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A PROPOSED PERCEPTION FROM THE PERSPECTIVE OF INDIVIDUAL SERVICE TO ADDRESS THE PROBLEM OF WORKPLACE BULLYING AGAINST WOMEN IN THE WORK ENVIRONMENT IN THE PRIVATE SECTOR

Pro. Turki Hassan Abualola

Researcher, Professor, Department of Social Work, Faculty of Social Sciences, Umm Al Qura University
Makkah Al Mukarramah 1444 AH

Abstract

The current research aims to identify the extent of workplace bullying against women in the work environment in the private sector, forms of workplace bullying against women in the work environment, factors and causes leading to workplace bullying against women in the work environment, social, psychological, health and occupational effects of workplace bullying against women in the work environment. It also aims to develop a proposed vision from the perspective of individual service to deal with the problem of workplace bullying against women in the work environment in the private sector. The study relied on the social survey method through the occasional sample of (108) single women working in the commercial private sector (Al-Dyafa Mall, Hijaz Mall and Mecca Mall). The study relied on the questionnaire as a tool for data collection. The study concluded the prevalence of workplace bullying against women in the work environment of the commercial private sector in the city of Makkah, and that the most prevalent forms of bullying against women are verbal, psychological and emotional bullying, electronic bullying and social bullying. The results also indicated that the most important psychological factors and causes of bullying against women (poor self-confidence, psychological complexes of the bully, jealousy and failure to achieve goals). The most important social factors (wrong social upbringing, domestic violence, bad companions and the absence of means of social control). The results also showed that the most important health effects of workplace bullying (sleep disturbance, feeling tired and exhausted, loss of appetite and headache). The most important psychological effects (feeling of shame, shame and surrender to the bully, strong psychological pain, anxiety and frustration). The most important negative administrative and functional effects (incompatibility and social adjustment with the work environment, lack of ability to deal with situations and solve problems, unwillingness to form new relationships with colleagues, feeling that the work environment has become alienated, unwillingness to work and frequent absences).

Keywords: Suggested Perception – Workplace Bullying against Women - the Private Sector.

Research Problem:

The Saudi woman occupies a prominent position in the Saudi society due to the multiple roles and tasks she plays in the upbringing of young people, and effective participation in achieving the comprehensive development of society and her participation as well in the labor market, both in the governmental and private sectors alongside men. The data of the General Authority for Statistics in the Kingdom reflects the high rates of Saudi women's participation in the labor market, which increased during the last four years at the end of the third quarter of 2020 AD to (133,291), where the number of female workers in the government sector reached (567,269) Saudi women, while in the private sector (585,305) Saudi women. They represent 33.2% of the total Saudis working in the sector (General Authority for Statistics, 2020 AD). The Kingdom of Saudi Arabia and its rational government, under the leadership of the Custodian of the Two Holy Mosques, King Salman bin Abdulaziz Al Saud, in its Vision 2030, have given clear attention to the participation and integration of women in the labor market in all its sectors and granting them all their social, economic and political rights. In its vision 2030, the Kingdom also paid clear attention to the private sector and helped it to overcome the challenges it faces, as it is one of the pivotal important and highly active sectors in the Saudi society and the locomotive for achieving economic growth for the community. Despite this great interest that the Kingdom gives to women and the private sector, both of them suffer from multiple problems, and the most prominent of these problems is the issue of workplace bullying against women in the work environment in the private sector. Negative personal and behavioral traits began to appear in the work environment, whether for managers or employees of the organization, which negatively affect production, progress, and adaptation in the work environment, and make the work environment repulsive and alienating to its employees.

Bullying is one of the undesirable social phenomena in society that are characterized by violence and aggression by an individual or group of individuals towards another individual or group of individuals, which expresses an imbalance in the balance of power and authority between people and others (Waked, 2015 AD, 24). Bullying is receiving great attention from government institutions and private sector institutions as one of the serious problems that have spread widely among all social groups (Kilani, 2019 AD, 17-18). Bullying is no longer prevalent only among the categories of students, youth and adolescents, but has spread to include many groups in society. This is confirmed by the study of Ahmar (2008 AD) and the study of Al-Zahrani (2012 AD), that bullying is no longer prevalent among medical students, but among doctors and consultants.

Bullying is one of the serious behavioral problems that no society has become devoid of. Rather, it has become prevalent in most societies, which has health, psychological and social repercussions on the bully the person being bullied (Mohammed, 2018AD, 2, Al Saud, 2017AD, 344). Bullying is widespread among all social groups, males and females, but it increases among males and takes different forms such as assault, mockery, threats, and others. While in females it takes the form of sexual comments, rumors, hurtful hints, and others (Zamel, 2011 AD, 1).

Bisra study (2020 AD) indicates the rapid increase in bullying and its high rates. In a study conducted by UNESCO in 2019, it indicated that more than a quarter of a billion children are subjected to cruel treatment and bullying annually. In a study prepared by the King Abdullah Research Center,

it was found that the rate of bullying is 47% for children and 25% for adolescents. According to the statistics of the National Committee for Childhood, 57.1% of males and 42.9% of females suffer from bullying in Saudi schools (Khoja, 2020).

The social work profession is concerned with social, psychological and behavioral issues and problems that impede individuals' performance of their social roles in society. The profession seeks to improve the social performance of individuals and alleviate the psychological, social and life pressures they face by providing them with preventive, curative and developmental services. The individual service method as one of the social service methods is concerned with achieving the psychological and social adaptation of individuals to their social environments and overcoming the difficulties they encounter. The way of serving the individual is concerned with the phenomenon of workplace bullying against women in the work environment and helping them to overcome them as one of the serious behavioral problems that affect the physical, psychological and mental health of women and their adaptation in the work environment, which also negatively affect their social and family relationships. The individual's service method has the tools, methods, strategies, and professional therapeutic models that help it achieve this.

The issue of bullying did not receive the attention of researchers until recently, but recently, with the scientific development, interest in it has begun as a phenomenon of the contemporary generation, where its rates have recently increased significantly. Researches and scientific studies worldwide have given clear and noticeable attention to women's issues. However, with the change and the cultural and social transformation in the Saudi society, studies and scientific research related to Saudi women are still limited in general, and research and studies related to issues of workplace bullying against women in the work environment in particular (Qutb, 2022 AD, 447). Therefore, the researcher's interest in this research issue came as one of the most important issues currently on the Saudi arena, in order to monitor the phenomenon and identify its various aspects, motives, and psychological, social and health effects on Saudi women, which is an essential pillar in the social construction of Saudi society and a partner in achieving comprehensive development.

Research Importance:

- 1- The current research handles one of the most important and dangerous phenomena prevalent in much of the social world, which is the phenomenon of bullying, especially in Arab societies in general and the Kingdom of Saudi Arabia in particular, and the resulting negative effects on the social, psychological, health and occupational aspects.
- 2- The current research is also concerned with workplace bullying against women in the work environment, especially in the environment of the private sector, which does not require certain restrictions towards women's work, unlike the government sector, which imposes certain policies and measures for women's work, and the violations that occur against them, such as bullying.
- 3- The results of the current research can contribute to assisting decision-makers in the private sector to develop programs, plans and measures to confront job bullying against women in the work environment.

- 4- Enriching professional practice by developing a proposed vision from the perspective of individual service to deal with the problem of job bullying against women in the work environment in the private sector.
- 5- The scarcity of studies and scientific research related to bullying in general and bullying against women in particular, to the knowledge of the researcher.
- 6- The interest of the Kingdom of Saudi Arabia in its Vision 2030 for women in general and the provision of all means of protection for them and their empowerment in society in general and in work environments in particular, as an important human resource for achieving comprehensive development cannot be ignored and as half of society.

Research Objectives:

The current research stems from a set of objectives, which are as follows:

- 1- Identifying the extent of workplace bullying against women in the work environment in the private sector.
- 2- Identifying forms of workplace bullying against women in the work environment in the private sector.
- 3- Identify the factors and causes that lead to job bullying against women in the work environment in the private sector.
- 4- Identifying the social, psychological, health and occupational effects of workplace bullying against women in the work environment in the private sector.
- 5- Develop a proposed vision from the perspective of individual service to deal with the problem of workplace bullying against women in the work environment in the private sector.

Search questions:

The current research seeks to answer the following questions:

- 1- How prevalent is job workplace against women in the work environment in the private sector?
- 2- What are the forms of workplace bullying against women in the work environment in the private sector?
- 3- What are the factors and reasons that lead to workplace bullying against women in the work environment in the private sector?
- 4- What are the social, psychological, health and occupational effects of workplace bullying against women in the work environment in the private sector?
- 5- What is the proposed perception from the perspective of individual service to deal with the problem of workplace bullying against women in the work environment in the private sector?

Research Terms:

The following part includes the main research concepts, which are represented in the concept of the proposed perception, the concept of job bullying and the concept of the private sector, which we will address with explanation and interpretation as follows:

1- Concept of the proposed perception

Zain Al-Din defines the proposed perception as future planning based on actual field results through

quantitative or qualitative methodological tools to build a general intellectual framework adopted by researchers and practitioners (Zain Al-Din, 2013AD, 6). Al-Sharif defines it as an organized intellectual construct that includes a set of future activities, methods and remedial strategies that can be used to deal with a specific situation or problem (Al-Sharif, 2018AD, 211).

The proposed perception in this research is defined procedurally as:

A proposed procedural guide based on field research results aims to develop a vision for the role of the specialist working with individual cases in dealing with the problem of workplace bullying against women in the work environment in the private sector, which includes foundations, skills, tools, roles and professional strategies for the individual service specialist.

