The relationship between styles of abnormal parenting treatment and school bullying among primary school students

BY

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العلاقة بين أساليب المعاملة الوالدية غير السوية والتنمر المدرسي
لدى تلاميذ المرحلة الابتدائية

ملخص

تهدف هذه الدراسة إلى تحديد العلاقة بين استخدام أساليب المعاملة الوالدية غير السوية والمتمثلة في التشدد وعدم الاتساق والتسلط والإهمال والتنمر المدرسي لدى تلاميذ المرحلة الابتدائية.

وتنتمي هذه الدراسة إلى الدراسات الوصفية التحليلية ، واعتمدت الباحثة علي منهج المسح الاجتماعي بالعينة وتمثلت أداة الدراسة في مقياس أساليب المعاملة الوالدية غير السوية ومقياس التنمر المدرسي مطبقة على تلاميذ المرحلة الابتدائية بدولة قطر من الذكور والإناث وعددهم (364) .

وتوصلت الدراسة إلى أن مستوى أبعاد أساليب المعاملة الوالدية غير السوية لدى تلاميذ المرحلة الابتدائية ككل كما يحددها تلاميذ المرحلة الابتدائية منخفض ، وأن مستوى أبعاد التنمر المدرسي لدى تلاميذ المرحلة الابتدائية ككل كما يحددها تلاميذ المرحلة الابتدائية منخفض ، وإنه توجد علاقة طردية دالة إحصائياً بين أساليب المعاملة الوالدية غير السوية والتنمر المدرسي لدى تلاميذ المرحلة الابتدائية.

الكلمات المفتاحية:

أساليب المعاملة الوالدية غير السوية– التنمر المدرسي – طلاب المدارس.

The relationship between styles of abnormal parenting treatment and school bullying among primary school students

Abstract

This study aimed to determine the relationship between the use of abnormal parental treatment styles (represented in extremism, inconsistency, authoritarian, neglect) and school bullying among primary school students.

The study belonged to the descriptive and analytical studies, and the researcher relied on the social survey method by the sample. The study tools were the scale of abnormal parental treatment styles and the scale of school bullying applied to primary school students in the State of Qatar, who are (364) males and females.

The study found that the level of the dimensions of abnormal parental treatment styles among primary school students as a whole as determined by the primary school students was low, and that the level of school bullying dimensions among primary school students as a whole as defined by them was low, and that there was a statistically significant positive relationship between the abnormal parental treatment styles and school bullying among primary school students.

key words: Styles of abnormal parental treatment, school bullying , school students.

The study Problem:

The family represents the cornerstone of the social structure as it is the focal point on which the rest of the other social systems in society depend. It also exercises social control that has importance on its members, and this control comes from the aspect of the social upbringing that the family provides to its members (Alsayed, 2014, 20).

So the family is the building block, and the first in society is that its cohesion or collapse results in the cohesion or collapse of society, rather it is an essential part of the system of life in society, hence it can be said that there is no society where there is no family, and accordingly we find that all members of the family enjoy in confronting each other rights and duties (Abdul Sattar & Rashed, 2019, 3).

The family is considered one of the smallest social units in society, and in spite of that it is considered the basis of society, through which the early childhood stage begins, which is considered one of the most important stages in life, as it represents the basis for building personality and in which the child acquires habits, language and ways of thinking, and the features of his future personality are evident and in the embrace of the family the child feels belonging.

The child learns how to deal with others, and one of the important effects of the family on the child is the effect on his psychological development, as the family is largely responsible for his personality traits and therefore a stable family contributes to satisfying the various needs of the child and acts as a happiness factor for him or

her, and on the contrary, a troubled family is fertile ground for behavioral deviations and psychological disorders (Bani Jaber, 2011, 105-106).

The styles of proper parental treatment help children to rely on themselves and feel independence and academic excellence Alkhatib (2013), and they also help to increase children's motivation for age achievement Alomari (2018), as well as proper methods such as stability in treatment and counseling help children not show depressive symptoms (Abbas & Abdel-Khaleq , 2005).

On the contrary, the styles of improper parental treatment of children, such as neglect, cruelty, excessive interference, humiliation, and discrimination in treatment, lead to disturbances in the personality of children and make them feel worthless and be more vulnerable to deviation (Abu Zaid & Abdul Hamid, 2015, 177), the study confirmed Alnajem (2007) And Alharthi (2018), Alkhatib (2013) and Alomari (2018), that the styles of improper parental treatment such as bullying and militancy lead to the inability of children to family compatibility, weak social interaction with colleagues and all those around them, increase their psychological and social problems, weak educational achievement and increase the likelihood of them being subjected to delinquency .

The styles of parental treatment and the family environment have a great impact on children acquiring many negative behaviors such as bullying behavior. Students who are bullying suffer from cruelty and neglect, and they also lack parental tambourine. Homes where parental bullying and abuse in treatment are rampant in general produce aggressive children by their nature that are bullying to their

colleagues and ee violence is the best way to survive (Eldesouki, 2016, 24).

On the contrary, the supportive family environment for their children, which is characterized by cohesion, family support, and encouragement for children, reduces the likelihood that their children will bully their colleagues and this is confirmed by the study of Sidiropoulou & et.al (2020) Lietz & et.al (2020) Bowes & et.al. (2010) Goncalves & Fernandes (2016) Gharib (2018), Al-Sabban & et.al (2018), Abdel Fattah (2018).

There are many styles of abnormal parental treatment, including domination, which is based on excessive control of children's behavior and strictness in their treatment, obliging them to blind obedience, obeying the orders and prohibitions dictated to them, and obeying the instructions imposed on them by the parents in a way that does not allow them the opportunity to express their views independently (Alkhafaf , 2013 , 258).

This style is reflected in the behavior of children and makes them vulnerable to bullying behavior towards their colleagues, and this is confirmed by the study Nwafor & et.al. (2020) Sidiropoulou & et.al. (2020) Cross & Barnes (2014) Povedano & et.al. (2011) in addition to the study both Hassoun (2018), Al-Sufi and Almaliki (2012), however, Ahmed study (2018) disagreed with them, as it emphasized that there is no relationship between parents' bullying of their children and their practice of bullying behavior on others.

