Introduction

Given the students' curiosity to understand the real purpose of the program, the class environment was set and clear for introducing and discussing the aim of the program and expectations from and to the students. We observed that the idea of having an external educator brings a level of excitement to the students; such energy should be utilized as to get them to be fully focused and engaged throughout the program.

The students then got introduced to the meaning of SEL and the importance of developing their social and emotional intelligences, as this way of learning affects their character, how they deal with their friends, their motivation to study, and their overall enjoyment of life. The students were asked to keep their focus, respect to each other, and enthusiasm to such learning opportunity. Also the students understood that they need to adopt a proactive mindset as learners, which means that the experience will be presented to them however they need to grab and learn the knowledge themselves.

At the beginning of each class, students were asked to change their class setting as to form a U shape, which was needed as to give more energy and focus to the workshops, their own reflections as well as their peers.

Discussion Time

The students were asked to differentiate between 'Self' and 'Skills'. After such brief discussion students were able to come up with the conclusion that we all have different skills but in a way we share the same self, thoughts, and emotions. Students were able to realize that being different does not mean being better or worse. But having different skills is a concept that is completely normal, and dealing with our differences even in terms of academic achievements should be done with more tolerance and acceptance. This discussion was very important as to establish rapport among the students that if a student is achieving more than the other then that means they are more skillful. Students understood that being more skillful did not mean being a better person, hence students should treat each other with equal rights and should not feel ashamed,

embarrassed or jealous if a student achieved a top score in class. Nor should the students label or deal with each other according to their variance in skills, but rather with the human relationship they should be able to build with one another.

Another discussion was then introduced which aimed to differentiate between being egoistic and being humble. The students understood that having an 'ego', self-centeredness, or viewing themselves in a higher position than others is a negative trait that would lead to many unhealthy behaviors and actions. Students were able to learn more about the importance of developing an attitude of humbleness where they view themselves equal to others, hence they should not cause harm or inflict pain on another person even if they were 'different' than them. Students also realized that when taking credit for achieving high scores for example, they shouldn't use this to tease other students or feel superior in any way but rather humble themselves and use their skills to help out other students increase their skills.

How you see me?

Finally the students were introduced to a couple of other brand new concepts, self-awareness and social awareness. They understood the brief meaning of self-awareness, which is to be able to identify and understand more aspects within themselves (values, thoughts, emotions, etc., also the meaning of social awareness, which is identifying and understanding similar aspects regarding others.

The students were asked, as an assignment, to collect feedback from each other student in the class about the positives and the areas of development that are viewed by their classmates.

The students were asked to document such feedback with no comments as to view it and share it the next day.

Emotional Dynamics (Lesson #2)

The objectives of this session are:

- Engage the students in an exercise that develops their social skills
- Develop further understanding of social intelligence

● Develop further understanding of emotional intelligence

Sharing others' feedback. Not only that most students took the assignment seriously and brought it to class although it wasn't graded, but also many of them were enthusiastic to share the results out loud. Students were given more time and space than the first session to express and share their notes. Most students kept their attention and respect to other students who were sharing and committing to change the areas of development. At several times the students used the term 'negative' rather than using 'areas of development' where they were consistently corrected, as they were not familiar with the latter term. In describing the idea behind using 'areas of development', the students showed more willingness to work on and improve their weaknesses. Many students shared how this experience was an eye opener to them, as they never got the chance to notice their behavior and character from their peers' point of view in this way.

Social and Emotional Intelligences

Students were introduced to these two intelligences, while briefly being introduced to Gardner's multiple intelligence theory. The aim was to alter their misconception that intelligence is only associated with the mathematical-logical type, but rather understand that there are many different forms of intelligence. Other reflections then were discussed with the students, one of which was Steve Jobs (Founder of Apple), who was able to lead and sell his product and vision to millions of customers and was able to found and lead one of the prominent IT companies in the world. This example was followed with a brief reflection on how academic grades are not enough to build a successful career, but one needs to develop their emotional and social intelligence as well.

Regarding social intelligence, students got the chance to reflect on their assignments by how dealing with people matter and that being able to deal with all types of people is essential for success. Students also reflected on each other's comments on how some of them were misunderstood by others, something that they agreed that they should work on which is being able to properly express themselves.

As for emotional intelligence, this part played a crucial dynamic in the program,

as students understood that they were responsible of their own emotional responses. Students who had anger management in their areas of development had no justification behind being easily irritated and reacting to situations or people who provoked them. When asked why did they experience this feeling or how this led to a spontaneous reaction they say, "we don't know". This response was a core finding to why bullying occur in schools, it might not happen because bullies intentionally want to inflict pain on their victims, but many times bullying occurs because bullies simply do not know how to manage their emotions and not to mention the consequences of failing to do so. Students had their time and space to comprehend and ask about emotional intelligence as it was a big concept to grasp in several minutes. Not to mention, such powerful concept gives great responsibility to the students as they were asked to start observing and managing their emotional responses and actions. Finally, the figurative way to describe emotional intelligence to the middle school students was that they were asked to imagine a hose that is channeling water but is left with no one handling it. While the best way is to handle the hose, allow the water to flow, and most importantly guide it. Then the relations were drawn with emotional intelligence where they concluded that we need to let our emotions flow and not block them , and also guide our emotions and make sure that do not turn not the other way around in the moments they feel 'anger' or any kind of tense emotions.

Speak Up (Lesson #3)

The objectives of this session are:

- Engage the students in a workshop that develops their emotional and social intelligences
- Share personal stories on bullying, victims or bullies
- Give the space for others to develop empathy and further understand their classmates
- Bond emotionally and socially

    The Circle. This workshop was the most student -centric and student -run throughout the program. Every class was asked to open up and share their personal experiences with bullying. The space was open for victims and bullies to share their

perspectives; however, stories of bullying victims dominated the platform. At first students were slightly reluctant to speak up, however as soon as someone was done with his sharing someone else got encouraged to speak up as well. One of the classes had more than 5 students intensively crying, 3 of them had to go to the bathroom to wash their faces and came back to participate. Class time was extended to this class as a couple of teachers were joining as well as the school owner who felt empathy towards the stories and storytellers. The dual purpose of the workshop was fulfilled every time a story was shared with the rest of the class attentively listening to the person sharing this we believe would have done the breakthrough in terms of achieving an emotional and social development as hopefully such experience would prevent or reduce bullying cases.

Closing (Lesson #4)

The objectives of this session are:

- Document learning reflections and outcomes
- Share final thoughts, reflections, and conclusions
- Collect the open ended surveys

The Post Program Survey

On the final day, many students expressed their genuine gratitude towards the program and the organization. They were asked to use the surveys as a chance to reflect on their own learning outcomes throughout the program. The questions were read out and explained, one question at a time. Students were asked to answer in any language they preferred, English or Arabic, they were even invited to write in informal Arabic since the main purpose was to let out their new understandings and express lessons learned. The students kept a healthy attitude while answering the survey as the process was presented to them as a part of the program and that they needed to transform their experience in writing as to complete their learning process.

Tools and Course Duration

A variety of tools were used in the program implementation. First was the instructional phase of the program, which mainly relied on the theories and concepts presented to the students, as for them to be able to build their reflective and learning

journey on a solid and clear framework. Second was the use of 'real life examples and applications', which played a vital role to transform the knowledge presented into a personalized experience to the students' perception. In a way, this is the philosophy of Emmkan's programs and workshops, which is to establish a connection with the younger generation that will facilitate and allow the content to be relevant to them. Also this has been a key point behind students perceiving our programs as "different" and "new". Third was during peer interaction where they had to deal and communicate with each other and during some of the workshops. This allowed many students to challenge their comfort zones while also perceive their peers differently. Fourthly, comes storytelling. Such a powerful way to deliver a message or to empathize with the storyteller had to be used throughout an ant- bullying program. At first, the instructor mainly used storytelling to elaborate on the theoretical concepts. But then students were using storytelling to express their thoughts and emotions while also reflect on real case bullying experiences that touched many of the students' lives. Finally was building an emotional trust circle which might become challenging to facilitate the situation given their young age, however two of the three classes were able to masterfully host such platform.