2- Workplace bullying Concept

Linguistically bullying is defined as imitating a tiger, i.e. anger and bad behavior. Bullying means denying him and threatening him with harm (The Brief Dictionary, 2001, 635). Bullying is the recurring offense that one or more persons direct toward another less powerful person. The abuse may be physical, psychological, verbal or nonverbal (Al-Khawali, 2000, 335). Bullying is a form of exploitation where some use their physical strength or social popularity in order to humiliate another person and to subjugate him and get what he wants from him (Adams, 2006, 11). It is also defined as a behavior resulting from an imbalance between two individuals, one of whom is a bully and the other a victim of bullying that results in physical, verbal, psychological harm and humiliation (Juvonen and Shuster, 2003.1231).

It is also defined as that behavior intended to inflict physical, verbal, psychological or social harm that occurs by a dominant strong party towards a weak party who is not expected to respond to the attack (Al-Sabhin and Al-Qudah, 2013AD, 10). It is also defined as that behavior that causes physical, psychological or verbal harm, including intimidation of the bullied victim, due to the existence of a difference in strength between the two people, whether the bully or the victim (Ttofi Faerrington, 2011). Bullying is either physical, verbal, or emotional and is against another person, and is characterized by the presence of an imbalance of power between the bully and his victim and continuous repetition, as it is difficult for the bullied victim to defend him/herself due to physical weakness or the outnumber of bullies (Smith, 2000). It is that aggressive behavior based on persistence and surveillance with the aim of harming either by threatening, reprimanding, teasing, insulting, hitting, pushing, using facial features such as grimaces or offensive gestures, or deliberately isolating the person from the group (Qutb, 2022 AD, 450).

Workplace bullying against women is defined procedurally as: All forms of aggressive behavior against women in the work environment in the private sector with the aim of harming them, which takes multiple forms: verbal, psychological, emotional, physical, social, electronic, sexual and against property.

3- Private Sector Concept

The private sector is defined as that part of the economy that is not under the control of the government, and is managed according to considerations of financial profitability (National Bureau of Statistics,

2010). It is also defined as a group of economic activities that are exercised independently of government administration and government supervision, and enjoys independence in its management from government authority on the one hand, and aims to achieve profit on the other (Al-Shammari and Al-Badayna, 2010AD, 37). It is an essential and regulating element in economic activity characterized by private ownership, in which the production process is based on the market system and competition, in which private initiative is determined and bears the risks of decisions and activities taken (National Bureau of Statistics, 2011). The private sector is also defined as a sector of the national economy that is based on the ownership of the means of production and that allocates resources according to market forces and not on the basis of government authorities (Laabidi, 2018AD, 129). The private sector is also defined as that sector that is concerned with all economic activities that the state does not pay much attention to and includes companies and institutions that aim to achieve profits in the field of industry, trade and services, in addition to the activities of institutions that do not aim to achieve profits such as chambers of commerce and cooperative societies as long as they perform services Economic (Badr El-Din, 2005AD, 28).

It is also defined as a group of institutions that are subject to the capitalism of individuals or companies. It is the private part of the economy that consists of private businesses and trade owned by people or a group of people (Al-Rashidi and Al-Rushud, 2018AD, 329).

The private sector is defined procedurally in this research as the institutions operating in the commercial private sector in the holy city of Makkah, such as the Al-Dhyafa Malla, Al-Hijaz Mall and Mecca Mall.

Previous Studies

- 1- The study of Al-Sharabasi, Tamer (2022 AD): The study aimed to test the effectiveness of cognitive-behavioral therapy in reducing bullying behavior among groups of middle school students. The results showed the validity of the main hypothesis: there are significant statistically significant differences between the pre and post measurements of the members of the experimental group in favor of the post measurement. This is due to the effectiveness of cognitive-behavioral therapy to alleviate the bullying behavior of groups of middle school students.
- 2- Amara, Fayrouz (2022 AD): The study aimed to develop a proposed preventive program from the perspective of working with groups to develop the awareness of secondary school students to reduce cyberbullying, especially that the problem of bullying in general and cyberbullying in particular has become one of the dangerous phenomena in society because of the aggression it carries towards others. The study concluded that there must be concerted and cooperative efforts of all specialists and stakeholders to address this social problem and through the social work profession with its own methods, especially the method of working with groups with their methods, techniques, models, and guidance and preventive programmes.
- 3- Qutb, Raghda (2022 AD): The study aimed to identify the extent of cyber-bullying cases among females in Saudi society, Knowing how followers react to cyberbullying, the methods of practicing cyber-bullying, and knowing the psychological, social and health effects of cyber-bullying. The results concluded that the level of prevalence of cyber-bullying cases in Saudi

society from the point of view of respondents in general is moderate. Furthermore, the level of practicing cyberbullying methods and the interaction of followers with cyberbullying situations in general is high. The level of prevalence of psychological, social and health effects of cyberbullying was high. The research recommends the development of a culture of dialogue and difference between members of society through speeches, seminars and conferences.

- 4- The study of Othman, Alia (2021 AD): The study aimed to develop a proposed role from the perspective of the individual service method to confront the phenomenon of electronic bullying, and to monitor the cognitive, emotional and behavioral components of social work students at Fayoum University about the phenomenon of electronic bullying. The study found that 74.89% of the study sample agreed on the cognitive component, the emotional component by 44.62%, and the behavioral component by 37.11%.
- 5- Abdul Samad, Abeer (2021 AD): The study aimed to test the effectiveness of professional intervention using a program of general practice in social work to alleviate bullying among middle school students, whether verbal, psychological, social or physical bullying. The results showed the validity of the main hypothesis and the existence of significant statistically significant differences between the mean scores of the pre and post test of the experimental group with regard to the use of professional intervention in a program of general practice in social work to alleviate bullying among middle school students in favor of the post measurement, whether verbal bullying, psychological bullying, social bullying or physical bullying.
- 6- Abu Zayed, Adel (2021 AD): The study aimed to identify the role of school social service in reducing cyberbullying among adolescent students who are addicted to social networking sites. The study found that cyberbullying came at a high level of significance. The study recommended the use of preventive programs for school social work in reducing the phenomenon of bullying in secondary schools, providing guidance programs for students and parents about the dangers of bullying and its negative effects.
- 7- Kandil, Muhammad (2021 AD): The study aimed to identify the factors leading to cyberbullying behavior among university youth and to identify the negative effects of cyber-bullying behavior on the psychological, family, educational and social aspects of university youth. The study found a suggested counseling program from the perspective of how to work with groups to mitigate the negative effects of cyberbullying behavior on university youth.
- 8- Al-Zanati, Khalifa and Al-Dardir, Mahmoud (2020 AD): The study aimed to identify the effectiveness of collective individual service in reducing school bullying among middle school students (physical, verbal, social and anti-property bullying). The study found the validity of the main hypothesis, which is: There is a positive relationship with statistical significance between the practice of collective individual service and the reduction of school bullying for middle school students represented in (physical, verbal, and social bullying and bullying against property).
- 9- Al-Haddad, Noura (2020 AD): The study aimed to test the effectiveness of the professional intervention program in the way of working with groups to alleviate school bullying for primary school students. The study found that there are statistically significant differences

- between the use of the professional intervention program in the way of working with groups to alleviate school bullying for primary school students (verbal bullying, physical bullying, social bullying).
- 10- Desouki, Hanan (2020 AD): The study aimed to reach a set of planning indicators for the family, school and society to confront the phenomenon of school bullying in the preparatory stage. The study came up with a set of planning indicators necessary to confront school bullying and to develop procedural steps to achieve these indicators.
- 11- Abdel Razek, Shaima (2020 AD): The study aimed to reach a proposed conception of the role of the social worker to reduce the risks resulting from cyberbullying among secondary school students. The study found that the family risks resulting from electronic bullying among students are represented in their feeling embarrassed towards their family because they are exposed to ugly words through the social network, and sending ugly pictures and electronic movies from colleagues that cause their family to disrespect them. The psychological risks resulting from cyberbullying are represented in their feeling shame for exposing their personal problems through social media, and also feeling provoked by being banned through the social network. The educational risks resulting from bullying are represented in their inability to focus on studying because their page has been stolen more than once. The study found that the most important cognitive, skill and value roles of the social worker are to reduce the risks resulting from cyberbullying.
- 12- Mustafa, Muhammad (2020 AD): The study aimed to identify the types of bullying behavior, the characteristics of cyberbullying, the forms of bullying behavior and the role of individual service in the face of cyberbullying. The study found that the most important types of bullying are: verbal or written, sexual, emotional, racial and electronic. The most important characteristics of bullies are feelings of inferiority, aggression, inability to control anger, lack of empathy, and failure to adopt family and community values and standards. The study also found that there are roles for the social worker towards the school, parents and NGOs to confront the phenomenon of bullying.
- 13- Gilani, Abdel Moneim (2019 AD): The study aimed to validate the effectiveness of a preventive program from the perspective of general practice in social work to develop students' awareness of the dangers of concealment, harassment, slander and electronic stalking as forms of electronic bullying. The study found the validity of the hypotheses of the presence of a statistically significant relationship between the use of a preventive program from the perspective of general practice in social work to develop students' awareness of the dangers of concealment, harassment, slander and electronic stalking.
- 14- Youssef, Abdel Jaber (2019 AD): The study aimed to identify the therapeutic methods of the spiritual approach to serving the individual in reducing school bullying, and the strategies used by the social worker using the spiritual approach to alleviate school bullying. The study concluded that the most important therapeutic methods are to arouse the religious conscience, advice, recitation of the holy books, self-talk to form a new behavior, the development of religious values and moral aspects. I also found that the most important strategies are: using a

role model, doing advice in the situation, understanding the client for himself and getting rid of wrong ideas.