One of the styles of abnormal parental treatment is also negligence, which means leaving the children without direction to adhere to the standards and culture of society, ignoring approval or encouraging

their wrong behavior or holding them accountable for inappropriate behavior (Almuqati, 2018, 36). Parents' neglect leads children to their practice. Bullying behavior towards others as it is not directed at them by the family, and this was confirmed by Aenheka & et.al. (2020) Gur & et.al. (2020) Cross & Barnes (2014) and Abdul Hadi (2018) study, Gully and Alaqili (2018)), Alsufi and Almaliki (2012), Al-Sabban (2018) Ahmad (2018).

Among the abnormal educational styles that parents use with their children and lead to bullying are strict treatment of children and the practice of violence against them, as confirmed by the study of Nwafor & et.al. (2020) Subramaniam & et.al. (2019) and the study of Abdul Hadi (2018), and the study of Hassoun (2018) , Abdel Fattah (2018) and Alsufi & Almaliki (2012) disagreed with them , in which they emphasized that the practice of violence and extremism do not lead to the children's practice of bullying behavior, and this may be due to their fear of punishment.

Also, among the styles of abnormal parental treatment is also the lack of consistency in the treatment of children and the fluctuation in their treatment and their fluctuation in his treatment between softness and intensity or acceptance and rejection. This style includes the instability of the father and mother in terms of using styles of reward and punishment so that the child may be punished for a specific situation and be rewarded for it at a time. Another of what makes him or her lose the ability to determine right and wrong positions in his or her dealings with others (Musa, 2016, 92) and this style leads to the practice of bullying children, as confirmed by the study of Subramaniam & et.al. (2019) and the study of Gully and Alaqili

(2018), and the study of Alsufi & Almaliki (2012) disagreed with them.

Bullying greatly affects the mental health of children, their quality of life and their level of academic achievement, and children who are bullied feel alienated from myself in school and are more likely to drop out, feel lonely, restless, and think about suicide (Alaskari & et al., 2020, 24).

Social work is one of the social professions that aim to help people and provide social services to them in order to better fulfill their roles and jobs. It works with other professions to bring about social and economic change in order to achieve the goals of this society in terms of cohesion, care, production and progress (Abo El-Nasr, 2017, 15). The social work profession seeks to provide social care in general in all fields of professional practice, on the basis that this profession works with individuals and organizations and provides them with services, resources and job opportunities (Abo El-Nasr, 2017, 15).

Social work aims to increase the effectiveness of this coordination to carry out its functions on the basis of mutual relationship It is a method of work and a professional perspective for practice (Hanna, 2010, 73-74). Social work plays an important role in mitigating the effects and problems facing the consistency of dealing.

Social work is distinguished from other sciences with this feature, as it aims to achieve a problem-solving process and improve clients' abilities to comply with their problems and aims to connect clients with the systems that provide them with services and resources, and its goals are to improve the effectiveness of those consistency and

giving more humanity to its services. Social work is a distinct and unique profession that aims to help individuals when needed, using any ethical means (Habib & Hanna, 2011, 244).

Based on the above, the study problem can be determined in studying the relationship between the use of styles of abnormal parental treatment, represented in extremism, inconsistency, authoritarian , neglect and school bullying among primary school students, whether it is verbal, psychological, or social and physical bullying, with a set of suggestions within the framework of the generalist perspective of social work profession to improve styles of parental treatment of children and reducing school bullying among students.

Aims of the study:

The main aim of the study is determining the relationship between the styles of abnormal parenting and school bullying among primary school students.

The following are the sub-aims of the study emerging from this main aim :

1- Determining the relationship between the style of extremism and school bullying among primary school students.

2- Determining the relationship between inconsistency and school bullying among primary school students.

3- Determining the relationship between authoritarian and school bullying among primary school students.

4- Determining the relationship between school neglect and bullying among primary school students.

The importance of the study:

1- The importance of the study stems from the importance of the family and its preservation, as the family is the primary pillar for the society building and it is the most important coordination of society and in its goodness, society is reformed, progressed, and its development plans are realized.

2- The styles of inappropriate parental treatment and school bullying are serious social and societal problems with negative effects on families, schools and society as a whole.

3- The scarcity of studies that have been concerned with the relationship between styles of abnormal parenting and school bullying in the Qatari society within the limits of the researcher's knowledge.

Study hypotheses:

The main hypothesis of the study is determined in: There is a statistically significant direct relationship between the styles of abnormal parental treatment and school bullying among primary school students.

The following are the sub-hypotheses of the study emerging from this main hypothesis:

1- There is a statistically significant positive relationship between the style of extremism and school bullying among primary school students.

2- There is a statistically significant positive relationship between the style of inconsistency and school bullying among primary school students.

3- There is a statistically significant positive relationship between authoritarian and school bullying among primary school students.

4- There is a statistically significant positive relationship between the style of school neglect and bullying among primary school students.

Study concepts:

● **The concept of abnormal parental treatment styles :**

Parental treatment styles mean the method used by parents to form a two-way relationship between them and their children by mutual, continuous and constant influence between the two parties from a sensory, emotional and emotional point of view in order to raise them in a sound upbringing (Alkhafaf , 2013, 258). They are the intended psychological and social methods practiced by parents. In their dealings with their children, which aim to bring about a change or amendment in the child's behavior or to give him a new behavior in line with their standards or levels (Almaqati, 2018, 34).

The most important styles of abnormal parental treatment are as follows :

1- Toughness: It means strictness and severity in dealing with children and the use of hitting or threatening with it as a basic tool in education and directing to desired behavior or modifying behavior that violates the standards of society's culture (Almaqati, 2018, 36).

2- Inconsistency (fluctuation in treatment): It is intended to use more than one style in dealing with the same situation if it is repeated by the son and not to continue with one plan in

dealing with him. One of them is hardening while the other (Alkhafaf , 2013, 264).

3- Authoritarian : It is a method characterized by the use of harsh styles that restrict the freedom of the child and restrain him and do not accept his mistakes and punish them for them (Alzahrani, 2020, 221).

4- Neglect: It means parents avoid interacting with children and leave them without encouragement for the desired behavior or hold them accountable for the undesirable behavior, in addition to leaving them without guidance for what they should do or avoid (Alkhafaf, 2013, 264).