The program was delivered during school hours throughout four consecutive days; each session was delivered in (40 minutes) which is the normal class time except for the last day of the program, the class time was shortened to (30 minutes) due to the students' examination at that day.

Preferably such SEL program needs more time and space. As not only many students might feel comfortable to open up while they know they might be interrupted by the school bell and asked to prepare for the following class, but also their perception of the classroom setting might influence their emotional experience and hence limit their interaction. Thankfully, throughout the emotional sharing -based workshop, the school representatives were helpful and allowed more time to be allocated to the session.

Program Implementation

On the first day we made sure to introduce the program, and the research objective to the students along with getting started with the first day's content. Starting the second day of the program we got to interact more with the students outside the classrooms, mainly during break time were we got to reflect on the school's culture and

other topics concerning their personal lives. The third day we had four students requesting to meet in the school's office as to fix an unresolved issue that they have been facing since the previous academic year. The students seized the opportunity that the program was tackling social emotional based learning to resolve a conflict which they were not able to resolve on their own nor have found a relevant teacher who could help them out in their problem. The final day was full of enthusiasm and gratitude sharing with the students mostly commenting about how the program was beneficial to them and that they want more of such sessions.

Normally during the sessions delivered to the students, none of the school representatives were attending. Some teachers however asked if they could join the class and they were welcomed. By the end of the program, more teachers joined the classes along with the school owner who was very supportive of the whole study. The teachers were only observing and they had no influence on the students' interactions as the teachers were respectfully silent and their presence was not distracting. Some teachers communicated their appreciation to the efforts given and even offered more of their slots to stay with the students, something that they were initially struggling with, as most teachers wanted to use their class time to prepare for their examinations.

The program was delivered to two classes in grade 7 (1A and 1B) and the only class in grade 8 (2A). Each class had its own experience. On the first day, all classes were very attentive and focused. Unfortunately, few of 1A class students started to demonstrate negative behavioral attitude and we had to stop the session several times to intervene with the troublemakers. On the contrary, 1B class experience was amazing that when the program was over the students asked to share impressions on each student and they did the same with the instructor. 2A class experience was exceeding expectations as the 'Speak Up' workshop was very emotional and helped lots of students to let out their inner frustrations while helping others to realize the impact of their actions and danger of bullying.

School Cooperation

The school was highly cooperative and responded to the research plan and requirements very effectively, from facilitating the sampling of the students and teachers for the pre-program interviews, to allocating slots for delivering the program during the

school hours although the students were close to their midterm examination period, not to mention their immense care to introduce the program which gave a lot of weight and built up needed enthusiasm for the program while sending out and collecting the consent forms in order to allow the students to participate in the study and the program. We were able to use the owner's office during the whole week as to do the one to one interviews, document field observations, and have individual meetings with the students who wanted to further reflect or contact this instructor for any inquiry. The school also offered IT support, which was needed for Internet access, printing the consent forms and the survey questionnaire.

School Context

School-level. The school campus is spacious and can be utilized for many activities. There seems to be a culture of respect between the students and teachers. When this instructor was in the playground for a short while, he did not notice the presence of supervisors or teachers during break time. Most of the teachers are above 40 years old, which contributes to the common respect culture. But we noticed from the interviews with the teachers, that they are not fully aware of the students' social and emotional dynamics. This instructor had the impression that the teachers were traditional and that did limit and influence the school's fostering of innovation. It was noticed that this instructor was the youngest educator present at the school which gave more energy to classes with the students and allowed some of them to approach him even after class time for small talks, some of the students even followed up on his social media accounts. We can thus build some relations between their demonstrated enthusiasms and how untraditional this program was to them, especially since their own emotions were given the space to be addressed. 6 students in the interviews have shared that the positive discipline classes they take are not effective while few others shared that the school's way of dealing with bullying are not effective as well. Some examples are:

"Teachers try to talk to the bullies and victims and try to resolve conflicts by talking but it is not effective. They also tried to deliver weekly awareness sessions throughout the year about different topics including bullying. But it did not resolve my problem." (Student 2)

"The school delivers the positive discipline class weekly but it does really influence the bullies, they keep doing their thing even during this class." (Student 5)

"In the Positive Discipline in the Classroom (PDC) classes, they try to explain what is bullying and how people feel about it. But none took it seriously and they did not listen." (Student 14)

Two students however believe that the classes are effective. One of them remarked that although they might be effective, they still do not address the issue of bullying directly.

"The PDC sessions are very good and beneficial sessions but they do not address the problem of bullying directly." (Student 15)

We would understand the students' feedback about having PDC or similar sessions presented to them through traditional ways. Something we always tried to work on with Emmkan, which is not only to deliver our programs in a student- centric way but also to develop the content in a way that connects with the students, personalize the theories or concepts, and allow them to appreciate the content's relevancy to their lives.

Class-level. During the program, each class got to unfold their culture and social dynamics. 1A class was the most problematic case. Although they started on a positive note and the students seemed all excited, but eventually many students demonstrated that they were not able to control themselves in terms of side talks, comments, and interactions between each other.

The problem with this class was not contained but got worse as more students started to break the guidelines by having side talks and commenting during the session. One of the students was even teasing his classmate and used his hands to hit him before noticing that this instructor was watching him when he instantly changed his posture. We did not let such minor incident slide and made a reflection out of it and tried to use what we were learning to analyze such behavior. The 'Speak Up' workshop did not also come to light as after a little bit sharing several students were not giving the respect they should have to the storytellers where this instructor had to instantly stop the session and lecture them instead. Their main problem was that many students were acting childishly and they were even asked how they would evaluate the class, do they believe that they were childish or

mature, and only three answered that they were mature (partially the troublemakers). Two of the students seemed to have been influenced by that in their answers in the post-program survey. One of them said:

"I learned how not be a kid in my life and feel mature" (Student 4)

The other also mentioned:

"As a victim, I will forgive the bully because I am an adult man not a child." (Student 23)

There were yet many students who seemed very attentive and focused but unfortunately the general environment of the class pushes them to behave and react in certain ways most of the time. One of the troublemakers, whom a student was hinting about that he was bullied by him, excused himself from attending the final day of the program. He was the same student who used physical interaction with the other student during my class. We would have assumed that that was the case given their age. In case of 1B class they were almost a completely different. They were quite focused, respectful to each other and the program, and in control of their actions and behaviors. When the school owner was asked about the background of the 2 classes, she explained that it could be because of the different school systems. The 2 classes in elementary school years, 1A class was following the national curriculum and 1B class was following an American curriculum which was based on presentations, teamwork, and more activities engaging their social skills. This instructor gave recommendations to the school administration that they should reconsider their method of dealing with 1A class since they need more discipline in order to be able to become in control of their own actions, a concept that is core in terms of preventing bullying cases. 1B class was very attentive and respectful to the guidelines throughout the whole program even though there were a few disturbances by students who did not seem to fully connect with enthusiasm as the rest of the class. Overall participation and feedback collected were satisfactory. 2A class seemed indeed ahead of their age. Although boys mature slower than girls at this age, but still most of the boys showed great respect and focus. A few boys were not comfortable when some of the girls were crying in the 'Speak Up' workshop. They did not disturb but they silently laughed for a short while and moved in their places while looking at each other. The rest of the boys however were listening and a few shared their stories in that workshop. Many girls started crying involuntarily throughout the workshop, even though many of the crying

girls were listening not narrating. It seemed that they have had lots of personal stories and burdens either between them or due to other factors that they felt thankfully comfortable to use the opportunity to open up their emotions. Few of the students shared their stories related to bullying outside the school context. The rest shared incidents which happened within the school premises and done by their fellow classmates. The overall environment took the class's emotional experience to a whole new level and it was satisfying to see that no disturbance occurred not by the students nor even the teachers during that workshop.

