

**Cognitive behavioral program to reduce  
school bullying and some ideas Irrationality  
among elementary school students**

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ملخص البحث :

يهدف البحث التعرف على اثر برنامج معرفي سلوكي لخفض التتمر المدرسي وبعض الافكار اللاعقلانية لطلبة المرحلة المتوسطة ولتحقيق هدف البحث وضع الباحث الفرضية الصفرية لايوجد فرق ذو دلالة احصائية عند مسنوى دلالة (٠,٠٥) في متوسط درجات اختبار خفض السلوك للتتمروالافكار اللاعقلانية بين الطلبة الذين خضعوا للبرنامج المعرفي في المجموعة التجريبية ومتوسط درجات الطلبة المجموعة الضابطة الذين لم يخضعوا للبرنامج المعرفي وتالف مجتمع البحثوعينته من طلبة المرحلة المتوسطة ضمن المديرية العامة تربية العزيزية التابعة لمحافظة واسط من الطلبة المتمرين حيث بلغوا (٣٠) طالبا بعد تقسيم الطلبة الى مجموعتين احدهما تجريبية والآخرى ضابطة وبلغت كل مجموعة (١٥) طالبا حيث خضعت المجموعة التجريبية لبرنامج علاجي سلوكي لخفض التتمرالمدرسي والافكار للاعقلانية واجرى الباحث الاختبارين القبلي والبعدي على طلبة المجموعتين في اختبار خفض سلوك التتمرفي (١٠) جلسات ارشادية تربوية وتعليمية بمحاضرات علمية وعملية تضمنت قصص واناشيد ودروس تاريخية لابطال عرب واجانب من انحاء العالم وعلى كل الثقافات الاجتماعية وعبر واساطير وروايات عالمية ورسائل معبرة بافلام وثائقية ومسرحيات ادبية وفنية تحاكي لغة الجيل وبعد انتهاء تجربة البحث خضعت المجموعتين لاختبار بعدي في الافكار وخفض التتمر واطهرت النتائج للبحث خفض حالة التوتر والتتمر المدرسي لطلبة المجموعة التجريبية الذين خضعوا للبرنامج.

الكلمات المفتاحية:العلاجي السلوكي المعرفي - التتمر السلوكي

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### Abstract:

The current study aimed to show the effect of a behavioral cognitive program to reduce school bullying and some

Irrational thoughts among elementary school students, by answering the question next: How can a cognitive behavioral program be built to reduce school bullying and some ideas Irrationality among elementary school students? In order to answer this question, it was verified Psychometric characteristics of the study tools on a sample of 70 students from the first grade. The average, and the sample of the basic study was chosen and the study tools were applied to it

29 elementary school students. A number of tools have been used, such as: scale

School bullying, irrational thoughts test, cognitive behavioral program, and treatment The data was obtained using the (t) test, and the results of the study .

indicated:

**Keywords:** Cognitive Behavioral Therapy - Behavioral Bullying

1 - There are statistically significant differences at the level of 0.01 between the mean scores of a sample

The research in the pre and post- test in the scale of school bullying as a whole in favor of Post application.

2 - There are statistically significant differences at the level of 0.01 between the mean scores of a sample

Research in the pre- and post-test in testing irrational thoughts as a whole in favor of Post application.

**Keywords:** school bullying, irrational thoughts, cognitive behavioral program

**Introduction:**

School bullying is a psychological and social phenomenon found in schools and stages. Various educational studies since ancient times, but the technological development and the emergence of games and movies that

Incitement to violence and its spread among youth and children, contributed significantly to the spread of The phenomenon between the two sexes in the different educational stages. And foreign studies took precedence in the study of the phenomenon, and on their head was "Alois", who established The first institute to study school bullying due to the threat it posed to the life of the school at that time. Some students do not want to go back to school and think about suicide (Illinois, 2001).

Interest in studying school bullying came late in our Arab world, even since

About five years ago, the educational library contained only Arabic studies on bullying Very little, but some did not know exactly what was meant by bullying, was it a phenomenon Violence in schools or is it bullying in response to another individual or group against another group. Most of the Arab studies tended to search for and monitor the causes of bullying The psychological and social variables that relate to it, so the focus of these studies was on a diagnosis. The phenomenon and not its treatment, and from these studies: (Skarn, Alwan, 2016), (Al-Bahas, 2012), (Khoj, 2012), (Hassan, 2015), (Abdul Rahim, 2017), (Abdul Al, 2016), (Ismail, 2010), (Gharib, 2017), (Ahmed, Abdou, 2017).