In this study, the researcher intends the styles of abnormal parental treatment as the wrong styles used by parents in raising their children, represented in strictness, which means the use of parents styles of physical or moral punishment such as beating or insulting and imposing restrictions on them inside the home, and also lack of consistency and means the absence of fixed standards to deal with children in similar situations and the existence of a difference and conflict between the mother and the father in the styles of parenting, the style of neglect, which means leaving the children without direction or attention, and the style of authoritarian, which means the fathers imposing their opinions on the children.

● **The concept of school bullying:**

Bullying means a physical or verbal attack towards others so that it includes threats and physical interaction based on physical strength, facial expressions, and words that carry meanings that cause distress and pain for victims who are not considered to provoke or provoke

others to do this behavior with them (Alabadi, 2020, 18) as it is a method of control. On the other person, it is a physical or verbal harassment between two people of different power, in which the stronger person uses physical and psychological methods to humiliate, embarrass and oppress someone (Abu Aldiyar, 2012, 33). Bullying is an antisocial and abnormal behavior, and it is often an aggressive behavior. This behavior is widespread in the child's relationships with other children, and it usually spreads across the school environment (Al-Subhayin and Al-Qudah, 2013, 10).

The researcher defines school bullying in this study as a form of violence and abuse that is directed by a person or a group of persons towards a person or group of less powerful people and takes a verbal, psychological, social or physical form of insulting, threatening, mockery of others, insulting and harassing them and lending an opinion to them by force And he struck them and quarrels with them.

Theories explaining the relationship between abnormal parenting styles and school bullying:

The Psychoanalytic theory:

This theory confirms that the bullying student lives a harsh family life, as he is a creation and religion practices against him in terms of punishment and abuse, and it is the product of a family in which a father practices violence and abuse towards his children and his wife. And influence and control others (Eldesouki, 2016, 30).

The Behavioral theory:

This theory considers that bullying is a socially educated behavior by observing children's patterns of parental behavior, as styles of

socialization have a large role in this behavior, whether direct or indirect, intended or unintended, such as the parents 'directives towards their children's aggression or the presence of aggressive models and role models in front of children tend to imitate these behaviors (Alsubhiyyin & Alqudah, 2013, 49).

Methodological framework for the study:

Study Type / Kind :

This study belongs to descriptive and analytical studies, where it aims to determine the relationship between the use of styles of abnormal parenting treatment and school bullying among primary school students.

Study Method :

The study relied on the social survey method by sample for male and female students of the North Doha Educational Administration in the State of Qatar.

Study Fields / Limits :

1- **The Spatial field / limit :**

The Doha North Educational Administration in the State of Qatar, as it is one of the largest educational administration in the State of Qatar, in addition to their consent to conduct studies in its affiliated schools.

2- **The human field / limit :**

The study was applied to a sample of students enrolled in the sixth grade of elementary school in order to be able to answer the questions of the two scales, as their number reached 364 for the academic year 2020/2021

Table No. (1)

Distribution of students to schools

Number of students	School
53	Al Nahda Primary Girls School
57	Khawla Bint Al Azwar Primary Girls School
52	Al Markhiya Primary School for Girls
59	Umm Salal Muhammad Primary Girls School
64	Hajar Primary Girls School
46	Al Qadisiyah Primary Boys School
33	Hateen Model Primary School for Boys
364	Total

3– **The Time field / limit** :

The data collection period for the study took place in October and November 2020.

 Study tools:

The data collection tools are:

1– **The scale of abnormal parental treatment styles among primary school students**:

 –The researcher designed a scale of abnormal parental treatment styles for primary school students, by referring to the theoretical heritage directed to the study, and by referring to previous studies to determine the expressions associated with the scale.

 –Then the dimensions included in the scale were defined, which were represented in four dimensions, namely: dimension of the extremism style, dimension of the inconsistency style, dimension of the authoritarian style, and dimension of the neglect style.

−Then the phrases for each dimension were identified and formulated, which reached (42) phrases. Its distribution is as follows: dimension of the style of extremism (11) statements, dimension of the style of authoritarian (10) phrases, dimension of the style of control (11) phrases, dimension of the style of neglect and dimension of the style of inconsistency (10) phrases.

−Logical validity has been relied upon by examining the literature and theoretical frameworks, then analyzing these literature, and studies in order to reach the different dimensions of the scale of abnormal parental treatment styles among primary school students.

−The apparent validation of the tool was performed after it was presented to (4) staff members of the Faculty of Social Work, Helwan University, and an agreement percentage of not less than (75%) was relied upon, and accordingly the form was formulated in its final form.

−The researcher also conducted statistical reliability for a sample of (10) vocabulary from primary school students in the study population using the Spearman − Brown equation for half segmentation, and the reliability coefficient reached (0.91), which is an appropriate level of statistical reliability.

2− **The scale of school bullying among primary school students:**

−The researcher built the school bullying scale for primary school students in its initial form, depending on the theoretical framework of the study and related previous studies, in addition to making use of some measures and questionnaire forms related to the subject of the study to determine the expressions that are related to the scale.

−Then, the dimensions included in the scale were defined, which were represented in four dimensions: verbal behavior, psychological behavior, social behavior, and physical behavior.

−Then the phrases for each dimension were identified and formulated, which reached (38) phrases. Its distribution is as follows: dimension of the verbal behavior (10) phrases, dimension of the psychological behavior (10) phrases, dimension of the social behavior (9) phrases, and dimension of the physical behavior (9) phrases.

−Logical validity has been relied upon by examining the literature and theoretical frameworks, then analyzing these literature, research and studies in order to arrive at the different dimensions of the school bullying scale of primary school students.

−The apparent validation of the tool was carried out after it was presented to (4) staff members of the Faculty of Social Work, Helwan University, and an agreement percentage of not less than (75%) was relied upon, and accordingly the form was formulated in its final form.

− The researcher also conducted statistical reliability for a sample consisting of (10) vocabulary from primary school students in the study population using the Spearman − Brown equation for half segmentation, and the reliability coefficient reached (0.89), which is an appropriate level of statistical reliability.