One student numbered 63, refused to attend the rest of the program midway the first session. This instructor was informed by the school that she did not want to proceed in participating in the program because she felt that the program was going to trigger unresolved emotions she was suppressing apparently related to bullying. On the third day, after the 'Speak Up' workshop was over which she did not attend. The school informed the instructor that she wanted to meet him along with 3 of her classmates who have attended the workshop. He had them in his office and let them talk. The girls started to share their stories and how they were frustrated that they all got bullied in different contexts and because of that, that girl has suffered from depression and went through a hard phase in her life. He kept listening and asking them questions, they got emotional throughout that meeting and wept. After a while they started to realize a concept he was explaining related to social intelligence and eventually made them feel better as they made peace with each other. The girl showed up in class the following day, which was the last day in class and got the chance to document her thoughts and emotions.

She defined bullying as follows:

"It's making someone feel miserable and make them feel like they are worth nothing and bullying can be physical and emotional"

She defined the victim as follows:

"He is a victim of emotional and physical bullying and he is always prone to depression"

When asked about what she learned she said:

"It will always affect my behavior toward the bully and I swear that I will always stand

for the victims"

"I won't bully anyone because I know how it feels and what it could lead to"

Her answers showed more proactivity "As a victim, I will defend myself and stand for myself instead of crying for what he did to me"

"As a bystander, I will defend the victim because that would affect his or her whole life" And when asked about how able she was to connect with her classmates, she said: "Not really but better than before…"

Luckily we managed to have this meeting as a compensation of the workshops she missed, but we believe that this class was able to use such social emotional platform to understand and express their thoughts and emotions.

Time Management

Most sessions were delivered according to the time given; only a few sessions needed some extra minutes. Two sessions needed extra 20 minutes, one of them was 2A's 'Speak Up' workshop and the other one was 1B's farewell and closing notes. Only one session did not start on time, but the content was adjusted for the remaining time.

Thematic Findings

Based on the methodology described in chapter 3, the researcher performed three rounds of data collection. The first consisted of pre-program interviews with a sample of 15 students. The second involved pre-program interviews with a sample of 5 teachers. The third entailed post-program interviews with 62 students. Students' numbers will be used as reference to their quotations.

Pre-Program Interviews (Students)

These interviews centered around five issues; the first involved students' perception on bullying including their perception on the bully, victim, bystander as well as bullying and the society. The second dealt with the students' experience on bullying. The third involved factors that cause bullying, from their point of view. The fourth

addressed the effectiveness of previous programs/attempts. And the fifth dealt with the students' perception on their social and emotional development.

Students' Perception on Bullying

In the pre-program interviews, students were first asked on their perception on bullying. Most keywords used to define bullying were bothering, teasing, and hitting. In addition to this, the continuity and repetition of bullying were mentioned:

"When someone says something and the other embarrasses him, and it hurts them. It happens continuously almost every day." (9)

Another student mentioned rejecting differences:

"When someone has a different character and so we do not accept him and maybe give a comment that bothers him." (14)

It is interesting to note that in some cases, verbal and physical bullying becomes accepted as the victim gets used to it as it may be considered as a sort of joking Many students believe that bullying is a way to have fun, they don't name it bullying obviously at the time, but when asked about the factors that cause bullying six out of the interviewed students agreed that it is done to become funny, for fun, or to gain popularity.

"It is sometimes is sort of joking. Sometimes labeling, sometimes hitting. We are used to it."(11)

"It is not really a good thing. Sometimes we tease each other but we know we are just kidding, which is not really bullying." (15)

"I don't know but we do it just for the fun of it. " (1)

"I used to be a bully when I was in grade 1 and grade 2; I thought I was the strongest so I did it. I then got hit once and felt the pain of being the victim so I stopped." (3)

"That is just the way boys are. They enjoy teasing others. It is in boys' nature." (7)

"For the bully to gain popularity and to look funny and cool." (11)

Hurting a person verbally or physically is also a form of bullying such as taunting a person of being fat for example:

"Something not nice. When someone teases another person with something that hurts their feelings like telling a person he is fat or hitting them." (8)

When asked about the definition of the bully, some believe he does not mean harm, but he simply wants to be funny or gain popularity

"A person who does not mean to harm, he just wants to make jokes and teases for fun." (9)

"He bullies in order to be funny and gain popularity." (11)

In another opinion, a bully is considered mentally ill:

"They are just sick people like that. They are mentally ill. Sometimes also people tease each other but they do not mean it."(10)

"Mentally ill person or pressured in some way." (15)

The fact that the bully might be jealous and feels inferior to the victim is another factor for behaving the way he does.

"A person who is jealous of the person he bullies, because he thinks he is better than him. Also a selfish person " (8)

"A person who feels inferior to the one he bullies, so he tries to belittle him to look superior to him in front of others." (4)

Bullying occurs because the bullies try to belittle the good ones because they are not as good." (4)

"Maybe because people are jealous of this person so they want to belittle him" (5)

A person who is estranged or alienated and cannot fit in may turn to be a bully
 "Someone nobody wants to deal with or play with or communicate with" (5)

When asked about the victim, six students agreed that the victims do not know what to do and how to defend themselves. They become defenseless in bullying situations. They are generally either weak and docile or too decent to fight back. They simply do not know how to react in front of an overpowering personality.

"Weak, does not know what is the right thing to do or what is the right decision to take."(2)

"A nice person who did nothing, he cannot defend himself or hit back the person who hits them" (6)

"Sometimes they don't know how to react and sometimes they do." (15)

"Some of them respond to the bad treatment with bad treatment, some forgive. Weak people cannot defend themselves."(10)

A victim is occasionally afraid of reporting the bullying incident for fear of being subject to a further cycle of bullying.

"Most of the time, he does not accept the bully's jokes. So he reports it, when the bully knows he got reported, he increases the teasing." (11)

A bully sometimes entraps the victim into making mistakes so that he may make him the laughing stock of the class for no other reason sees the victim as being better than him.

"A person the bullies see as better than them, so they try to make him make a mistake in order to make him look worse than he really is." (5)

The danger of bullying can lead to victim depression, which may lead to serious psychological problems

"He can eventually get depressed." (14)

As for the bystander, 12 out of the 15 students agree that he should have a role supporting the victim (1,2,3,4,5,6,7,8,10,11,12,13). A bystander may either be passive or proactive. Being passive for fear of inflicting upon himself retaliation from the bully in case he intervenes in support of the victim will encourage the bully in doing his act with non to stop him. Being proactive will either attempt to deter the bully and support the victim or in the worst case may join the bully.

"He should have a role but should not directly intervene but rather go report the bullying incident to a supervisor or a teacher." (1)

"He should have a role and intervene, not just watch." (3)

"He should intervene, advise them or anything" (5)

"He should defend the weak and give the bully a good advice." (12)

"Some intervene and some do not like to get themselves in trouble" (10)

"Some of them stay silent; some of them also join with the bully. They should stay silent its none of their business" (9)

"Afraid of intervening." (14)

"He doesn't care about either." (15)

On bullying and the society, eight students agree that bullying is a major problem in our society. Bullying in early age may eventually lead to violence, harassment and even terrorism that is why the bullying problem must be taken very seriously in schooling days, or we are rearing prospect terrorists without noting it.