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One of the reasons for bullying was the presence of irrational thoughts in the bullies, such as: power And controlling peers is the way to protect me from others, the need to scare even those around meI can live in peace.

Also, victims of bullying have irrational thoughts, such as: not confronting and obeying For peers is the best, informing adults about the harassment I am exposed to is a weakness and lack trick. As for the bystanders, who are the third pillar of bullying, they also have irrational thoughts, such as:

I can't change the world around me and the strong will remain strong and the weak weak, or whatever happens In the outside community and in the environment around me I do not care and is a source of ridicule to me.

Studies indicated an increase in the phenomenon of school bullying in elementary school (Al-Qahtani, 2008), (Al-Baqami,2009.).

The process of developing thinking requires continuous care and revision of irrational thoughts thatIt controls him and shackles him from achieving his goals, and one of the most important goals that the individual seeks to achieve inThis age stage is the feeling of happiness and psychological stability (Abdel-Fattah, 2008).

Albert Ellis introduced a theory of rational and emotional therapy in tuberculosis and ki since the 1950s last century, and he and his students developed it until it reached what is called cognitive therapy CBT, an acronym for Cognitive behavior therapy (Ellis, 2017).

Alice's theory is based on a model called ABCDE and this model has been developed And adding a new stage to it, and it

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is based, in short, on the fact that our reactions are not a result of events. Events are the result of our inner thoughts and our way of arranging things. The model presented eleven irrational ideas from Albert's point of view, which is responsibility

The maladaptation experienced by the individual, which causes many diseases and disorders. Psychological methods of rational and emotional treatment are based on the use of cognitive and behavioral methods

And emotional to modify the behavior of the individual and his reactions to various psychological phenomena. Previous studies dealt with these methods to modify the wrong behaviors of students. For example: the study of (Malik, 2009), the study of (Saleh, 2017), the study of (Hagaa, 2013), and the study of (Al-Mutair, Al-Aridi, 2014). Despite the importance of using intervention methods for cognitive-behavioral theory in facing the problem of school bullying, however, the reality indicates the opposite. Scientific studies and conferences recommend programs for teachers, principals and parents of schools. Issues to raise awareness of bullying and take punitive measures towards bullies, such as a study (Abu Al-Hadid, 2017), (Abdul-Rahim, 2017), (Abdel-Aal, 2016). Few studies focused on the student himself to confront bullying, and most did not pay attention. The studies indicate the importance of making suggested programs for students that include developing their physical and conversational skills, and their communication skills to confront the bullying situation if they were exposed to it or to reduce the severity of the bullying. They have every bullied student who may be in a previous bullied situation, any victim and in a situation. The last spectator to bullying.

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The current study, within the limits of the researcher's knowledge, is one of the first studies that dealt with presentation A proposed program to reduce the level of bullying among elementary school students and to reduce the irrational thoughts that lead them to Being bullied as a victim, bystander, or bully.

### **Second: Feeling the problem:**

- 1) The researcher applied an electronic questionnaire (see Appendix 2). <https://goo.gl/Bt4z3v> on 34 student counselors in schools .

The aim of the questionnaire was to know the degree of awareness In reducing the phenomenon of bullying, this has been attributed to The results of the questionnaire were as follows:

- A-Teachers and school leaders have a high awareness of the phenomenon of bullying and the indicative symptoms - Accordingly, the percentage reached 58.8%.
- b- More than 50% of the sample indicated that the students' awareness of bullying is low.
- C - 88.8% of the sample confirmed the prevalence of verbal bullying in schools and that it is more Types of bullying prevalent in the school.
- D- When the sample was asked about the reasons for the failure of the programs provided by the Ministry of Education.

Respondents confirmed the prevalence of verbal bullying in schools and that it is more Types of bullying prevalent in the school because the following reasons:

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- 1- The tribal nature of student society and the encouragement of some families to bully their children .Because it is evidence of the imposition of power, control and domination.
- 2- Not shedding light on the phenomenon in the media and not holding seminars and courses. To raise awareness of the seriousness of the phenomenon.
- 3- The spread of smart phones, social media, and watching movies -violence.

When asked if the sample responded about the spread of the phenomenon, 8.8% of them answered that The phenomenon is widely spread in schools

Students, teachers and principals with the phenomenon of bullying.