How to correct the scale of abnormal parental treatment styles and the school bullying scale among primary school students:

The researcher built the scale of abnormal parental treatment styles and the school bullying scale of primary school students and divided it into categories so that the results of the study can be reached

using the arithmetic mean where the data were coded and entered into the computer, so that the beginning and end of the three-scale categories are always (three degrees) sometimes (two marks), rarely (one degree).

To determine the length of the three scale cells (lower and upper limits), the range = largest value − lowest value (3−1 = 2) was calculated, divided by the number of scale cells to obtain the corrected cell length (2/3 = 0.67) and after that was added. This value refers to the lowest value in the scale or the beginning of the scale, which is the correct one, to determine the upper limit of this cell, and so the length of the cells became as follows:

Table No. (2)

Levels of arithmetic averages

Low Level	If the mean value of the phrase or dimension ranges from 1 to 1.67
Average Level	If the mean value of the phrase or dimension ranges from 1.68 to 2.34
High Level	If the mean value of the phrase or dimension ranges from 2.35 to 3

Methods of statistical analysis:

The data were processed by computer using the program (SPSS.V. 24.0) statistical packages for social sciences, and the following statistical methods were applied: frequencies, percentages, arithmetic mean, standard deviation, range, Spearman − Brown equation for half segmentation, simple regression analysis, Multiple regression analysis, Pearson correlation coefficient, coefficient of determination,

T-test of two independent samples, and one-way analysis of variance.

Study Results :

The first axis: Describe main characteristics of the study population:

Table No. (3)

Distribution of primary school pupils according to gender (n = 364)

%	F	Sex	No.
21.7	79	Male	1
78.3	285	Female	2
100	364	Total	

Table No. (3) shows that the largest percentage of primary school students is (78.3%), while males (21.7%).

The second axis: Dimensions of the styles of abnormal parenting among primary school students:

1- Dimension of the extremism style:

Table No. (4)

Dimension of the extremism style as determined by primary school pupils (N = 364)

Rank	Standard deviation	Arithmetic mean	Dimension of the extremism style	No.
5	0.79	1.39	I feel my parents' interference in choosing	1

			my friends	
2	0.82	1.88	I feel that my parents have harsh demands on hygiene and order	2
1	0.79	1.88	My parents do not allow me to impose my will on them	3
3	0.68	1.47	My parents prevent me from playing at home however I want	4
4	0.77	1.42	I hide my private secrets from my parents	5
11	0.45	1.21	My parents follow corporal punishment with me	6
10	0.47	1.23	I'm not encouraged by my father for anything good I do	7
9	0.42	1.23	My parents raised me for lack of confidence in myself and in my capabilities	8
8	0.53	1.27	My parents doesn't treat me like a friend.	9
7	0.53	1.31	Most of my requests were rejected by my parents	10
6	0.72	1.36	My father imposes restrictions on me playing inside furniture	11
Low Level	0.31	1.42	The dimension as a whole	

Table No. (4) shows that the level of the extremism style dimension as one of the dimensions of the styles of abnormal parental treatment of primary school pupils as determined them is low, as the arithmetic mean is (1.42), and the indicators of that according to the arrangement of the arithmetic mean: The first order does not allow my parents to impose my will on them with a mean of (1.88),

followed by the second order : I feel that my parents have harsh demands on hygiene and order , with a mean of (1.47) , and finally the last order : my parents follow the style of corporal punishment with me with a mean of (1.21).

2- **Dimension of the inconsistency style**:

Table No. (5)

Dimension of the inconsistency style as determined by primary school pupils (n = 364)

Rank	Standard deviation	Arithmetic mean	Dimension of the inconsistency style	No.
5	0.5	1.32	My parents sometimes treat me harsh and forgiving sometimes	1
3	0.6	1.4	There is a difference between the way my mother and father raised me	2
7	0.44	1.2	I feel flustered in my behavior because I cannot define what pleases my parents	3
4	0.77	1.39	My parents accept some behavior from me at certain times and does not accept it from me at other times	4
10	0.37	1.13	My father reprimanded my mother for not following the strict discipline in our upbringing	5
9	0.4	1.15	My mom lets me go to the cinema and the club while my dad doesn't approve	6

			of it (or vice versa)	
2	0.75	1.41	My father allows me to go against the decisions my mother makes about some of my behavior	7
8	0.39	1.15	My dad encourages me not to follow my mother's instructions regarding some of my actions (or vice versa)	8
6	0.51	1.28	My dad asks me to take my right in my hand while my mom calls me to reject this way (or vice versa)	9
1	0.76	1.49	I find it difficult to satisfy my mum and dad simultaneously	10
Low Level	0.4	1.29	The dimension as a whole	

Table No. (5) shows that the level of the inconsistency style dimension as one of the dimensions of the styles of abnormal parental treatment among primary school pupils as determined by them is low as the arithmetic mean reached (1.29), and the indicators of that according to the arithmetic mean arrangement : The first order : I find it difficult to satisfying my father and mother at the same time with a mean of (1.49), followed by the second order : My father allows me to violate the decisions that my mother makes regarding some of my actions with a mean of (1.41), then in the third order : There is a difference between my mother and father's way of raising them for me with a mean of (1.4), Finally, in the last order :

My father reprimanded my mother for not following the strict discipline in our upbringing, with a mean of (1.13).

3– **Dimension of the authoritarian style**:

Table No. (6)

Dimension of the authoritarian style as determined by primary school pupils (n = 364)

Rank	Standard deviation	Arithmetic mean	Dimension of the authoritarian style	No.
11	0.35	1.12	I find in my parents the desire to run the affairs of my brothers and sisters	1
5	0.77	1.42	My parents intend to erect a barrier between them and me in order to preserve their prestige and stature	2
7	0.49	1.32	My brothers and sisters, in my parents' eyes, are either strong or weak	3
9	0.45	1.23	My parents uses strength and pressure to introduce me to new habits	4
2	0.78	1.53	I learned from my parents in many situations that survival of the strongest	5
10	0.41	1.16	My parents encourage me to be in control of others like them both	6
3	0.78	1.48	I feel my parents' pleasure as they	7

			organize and direct other people's activities	
8	0.42	1.23	My parents teach me that the perfect family is one in which it becomes clear to its members that a parent is in control	8
6	0.51	1.35	My parents job is to see how well we accept what they are asking for	9
1	0.75	1.62	My parents teach me that they are the source of guidance and decision making in the family	10
4	0.62	1.45	My parents teach me not to control my feelings whenever possible	11
Low Level	0.37	1.35	The dimension as a whole	

Table No. (6) shows that the level of the dimension of the authoritarian style dimension as one of the dimensions of the styles of abnormal parental treatment of primary school students as determined by them is low as the arithmetic mean reached (1.35), and the indicators of this according to the arrangement of the arithmetic mean : the first order : my parents teach me that the perfect family is one in which it becomes clear to its members that a parent is in control with a mean of (1.62), followed by the second order : I learned from my parents in many situations that the survival of the strongest with a mean of (1.53), then the third order I feel my parents' pleasure when they organize the activities of others and

direct them with a mean of (1.48). Finally, the last order : I find in my parents the desire to run the affairs of my brothers and sisters with a mean of (1.12).