"It is a major problem. Bullying stand in the way of equality and justice because people who are bullied are afraid of the bullies which is not fair." (6)

"It is a big problem. When people do not like each other and fight all the time, we won't have a good country." (13)

"It happens at the club. I saw a group making fun of a girl there." (14)

Naturally, bullying impedes academic learning of the victim since he or she becomes so preoccupied with the bully's pranks.

"It is a major problem because nobody will be intellectual because intellectual people get bullied. They get embarrassed and so it hinders their intellectual and academic development" (4)

"Two years ago, whenever the teacher asks a question and I answer, they made fun of me and called me a computer. It bothered me a lot, they are just jealous." (9)

Students' Experiences on Bullying

On sharing their experiences on bullying, nine students agreed that bullying mostly happened during break time, while four other students mentioned that it might happen inside the class. Students' experiences with bullying varied from simple incidents to situations that led to traumatic problems. For example:

"Bullying mostly occurs in the class, for example if I said I did not understand something, others would make fun of me." (Student 14)

"Last year, I was a newcomer. There was this boy who did not like that I was better than him in many stuff. He grouped many people against me and I always got punished because I got mad. He hit me…" (Student 4)

"When I was in grade 4, a boy in my class whom I had a dispute with for 7 years, hit me with his friend in front of my folks. I could not do anything because I was raised that I should not hit anyone and be respectful." (6)

"Last year when I was in grade 7, we were playing football when a boy from grade 8 came to fight with me to take the ball we were playing with, we reported to the teacher, he came back and hit one of us but we reported him again." (12)

"There is this boy in our class whom everyone bullies. I do not defend him because I am afraid I will be bullied too if I do." (15)

"...Also, there is this boy in our class, he is always bullied and made fun of. I hate it when this happens, whenever I try to say this is sort of racism, they tell me it's none of your business." (15)

"I just sometimes like to tease a friend for the sake of fun but sometimes things get serious. It happens mostly during break time, in the playground, because it is the time we play." (1)

Factors that Cause Bullying

When asked about their roles, students spoke about how they view the school and parents contribution to bullying. They mostly criticized the school for not playing an effective role even if it was trying to, yet they mostly agreed and urged for parents' intervention:

Eight students agreed that school should control bullying but cannot do it and is not always effective. While eleven students agreed that parents should have a role.

Examples include:

"The school should control the bullies but they are so hard to control. Parents should intervene and cooperate with the school to stop it." (4)

"The school try to control it but it is not so effective. Parents should calm the person and treat him well. Siblings should not also tease the person but rather calm him down." (5)

"The school staff tries their best but it is no good. Parents play an important role, when I report to my mom someone who bullied me, my mom comes to the school and humiliates this bully in front of everyone." (7)

"School environment sometimes play a role, the school staff sometimes do good actions but sometimes they just shout and punish which is no good. Parents play an important role, they can talk to their children and children will listen." (10)

Other three students believe that parents do not make a difference. Parents tend to overlook bullying incidence and consider them minor issues or kid stuff, without realizing the possible traumatic impact of bullying on their children. Examples of these perceptions are as follows,

"Reporting to teachers is not effective. Neither do parents make a difference. my mom tried to talk to the other girl's mom, she said that these problem should be kept between the kids and parents should not intervene." (2)

"The school does not play a role, whenever I report, nothing happens. Sometimes they shout at the bullies and that is it. Most parents do not now about the problem of bullying. (11)

Previous Programs' Effectiveness

When asked about other programs or methods used for bullying intervention, students expressed the ineffectiveness of such programs

· Two students argued "teachers resolve conflicts by talking to bullies, not effective", while six students believed that the PDC sessions were not effective.

"Teachers try to talk to the bullies and victims and try to resolve conflicts by talking but it is not effective. They also tried to deliver weekly awareness sessions throughout the year about different topics including bullying. But it did not resolve my problem." (2)

"The school delivers the positive discipline class weekly but it does really influence the bullies, they keep doing their thing even during this class." (5)

"PDC classes, it only made a little difference. It is very short and we only think it is fun." (10)

"The PDC classes, they try to explain what is bullying and how people feel about it. But none took it seriously and they did not listen." (14)

Students' perception on their Social and Emotional Development

When asked about their social emotional development with their classmates, eleven students believe that they have strong emotional connection with most of their classmates. While fourteen student participants believe that they understand most of their classmates, ten of them believe that they are able to express themselves with their classmates and five expressed that they are not always capable of expressing themselves clearly with their classmates.

Pre-Program Interviews (Teachers)

The teachers' contribution to the research data was important as this achieved data triangulation, also because many of the students' answers were more horizontal unlike the teachers' who had vertical analysis. Since the program focuses on peer-to-peer bullying, students will analyze their perceptions and experiences from a horizontal axis. That is why it was important to include a vertical axis to the analysis, which will help develop a clearer understanding and view on the issue.

Teachers' Perceptions on Bullying

Teachers view bullying as a serious problem that affects students' feelings and wellbeing, they perceive bullying however as a byproduct of other problems. It is an effect not a cause. Some think that it is caused by older siblings, parents or sports coaches.

"It is a present phenomenon that starts at very early age and develops throughout different age stages...Eventually when they grow up they start embarrassing each other and showing off. I believe it is not only physical but also verbal." (T1)

"It has always bothered me, seeing a group clustering against one student to harm him in anyway. I understood it more thoroughly when I took the positive discipline and understood how much it affects the students' feelings" (T2)

"A kind of defeating or overpowering that is exerted by one student over the other" (T3)

"It is not the core problem but it is a result of other problems." (T4)

"When we started listening to the bullies, we got to know that in many cases the bullies are getting bullied outside the school either from their older siblings, parents, or sports coaches" (T2)

One of the students actually shared during the 'Speak Up' workshop that a music teacher and a coach used to pressure her and deal with her in a way that burdened her.

"Maybe he has some qualities that he is trying to hide and avoid being embarrassed, likes to show off, wants to draw attention. So he does that by throwing a comment here and there. Also, he wants to look better and stronger" (T1)

"A character that is taught that is everything is gained by force. Maybe he experienced a lot of defeating as a kid, so he projects it over his colleagues in the form of aggression or anyway to vent out the negative emotions he has" (T3)

"Usually trying to be a leader because he is not good academically. So he shows off his strength" (T4)

Four teachers talked about the victim's reactions:

"A poor helpless victim, he does not have the means to respond or react to the situation. Sometimes when being bullied, his reaction shows later after he goes home and start thinking about what happened, maybe decides not to go to school the following day without necessarily telling his parents what happened." (T1)

"Lacking self-confidence and does not have the skills to react or defend himself." (T2)

"He waits for the teacher's action, if the teacher does nothing he might or might not be able to react to the bullying." (T4)

"He feels he wants to take revenge." (T5)

The answers show that the teachers sympathize with the victim, but they do not suggest

that there is a clear method or action the students could take as to report the situation.

Teacher (1) believes that teachers could also be positive bystanders, not just students:

"Either a student or a teacher, he should be positive. Should not just watch. Should support the victim or advice the bully." (T1)

While teacher (4) suggests that sometimes the bystanders take the side of the bully:

"They usually take side with bully, because they fear his power. Or they totally avoid him." (T4)

Unfortunately, it is often believed that bullying is a way of survival based on the concept

of the survival to the fittest or the strongest taken physically this can be detrimental to

any society or community.