- 2)The lack of studies in the educational library, especially in the field of curricula and teaching methods.It includes programs to reduce the problem of school bullying and reduce irrational thoughts For elementary school students, most of the educational studies came to diagnose the problem And the study of its dimensions and the variables related to it, such as the study of (Ismail, 2010),(Skarn, Alwan, 2016), (Al-Bahas, 2012), (Abu Al-Hadid, 2017).
- 3) Elementary school students (elementary school) do not study psychology, and most of them The psychological problems they are exposed to are referred to the student counselor, who is no more than Only one in each school, and sometimes some schools do not have a student advisor in the first place .Some of the counselors have an educational background unrelated to the study of psychology and rely on providing Their advice to students on personal experience

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and on the courses they get from the ministry To train them in student counseling. This confirms the necessity of creating programs that support skills Psychology of students to face the problem of school bullying.

**Third:** Define the problem:

The problem of the current study is determined by the students' low awareness of a problem in the elementary stage School bullying and its accompanying irrational thoughts. To address this problem, the current study attempts to answer the following main question:

How can a cognitive behavioral program be built to reduce school bullying and thoughts?

Irrationality among elementary school students

From this main question, the following questions branch out:

- 1- The dimensions of the phenomenon of school bullying among elementary school students.
- 2 - What are the irrational thoughts associated with the phenomenon of school bullying among stage students?

Medium.

- 3 - What are the foundations for building a cognitive-behavioral program to reduce school bullying and thoughts?

Irrationality for elementary school students.

- 4- What is the image of the cognitive-behavioral program to reduce school bullying and ideas?

Irrationality for elementary school students.

- 5- What is the effectiveness of teaching a behavioral cognitive program in reducing the level of school bullying?

And irrational thoughts among elementary school students.

#### **Four: Study Limits:**

The current study was limited to the following:

- 1 - Elementary stage students in one of the schools, because the stage The elementary school is the most affected by the phenomenon of bullying because it is related to adolescence.due to its tribal nature and its need for this type of study.
- 2 - Some irrational ideas associated with the phenomenon of bullying, which fall under the model Albert Ellis on Irrational Thoughts.

#### **Fifth: Study Terminology:**

##### 1) School bullying:

The researcher adopts the definition of "Dan Elwes" as: Deliberate negative actions on the part of one or more pupils to cause harm to another pupil. Repeatedly and all the time, and these negative actions may be: insults, teasing or threats And sarcasm, and it may be physical friction such as hitting, kicking and pushing, or expressions such as: grimacing with the face and inappropriate gestures, with the intention of isolating him from the group." (Khoj, Hanan Asaad, 2012: 17)

The researcher defines it experimentally as:

The degree obtained by the student in the scale of school bullying.

##### Irrational thoughts:

The researcher adopts the definition of "Albert Ellis" as: Those illogical thoughts that are characterized by exaggeration and exaggeration in their interpretation of the event and hinder

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individual in his daily life. (Al-Mutairi, Ahmed Marzouk, and Al-Ardi, Zaid Faleh, 2014: 4)

The researcher visually defines it as:

The score obtained by the student in the test of irrational thoughts.

### **Sixth: Study steps and procedures:**

The study proceeded according to the following steps:

- 1- Determine a list of dimensions of school bullying by reviewing studies and literature Arabic and foreign that dealt with the phenomenon of bullying.
- 2-Determine a list of irrational thoughts that are associated with the phenomenon of school bullying During the review of literature and Arab and foreign studies that dealt with ideas Irrationality among elementary school students.
- 3 - Determine the foundations for building a cognitive behavioral program to reduce the phenomenon of school bullying, etc  
Associated with irrational thoughts.
- 4-Preparing a program through:
  - A-Determine program objectives. -
  - B- Determine the scientific content of the program. -
  - C- Determining appropriate teaching and learning strategies. -
  - D- Identify activities and learning resources.
  - E- Determine the appropriate evaluation methods for the program. -
- 5 - Measuring the effectiveness of "teaching a cognitive behavioral program to reduce school bullying".

And irrational thoughts among elementary school students through:

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- A-Building a school bullying scale. -
- b -Constructing the irrational thoughts test. -
- C- Selecting a sample of elementary school students in one of the schools research group.
- D- Applying the scale of school bullying and testing irrational ideas a priori on search group.
- E- teaching program to the research group. -
- F- the application of bullying measure dimensionally and testing irrational thoughts dimensionally on search group.
- G. Reaching the results and analyzing the data statistically. -
- h-Developing the study's recommendations and proposals.