(3) Dimension of neglect style :

Table No. (7)

Dimension of neglect style as determined by primary school pupils (n = 364)

Rank	Standard deviation	Arithmetic mean	Dimension of neglect style	No.
5	0.48	1.37	My parents leave me confused when I do something different from the one they asked me to do	1
3	0.78	1.48	My parents do not set controls on what I learn from outside the home	2
10	0.25	1.07	My parents avoid discussing my troublesome problems	3
8	0.43	1.24	My parents ignore my problems so that I don't raise them again	4
2	0.76	1.51	My parents view my problems as a way to get attention	5
7	0.45	1.27	Whenever I'm in trouble, my parents leave me alone	6
6	0.45	1.28	My parents view me as the reason why their work was not done properly	7

1	0.74	1.58	I feel my parents regret the engagement	8
4	0.74	1.43	I feel that if my parents had known the magnitude of the responsibility for marriage, they would not have taken it earlier	9
9	0.39	1.19	I feel that the amount of attention my parents give to our home is less than it should be	10
Low Level	0.34	1.34	The dimension as a whole	

Table No. (7) shows that the level of the neglect style as one of the dimensions of the styles of abnormal parental treatment among primary school students as determined by them is low, as the arithmetic mean is (1.34), and the indicators of that are according to the arrangement of the arithmetic mean: the first order I feel my parents regret the engagement with a mean of (1.58), followed by the second order, my parents view my problems as a way to attract interest with a mean of (1.51), then in the third order my parents do not set controls on what I learn from outside the home with a mean of (1.48), and finally my father avoids discussing my problems which raises their troubles with a mean of (1.07).

- **The level of dimensions of the styles of abnormal parenting among primary school students as a whole**:

Table No. (8)

The level of dimensions of the styles of abnormal parental treatment among primary school students as a whole as determined by them (N = 364)

Rank	Level	standard deviation	arithmetic mean	Dimensions	No.
1	Low	0.31	1.42	Extremism	1
4	Low	0.4	1.29	Inconsistency	2
2	Low	0.37	1.35	Authoritarian	3
3	Low	0.34	1.34	Neglect	4
Low Level		0.3	1.35	Dimensions of abnormal parental treatment styles as a whole	

Table No. (8) shows that the level of dimensions of abnormal parental treatment styles for primary school students as a whole as determined by them is low, with the arithmetic mean (1.35), and the indicators for that according to the arrangement of the arithmetic mean: The first order is the extremism style with a mean of (1.42), followed by the second order authoritarian style with a mean of (1.35), then the third order the neglect style with a mean of (1.34), and finally the fourth order the inconsistency style with a mean of (1.29).

The third axis: the dimensions of school bullying among primary school students:

(1) The verbal behavior dimension :

Table No. (9)

The verbal behavior dimension as determined by primary school students (n = 364)

Rank	standard deviation	arithmetic mean	The verbal behavior dimension	No.
4	0.68	1.36	Insulting some students with bad words	1
2	0.72	1.5	Using bad words at some of the students	2
1	0.69	1.52	Intentionally offending some students	3
5	0.67	1.35	I respond to other people's criticisms with violent words	4
3	0.68	1.37	I intentionally threaten my colleagues	5
8	0.47	1.26	I call my colleagues laughable and ridiculous names	6
10	0.48	1.21	I speak in a tone that rejects the opinions of others	7
9	0.47	1.23	Releasing rumors and lies on some of the students	8
6	0.56	1.32	I deliberately criticize and mock colleagues for no reason	9
7	0.46	1.3	Encouraging others to ignore one of the students	10
Low Level	0.33	1.34	Dimension as a whole	

Table No. (9) shows that the level of verbal behavior as one of the dimensions of school bullying among primary school students as determined by them is low, as the arithmetic mean is (1.34), and the

indicators for that are according to the arrangement of the arithmetic mean: the first order Intentionally offending some students i intentionally offend some students with a mean of (1.52), followed by the second order, using bad words at some of the students with a mean of (1.5), then the third order I intentionally threaten my colleagues with a mean of (1.37), and finally I speak in a tone that rejects the opinions of others with my average (1.21).

(2) The psychological behavior dimension :

Table No. (10)

Psychological behavior dimension as determined by primary school students (N = 364)

Rank	standard deviation	arithmetic mean	Psychological behavior dimension	No.
5	0.5	1.29	Deliberately take things that belong to my colleagues	1
4	0.48	1.29	intentionally tease my colleagues	2
7	0.43	1.25	I like to control others	3
9	0.42	1.23	I look at some of the students mockingly to make them angry	4
8	0.57	1.25	I ignore other people's feelings	5
2	0.87	1.73	I feel relief when I see fear in the eyes of others	6
1	0.76	1.76	I feel happy when I insult others	7
3	0.69	1.39	Forcing others to do things they do not want	8
6	0.48	1.28	I deliberately hide things that	9

| 10 | 0.4 | 1.15 | I provoke my colleagues when talking to them | 10 |
| Low Level | 0.3 | 1.36 | The dimension as a whole | |

Table No. (10) shows that the level of psychological behavior as one of the dimensions of school bullying among primary school students, as determined by them is low, as the arithmetic mean is (1.36), and the indicators of that are according to the arrangement of the arithmetic mean: The first order I feel happy when I direct others with a mean of (1.76), followed by the second order, I feel comfortable when I see fear in the eyes of others with a mean of (1.73), then the third order forces others to do things they do not want a mean of (1.39), and finally I provoke my colleagues when talking to them with a mean of (1.15).