- 15- Abdel Hadi, Lamia (2018 AD): The study aimed to identify the factors leading to school bullying, the actual role of the social worker in facing the phenomenon of school bullying, and the obstacles facing the social worker in facing the phenomenon of bullying. The study found low self-esteem, loss of self-confidence, inability to solve problems, sense of deprivation, oppression, lack of adjustment and academic adjustment of the most important personal factors for bullying. The study also found that excessive pampering and family support for violent behavior, abandonment and divorce are among the most important family factors. The results also showed that observing students' behavior during breaks, practicing student activities, and conducting seminars on bullying are among the most important roles of the social worker to deal with bullying.
- 16- Youssef, Massad (2019 AD): The study aimed to identify the factors associated with cyber-bullying among secondary school students, and to come to a proposed model to reduce the factors associated with cyber-bullying. The study found that the factors associated with cyberbullying are: self-psychological, school, social and technological factors. The study suggested a model to be built based on cognitive-behavioral therapy from the perspective of the individual's way of serving.
- 17- Ali, Shamiya (2018): The study aimed to examine the effectiveness of professional social work intervention using the self-assertion skill in alleviating physical, verbal, social, emotional and anti-property bullying among children placed in residential institutions. The study concluded that depriving a child of family care makes him vulnerable to personal, social and psychological disorders, and a decrease in his ability to adapt and adapt, due to the conditions of physical and emotional deprivation, and the lack of intimate and stable relationships.
- 18- Hashem, Safaa (2018 AD): The study aimed to identify the problems that workers face as a result of job bullying. The results of the study showed that there are many problems arising from job bullying, and that most of the problems facing workers are psychological and administrative problems, while social problems are less important than them. The results showed that the most important roles of the social worker: helping employees to participate in labor groups and organizations, and the least of which is the role of the social worker in helping workers to solve their problems. The study found a proposed scenario from the perspective of general practice to alleviate the problems arising from job bullying.
- 19- Siddiq, Shaima (2021AD): The study aimed to identify electronic bullying, one of the types of bullying that is no less harmful than traditional bullying. The study found a proposed program to mitigate the negative effects of cyberbullying among university youth by using the rational emotive therapy model. The stages and steps of the occupational intervention program using the rational emotive therapy model, and the therapeutic strategies and methods used in the treatment program using the rational emotive therapy model were identified.

Through the previous presentation of the studies, we find that they provided many clear scientific indicators that the researcher can rely on in the current research in building and designing a questionnaire about types of bullying behavior, characteristics of bullying victims and bullies, forms

of bullying, motives and causes of bullying and the negative effects resulting from it. We also find that some studies are interested in discussing the phenomenon of bullying against children and adolescents in schools, others are interested in electronic bullying, and others are interested in the relationship of social service, whether public practice or individual service and group service with the issue of electronic bullying, and very few studies that have concerned with bullying against women and workplace bullying. Accordingly, it is clear from the presentation of previous studies that there is a clear scarcity of scientific studies that concerned a proposed conception from the perspective of individual service to deal with the problem of job bullying against women in the work environment in the private sector. Therefore, the researcher's interest in this important research issue in the Saudi society came.

Theoretical framework of the research:

This part of the research presents some topics related to bullying: types of bullying behavior, characteristics of bullying victims and bullies, forms of bullying, motives and causes of bullying and the negative effects resulting from it, which will be presented as follows:

Types of bullying behavior:

There are many types of bullying behavior. Abu Eid (2015 AD) presents five types of bullying, which are as follows: (1) Verbal or written bullying: It means the use of words, titles, jokes, or posters with the intent of insulting, defaming or mocking the victim in front of peers or others. (2) Sexual bullying: It is a very humiliating behavior for the victim and may lead to a crime. (3) Emotional bullying: Its forms vary from ignoring the victim, isolation, contempt, and ridicule. (4) Racial bullying: It means the use of racial discrimination against the victim and according to their identity and affiliations. (5) Cyber bullying: using social networking sites, the Internet, and modern devices to ridicule, threaten, coerce and blackmail others (Abu Eid, 2015, 44).

Al-Sabheen and Al-Qudah (2013 AD) indicate that there are six types of bullying behavior, which are as follows: (1) Physical bullying: such as hitting, percussion, dragging, slapping, pinching, kicking, ... and others. (2) Verbal bullying: such as cursing, threatening, humiliation, false rumors, and being called by certain names that indicate humiliation or ethnic names. (3) Sexual bullying: such as touching, sensing, using sexual nicknames, sexual gestures and suggestions, ugly jokes, threats of sex. (4) Emotional and psychological bullying: harassment, threats, humiliation, intimidation, marginalization and isolation of the victim. (5) Bullying in social relations: refusal to deal with others and their friendship, preventing others from engaging in activities. (6) Property bullying: such as taking another's property and disposing of it or preventing it from using or destroying it. (Al-Sabbaheen and Al-Qudah, 2013, 10-11, Al Saud, 2017 AD, 359).

(Smith, 2000) indicates that there are four types of bullying, which are represented in the following (Darwish and Al-Laithi, 2017AD, 205, Amara, 2022AD, 128): (1) Emotional bullying: where the bully seeks to belittle the victim by ignoring, sarcasm, contempt, isolation and aggressiveness towards the victim. (2) Physical bullying: such as pushing, hitting, slapping, spitting, kicking, destroying property. (3) Social bullying: willful neglect of the victim, refusal to participate in any activity, refusal of the victim's actions, social isolation of the victim. (4) Verbal bullying: such as ridicule, mockery and

defamation of the victim.

(Qutb, 2022 AD, 453) indicates that bullying has many forms: physical, verbal, psychological, social, sexual and electronic bullying. Al-Haddad, (2020AD, 433) also indicates that one of the forms of bullying is: physical, verbal, psychological, social and sexual. (Clay, 2008) indicates that bullying has many forms and patterns, namely: (1) Physical bullying: such as hitting, kicking, suffocating, biting, slapping, and sexual assault. (2) Verbal bullying: such as inappropriate summoning, inappropriate naming, insults, slander, threats and threats with inappropriate words. (3) Social bullying: such as harming social relationships, defaming reputation, spreading rumors, social exclusion, and forcing friends to distance themselves from the victim. (4) Emotional bullying: humiliation, reprimand, belittling and belittling. (5) Bullying against property: such as damaging or breaking things belonging to the victim. (6) Cyber bullying: through social networking sites to harm others. (7) Sexual bullying: such as inappropriate touching or sexual speech, sexual exploitation, sexual harassment and defamation of sexually exposing him (Abdel Razek, Shaima, 2020AD, 364).

Characteristics of Victims of Bullying and Bullies:

There are many characteristics of victims of bullying. Kilani points out that among the most important characteristics of victims of bullying are: inability to defend themselves, falling quickly, weakness, isolation, feeling helpless, low self-confidence, inability to form social relationships, feeling of failure, negativity, feeling lonely and neglect - insecurity. The victim is also characterized by decisive and psychological characteristics that make him a victim such as short stature, extreme thinness, obesity, shyness, extreme fear ... and others (Kilani, 2019 AD, 34-35).

Olweus classifies victims of bullying into three types: (1) Passive victim: He is weak in structure, has no friends and receives excessive protection from the family, and this type is the most prevalent. (2) The victim, the inciter, who incites others to bully others. (3) The bullying victim: A person who has suffered from bullying before and bully others as a result of his previous bad experience with bullying (Kilani, 2019AD, 34).

As victims of bullying have characteristics that distinguish them from others, there are also characteristics that distinguish bullies. Qutb points out that among the most important characteristics of a bully are: (1) Strength: because of age, gender, power or influence (2) Deliberate harm where the bully tends to inflict harm on others. (3) Continuity and looseness to the point of self-destruction of the victim. (4) Vanity (Qutb, 2022 AD, 452).

Al-Haddad (2020 AD) indicates that the bully has many characteristics: vanity, desire to control others, desire to feel powerful, harm to others, disrespect for rules and laws, disrespect for adults. Among the most important characteristics of victims of bullying are feelings of shame, low self-confidence, isolation, caution, physical and psychological weakness, weak self-assertion, lack of skills, suicidal ideation, depression, psychological and social problems, anxiety and constant tension, severe frustration, eating disorder, they face Health and physical problems, they live in harsh conditions, they are absent from work and do not receive support from the family (Al-Haddad, 2020AD, 431-432).

Types of Bullying:

Willarad mentions that the most important forms of bullying are: hostile messages, harassment,

humiliation, exclusion, electronic harassment, and defamation (Gilani, 2019AD, 148). Al Rashidiya and Emarah also mention that forms of bullying include: (1) written bullying: through text and electronic messages (2) verbal bullying using telephone or voice messages (3) visual bullying: such as posting bad or shameful pictures of the victim. (Al Rashidiya, 2020 AD, 2, Emarah, 2022 AD, 128). Social isolation from others is a form of bullying. Marking the victim and giving him certain nicknames, and racial and religious discrimination is a form of bullying. In addition, hitting, kicking, pushing and shoving the victim is a form of physical bullying. Also, spreading rumors about the victim, threatening and intimidating him, and exposing his secrets is a form of cyber-bullying (Al-Rajhi, 2022 AD, 406-407). Bullying may take many forms such as harassment, embarrassment, exploitation, insults and slander, defamation, exclusion, disclosure of secrets, spreading rumors and impersonation... and others.

Causes and motives for bullying:

There are many causes and factors that lead to bullying behaviour. Views and scientific visions differed about the factors and causes of bullying. (Ibrahim, Najwa, 2019 AD, 274-275) indicates that the causes of bullying are:

- 1- Psychological factors: such as the psychological complex that the person suffers from, as well as the person's frustration, anxiety, depression, feeling of neglect, lack of interest in the person's abilities and tendencies, feeling severe tension and emotion, failure to achieve goals.
- 2- Educational factors: The father and mother's preoccupation with raising children as a result of work and the search for a livelihood, or the travel of one of them, or the absence of one of them due to family disintegration.
- 3- Behavioral factors: Bullying behavior is due to reinforcement, where if the victim shows weakness, this leads to positive reinforcement of the bully's behavior and increases in his bullying behavior and vice versa.
- 4- Social factors: Low family income and low educational level of parents, as well as bad companions and the environmental conditions in which the bully lives, as well as what the media provides are all factors that lead to bullying.