"Generations grow up believing that bullying is the only way to survive, that if I did not bully I will not find a place for myself in life. It happens everywhere, including social media and so the students tend to imitate what they see outside. It needs a solution everywhere not just the school." (T5)

Teachers' Testimonies on Bullying Incidents

Teacher (1) briefly commented on this question:

"For example, when students are playing football. One would push or kick the other. It happens a lot when the kids are playing. It happens mostly during break time when students are playing." (T1)

Teachers (2) and (4) however had more elaborative stories:

"We have a case of a student who has been bullied since grade 2 and is currently in grade 7. He comes from a wrecked home, lacks self-confidence and so all these factors unfortunately makes it easier for the bullies to bully them. The student deeply believed the comments he received from other students that he started calling himself a germ. He started saying 'I am no one, I am a germ'. He had no self-confidence whatsoever and was deeply shaken. And so he behaved irrationally." (T2)

"We have a student whose parents are divorced and remarried. He lives between his parents are relatives and is basically lost. He tries to compensate the lack of support forcing his power upon his colleagues and trying to be the leader. Another student failed his exams and was repeating. So he was in a class where he was one year older than everyone. He started compensating for his academic failure by trying to succeed at controlling everyone given his age.
I had a student one year, who would stand in the middle of a class, slap a colleague on his back neck, opens the door and goes running around the school." (T4)

The teachers were then asked about their reactions and how they normally deal with such situations:

"I advise the student that he shouldn't do this. I would tell a student who pushes another student while playing football "Watch out, play with your foot not your arms"
I like to befriend the students, so sometimes after a game I would tell the student, you played really well today, the student likes the praising and so listens to me when I tell him you shouldn't push or kick your colleague." (T1)

"Normally, we hold a meeting with the whole class and deal with it as a crime that needs investigation and to be taken seriously. With this case, we tried to talk to his mother, but it was no good because the mother herself was being bullied. We then got the student enrolled in music lessons in school. He learned to play the xylophone and performed for the first time during the school morning line, we all clapped for him really hard. From that time he started feeling slightly better about himself. Meanwhile, we meet with the bullies and talk to them and how much their comments is affecting the mental state of the victim. We also work on getting the victims to be accepted" (T2)

"We try to understand. We avoid violence. That time when the student slapped his friend and left and then came back, I asked him to leave the class but he did not listen so I left the class and the problem escalated." (T4)

Factors that Cause Bullying

Concerning the factors that cause bullying, the teachers commented mainly on the school's role as well as the parents':

"Insecurities, showing off, bad parenting. School environment plays an important role, students spend 7-8 hours a day at school. The school should play its role to stop the misbehavior at early age. When the school does not try to take action against the

misbehavior, the students continue to do it because they were not guided. The source of any misbehavior is the type of parenting received. For example some students learn to raise their voice at home as a reaction to everything. Also, some students are taught to "Kick whoever kicks you, hit whoever hits you" and so on." (T1)

"Either childhood bullying suppressed or growing up in an environment where he is taught that you have to be aggressive to survive. The school plays an important role; my own children just transferred here from another school and they noticed a difference in the environment and how it affects the prevalence of bullying. Here the environment encourages cooperating to find a solution to every problem, trying to minimize it. We also here report any bullying incidents to the PDC team to find a solution immediately. Parents role is also major, authoritative parents always have kids who are usually afraid and so they play their parent's role in the school and vent out the defeating he face at home in the school in the shape of aggression and so on. Other types of parents encourage their kids to be aggressive against their colleagues." (T3)

Previous Programs' Effectiveness

On teachers' opinions of previous programs or attempts to deal with bullying:

"We have a whole team for discipline of misbehaviors. We as teachers report to our supervisors any misbehavior we notice and start to give it more attention"(T1)

"We tried many attempts but the results were not exactly as we wished but we are still working on it. This year we decided that we make the project of the Positive Discipline sessions about bullying and to from defense groups and spread awareness." (T2)

"First of all, the school cares to know all the cases or students with special circumstances in the school. We give those cases certain jobs and tasks to work on to provide them with feelings of importance and significance." (T4)

Post-Program Surveys (Students)

After the program was over, all students (62) were asked to answer the survey questions. First item is student perception on bullying including bully, victim and bystander. The second item is factors that cause bullying. The third item is about SEL program effectiveness including knowledge learned, attitude change, actions developed, ability to connect and express with themselves and their classmates and finally how beneficial the program is.

Students' Perception on Bullying

This section presents students' perception on bullying, supported by a numeric analysis of their responses. On defining bullying, most students described bullying as hurt

feelings and negative emotion, bad action and trait, bothering or annoying, verbal abuse, hitting, anger and aggression.

Table 2- *Definition of Bullying*

Definition of Bullying	Number of Responses
Hurt feelings and negative emotion	29
Bad action and trait	17
Bothering or annoying	19
Verbal abuse	7
Hitting	7
Anger and aggression	5

Most of the students defined the bully as: weak person, one that hurts others, one that bothers and annoys others, one who has high ego and one who is arrogant and may be jealous.

Table 3- *Definition of Bully*

Definition of Bully	Number of Responses
Weak	14
Hurts others	14
Bothers and annoys other people	15
Has Ego	11
Arrogant	5
Jealous	5

Most of the students defined the victim as one who feels hurt and goes through negative feelings. Some perceive him as being strong forbearing person while others perceive him as weak and submissive. While others perceive him as humble, kind and good person.

Table 4- *Definition of Victim*

Definition of Victim	Number of Responses

Feels hurt and goes through negative feelings	24
Strong	11
Humble	8
Weak	6
Submissive and poor	4
Kind and good	4

Most of the students defined the bystander as one who watches, observes and does nothing. Others believe that he should have a role supporting the victim and should intervene. Some perceive him as a person who has emotional intelligent nor empathy, being weak and unable to be proactive for fear of intervention.

Table 5- *Definition of Bystander*

Definition of Bystander	Number of Responses
Watches, observes, and not proactive	17
Should have a role supporting the victim and intervene	15
Has no emotional intelligence and empathy	9
Not able to do anything and weak	7
Afraid of intervention	6

Factors that Cause Bullying

When students were asked about the factors that cause bullying, their main answers were ego, jealousy from bully towards victim and lack of problem solving. Some believe that bullies have weak or shaky personality and poor emotional intelligence.

Table 6- *Factors that Cause Bullying*

Factors that Cause Bullying	Number of Reponses
Ego	21
Jealousy from bully towards victim	13

Lack of problem solving	10
Bullies have weak or shaky personality	6
Have poor emotional intelligence	3

SEL Program Effectiveness

Regarding the program evaluation, students were asked about the knowledge and lessons they learnt the most. They regard this as development of emotional intelligence, having feelings and empathy towards others, self-awareness, learning to be humble while still preserving one's ego. Some see this as social awareness, social intelligence and understanding others and self and skills development.

Table 7- *Knowledge and Lessons Learned*

Knowledge and Lessons they Learnt	Number of Responses
Emotional Intelligence, having feelings and empathy towards others	34
Self Awareness	24
Humble Vs. Ego	22
Social Awareness, Social Intelligence and understanding others	18
Self & Skills	7

As for the answers related to capturing their attitude change regarding bullying, some argue that they will not care but will rise above and not gave weight to a bully and will not reply. Others believe they will wait and think before reacting or responding and be patient and even forgive the bully.

Table 8- *Attitude Change*

Attitude Change	Number of Responses
Won't hurt or annoy anyone	19
Rise above and not give weight to bully and won't reply	14

Wait or think before reacting or responding and be patient	14
Putting myself in the other's shoes	13
Forgive the bully	10

As for the answers related to stating their actions if faced with bullying-related situations, some say they will defend the victim and try to solve and stop the fight, as a bystander. Others adopt a passive attitude saying that they will either report to someone or be quit and run.