### **Seventh: The importance of the study:**

The current study may benefit from:

- 1 - Curriculum makers and planners: The current study presents a teaching program For elementary school students, it can be included in the educational curricula and is considered one of the first Programs that can be used when developing a curriculum for psychology at the stage Medium.
- 2- Student counselors: The current study presents a measure of school bullying And a test for irrational thoughts that the student counselor can use to measure a phenomenon School bullying among his students.
- 3 - Elementary school students: The current study presents a number of therapeutic methods And methods of intervention through the program to reduce school bullying and ideas The irrationality that arises among elementary school students.

## **Theoretical framework of the study**

### **The first axis: school bullying:**

School bullying is a psychological phenomenon that spreads among school students from the primary stage. Even the secondary stage, and this phenomenon has been highlighted recently, for what It has bad effects on the individual and society. Studies indicate that the educational stage most affected by the phenomenon of bullying is the school stage Preparatory school because of the developmental changes that occur in the personality of the student and affect him in The future, the more aggressive student tends to bully and the isolated student is more susceptible For bullying (victim) and the passive student prefers to be a spectator of the scene (bullying scene).He participates in advising the bully and not helping the victim, and all these types of personalities are Rejected models and non-personalities come out to society. Linguistically, bullying is defined as: bullying, i.e. resembling a tiger in its characteristics and character, meaning bullying That is, he wanted to scare his companions, imitating the tiger and trying to imitate his ferocity. He vowed and extended in his voice. (brief thesaurus) Bullying is defined idiomatically as “the intentional use of violence by a person or A group of people towards the same person repeatedly and for a long time, with a difference in Power or authority between the bully and the victim, and takes place either in the school or surrounding settings with it.” (, Mohsen, 2016: 20) As for (Skarn, Al-Sayed Abd Al-Dayem: 2016: 9), he defines it as “a latent, instinctive aggressive behavior.”

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The environment surrounding the child and his social upbringing play a major role in his emergence, strengthening and continuity.

It is supported through rewards, punishments, frustration factors, modeling, and self-reinforcement and others, and he has his justification for the bully.”

Dr. Olwes, founder of School Bullying Research, defined it as: “Negative actions

Intentionally committed by one or more students to harm another student, carried out repeatedly and for a long time

Time and those negative actions may be words, such as threatening, reprimanding, teasing and cursing, as well

It can be physical contact such as hitting, kicking and pushing, or expressions such as grimacing

with the face and inappropriate gestures, with the intention of isolating him from the group.”

(Khoj, Hanan Asaad, 2012)

Looking at the previous definitions, we find that they monitored bullying as a hostile behavioral phenomenon

Include violence and focus on verbal, physical and social forms of bullying

The previous definitions also mentioned the reasons for bullying, whether they are psychological reasons attributed to the bully

itself, social reasons, or environmental reasons. The definitions also emphasized that bullying is a characteristic

Its characteristics are orientation and repetition, and the lack of balance in power between the two parties (the bully) and (the victim)

The prevalence of bullying:

At the global level: The World Health Organization conducted a student health survey in schools around the world and included 19 countries to determine the prevalence of bullying in Schools African countries came at the forefront, with the rate of bullying reaching from 40% to 40%

Southeast Asia ranked second, with a percentage of 61%

In second place came the countries of Southeast Asia, with a rate of 20%

In another study conducted on 11 European countries, the average bullying was among students Schools accounted for 20.6% of the sample, and the countries with the highest rates of bullying came Britain. Jansen, & et al, (2012)

At the regional level: Al-Bitar and others conducted a study on 920 students in Jordan. Bullying is 47% (Al Bitar, 2013), and a study (Mahmoud, 2016) in Algeria confirms 35% of primary school students have been subjected to bullying, according to the report of the National Center For criminal and social research On the local level:

Studies conducted on school students in the Kingdom of Saudi Arabia commend the Prevalence of bullying among students in different educational stages. A study (Al-Bogami, 2009) indicated that 56% of the research sample had been subjected to bullying in Elementary stage.

As for "Al-Bahi Aran, Issa and Al-Munif", they conducted a study on different regions to monitor the phenomenon of school bullying, reaching 50.9%. Of the study sample, they experienced bullying in the month preceding the study (AEissa, etal, 2013).