Al Saud, Al-Jawhara (2017 AD) indicates that one of the most important causes of bullying is: (1) Personal factors: such as anxiety and tension, boredom, unhappiness, reckless behavior and the practice of bullying against him before. (2) Psychological factors: feelings of frustration, psychological complexes, depression, feelings of anger and emotion. (3) Social factors: excessive pampering and excessive violence, low standard of living for the family, low family income, illiteracy of parents, absence of one of the two parties to the family, family disintegration. (4) School factors: such as teachers' dictatorial style, excessive and violent punishment by teachers, Bad schoolmates, overcrowded classrooms, poor academic achievement, tense educational climate, weak school system. (Qutb, 2022 AD, 456) indicates that bullying has many motives represented in: (1) Family motives: such as weak parental control, absence of parental authority, weak religious faith in the family, and discrimination in treatment. (2) Psychological motives: feeling deprived, pessimistic view, feeling of inferiority, low self-confidence and a feeling of emptiness. (3) Media motives: Negative media outlets and their publication of programs, series and films that are contrary to public morals. (4) Cultural

motives: failure to engage in cultural activities in the educational environment, failure to satisfy the cultural needs of young people. (5) Academic and study motives: low academic level, academic failure. (6) Absence of means of social control. (7) The existence of misconceptions and misperceptions. (8) Lack of consultation and social communication between the strata of society. (9) Personal and class conflict between groups of society. (10) Bad companions (11) Wrong socialization of children (12) The family has a history of domestic violence. (13) Low level of family income (14) Lack of acceptance of opinion and the other opinion (15) Misuse of technology.

Osman (2021 n.) indicates that bullying has many motives and factors: personal, family and societal motives, technological motives and motives due to poor social relations. Al-Suwaihri (2019 AD, 692-693) indicates that among the causes of bullying are: boredom, desire to have fun and occupy leisure time, jealousy of someone, desire to try a new person, desire to take revenge and take revenge on others, feelings of frustration, insecurity, parental abuse, weak family control, and lack of consequences for his actions.

Negative Effects of Bullying:

There are many negative consequences for victims of bullying behavior, which we present as follows: (Qatami and Al-Sarayra, 2009 AD, 21) consider that the behavior of bullying has many negative effects on the victim, including: feeling ashamed and giving in to the bully, lack of ability to deal with situations and solving problems, feelings of anxiety, frustration and depression, aggression towards oneself, strong psychological pain that may reach thoughts of suicide. Bullying also leads to physical symptoms such as frequent headaches, stomach pain, involuntary urination, sleep disturbances and loss of appetite.

Othman (2021 A.D.) indicates that bullying has many psychological, social and life effects on the victim. Bullying leads to stress, anxiety, frustration, and unwillingness to live, which may often lead to suicide. Bullying also leads to depression, failure to perform life tasks, incompatibility and social adjustment with others.

Al-Haddad (2020 AD, 433) indicates that one of the most important effects of bullying are: physical and health effects, such as feeling tired and exhausted, eating disorder, sleep disturbance, stomach pain, headache... and others. One of the most important psychological effects is constant anxiety and tension, frustration, depression, low self-esteem and low self-esteem. One of the mental effects of schizophrenia is the lack of mental health. Among the most important social effects: isolation, unwillingness to form relationships, unwillingness to participate in activities, absence from work, unwillingness to make friends, loss of sense of security.

Al-Desouki (2020 AD, 524-525) indicates that the most important effects of bullying are: obvious bruises on the face and body, refusal to talk and reveal what worries him, increased demand for money, nightmares, crying, headaches, stomach pain, loss of appetite, insomnia, vomiting, involuntary urination, mood swings, constant anxiety, unwillingness to work.

Theoretical Guidelines for Research:

The current research depends on both the social learning theory and the cognitive behavioral therapy model as theoretical guides for the research topic, which will be presented as follows:

First: Social Learning Theory:

Social learning theory holds that the external environment contributes to the acquisition of aggression and deviant behaviors. Deviance increases as a result of socially deviant role models, and as a result of inappropriate reinforcement such as endorsement of deviant behaviors. The bully may find support for his behavior on the part of others (Mustafa, 2020, 276). Bullying behavior is acquired from the external environment as a result of deprivation, cruel treatment, and imitation of others (Othman, 2021, 341).

Bandura concludes that violent behavior is a learned behavior like any other behavior, it may be aggression or acceptance. Bandura agrees with the behavioral theory that the environment affects the behavior of the person and the person affects the environment, and that the person learns through the models with which he comes into contact even in the absence of reward or deterrence by observation and simulation and the laws governing imitation (Qutb, 2022 AD, 459-460) .

There are three basic components of social learning theory: acquisition, performance, and retention. Aggressive behavior is acquired by reward and reinforcement. Performance is the ability of a person to act aggressively to the extent that he can inflict harm on others. Retention means that a person can repeat the behavior if reinforcement and reward are available, while he does not appear in the absence of a model that punishes his aggressive behavior (El-Desouki, 2020AD, 526). Social learning theory argues that a bully practices bullying as a result of observing or imitating the behavior of a parent, relative, friend, teacher, or media when watching them engage in this behavior. In the event of reinforcement, the behavior is repeated, and in the event of punishment, the person refrains from performing the behavior (Al-Zanati and Al-Dardeer, 2020AD, 16).

Second: Cognitive-Behavioral Therapy Model:

The CBT model focuses on the individual thinking, feeling, and acting in sequence. Thinking becomes emotion and emotion becomes thinking, and this thinking and emotion takes the form of self-talk that directs the behavior of the individual, either desirable or undesirable (Amin, 2010, 60-61, Al-Qatt, 2014, 3659-3660). The model is based on the interaction between thinking, emotion and behavior. When an individual performs a certain behavior, he thinks and gets angry, so emotional disturbances are the result of irrational thoughts and beliefs that are acquired from wrong socialization. Aggression increases the individual's self-esteem (Farha, 2000 AD, 122). The model depends on both the concept of talking to oneself, which is ideas based on experiences that generate emotions and behaviors, the concept of self-assessment, where the individual after each situation evaluates his thoughts, emotions and behaviors, and the concept of self-support, where the individual tends to support himself in life situations (Amin, 2010 AD, 60-61, Al Qat, 2014 AD, 3659-3660).

The CBT model aims to help the client identify his irrational thoughts, identify the causes of disturbance in thoughts and that they are irrational or illogical, help the client to get rid of and remove irrational thoughts and replace them with logical and rational thoughts, encourage the client to modify his erroneous ideas and free them and replace them with rational ones (Mahmoud, 2002 AD, 268-271 AD, Abdul Aziz, 2001 AD, 45, Shukair, 2000 AD, 285 AD, Abdul Qawi, 2015 AD, 1917-1918 AD).

The model is based on the following assumptions: Cognitive activity has a clear impact on

human behavior, appreciation of cognitive activity helps in changing behavior, behavior is determined by the individual's perception and mental interpretation, which he has and acquired through the learning process (Aqil, 1984, 137). Irrational thought patterns and disordered behaviors contribute significantly to emotional and behavioral disturbance and self-social conflict of the individual. Irrational mental thoughts about oneself and others are the cornerstone of neurotic disorders. The change in thinking contributes to changing behavior and emotions, considering that thinking is responsible for behavior and feelings. (Jan, R. 2005, 2, Ellis, A, 1996, 200, Wale, R, & Dryden, 1992, 15-17).

The cognitive-behavioral therapy model is consistent with the topic of the current research, as it aims to modify or change the behavior of the bully towards other victims of bullying. It also aims to change the irrational thoughts of bullies and replace them with rational thoughts, change the patterns of inconsistent behavior practiced by bullies in the work environment, as well as modify their inappropriate emotions towards others.

Research Methodology:

Search Type:

The current research is one of the descriptive research that aims to develop a proposed perception from an individual service perspective to deal with the problem of workplace bullying against women in the work environment in the private sector in the city of Makkah.

Method Used:

The current research is based on the social survey method through a non-probability (accidental) sample of women working in the commercial private sector in the city of Makkah (Al-Dhayfa Mall, Hijaz Mall and Makkah Mall). The current research data was collected from (108) women working in those Malls. Such kind of samples were taken due to the difficulty of reaching a specific statistic on the number of women working in those markets.

Data Collection Tools and Procedures:

The current research depends on the questionnaire as a tool for data collection, which will be applied to women working in the private sector in the city of Makkah. The researcher designed the research tool to answer his research questions and achieve his goals, which were designed in light of the theoretical framework of the research and previous studies of the research. The questionnaire included many axes: (1) basic data related to the personal characteristics of women working in the private sector, (2) data regarding the extent of job bullying against women in the work environment in the private sector, (3) data related to forms of workplace bullying against women In the work environment in the private sector, (4) data related to the factors and causes that lead to workplace bullying against women in the work environment in the private sector (5) data related to the social, psychological, health and occupational effects of workplace bullying against women in the work environment in the private sector.