Table 9- *Actions*

Actions	Number of Responses
I will defend the victim and try to solve and stop the fight, as a bystander	50
Stand up, express to the bully and ask him to stop, as a victim	25
Guide and advise the bully and/or the victim	12
Report to someone, as a victim	7
I will not face the bully, be quiet or run, as a victim	7

When asked about their ability to express themselves and connect with their classmates, the majority said they would. Some made reservations about being able to express themselves.

Table 10- *Ability to Express and Connect*

Ability to Express and Connect	Number of Responses
Yes	49
I felt I was I able to connect with my classmates but not really able to express	5

myself

| I felt I was able to express myself but not really able to connect with my classmates | 4 |
| I didn't really feel that I was able to connect nor express myself among my friends | 3 |

And when finally asked if they thought that such SEL program was beneficial and brought them a different experience, the vast majority responded favorable.

Table 11 - *Students Evaluation*

Students Evaluation	Number of Responses
Yes	57 (93.4%)
No	4 (6.6%)
N/A	1

With some special comments:

"Yes, because it doesn't make our mind memorize it makes our heart work" (33)

"Yes because I learnt to feel the emotion of the one that I talk with. I became able to express my emotions" (18)

"Of course, it was the best program I have ever seen. It was a very good program, I feel relaxed, I don't want it to finish." (58)

"Yes, because previous programs didn't speak about these things such as self vs. skills" (17)

"Of course, it will change my bullying life" (27)

"This is the best program in the world with no exaggeration, and I wish that it happens again any time soon." (11)

"Emmkan has different program and it was so different." (10)

"Yes, of course it's a very important program that everyone should know about. I'm so happy joining this program. I hope my classmates change as I did because it's an important program for character building" (20)

"I feel better now because I got a chance to express myself and understand my classmates better. Thank you for listening to me." (63)

"I hope that this program reaches the world." (5)

Most Significant Changes

Since students (1-15) got to answer some common questions in the pre and post program interview and survey. Table-2 shows the main significant changes in the students' responses as a result of their exposure to the program.

Table 12- *Comparison of some student responses before and after the program*

Student No.	Perception on	Pre-Program	Post Program
1	Bullying	Superior to others	Hurts feelings
1	Victim	Just listens and doesn't react	Feels hurt and go through negative feelings
1	Factors that Cause Bullying	Just for the fun of it	Ego
3	Bullying	Teasing and Hitting	Hurts feelings
3	Bully	Influenced by friends	Hurts others
3	Victim	Does not have dignity	Feels hurt
4	Bullying	Hitting, teasing, disrespect	Bad treatment with no love
4	Victim	Smart, humble, Liked by others	Oppressed

5	Bullying	Bothering and ruining something you do	Bothering and hurts feelings
8	Factors that Cause Bullying	Superiority and feeling stronger	Ego
9	Victim	Sometimes he accepts it	I sympathize with the victim
10	Victim	Weak, some respond back, some forgive. Doesn't know how to respond. (Action)	Humble, kind, good, and patient (Person)
11	Victim	Does not accept, some respond back	Feels hurt, strong
12	Factors that Cause Bullying	Lack of Bullying Education	Jealousy from Bullying towards the victim
13	Bullying	Bad treatment with no love	Hurts feelings
14	Factors that Cause Bullying	Superiority and feeling stronger	Ego
15	Bully	Mentally ill and pressured	Mentally ill, has ego, doesn't have same skills, doesn't have self-awareness
15	Factors that Cause Bullying	Bullies have low self confidence	Ego

Generally, most students' answers can be divided into two main forms. First, they used new terminologies that better explain their thoughts on bullying, which were inspired from the sessions (Self-awareness, Ego, etc.). The other form of answers had an

emotional and empathetic perspective, like for example considering the feelings aspect and how bullying hurts the   feelings of the victim. Also several comments regarding the victim showed more elaboration on the victim's personality and emotions rather than their apparent reactions towards bullying.

Values and Importance of the Program to the Target Audience

The main approach of the program was to integrate the social and emotional dynamics in the students' learning experience. The program, as viewed by the students, was different because it used a non-traditional method in delivering an anti-bullying prevention series of workshops. The workshops did not rely on informative presentations, which lecture the students on the Dos and Don'ts on bullying. But the program rather challenged the students to go through actual social and emotional-based learning experiences in order to understand and connect deeper with the topic, themselves, and their classmates. Such issue, bullying, evokes social and emotional aspects, hence developing the students' social and emotional intelligences is only relevant to deal with such phenomena. The main desired output of the program is for the students to enhance their ability to experience and manage their emotions. Along with their emotional development, the students need to develop a sense of social awareness and realize that their actions do make a difference to others. When they realize that others have feelings as well as they do, they start perceiving bullying differently.

V.   Discussion & Conclusions

Prevention of Fostering Future Terrorists and Criminals

One of the most important analyses that were drawn since the early stages of the development of the study of this topic in the literature, was how bullying was linked to terrorism. The bully as described by many students is simply someone who inflicts harm to others. It was suggested that the bully seeks attention and approval from others, and that he or she lacks self-confidence. So it can be deduced that people who join terrorist or crime groups are citizens who suffer from low self-esteem who adopt extreme ideologies that support racism and acts of violence to innocent civilians, and by joining such groups they receive the social acceptance they seek. In other words, they harm a group of people in order to be able to fit in another one. How could schools not take responsibility of the

students' social behavior? If students were raised in an environment where they just did what they feel like doing in terms of crossing social boundaries, how do we expect that they do not become sexual harassers?

As (Newman, 2007) drew relations between bullies and criminal convictions, it is hard not to reflect on the region and country's deterioration in the spread of home violence, street crime, sexual harassment, and terrorist groups.

Eradicating terrorism should be done by Education not weapons. But not through academic education since technology and scientific advancement could still be used for the harm of mankind, but hopefully through effective implementation of Social Emotional Learning.

Emotional and Social Contexts

As Zins (2007) noted that learning is a social process happening in a social place, the school. We should then consider the social dynamics that are being formed at every inch of the school. Almost all students and teachers mentioned that bullying cases mostly occur in the playground. The idea that learning happens only in the classroom is yet another limitation imposed by the assessment driven educational system, that the only place to prepare for the test score is inside the classroom. Hence between the lessons, the break time, or even during the school bus transportation are all of minimal or no need of attention. How much are the students monitored? Would they be assessed for their social dealing or would the school wait for an extreme case to happen in order to take a corrective action?

(Schuman, 2013) mentioned the influence of adult supervision in different social contexts and how this limits the occurrence of bullying. As much as schools invests in bringing in teachers for academic development, students do need SEL facilitators who could train them on how to develop their social emotional skills as well as educate them with the needed theories.

Influence on Academic Progress

The educational system still does not respect that the emotional wellbeing of a student does influence the student' ability to learn. Some students mentioned how they felt uncomfortable sharing their answers in class since they were called names, or even

ask if they didn't understand a teacher's point. Why do schools still neglect the role of social and emotional development?

As (Durlak, 2011) states that the implementation of SEL programs increases the percentile of academic test scores, education should include the social and emotional dynamics to the cognitive related development.

Main SEL Components

As Zins, (2004) described, the 5 main skills that SEL adopts are: self-awareness, social awareness, self-management, problem solving, and relationship management. Each of these skills played a role during the program. Unexpectedly, problem solving was one of the most noticed skills that indicated its high correlation with bullying. For example, many students stated that the main challenge that the bully faces is his/her in ability to resolve their own problem. Commenting on that, they believe that many bullies are pressured and suffer from problems that they can't solve, hence these problems affect their behaviors leading them to bully other people. Another very noticed issue related to problem solving, was the great helplessness the victims experience when being bullied. Victims do not know how to solve the problem; they do not know what to do exactly and how to deal with the situation.