(3) The social behavior dimension :

Table No. (11)

The social behavior dimension as determined by primary school students (N = 364)

Rank	standard deviation	arithmetic mean	The social behavior dimension	N o.
2	0.48	1.3	I set harsh rules that prevent my from participating in the game colleagues	1
4	0.47	1.28	I ask my colleagues not to provide help to those who need it	2

5	0.51	1.26	I impose my views on others by force	3
3	0.54	1.29	I refuse to return items that I have borrowed from my colleagues	4
6	0.49	1.23	Intentionally move away from a student	5
8	0.47	1.21	I seek to spoil my colleagues' activities	6
1	0.57	1.35	Tease or annoyed younger students	7
7	0.44	1.21	I prank my mates and pretend it was another colleague who did	8
9	0.47	1.18	Incite my mates against others	9
Low Level	0.34	1.26	The dimension as a whole	

Table No. (11) shows that the level of the social behavior dimension as one of the dimensions of school bullying among primary school students as determined by them is low, with the arithmetic mean (1.26), and indicators of that according to the arithmetic mean arrangement: the first order , tease or annoyed younger students with a mean of (1.35), followed by the second order, I set harsh rules that prevent my colleagues from participating in the game with a mean of (1.3), then the third order , I refuse to return the things that I borrowed from my colleagues with a mean of (1.29), and finally , I incite my colleagues against others with a mean of (1.18).

(4) The physical (bodily) behavior dimension :

Table No. (12)

The physical (bodily) behavior dimension as determined by primary school students (N = 364)

Rank	standard deviation	arithmetic mean	The physical (bodily) behavior dimension	No.
8	0.27	1.08	I get what I want from others by force	1
7	0.35	1.1	I intentionally hit or push others for no reason	2
4	0.42	1.17	I vandalize my colleagues s' property	3
5	0.33	1.13	Create fake reasons to quarrel with others	4
2	0.45	1.21	I slap one of the students in front of the others	5
3	0.39	1.18	I hamper others with my feet as they pass in front of me	6
9	0.26	1.07	Intentionally injuring others while playing	7
6	0.39	1.13	Better quarrels with less powerful fellows	8
1	0.49	1.32	I hit some of my colleagues to show my strength on them	9
Low Level	0.2	1.15	The dimension as a whole	

Table No. (12) shows that the level of the physical (bodily) behavior dimension as one of the dimensions of school bullying among primary school students as determined by them is low , as the arithmetic mean is (1.15), and the indicators for that are according to the arrangement of the arithmetic mean: the first order I hit some of my colleagues to show my strength on them with a mean of (1.32), followed by the second order I slap one of the students in front of others with a mean of (1.21), then the third order I hinder others with my feet while they pass in front of me with a mean of (1.18), and finally I deliberately hit others while playing with a mean of (1.07).

The level of dimensions of school bullying among primary school students as a whole:

Table No. (13)

The level of dimensions of school bullying among primary school students as a whole as determined by them

(N = 364)

Rank	Level	standard deviation	arithmetic mean	Dimensions	No.
2	Low	0.33	1.34	The verbal behavior dimension	1
1	Low	0.3	1.36	The psychological behavior dimension	2
3	Low	0.34	1.26	The social behavior dimension	3
4	Low	0.2	1.15	The physical (bodily)	4

			behavior dimension	
Low Level	0.18	1.28	dimensions of school bullying as a whole	

Table No. (13) shows that the level of school bullying dimensions for primary school students as a whole as determined by them is low, with the arithmetic mean (1.28), and the indicators for that according to the arithmetic mean arrangement: the first order the psychological behavior dimension with a mean of (1.36), followed by the second order the verbal behavior dimension with a mean of (1.34), then the third order the social behavior dimension with a mean of (1.26), and finally the fourth order the physical (bodily) behavior dimension with a mean of (1.15).

The fourth axis: the significant differences between the responses of male and female primary school students with regard to their determination of the level of abnormal parental treatment styles among primary school students:

Table No. (14)

The significant differences between the responses of male and female primary school students regarding their determination of the level of abnormal parental treatment styles among primary school students (N = 364)

Significance	T Value	degrees of freedom	standard deviation	arithmetic mean	No.	Sex	Dimensions of abnormal parental treatment styles	No.
Not significant	– 0.337	362	0.33	1.41	79	Male	Extremism dimension	1
			0.3	1.43	285	Female		
Not significant	0.691	362	0.42	1.32	79	Male	Inconsistency dimension	2
			0.39	1.29	285	Female		
Not significant	– 0.138	362	0.38	1.35	79	Male	Authoritarian dimension	3
			0.36	1.36	285	Female		
Not significant	– 0.148	362	0.35	1.34	79	Male	Neglect dimension	4
			0.34	1.34	285	Female		
Not significant	0.057	362	0.32	1.35	79	Male	All the dimensions of abnormal	
			0.3	1.35	285	Female		

Signifi cance	T Value	deg ree s of free do m	stand ard deviati on	arithm etic mean	No.	Sex	Dimensions of abnormal parental treatment styles	N o .
							parental treatment styles	

**significant at (0.01) * significant at (0.05)

Table No. (14) shows that there are no statistically significant differences between the responses of male and female primary school students with regard to their determination of the level of the extremism style, the level of the inconsistency style, the level of the authoritarian style, the level of the neglect style, and the level of abnormal parental treatment styles among the students as a whole.