Validity and Reliability of the Data Collection Tool:

Within the framework of the procedures for verifying the validity and reliability of the data collection tool (the questionnaire form), the researcher performed all the methodological steps to verify the validity and reliability procedures of the questionnaire in order to ensure that it is valid to achieve the objectives of the research and answer its questions. The researcher relied on the method of face validity (the Validity of the arbitrators) to verify the validity of the questionnaire by presenting it to a group of arbitrators from the professors of social work in the Department of Social Work at Umm Al-Qura University in Makkah, and their number is (6) professors. The researcher respected all the opinions and views of the arbitrators from the faculty members and the amendments they recommended by deleting and adding according to the degree of their agreement, and the percentage of agreement was 90%.

The researcher also achieved the procedures for the reliability of the form, as he used the re-test technique to calculate the reliability coefficient, where the first test was applied to (5) women working in the private sector in the city of Makkah. They were retested after 15 days, and the difference between the first and second tests was determined for each question separately. It turns out that there are no significance differences between the first and second tests, by calculating the reliability coefficient according to the following equation: The reliability coefficient = the number of response differences between the two applications / the number of total responses, and the result was 0.92, and this ratio is acceptable and expresses the reliability of the form.

Data Analysis:

The data of the current research was analyzed using the statistical program (SPSS) to reach quantitative (numerical) results. The answers were dumped for each question separately on the program, and statistical tables were extracted. The following statistical methods were used: frequencies, percentages, mean, standard deviation, and order.

Research Limitations:

- 1- The human Domain: women working in Al-Dhyafa Mall, the Hijaz Mall and Mecca Mall working in the shops in those Malls.
- 2- Spatial Domain: the research was applied to Al-Dhyafa Mall, the Hijaz Mall and Mecca Mall in the city of Mecca, which is the largest malls and commercial markets in Mecca.
- 3- Time Domain: The current research took a whole year from 1443 AH to 1444 AH, starting from preparing the research problem until discussing the results.

Research Limitations:

- The current research was applied to women working in the private sector and not to women working in the government sector.
- The current research was applied to the commercial private sector and not to all private sector institutions.
- The current research was applied to the city of Makkah and not to the western region (Makkah, Jeddah and Taif).

Field Search Results:

The next part reviews the results of the field research from statistical tables, analysis and interpretation of the results, and linking the results to previous studies and the theoretical framework of the research.

Table No. (1) Shows the Personal Characteristics of the Respondents

Variable	Frequency	N=108	Percentage
Age			
- From 21 to 30 years old	67		62.0
- From 31 to 40 years old	25		23.2
- From 41 to 50 years old	14		12.9
- From 51 to 60 years old	2		1.9
Academic Qualification			
- Intermediate	3		2.8
- High School	17		15.7
- Undergraduate	88		81.5
Marital status:			
- Single	51		47.2
- Married	43		39.8
- Divorced	11		10.2
- Widow	3		2.8
Monthly income			
- Less than 5000 riyals	63		58.3
- From 5000 to 9999 riyals	44		40.8
- From 10000 to 14999 riyals	1		0.9
- From 15000 to 19999 riyals	-		-
- 20000 riyals or more	-		-
How long have you worked for the company?			
- From 1 to 3 years old	52		48.2
- 4 to 6 years old	41		37.9
- From 7 to 9 years old	11		10.2
- 10 years and over	4		3.7

The results of the previous table indicate the personal characteristics of the respondents, and it is clear that 62.0% of the respondents fall in the age group from 21 to 30 years, and that 23.2% of the respondents fall in the age group from 31 to 40 years, 12.9% fall in the age group from 41 to 50 years,

and the lowest percentage came to respondents who fall in the age group from 51 to 60 years, and their percentage is 1.9%. With regard to the educational level of the respondents, the results showed that the vast majority of the respondents, and their percentage of 81.5%, have a university level of education, and that 15.7% have a high school education level, and that 2.8% have an intermediate educational level. With regard to the marital status of the respondents, the results showed that slightly less than half of the respondents, or 47.2%, are single, and more than a third of the respondents, or 39.8%, are married, and 10.2% of the respondents are divorced. The lowest percentage of respondents whose marital status was widowed was 2.8%. With regard to the income of the respondents, the results showed that more than half of the respondents and their percentage of 58.3% of the total research community, their income is less than 5000 riyals, and that more than a third of the respondents and their percentage is 40.8%, their income ranged from 5000 to 9999 Saudi riyals. The lowest percentage of female respondents whose income ranged from 10,000 to 14,999 riyals, and their percentage was 0.9% of the total research community. With regard to the number of years of experience of the respondents, the results showed that slightly less than half of the respondents, or 48.2%, ranged from 1 to 3 years of experience, and more than a third of the respondents, or 37.9%, ranged from 4 to 6 years of experience, and 10.2% Their years of experience range from 7 to 9 years. The lowest percentage of respondents whose years of experience ranged from 10 years or more, and their percentage was 3.7% of the total research community.

Table No. (2) shows the extent of workplace bullying in the work environment

Variable	Frequency N=108	Percentage
Is workplace bullying prevalent in your work environment?		
yes	31	28.7
Almost	40	37.0
No	37	34.3
How prevalent is workplace bullying in your work environment? N=71		
To a great extent	28	39.4
moderately	34	47.9
To a weak degree	9	12.7
Who engages in workplace bullying in your work environment? N= 71		
Director	17	23.9
Colleagues	39	54.9
Both of them	15	21.2

The results of the previous table highlight the prevalence of workplace bullying against women in the work environment. It is clear that more than a quarter of the respondents indicated that yes, job bullying spreads in the work environment, and their percentage is 28.7%, and that more than a third of the respondents, or 37.0%, indicated that it spreads to some extent, while more than a third of the respondents and their percentage of 34.3% indicated that it does not spread. With regard to the degree to which workplace bullying spreads in the work environment, the results showed that more than a

third of the respondents, or 39.4%, indicated that it is "to a great extent", and that less than half of the respondents, and their percentage of 47.9%, indicated that it is spread to "Moderately" degree, while only 12.7% of the respondents indicated that it is It spreads "To A Moderated Degree". With regard to those who practice workplace bullying in the work environment, the results showed that less than a quarter of the respondents, or 23.9%, indicated that the one who practices bullying is the Director, and that more than half of the respondents and their percentage of 54.9% indicated that those who practice bullying are colleagues at work, and that less than a quarter of the respondents and their percentage is 21.2. % Indicated that both (the Director and colleagues).

Table No. (3) shows the forms of Workplace bullying that are practiced in the work environment of the observant women

Forms	Means	Standard Deviation	Ranking
Verbal Bullying	2.46	.618	1
Physical Bullying	1.56	.499	5
Psychological and Emotional Bullying	2.33	.710	2
Social Bullying	2.11	.765	4
Sexual Bullying	1.33	.474	7
Property Bullying	1.47	.633	6
Cyber Bullying	2.17	.815	3

The results of the previous table reflect the forms of workplace bullying that are practiced in the work environment of the respondent. It becomes clear that the most important and first forms of workplace bullying that are practiced in the work environment of the respondent in the private sector are verbal bullying with an arithmetic mean of 2.46 and a standard deviation of .618. Psychological and emotional bullying came in the second place with a mean of 2.33 and a standard deviation of .710, then came electronic bullying in the next place, with a mean of 2.17 and a standard deviation of .815, and social bullying came in the fourth place with an arithmetic mean of 2.11 and a standard deviation of .765. Physical bullying came in fifth place with an arithmetic mean of 1.56 and standard deviation of .499, and in the sixth and rank was bullying against property with an arithmetic mean of 1.47 and standard deviation of .633, and sexual bullying came in seventh and last place with an arithmetic mean of 1.33 and standard deviation of .474.

In general, the results of the previous table reflect that the respondents' responses were moderate on verbal, psychological and emotional and electronic bullying. This shows that these forms of bullying are practiced in the work environment in the private sector in the Holy City of Makkah. While the responses of the respondents were weak on social, physical, property and sexual bullying, which shows that these forms of bullying are not widely practiced in the work environment. The results of the current research agree with the results of Mustafa(2020 AD), which indicated that the most important forms of bullying are: verbal or written, sexual, emotional, racial and electronic. The results of the current research also agree with what Abu Eid (2015) indicated that the forms of bullying are: verbal or written, sexual, emotional, racial and electronic bullying.

Table No. (4) shows the most prevalent forms of bullying in the work environment of the respondents

Forms	Mean	Standard Deviation	Ranking
Verbal Bullying	2.53	.603	1
Physical Bullying	1.75	.643	5
Psychological and Emotional Bullying	2.46	.676	2
Social Bullying	2.19	.751	4
Sexual Bullying	1.51	.677	6
Property Bullying	1.44	.601	7
Cyber Bullying	2.24	.796	3

The results of the previous table highlight the most prevalent forms of bullying in the work environment of the observant women. It becomes clear that the most important and the first form of bullying prevalent in the work environment of the respondents in the private sector is verbal bullying with an arithmetic mean of 2.53 and a standard deviation of .603, and psychological and emotional bullying comes in second place with an average of 2.46 and a standard deviation.676. Then came in third place electronic bullying with an arithmetic mean of 2.24 and a standard deviation of .796, and social bullying came in fourth place with an arithmetic mean of 2.19, a standard deviation of .751, and physical bullying came in fifth place with an arithmetic mean of 1.75 and a standard deviation of .643, sexual bullying came in sixth place with an arithmetic mean of 1.51 and a standard deviation .677, and bullying against property ranked seventh and last, with a mean of 1.44 and a standard deviation of .601.

In general, the results of the previous table reflect that the respondents' responses were moderate on verbal, psychological and emotional, electronic and social bullying. This shows that these forms of bullying are more prevalent in the work environment in the private sector in the Holy City of Makkah. While the respondents' responses were weak to physical, sexual and property bullying, which shows that these forms of bullying are not widely spread in the work environment in the private sector.