Defining and Identifying Bullying

Relating to Kazarian & Ammar, (2013) remarks on not finding adequate translations for bullying, such issue was demonstrated during the program especially at its early stages of implementation. Students needed to understand what the term means, and then they were able to identify it and relate to it. It is now easier for the students to point out bullying incidents and notice them occurring instead of normalizing such behavior and not having a label on it.

The Ego Trap

This part of the program addressing the differences between being egoistic and being humble was very relatable to the students according to their post-program comments. Very important remarks were addressed at this part where they felt that they needed to revisit their wirings on how they should be perceiving themselves against their skills and that they should deal with people knowing that none of them has a higher status or privilege than the other Kazarian & Ammar, (2013).

Self-management and the ability to monitor and modify one's feelings

Denham and Brown (2010) described the aspects of SEL, one of which is the ability to identify and manage one's feelings. It was very interesting to notice how students were sharing that one of their significant weak points was anger management and that they couldn't control their temper, which led to the occurrence of bullying at many times. If students are able to manage and deal with their feelings and control their outputs then the way their social experience will manifest will be completely different. At least students will be able to stop inflicting harm on others consciously and continuously.

Personal challenges not lack of empathy

Nobully.org, (2016) suggested that based on strong scientific research and draws upon research findings that humans are wired for empathy and that a bully goes through personal challenges that lead him to act accordingly. Many students' responses even suggest the same. The program's results would also agree that humans are wired for empathy and that every student who was able to express and connect on an emotional level did have a satisfactory learning experience. Students who were able to have an emotional experience not only vowed not to harm their friends, but also to protect their classmates if faced with bullying.

School Policies on Bullying

Many bullying cases occur because students want to take revenge. Other times students reported that after reporting to the school officials, they were disappointed because they didn't feel that justice prevailed. Serious and clear polices that prevent bullying should be formulated and followed, and act as the backbone of all teachers and supervisors responses to reports received from victims or bystanders.

Role of Teachers

There are two main thoughts concerning the role of the teachers. First is that the solution shouldn't rely on them as their responses might add to the problem (Bauman & Rio, 2006). Also because students need to learn how to deal with bullying on their own and put their SEL skills to practice. Second thought is that teachers should follow the previously suggested school's policy framework on bullying and not allow any form of transgressions.

Role of Parents

Almost all students agreed that parents play a vital role in contributing to the issue or the solution. Students have shared that they usually go to their parents as soon as they believe that the school will not take effective actions against the bully. It was mainly the teachers who shared the big factor that parents play. Especially if the relationship between the parents is suffering, this instantly shows on the bully who later on carries such distress on other students. It is also important to realize that parents' emotional support and wellbeing to their children do make a difference in influencing the victim's own wellbeing (Abdirahman et al., 2012).

Role of Bystanders

Bystanders play a huge role in the act of bullying. Throughout the program, the students were able to identify with this aspect and the positive notes on their developed perception regarding the role of the bystanders are very rewarding. The students' sense of proactivity is a vital mindset for succeeding in preventing bullying and a trait that is needed for a sustainable community. The negative effect of bystanders was drawn by (Doll et al., 2004) where it was pointed out that they add to the problem rather than bringing a solution. Although that might be the standard behavior of bystanders, such mentality can transform if projected to an effective SEL program that enables the students to feel empathy towards each other and become able to make a difference.

Conclusion:

Schools can't keep on ignoring the students' social and emotional needs as the schools' culture should transform from grades centered to learning centered. School need to do such transformation not through slogans and vision statements that have nothing to do with what happens on the real ground, but with tangible changes in their contexts. The education of SEL should be prioritized and be delivered to students, teachers, and even parents. The framework of schools should deal strictly with bullies, and offer support for the victims. Schools should not acknowledge the existence of the bullies within the school premises with no observation or providing special attention and intervention. If all schools have worked on effectively solving the issue of bullying, I believe that this will be one of the greatest contributions to the society. The citizens of the society will learn how to tolerate each other, respect one another, and live in a homogenous community, which will enhance the wellbeing of the individual and the group. At the end of the day

the students enrolled in schools are human beings, hence we should not deal with them according to their numerical outputs. We should respect their humane side by providing them with the appropriate environment for that in order to expect them to demonstrate change in the social and emotional interactions.

Limitations:

First limitation was the school's location, which needed 2 hours to reach from Giza by car. Second limitation was students' proficiency of English. Most of the interviews and surveys were either filled in Arabic, which required further translations to English, or filled with poor spelling and grammatical structure not to mention that we had to translate the terminologies used in the content, which was developed in English. Third limitation was that many students did not know the meaning of the term 'bullying' in English, which already was challenging to find a suitable Arabic translation for such word. So translation of 'bullying' had to include examples explaining the concept. Fourthly, the challenge with some of 1A's students whom their level of interest and maturity were not matching the program's experience, also that their negative behavioral attitude evolved over the sessions and by the time an intervention was made it was late in the program. A fifth limitation is the lack of SEL facilitators. SEL facilitators need a certain set of competencies that would allow the students to open up and engage in such experience, key competencies are high social and emotional intelligences. Thus, the scalability of such program is challenged. This leads us to the sixth limitation, which was the need of the researcher in becoming the instructor of the program. The quality of the research might have been different if the researcher would have focused only on research and an instructor is focusing only on delivering the content. Thus, the seventh limitation would be regarding the post program evaluation survey. The students' responses when filling the post program survey might have been influenced knowing that the instructor is the one collecting the surveys.

Future Studies

One of the first priorities of future studies is the inclusion of teachers and parents in resolving this issue. Regarding teachers, more interviews should be conducted in order to understand their status and challenges in dealing with bullying cases. Accordingly, providing training support for the teachers will be necessary as to sustainably deal with

the issue. As for parents, the level of awareness of bullying should be increased at homes especially with parents who use aggression or violence with their kids. Parents should learn how to deal with their children in a positive way that will reinforce positive behavior and attitude, which will be carried in other social contexts. Another focus area for future studies is how school policies deal with bullying and what kind of polices would be adequate to support victims and effectively deal with bullies.

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Appendices

Appendix 1

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

To: Ahmed Sameh Said

Cc: Dena Riad & Salma Serry

From: Atta Gebril, Chair of the IRB

Date: Oct. 7 , 2017

Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "**Developing an Effective Social Emotional Learning Program Towards a Bully Free School Environment: An Evaluative Study in Egyptian Private Schools,**" and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Ashraf Hatem. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu

Institutional Review Board
The American University in Cairo
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Appendix 2

جمهورية مصر العربية

الجهاز المركزى للتعبئة العامة والإحصاء

قرار رئيس الجهاز المركزي للتعبئة العامة والإحصاء
بالتفويض
رقم (٢٣) لسنة ٢٠١٧

فى شأن قيام الباحث / أحمد محمد سامح محمد سعيد - المسجل لدرجة ماجستير الآداب فى التربية الدولية والمقارنة بالجامعة الامريكية بالقاهرة - بإجراء دراسة ميدانية بعنوان : (تنمية برنامج فعال للتعليم النفسى والإجتماعى لمواجهة التنمر بالمدارس الخاصة) .

رئيس الجهاز

- بعد الإطلاع على القرار الجمهورى رقم (٢٩١٥) لسنة ١٩٦٤ بشان إنشاء الجهاز المركزى للتعبئة العامة والإحصاء.
- وعلى قرار رئيس الجهاز رقم (٢٣١) لسنة ١٩٦٨فى شأن إجراء الإحصاءات والتعدادات والاستفتاءات والاستقصاءات.
- وعلى قرار رئيس الجهاز رقم (١٣١٤) لسنه ٢٠٠٧ بشأن التفويض فى بعض الاختصاصات.
- وعلى كتاب الجامعة الامريكية بالقاهرة - الوارد للجهاز فى ٢٠١٧/١٠/٩

قــرر

مادة ١: يقوم الباحث / أحمد محمد سامح محمد سعيد - المسجل ماجستير الآداب فى التربية الدولية والمقارنة بالجامعة الامريكية بالقاهرة - بإجراء الدراسة الميدانية المشار اليها عاليه.