The fifth axis: the significant differences between the responses of male and female primary school pupils in relation to their determination of the level of school bullying among primary school students

Table No. (15)

Significant differences between the responses of male and female primary school students regarding their determination of the level of school bullying among primary school students (n = 364)

Significance	T Value	degrees of freedom	standard deviation	arithmetic mean	No.	Sex	Dimensions of school bullying	No.
Not significant	– 0.089	362	0.34	1.34	79	Male	The verbal behavior dimension	1
			0.33	1.34	285	Female		
Not significant	– 0.623	362	0.31	1.34	79	Male	The psychological behavior dimension	2
			0.3	1.37	285	Female		
Not significant	– 0.013	362	0.36	1.26	79	Male	The social behavior dimension	3
			0.33	1.26	285	Female		
Not significant	– 0.143	362	0.21	1.15	79	Male	The physical (bodily) behavior dimension	4
			0.2	1.16	285	Female		
Not significa	– 0.344	362	0.2	1.27	79	Male	Dimensions of school bullying as a whole	
			0.18	1.28	28	Femal		

N o .	Dimensions of school bullying	Sex	No .	arithm etic mean	stand ard deviati on	deg ree s of free do m	T Value	Signifi cance
		e	5					nt

**significant at (0.01) * significant at (0.05)

Table No. (15) shows that there are no statistically significant differences between the responses of male and female primary school students with regard to their determination of the level of verbal behavior, the level of psychological behavior, the level of social behavior, the level of physical (bodily) behavior, and the level of school bullying among primary school students as a whole.

The sixth axis: testing the study hypotheses:

 Test the main hypothesis of the study and its sub-hypotheses: "There is a statistically significant positive relationship between styles of abnormal parenting treatment and school bullying among primary school students":

Table No. (16)

The relationship between the styles of abnormal parenting and school bullying among primary school students as defined by them (N = 364)

Dimensions of school bullying as a whole	The physical (bodily) behavior dimension	The social behavior dimension	The psychological behavior dimension	The verbal behavior dimension	Dimensions	N o.
0.266	0.374**	0.117*	0.009	0.231**	Extremism dimension	1
0.190	0.412**	0.122*	0.288**	0.307**	Inconsistency dimension	2
0.274	0.369**	0.073	0.202**	0.487**	Authoritarian dimension	3
0.206	0.153**	0.018	0.186**	0.507**	Neglect dimension	4
0.272	0.387**	0.097	0.207**	0.452**	All the dimensions of abnormal parental treatment styles	

**significant at (0.01) * significant at (0.05)

Table No. (16) shows that:

1- There is a statistically significant direct relationship at a significant level (0.01) between the extremism style and school bullying among primary school pupils as defined by them, and this may be due to the presence of a direct correlation between these dimensions and that it reflects what the study aims to achieve. This makes us accept the first sub−hypothesis of the study, which states that "there is a positive statistically significant relationship between the extremism and school bullying among primary school students".

2- There is a statistically significant direct relationship at a significant level (0.01) between the inconsistency style and school bullying among primary school students as defined by them , and this may be due to the presence of a direct correlation between these dimensions and that it reflects what the study aims to achieve. This makes us accept the second sub−hypothesis of the study, which is that "there is a statistically significant positive relationship between the inconsistency style and school bullying among primary school students".

3- There is a statistically significant direct relationship at a significant level (0.01) between the authoritarian style and school bullying among primary school students as defined by them , and this may be due to the existence of a direct correlation between these dimensions and that it reflects what the study aims to achieve. This makes us accept the third sub−hypothesis of the study, which is that "there is a

statistically significant positive relationship between the authoritarian style and school bullying among primary school students".

4- There is a statistically significant direct relationship at a significant level (0.01) between the neglect style and bullying among primary school students as defined by them, and this may be due to the existence of a direct correlation between these dimensions and that it reflects what the study aims to achieve. This makes us accept the fourth sub-hypothesis of the study, which is that "there is a statistically significant positive relationship between the neglect style and school bullying among primary school students".

5- There is a statistically significant direct relationship at a significant level (0.01) between the styles of abnormal parental treatment and school bullying among primary school students as a whole as defined by them, and this may be due to the existence of a direct correlation between these dimensions and that it reflects what the study aims to achieve. This makes us accept the main hypothesis of the study, which is that "there is a statistically significant positive relationship between styles of abnormal parenting and school bullying among primary school students".

Table No. (17)

Results of multiple regression analysis of the relationship

between styles of abnormal parenting and school bullying

among primary school students as determined by them

(N = 364)

coefficient of determination R^2	Correlation Coefficient R	F–Test	T–Test	regression coefficient B–test	Independent variables
0.103	**0.322	**10.360	**3.221	0.143	Extremism dimension
			2.328–	0.105–	Inconsistency dimension
			2.625	0.168	Authoritarian dimension
			0.522–	0.025–	Neglect dimension

significant at (0.01) * significant at (0.05) **

Table No. (17) shows that :

1– The value of the multiple correlation coefficient between the independent variables : " the extremism dimension , the inconsistency dimension, the authoritarian dimension, and the neglect dimension as dimensions of styles of abnormal parental treatment" and the dependent variable : "dimensions of school bullying among primary school students as a whole" is (0.322), It indicates the existence of a direct correlation between the two variables.

2- The result of the F test (F = 10.360, Sig. = 0.000) indicates the significance of the multiple regression model, and the value of the coefficient of determination is (0.103), that is, the extremism dimension , the inconsistency dimension, the authoritarian dimension, and the neglect dimension as dimensions for the abnormal parental treatment styles are explained (10.3%) of changes in school bullying among primary school students.

3- The result of the (T) test indicates the effect of only three variables of "abnormal parenting treatment styles" on the dependent variable "dimensions of school bullying among primary school students as a whole" is considered a significant and statistically significant effect at a significant level (0.01) and (0.05), The variables are: the extremism dimension , the inconsistency dimension, and the authoritarian dimension , while the effect of the fourth variable: the neglect dimension is not significant.

4- Which makes us accept the sub-hypotheses of the study, which lead to "there is a statistically significant positive relationship between the extremism dimension , the inconsistency dimension, the authoritarian dimension, and the neglect dimension and school bullying among primary school students".

Table No. (18)

Simple regression analysis of the relationship between abnormal parenting styles and school bullying among primary school students as a whole (n = 364)

coefficient of determination R^2	Correlation Coefficient R	F−Test	T−Test	regression coefficient B−test	Independent variables
0.074	**0.272	**29.008	**5.386	0.165	All the dimensions of abnormal parental treatment styles

**significant at (0.01) * significant at (0.05)

Table No. (18) shows that:

1− The value of the coefficient of correlation between the independent variable "dimensions of abnormal parenting treatment styles for primary school students as a whole" and the dependent variable "dimensions of school bullying among primary school students as a whole" (0.272), which is a statistically significant effect at a significant level (0.01), indicating the existence of direct correlation between the two variables.