Table No. (5) shows the forms of verbal bullying practiced against women in the work environment

forms of verbal bullying	Mean	Standard Deviation	Ranking
My boss at work uses profanity in dealing with me	1.75	1.169	12
Some of my colleagues in the work environment use inappropriate words and nicknames with me	1.86	1.568	10
My boss treats me with disdain in front of others	2.00	1.472	7
My boss uses constant sarcasm in everything I do	2.06	1.497	5
My boss uses the threatening method constantly	2.39	1.468	1
My boss deliberately humiliates me	1.44	1.506	14
Some colleagues use ethnic names when calling me	2.11	1.356	4
Some of my colleagues are insulting and cursing me	1.69	1.445	13

Some colleagues in the work environment defame me	2.03	1.655	6
Some colleagues practice the method of invocation of me	1.86	1.609	10
My boss calls me inappropriately at work	1.94	1.092	9
Some colleagues use false rumors in the work environment	1.77	1.438	11
My boss is constantly talking to me out loud	2.35	1.255	2
My co-workers always use a loud voice to deal with me	2.21	1.612	3
Some colleagues are trying to discredit me	1.95	1.307	8

The results of the previous table refer to the forms of verbal bullying that are practiced against women in the work environment in the private sector in Makkah Al-Mukarramah, and it becomes clear that the most important and first forms of verbal bullying that are practiced in the work environment of the respondents are (My boss uses the threatening method constantly) with an average of 2.39 with a standard deviation of 1.468. (My boss is constantly talking to me out loud) came in second place with a mean of 2.35 and a standard deviation of 1.255. Then (My co-workers always use a loud voice to deal with me) came in third with an arithmetic mean of 2.21 and a standard deviation of 1.612. (Some colleagues use ethnic names when calling me) came in fourth place with a mean of 2.11 and a standard deviation of 1.356. (My boss uses constant sarcasm in everything I do) came in fifth place with an arithmetic mean of 2.06 and a standard deviation of 1.497. (Some colleagues in the work environment defame me) came in sixth place with a mean of 2.03 and a standard deviation of 1.655. (My boss treats me with disdain in front of others) came in seventh place with an arithmetic mean of 2.00 and a standard deviation of 1.472. (Some of my colleagues are insulting and cursing me) comes in the thirteenth rank with an arithmetic mean of 1.69 and a standard deviation of 1.445. (My boss deliberately humiliates me) came in the fourteenth and last rank with an arithmetic mean of 1.44 and a standard deviation of 1.506.

In general, the results of the previous table reflect that the respondents' responses were average and less than average on many of the statements related to verbal bullying, as well as the responses of the respondents were low on some of the phrases. This may reflect that there are some forms of verbal bullying practiced in the work environment in the private sector in Makkah. This is indicated by the results of the previous table, where the most five forms of practice came: (My boss uses the method of threats and intimidation constantly, my boss talks to me constantly in a loud voice, My co-workers always use a loud voice in dealing with me, some co-workers use ethnic names when calling me and my boss uses constant sarcasm in all the work I do. The results of the current research are consistent with what Al-Sabbahin and Al-Qadat (2013) indicated that verbal bullying includes insulting, cursing, threatening, humiliation, false rumors, calling certain names indicating humiliation or ethnic names. (Smith, 2000) adds to it irony, mockery and defamation of the victim. The results of the current research are also consistent with what was indicated in the study of Shaima (2020 AD).

Table No. (6) shows the forms of social bullying practiced against women in the work environment

forms of social bullying	Mean	Standard Deviation	Ranking
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I feel isolated and lonely in the work environment	2.28	1.534	1
Some colleagues refuse to deal with me	1.66	1.542	6
I don't have any friends in the work environment	1.48	1.350	12
My boss always rejects my actions	2.05	1.469	3
My boss is always ignoring me on purpose	2.17	1.343	2
Some colleagues ignore me and do not deal with me	1.55	1.469	11
My boss refuses to take part in any activity	1.62	1.379	9
Colleagues do not share their activities with me	1.69	1.264	4
I feel socially excluded in the work environment	1.64	1.271	7
My boss forces colleagues not to deal with me	1.56	1.487	10
I do not have the ability to form social relationships in the work environment	1.68	1.459	5
I have good relations with some colleagues in the work environment	1.63	1.378	8
None of my co-workers share my special occasions	1.22	1.138	13

The results of the previous table show the forms of social bullying that are practiced against women in the work environment in the private sector in Makkah Al-Mukarramah, and it becomes clear that the most important and first forms of social bullying that are practiced in the work environment of the observant women are (I feel isolated and lonely in the work environment) with an arithmetic mean of 2.28 and a standard deviation 1.534. It came in second place (my boss always ignores me on purpose) with a mean of 2.17 and a standard deviation of 1.343. Then it came in third place (my boss always rejects my actions) with an arithmetic mean of 2.05 and a standard deviation of 1.469. It came in fourth place (colleagues do not share their activities with me) with a mean of 1.69 and a standard deviation of 1.264. It came in fifth place (I do not have the ability to form social relationships in the work environment) with a mean of 1.68 and a standard deviation of 1.459. It came in sixth place (some colleagues refuse to deal with me) with a mean of 1.66 and a standard deviation of 1.542. It came in seventh place (I feel socially excluded in the work environment) with a mean of 1.64 and a standard deviation of 1.271. It comes in the twelfth and penultimate place (I don't have any friends in the work environment) with a mean of 1.48 and a standard deviation of 1.350. It came in the thirteenth and last place (no one of my co-workers share my special occasions with me) with an arithmetic mean of 1.22 and a standard deviation of 1.138.

In general, the results of the previous table reflect that the respondents' responses were less than average on many of the statements related to social bullying. Furthermore, the responses of the respondents were significantly low on some of the other phrases. This may reflect that there are some forms of social bullying practiced in the work environment in the private sector in Makkah. This is what was indicated by the results of the previous table, where the five most common forms of practice came: (I feel isolated and lonely in the work environment, my boss always ignores me on purpose, my boss always rejects my actions, my colleagues do not participate with me in their activities and I do not have the ability to form social relationships in the work environment). The results of the current research are consistent with what Al-Sabbaheen and Al-Qudah (2013) indicated that bullying in social

relations includes refusing to deal with others and their friendship and preventing others from engaging in activities. (Smith, 2000) adds the deliberate neglect of the victim, refusal to participate in any activity, refusal of the victim's actions, social isolation of the victim as a form of social bullying. (Clay, 2008) also adds damage to social relations, tarnishing reputation, spreading rumors and social exclusion.

Table No. (7) shows the forms of sexual bullying that are practiced against women in the work environment

the forms of sexual bullying	Mean	Standard Deviation	Ranking
Some colleagues engage in degrading behaviors that are not appropriate in the work environment	1.33	1.059	3
My boss speaks in the style of sexual phrases and speech	.65	.879	8
Some colleagues make ugly jokes	1.44	.960	2
My boss is harassing me at work	.53	1.102	9
Some colleagues harass me at work	.89	1.202	7
My boss deliberately touches me in an inappropriate way	1.00	1.253	6
My boss looks at me with sexual innuendo	1.06	1.285	5
Some colleagues practice sexual movements and suggestions in the work environment	1.25	1.035	4
Some colleagues use sexual nicknames in the work environment	1.48	1.271	1

The results of the previous table show the forms of sexual bullying that are practiced against women in the work environment in the private sector in Makkah Al-Mukarramah, and it becomes clear that the most important and first forms of sexual bullying that are practiced in the work environment of the observant women are (Some colleagues use sexual nicknames in the work environment) with an average of 1.48 and a standard deviation of 1.271, and it came in the second place (some colleagues make ugly jokes) with an arithmetic mean of 1.44 and a standard deviation of .960, then came in the third place (Some colleagues engage in degrading behaviors that are not appropriate in the work environment) with an arithmetic mean of 1.33 and a standard deviation of 1.059, In the fourth place (Some colleagues practice sexual movements and suggestions in the work environment) with an arithmetic mean of 1.25 and a standard deviation of 1.035, in the fifth place (boss looks at me with sexual innuendo) with an arithmetic mean of 1.06 and a standard deviation of 1.285, in the sixth place (M My boss deliberately touches me in an inappropriate way) with an arithmetic mean of 1.00 and a standard deviation of 1.253, in seventh place (Some colleagues harass me at work) with an arithmetic mean of .89 and a standard deviation of 1.202, in the eighth place (My boss speaks in the style of sexual phrases and speech) with an arithmetic mean of .65 and a standard deviation of .879, and in the ninth and last place (My boss harassed me at work) with an arithmetic mean of .53 and a standard deviation of 1.102.

In general, the results of the previous table reflect that the respondents' responses were very

low on the vast majority of statements related to sexual bullying, and this reflects that forms of sexual bullying are not practiced significantly in the work environment in the private sector in Makkah. This is what was indicated by the results of the previous table, where it came in the first five ranks with low averages: (Some colleagues use sexual nicknames in the work environment, some colleagues make ugly jokes, Some colleagues engage in degrading behaviors that are not appropriate in the work environment, Some colleagues practice sexual movements and suggestions in the work environment). Perhaps this is due to the Saudi society's adherence to the teachings of the Islamic religion in dealings with each other and the application of Islamic law. The results of the current research are consistent with what Al-Sabhin and Al-Qudah (2013) indicated that the most important forms of sexual bullying are touch, sensitization, the use of sexual nicknames, and gestures. The results of the research also agree with what Qutb (2022 AD) and Abdul Razzaq (2020 AD), which indicated that the most important forms of sexual bullying are sexual speech, sexual exploitation, sexual harassment and defamation by exposing the victim.