مادة ٢: تجرى الدراسة على عينة حجمها (٧٠) سبعون مفردة موزعة كالتالى:

٦٥ مفردة من طلاب الصف الأول والثانى الأعدادى .   ٥ مفردة من المعلمين .

وذلك بمدرسة رسالة للغات بالعبور التابعة لأدارة بنها التعليمية بمحافظة القليوبية .

مادة ٣: تجمع البيانات اللازمة لهذه الدراسة بموجب الاستمارات المعدة لذلك والمعتمدة كل صفحة منها بخاتم الجهاز المركزى للتعبئة العامة والإحصاء وبياناتها كالآتى :

الإستمارة الأولى : مقابلة مع المدرسين (قبلى) وعدد صفحاتها صفحتان.
الإستمارة الثانية : مقابلة مع الطلبة وعدد صفحاتها صفحتان .
الاستمارة الثالثة : دراسة تقيمية مع الطلبة (بعدى) وعدد صفحاتها صفحتان .

مادة ٤: تقوم مديرية التربية والتعليم بمحافظة القليوبية – وتحت أشراف أدارة الامن بها بتيسير اجراء هذه الدراسة الميدانية - مع مراعاة الضوابط الخاصة بتقييم درجة سرية البيانات والمعلومات المتداوله بمعرفة كل جهه طبقا لما جاء بخطة الامن به

مادة ٥: يراعى موافقة مفردات العينة واولياء أمور التلاميذ- وسرية البيانات الفردية طبقا لقانون الجهاز رقم (٣٥) لسنة ١٩٦٠ والمعدل بالقانون رقم (٢٨) لسنة ١٩٨٢ وعدم استخدام البيانات التى يتم جمعها لأغراض أخرى غير أغراض هذه الدراسة

مادة ٦: يجرى العمل الميداني خلال شهرين من تاريخ صدور هذا القرار .

مادة ٧: يوافى الجهاز المركزى للتعبئة العامة والإحصاء بنسخة من النتائج النهائية لهذه الدراسة

مادة ٨: ينفذ هذا القرار من تاريخ صدوره.

صدر في: ١٥ / ١٠ / ٢٠١٧

محمد ممدوح محمد
مدير عام الإدارة العامة للامن

Appendix 3

Pre-program Students Interview

Name:

School Year:

1-How would you define the following terms, you could use any words or drawings to express your thoughts and emotions:

Bullying

Bully

Bullying Victim

Bystander

2-Do you consider bullying to be a major problem in your school? Explain.

3-Describe any bullying experiences you witnessed or have gone through in your school.

4-To what extent do you think bullying is a serious problem in the society?

5-Describe when and where does bullying occur the most in your school?

6-From your point of view, why do you think bullying occurs?

7-Do you think your school environment plays a role in bullying? Explain.

8-Do you think parents play a role in bullying? Explain.

9-Describe any attempts to eradicate bullying in your school and mention whether they were successful or not?

10-Do you feel you have a strong emotional connection with most of your classmates?

11-Do you feel that you are able to express yourself clearly among most of your classmates?

12-Do you feel that you are able to deeply understand most of your classmates?

Appendix 3.1

Pre-program Teachers Interview

Name:

School Years Classes:

Years working in this school:

1-How would you define the following terms, you could use any words or drawings to express your thoughts and emotions:

Bullying

Bully

Bullying Victim

Bystander

2-Do you consider bullying to be a major problem in your school? Explain.

3-Describe any bullying experiences you witnessed in your school.

4-How do you normally deal with bullying incidents?

5-To what extent do you think bullying is a serious problem in the society?

6-Describe when and where does bullying occur the most in your school?

7-From your point of view, why do you think bullying occurs?

8-Do you think your school environment plays a role in bullying? Explain.

9-Do you think parents play a role in bullying? Explain.

10-Describe any attempts to eradicate bullying in your school and mention whether they were successful or not.

11-Do you feel you have a strong emotional connection with most of your students?

12-Do you feel that your students have a strong emotional connection with each other?

13-Do you feel that the students are able to deal and communicate with each other effectively?

Appendix 3.2

Post Program Evaluation Survey

Name:

School Year:

1-How would you define the following terms, you could use any words or drawings to express your thoughts and emotions:

Bullying

Bully

Bullying Victim

Bystander

2-What have you learnt throughout the program that you believe will forever influence your attitude towards bullying?

3-What actions are you willing to take if you encounter any bullying incident as a victim?

4-What actions are you willing to take if you encounter any bullying incident as a bystander?

5-What would prevent you from bullying someone?

6-From your point of view, why do you think bullying occurs?

7-Do you feel that this program was beneficial for you?

8-Do you feel that Emmkan's SEL program is different than other anti-bullying programs you were previously exposed to?

9-Do you feel that you were able to connect more with most of your classmates throughout the program?

10-Do you feel that you were able to better express yourself among most of your classmates?

11-Open space. (You can openly share your reflections and thoughts in any way you would want)

Appendix 4

Students Consent Form with Parent's Signature

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: *Developing an Effective Social Emotional Learning Program Towards a Bully Free School Environment: An Evaluative Study in Egyptian Private Schools*
Principal Investigator: Ahmed Sameh Said/ ahmed.m.sameh@aucegypt.edu 01005755248

*You are being asked to participate in a research study. The purpose of the research is to design an effective program that could be used in schools to eradicate bullying and the findings may be *published, presented, or both*. The expected duration of your participation is 1 week.
The procedures of the research will be as follows: 1 interview before the program implementation and another survey after the program implementation.

* *Some students will be asked to privately share their personal bullying experiences, which might cause a bit of discomfort to some students. I, the researcher, however have prepared methodologies on handling and transforming the students' emotional frustration to a positive experience using Social Emotional Learning theories.*

*This research supports my thesis study on finding an effective SEL based anti-bullying program, which means you can be a reason behind stopping bullying in your school. Nonetheless, this study might enhance the students' social and emotional wellbeing and accordingly their academic performance.

*The information you provide for purposes of this research *is confidential*.

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Student's Name   _____

Student's Signature   _____

Parent's Name   _____

Parent's Signature   _____

Date   _____

Appendix 4.1

Teachers Consent Form

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: *Developing an Effective Social Emotional Learning Program Towards a Bully Free School Environment: An Evaluative Study in Egyptian Private Schools*

Principal Investigator: Ahmed Sameh Said/ ahmed.m.sameh@aucegypt.edu 01005755248

*You are being asked to participate in a research study. The purpose of the research is to design an effective program that could be used in schools to eradicate bullying and the findings may be *published, presented, or both*. The expected duration of your participation is 1 week.

The procedures of the research will be as follows: 1 interview before the program implementation and another survey after the program implementation.

* *Some students will be asked to privately share their personal bullying experiences, which might cause a bit of discomfort to some students. I, the researcher, however have prepared methodologies on handling and transforming the students' emotional frustration to a positive experience using Social Emotional Learning theories.*

*This research supports my thesis study on finding an effective SEL based anti-bullying program, which means you can be a reason behind stopping bullying in your school. Nonetheless, this study might enhance the students' social and emotional wellbeing and accordingly their academic performance.

*The information you provide for purposes of this research *is confidential*.

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Teacher's Name   _____

Teacher's Signature   _____

Date   _____