2− The result of the F test (F = 29.008, Sig = 0.000) indicates the significance of the regression model, and the value of the coefficient of determination is (0.074), meaning that the styles

of abnormal parenting treatment as a whole explain (7.4%) of the changes in school bullying among primary school students.

3- The value of the regression coefficient is (0.165), which indicates the existence of a direct relationship between the independent variable and the dependent variable, and the result of T-test (T = 5.386, Sig = 0.000) indicates that the effect of the independent variable on the dependent variable is considered a significant and statistically significant effect when significant level (0.01.(

4- Which makes us accept the main hypothesis of the study, which is that "there is a statistically significant positive relationship between styles of abnormal parental treatment and school bullying among primary school students".

Discuss of the study results:

The study found that there is a statistically significant direct relationship between the extremism style and school bullying among primary school students, and this is evident as the results of the study confirmed that the children feel that their parents do not hear them and always prevent them from playing, which results in their feeling of fear and hiding some of their secrets from their parents.

It may result in them being exposed to behavioral and social problems with those around them, especially their classmates, so work must be taken to direct parents and educate them on the need to give their children more freedom and educate children about dealing with parents for their benefit and protection, and the effect of the extremism style by parents on the behavior of their children is

evident as confirmed by the study , those who insult their colleagues in obscene words, beat them and slap them, and work to show their strength over others and impose opinions on them by force.

This is consistent with what was confirmed by the study of Nwafor & et.al. (2020) Subramaniam & et. al. (2019) and the study of Abdul Hadi (2018) that being strict by parents leads to bullying of children, and the results of this study differed with the studies of Hassoun (2018), Abdel Fattah (2018), Al-Sufi and Al-Maliki (2012), where they assert that the practice of violence and extremism do not lead to children practicing bullying behavior.

The study confirmed that there is a statistically significant direct relationship between the inconsistency style and school bullying among elementary school students. This is evident as the students emphasized that there is a difficulty in satisfying children to their parents and mothers at the same time and this is evident in that each party allows the son to violate the instructions of the party , the other, as there is a difference in the style of raising the father and mother, which may lead to problems for the children and great difficulty in knowing what is right and wrong, so parents must be directed to the need for an understanding between them in the styles of parenting followed and the procedures for reward and punishment and agree on them among themselves and the absence of a conflict between them so that children be healthy psychologically and socially.

The study by Subramaniam & et.al. (2019) and the study of Gully and Al-Aqili (2018) agreed with these results that the inconsistency style by parents leads to school bullying, and they differed in this with

the results of the study of Al-Sufi and Al-Maliki (2012), as it emphasized that the inconsistency style before parents do not lead to school bullying.

The study concluded that there is a statistically significant direct relationship between the authoritarian style and school bullying among primary school students, as with regard to the dimension of bullying in the treatment of parents towards their children, the results of the study confirmed the existence of a belief in parents that one party should control all family affairs and that the other party should not interfere because they thought that this is better for education and their assertion that strength is the most important element in dealing with others.

This was reflected in the children's feeling that parents find pleasure in controlling the activities of others and not controlling their negative feelings, and this results in a desire of children to control others and bully them, and the effect of the style parents' bullying over their children's behavior, as the study confirmed that students force others to do things they do not want, in addition to setting strict and harsh rules for the participation of others with them in playing and the love of controlling others.

These results are consistent with what was confirmed by the studies of Hassoun (2018), Al-Sufi and Al-Maliki (2012), Sidiropoulou & et.al. (2020), Nwafor & et.al. (2020), Cross & Barnes (2014), Povedano & et.al. (2011). The results are in addition to what Ahmad (2018) study confirmed that there is no relationship between parents' authoritarian of their children and their bullying behavior towards others.

The study confirmed that there is a statistically significant direct relationship between the neglect style and school bullying among primary school students. This is evident in the students' assertion of their feeling that there are problems between parents, which is evident in their feeling that they regret their association with each other and that if they knew the size of the responsibility entailed by marriage they would not have been ,they bonded with each other and this has led to them not feeling the problems of their children and thinking that it attracts attention, which necessitates the necessity of directing the parents not to discuss their problems in front of their children and to deal more wisely in crises and give greater attention to their children, as leaving the children without guidance and encouragement for the desired behavior and without accountability for unwanted behavior and their failure to direct them to what they should do or what they should avoid makes them fall prey to unwanted patterns of behavior, including bullying behavior.

The effect of parent neglect on the behavior of their children is evident as the study confirmed that students ignore the feelings of their colleagues. These results are consistent with what was confirmed by the studies of Soares & et.al. (2020) Aenheka & et.al. (2020) Gur & et.al. (2020) Cross & Barnes (2014) and the study of Abdul Hadi (2018), Gully and Al-Akili (2018), Al-Sufi and Al-Maliki (2012), Al-Sabban. (2018), Ahmad (2018) argued that parental neglect leads to children bullying their peers.

Based on the above, it becomes clear to us that the styles of improper parental treatment work to separate children and parents, and the children lose self-confidence and increase their hatred for

themselves, their families and their society in general, as styles of abnormal parental treatment cause psychological and behavioral disturbances for children that are negatively reflected in their relationship with all those around them , specially their classmates in the school, which makes them more bullying towards them, and increase their problems in addition to the negative impact on their colleagues who are victims of bullying, creating a negative atmosphere within the school that affects the entire educational process and weakens the school's achievement of its goals. Therefore, cooperation between home and school must be established to create a positive, healthy educational environment that helps in the positive socialization of children.

Study recommendations:

1- Preparing educational programs for parents to equip them with social skills, introduce them to styles of right and correct parental treatment, provide them with experiences that help them to deal properly with children in different age stages, and make them aware that styles of treatment based on extremism and bullying have a negative impact on their children.

2- Educating students̕ families about the danger of the phenomenon of bullying and violence against their children and making them keep away from practicing such behaviors.

3- Carrying out training programs for teachers and school staff members to help them on how to deal with the phenomenon of bullying in schools and how to address it.

4- Working on developing academic courses in a way that contributes to developing positive social values and a spirit of tolerance and cooperation among students.

5- Working on preparing lectures, seminars, and interactive discussions among students and increasing their participation in various student activities to develop their psychological and social skills, which contributes to reducing the spread of bullying among students.

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