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she conducted a study on 1877 male and female students in the primary stage. elementary school, and the percentage of those who were subjected to bullying during one month was 31% The total number of respondents of the sample. The results of the study (Skarn, 2016) showed that the percentage of bullies in the educational stages Primary, elementary and secondary, respectively, are 10.5%, 23.5%, and 11.2%, meaning that Elementary school was the most fortunate in the spread of the phenomenon. The study confirmed that Bullying is more common among boys than among girls, and verbal and physical bullying is common among males Whereas, social bullying is common among females, such as whispering, insulting, and ignoring behaviour .The recommendations of most of these studies were as follows:

- 1- The need to train teachers to confront bullying with strategies related to bullyingschool curricula and education policies.
- 2-- The need to pay attention to the elementary stage in the face of this phenomenon because it is more Studies indicated that it has the highest rate of bullying.
- 3 - The need to build educational programs to treat and confront the phenomenon of bullying in schools.

The importance of studying the phenomenon of school bullying:

- 1 - Dissolving the confusion and ambiguity that surrounds the phenomenon of school bullying, as some deal with it With the phenomenon as a form of violence and bullying that occurs between Children see it as normal and harmless. I am still studying that Bullying is defined and specific

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manifestations are set for it that make it different from other phenomena It is still few, as the educational library needs more measures to define and limit bullying Demonstrations (Abu Al-Hadid, 2017)

2- Short-term psychological and academic effects for victims of bullying, such as:

A-Low level of achievement and concentration in general for (the victim of bullying).

b- Running away from school and not wanting to go.

C - Increased levels of anxiety and stress among the student (the victim).

D- Poor social skills and self-confidence. -

The emergence of some suicidal tendencies (Skarn, - 2016).

3-The long-term social effects of bullying, such as:

a-Generate negative social personalities that cannot remove injustice from them.

B-The absence of the value of justice and equality in the eyes of children and adolescents.

C-Generate characters closer to crime in the future. -

d-Increased societal violence.

4- The pressure of the media and parents on schools and educational departments, for students The right to live in safety in his school environment and not be exposed to any kind of violence

Persecution and deliberate and repeated humiliation. So calls came to put together a project A law that criminalizes bullying and clarifies its manifestations and punitive measures against those manifestations And that the Ministry of Education adopts the formulation of this law to protect students. ), Hassan

Ramadan Ali (2015: 15), ,Abd al-Rahim, Muhammad Abbas(2017: 70).

### **Reasons for school bullying:**

Many Arab and foreign studies have dealt with the causes of school bullying (Skarn,2016), (Abu Al-Fadl, 2017), (Ahmed, and Abdo, 2017), (Al-Bahas, 2012), (Gharib, 2017), (Ismail, 2010), (Abdel-Al, 2016), (Jansen, 2012), (Nansel, 2013),Below we summarize the most important of these reasons:

**First: Individual reasons:** refer to the personal characteristics of the bullying student, such as:

- 1- Jealousy and quick to anger.
- 2- Desire to control and show power. -
- 3 -Love to show off and draw attention. -
- 4 -Weak self-confidence and lack of security and psychological satisfaction.

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**Second: family reasons:** due to the family climate and the pattern of socialization in which he is brought up child like:

- 1- The climate of domestic violence generates more violent children in relation to their peers.
- 2 - The authoritarian style and the permissive style both lead to bullying and low self-confidence.
- 3-The lack of agreement on parenting style and the indifferent style show bullying.
- 4 - The lack of immediate punishment for mistakes reinforces bullying behavior.

**Third: Reasons related to the school environment, such as:**

- 1 - The lack of strict school rules to deal with bullying increases bullying school.
- 2 - Lack of awareness of teachers, student counselors, principals and administrators of manifestations school bullying
- 3 - Lack of student activities and students not practicing activities that occupy their mind and thinking And their free time, which increases bullying.

**Types of school bullying:**

Studies have found many types of bullying, but four will be limited Types of their suitability for the research sample and their inclusion of other types of bullying subsidiary, not primary.

**1) Verbal bullying:**

It means using abusive language to harm the victim, whether by scolding, shouting, or yelling

Insults or calling him bad names and nicknames, and this type is the first degree of bullying and it is widespread In the primary stage, males and females are equal (Nasel, 2012)

**2) Physical bullying:**

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