Table No. (8) shows the forms of psychological bullying that are practiced against women in the work environment

Forms of Psychological Bullying	Mean	Standard Deviation	Ranking
Contempt	1.33	1.340	8
Insult and reprimand	1.84	1.284	5
Marginalization in the work environment	1.92	1.354	4
Being aggressive towards me	1.75	1.461	6
The boss treats me with disdain at work	1.59	1.268	7
Underestimate	1.33	1.160	8
Harassment	1.96	1.237	3
Threat	2.06	1.593	1
Intimidation	2.00	.820	2

The results of the previous table show the forms of psychological bullying that are practiced against women in the work environment in the private sector in Makkah Al-Mukarramah. It becomes clear that the most important and first forms of psychological bullying that are practiced in the work environment of the respondents are (threat) with an arithmetic mean of 2.06 and a standard deviation of 1.593, in the second place (intimidation) with an arithmetic mean of 2.00 and a standard deviation of .820, in the third place (harassment) with an arithmetic mean of 1.96 and a standard deviation of 1.237, in the fourth place (marginalization in the work environment) with an arithmetic mean of 1.92 and a standard deviation of 1.354, in the fifth (Insult and reprimand) with an arithmetic mean of 1.84 and a standard deviation of 1.284, in the sixth rank (Being aggressive towards me) with an arithmetic mean of 1.75 and a standard deviation of 1.461, in the seventh rank (The boss treats me with disdain at work) with an arithmetic mean of 1.59 and a standard deviation of 1.268, in the eighth and last rank are (disparage and Underestimate) with an arithmetic mean of 1.33 for each, respectively, and with a standard deviation of 1.340 for the first and 1.160 for the second.

In general, the results of the previous table reflect that the respondents' responses were less than average on many of the statements related to psychological bullying. Also, the responses of the

respondents were significantly low on some of the other statements, and this may reflect that there are some forms of psychological bullying practiced in the work environment in the private sector in Makkah. The five most common forms of practice were (threats, intimidation, harassment, marginalization in the work environment, Insult and reprimand). The results of the current research agree with what Abu Eid (2015) indicated that the most important forms of psychological bullying are: ignoring the victim, contempt for him, and ridicule him. It also agrees with what Al-Sabhin and Al-Qudah (2013) indicated that the most important forms of psychological bullying are: harassment, threats, humiliation, intimidation, marginalization and isolation of the victim. The results of the current research are also in agreement with the study of Abdel Razek (2020).

Table No. (9) shows the forms of electronic bullying practiced against women in the work environment

Forms of Electronic Bullying	Mean	Standard Deviation	Ranking
Some colleagues are threatening me on social media	1.73	1.598	5
Some colleagues are trying to harass me on social media	2.09	1.463	1
My colleagues are trying to blackmail me on social media	1.97	1.501	3
Some colleagues are impersonating me on social media	1.56	1.560	7
Some colleagues post my privacy on social media	1.98	1.565	2
My boss sends intimidating and threatening messages on social media	1.81	1.585	4
My boss sends me inappropriate pictures and videos on social media	1.44	1.383	8
Some colleagues exclude me from participating in electronic virtual groups	1.65	1.416	6

The results of the previous table show the forms of electronic bullying that are practiced against women in the work environment in the private sector in Makkah Al-Mukarramah. It becomes clear that the most important and first forms of electronic bullying that are practiced in the work environment of the observant women are (Some colleagues are trying to harass me on social media) with an average of 2.09 and a deviation 1.463, in the second place (some colleagues post my privacy on social media) with an average of 1.98 and a standard deviation of 1.565, then in third place (my colleagues try to blackmail me through social media) with an average of 1.97 and a standard deviation of 1.501, in Fourth place (My boss sends intimidating and threatening messages on social media) with a mean of 1.81 and a standard deviation of 1.585, in the fifth place (some colleagues threaten me on social media) with a mean of 1.73 and a standard deviation of 1.598, in the sixth place (Some colleagues exclude me from participating in electronic virtual groups) with an arithmetic mean of 1.65 and a standard deviation of 1.416, in seventh and penultimate place (Some colleagues are impersonating me on social media) with an arithmetic mean of 1.56 and a standard deviation of 1.560, and it comes in the eighth and last place (my boss sends me inappropriate pictures and videos on social media) with an arithmetic mean of 1.44 and a standard deviation of 1.383.

In general, the results of the previous table reflect that the respondents' responses were low on the vast majority of statements related to cyber-bullying, and this may reflect that there are some forms of cyber-bullying practiced in the work environment in the private sector, but to a limited extent. This may be due to the fact that the Saudi state has placed great care in addressing cybercrime and cyberbullying in order to address such illegal practices by law, because they do not conform to the values and traditions of Saudi society. The media highlights to us on a daily basis what the Kingdom and its government are doing to address such phenomena that are alien to society. The results of the current research are in agreement with the results of the Amara study (2022 AD), which clarified the danger of social bullying and the wrong use of social media to achieve this through harassment, blackmail and threats to others. The results of the current research also agree with the results of the Qutb study (2022 AD), which showed the prevalence of cyber-bullying cases among females in society. The results of the current research also agree with the results of the Abu Zayed study (2021 AD) and the Qandil study (2021 AD), which clarified various forms of cyber-bullying and its negative educational, psychological and social effects on the victim.

Table No. (10) shows the forms of bullying against property that are practiced against women in the work environment

Forms of Bullying against Property	Mean	Standard Deviation	Ranking
Some of my colleagues are trying to steal my belongings	1.27	1.386	6
Some colleagues act on my belongings without my permission	1.85	1.552	1
Some colleagues prevent me from disposing of my private belongings	1.53	1.615	3
Some of my colleagues are destroying my belongings	1.80	1.628	2
Some colleagues destroy my belongings	1.40	1.184	4
Some colleagues break my belongings	1.39	1.459	5
Some colleagues are messing with my files	1.18	1.227	7

The results of the previous table refer to the forms of bullying against property that are practiced against women in the work environment in the private sector in Makkah Al-Mukarramah. It becomes clear that the most important and first forms of bullying against property that are practiced in the work environment of the observant women are (some colleagues act in my belongings without my permission) with an arithmetic average 1.85 and a standard deviation of 1.552, in the second place (some colleagues destroy my belongings) with an arithmetic mean of 1.80 and a standard deviation of 1.628, then in the third place (some colleagues prevent me from disposing of my own belongings) with an arithmetic mean of 1.53 and a standard deviation of 1.615, in the fourth place (some colleagues destroy my belongings) with an arithmetic mean of 1.40 and a standard deviation of 1.184, in the fifth (some colleagues break my belongings) with an arithmetic mean of 1.39 and a standard deviation of

1.459, in the sixth and penultimate place (some colleagues deliberately steal my belongings) with an arithmetic mean of 1.27 and a standard deviation of 1.386, and it came in the seventh and last place (some colleagues are messing with my files) with an arithmetic mean of 1.18 and a standard deviation of 1.227.

In general, the results of the previous table reflect that the respondents' responses were low on the vast majority of statements related to bullying against property, and this may explain the limited practice of bullying against property in the work environment in the private sector. This may explain that the age group to which the current research was applied are adults who do not act in this way against the property of others, unlike the category of children and adolescents in schools, among whom this form of bullying can spread. The results of the current research agree with the results of Ali (2018 AD), which showed that bullying against property is widespread among children placed in residential institutions.

Table No. (11) shows the psychological motives and reasons that lead people to bully women in the work environment

Psychological Motives and Reasons	Mean	Standard Deviation	Ranking
Injury of the bully with a psychological diseases	2.68	.526	9
The bully gets frustrated	2.40	.710	2
constant worry	2.28	.639	14
Depression	2.25	.799	15
feeling neglected	2.44	.777	8
Lack of interest in a person's abilities and inclinations	2.33	.809	11
Failure to achieve goals	2.64	.483	4
Feeling very nervous	2.39	.653	10
Irritability and extreme anger	2.28	.639	14
feeling deprived	2.47	.779	7
Pessimism	2.31	.636	13
feeling of inferiority	2.32	.852	12
Low self-confidence	2.71	.454	1
Boredom and feeling empty	2.56	.499	5
Desire to take revenge	2.44	.688	8
feeling insecure	2.53	.662	6
unhappiness	2.22	.789	16
bullying him before	2.33	.820	11
Jealousy of someone	2.67	.474	3

The results of the previous table refer to the psychological motives and reasons that push people to bully women in the work environment in the private sector in Makkah Al-Mukarramah. It becomes clear that the most important and first psychological motives and reasons that push people to bully women are (poor self-confidence) with an arithmetic average of 2.71 and a deviation 454, in the second place (the bully's injury with a psychological diseases) with an arithmetic mean of 2.68 and a standard

deviation of .526, then in the third place (jealousy of someone) with an arithmetic mean of 2.67 and a standard deviation. 474, in the fourth place (failure to achieve goals) with an arithmetic mean of 2.64 and a standard deviation of .483, in the fifth place (boredom and a feeling of emptiness) with an arithmetic mean of 2.56 and a standard deviation of .499, in the sixth place (feeling of insecurity) with an arithmetic mean of 2.53 and a standard deviation of .662, in the sixth place (feeling of insecurity) with an arithmetic mean of 2.53 and a standard deviation of .662 The seventh (feeling of deprivation) with a mean of 2.47 and a standard deviation of .779, in the eighth place (Desire to take revenge) with an arithmetic mean of 2.44 and a standard deviation of .688, in the ninth place (the bully's frustration) with an arithmetic mean of 2.40 With a standard deviation of .710, in the tenth place (Feeling very nervous) with an arithmetic mean of 2.39 and a standard deviation of .653, in the fifteenth and penultimate place (depression) with an arithmetic mean of 2.25 and a standard deviation of .799, and it came in the sixteenth and last place (unhappiness) with an arithmetic mean of 2.22 and a standard deviation of .789.

In general, the results of the previous table reflect that the respondents' responses were high on the vast majority of phrases related to psychological causes, and they were above average on a few phrases. This may reflect that psychological factors and causes play an important role in producing bullying behaviour. The results of the current research agree with the results of the study of Abdul Hadi (2018), which indicated that the most important factors and causes of psychological bullying are: low self-esteem, loss of self-confidence, inability to solve problems, feeling emptiness, feeling of deprivation and oppression, and lack of compatibility and adaptation. The results of the current research also agree with the results of Youssef's study (2019 AD), which indicated that bullying has many psychological motives and causes. The results of the current research agree with the results of Ali (2018) study, which indicated that the most important psychological factors and causes of bullying: deprivation of family care makes it vulnerable to personal, social and psychological disorders, low ability to adapt and adapt, feeling deprived and feeling insecure.

Table No. (12) shows the social motives and reasons that lead people to bully women in the work environment

the social motives and reasons	Mean	Standard Deviation	Ranking
Excess domestic violence in a bully's family	2.58	.613	2
Low standard of living for a bully's family	2.17	.826	16
Leisure and entertainment	2.57	.659	3
Blind imitation of others	2.44	.674	8
Disintegration of the family	2.28	.795	14
Having a history of domestic violence in the family	2.52	.648	6
Wrong socialization	2.61	.490	1
Absence of social control	2.53	.648	5
low family income	2.26	.741	15

Not accepting the opinion of the other	2.43	.497	9
Low educational level of the family	2.33	.670	12
bad Company	2.56	.499	4
The difficult environmental conditions in which the bully lives	2.33	.474	12
There are no consequences for a bully's actions	2.35	.688	10
Weak enforcement of laws and regulations related to bullying	2.31	.603	13
Personal and class conflict between social groups	2.46	.501	7
Lack of consultation and social communication between the strata of society	2.34	.477	11

The results of the previous table reflect the social motives and reasons that push people to bully women in the work environment in the private sector in Makkah Al-Mukarramah. It clear that the most important and first social motives and reasons that push people to bully women are (wrong socialization) with an arithmetic average of 2.61 and a deviation 490, in the second place (Excess domestic violence in a bully's family) with an arithmetic mean of 2.58 and a standard deviation of .613, then in the third place (entertainment and leisure time) with an arithmetic mean of 2.57 and a standard deviation.659, in the fourth place (Bad Company) with an arithmetic mean of 2.56 and a standard deviation of .499, in the fifth place (the absence of means of social control) with an arithmetic mean of 2.53 and a standard deviation of .648, in the sixth place (the existence of a history of domestic violence in the family) with an arithmetic mean of 2.52 and a standard deviation of 648, in the seventh place (personal and class conflict between groups of society) with an arithmetic mean of 2.46 and a standard deviation of .501, in the eighth place (blind imitation of others) with an arithmetic mean of 2.44 and standard deviation, in ninth place (Not accepting the opinion of the other) with an arithmetic mean of 2.43 and a standard deviation of .497, in the tenth rank (There are no consequences for a bully's actions) with an arithmetic mean of 2.35 and a standard deviation of .688, in the fifteenth and penultimate rank (low family income) with an arithmetic mean 2.26 with a standard deviation of .741, and it came in the sixteenth and last place (Low standard of living for a bully's family) with an arithmetic mean of 2.17 and a standard deviation of .826.

In general, the results of the previous table reflect that the respondents' responses were high on the vast majority of the statements related to social causes, and they were above average on a few of the statements. This may reflect that social factors and causes play an important role in bullying. The results of the current research are in agreement with the results of the study of Abdul Hadi (2018), which indicated that the most important social factors and causes leading to bullying are: wrong socialization and excessive pampering, the absence of means of social control and family support for violent behavior, abandonment, divorce and domestic violence. The results of the current research are also consistent with the results of Youssef (2019 AD), which indicated that bullying has many social motives and reasons that make a person a bully.

Table No. (13) shows the motives and reasons associated with the media that lead people to bully

women in the work environment

the motives and reasons associated with the media	Mean	Standard Deviation	Ranking
Negative media in addressing the phenomenon	2.53	.571	3
Medina Publishing of programs, series and films that are contrary to public morals	2.56	.498	2
Media highlighting bullies as strong and successful people (modeling them)	2.71	.475	1
Absence of awareness programs on the dangers of occupational bullying	2.46	.554	4
The negative image presented against women in some media	2.31	.651	6
Lack of consultation and social communication between the strata of society	2.34	.477	5

The results of the previous table highlight the motives and reasons related to the media that lead people to bully women in the work environment in the private sector in Makkah Al-Mukarramah. From it, it is clear that the most important and first motives and reasons associated with the media that push people to bully women is (the media highlight the personalities of bullies as strong and successful people (presenting them as a model)) with a mean of 2.71 and a standard deviation. 475, in the second place (Medina Publishing of programs, series and films that are contrary to public morals) with an arithmetic mean of 2.56 and a standard deviation of .498, in the third place (Negative media in addressing the phenomenon) with an arithmetic mean of 2.53 and a standard deviation of .571, in the fourth place (Absence of awareness programs on the dangers of occupational bullying) With an arithmetic mean of 2.46 and a standard deviation of .554, in the fifth and penultimate rank (Lack of consultation and social communication between the strata of society) with an arithmetic mean of 2.34 and a standard deviation of .477, and it came in the sixth and last rank (the negative image presented against women in some media) with an average My arithmetic is 2.31 with a standard deviation of .651 .

In general, the results of the previous table reflect that the respondents' responses were high on the vast majority of statements related to motives and reasons related to the media, and were above average on a few statements, and this may reflect that the factors and reasons related to the media play an important role in turning a person into a bully. Perhaps this is due to what the actual reality reflects of the negative influence of the media in increasing the number of bullies in society due to its dramatic works and programs that highlight the bully's personality in those acts. The results of the current research agree with what Ibrahim (2019 AD) indicated that one of the most important causes of bullying is the programs and series presented by the media. The results of the current research are also consistent with what Qutb (2022 AD) referred to, the negative media outlets and their dissemination of programs, series, and films that contravene public morals is one of the most important causes of bullying.

Table No. (14) shows the motives and reasons associated with the victim of bullying, which lead people to bully women in the work environment

the Motives and Reasons Associated with the Victim of Bullying	Mean	Standard Deviation	Ranking
Inability to defend oneself	2.69	.603	1
Speed fall	2.37	.744	8
Physical Weakness	2.51	.663	3
Feeling Helpless	2.50	.743	4
Feeling Lonely and Isolated	2.47	.587	5
Low Self-Confidence	2.55	.617	2
Inability to form social relationships	2.27	.574	13
Feeling of Failure	2.31	.618	12
Negativity	2.34	.699	10
Insecurity	2.34	.629	10
Carelessness	2.33	.474	11
Shy	2.26	.790	14
Extreme fear	2.44	.499	6
Weak self-affirmation	2.36	.703	9
Lack of Skills	2.40	.640	7

The results of the previous table show the motives and reasons associated with the victim of bullying, which lead people to bully women in the work environment in the private sector in Makkah. From it, it becomes clear that the most important and the first motives and reasons associated with the victim of bullying is (the inability to defend oneself) with an arithmetic mean of 2.69 and a standard deviation of .603, in the second place (Low Self-Confidence) with an arithmetic mean of 2.55 and a standard deviation. 617, then in the third place (physical weakness) with an arithmetic mean of 2.51 and standard deviation of .663, in the fourth place (Feeling Helpless) with an arithmetic mean of 2.50 and a standard deviation of .743, in the fifth place (Feeling Lonely and Isolated) with an arithmetic mean of 2.47 and a standard deviation of .587, in the sixth place (extreme fear) with an arithmetic mean of 2.44 and standard deviation of .499, in the seventh place (lack of skills) with an arithmetic mean of 2.40 and standard deviation of .640, in the eighth place (Speed falling) with an arithmetic mean of 2.37 and standard deviation of .744, in the ninth rank (Weak self-affirmation) with an arithmetic mean of 2.36 and a standard deviation of 703, in the thirteenth and penultimate place (Inability to form social relationships) with an arithmetic mean of 2.27 and a standard deviation of .574, and it came in the fourteenth and last rank (shyness). with arithmetic mean of 2.26 and a standard deviation of .790.

In general, the results of the previous table reflect that the respondents' responses were high on the vast majority of statements related to the motives and reasons associated with the victim of bullying, and were above average on a few statements. This may reflect that victim-related factors and causes play an important role in bullying. This is reflected in the fact that personality traits greatly influence making people more vulnerable to bullying. The results of the current research are consistent with what was indicated by Kilani (2019 AD), Qutb (2022 AD) and Al-Haddad (2020 AD) that among the most important factors associated with the victim: the inability to defend oneself, isolation, feelings of helplessness and low self-confidence.

Table No. (15) The negative administrative and occupational effects of workplace bullying against women in the work environment

The administrative and occupational effects	Mean	Standard Deviation	Ranking
Not wanting to go to work	2.21	.711	12
Lack of desire to perform the tasks assigned to me	2.39	.639	10
Lack of ability to deal with situations and solve problems	2.73	.445	2
Unwillingness to work	2.56	.584	5
Unwillingness to deal with colleagues	2.41	.581	9
Unwillingness to form new relationships with colleagues	2.64	.483	3
3Unwillingness to participate in social activities at work	2.22	.715	11
Frequent absence from work	2.47	.648	6
Incompatibility and social adjustment with the work environment	2.74	.440	1
Inability to take responsibility	2.46	.618	7
Lack of creativity and innovation	2.43	.713	8
Feeling that the work environment has become alienating to me	2.59	.494	4
Thinking of leaving work	2.41	.627	9

The results of the previous table illustrate the negative administrative and functional effects of job bullying against women in the work environment in the private sector in Makkah Al-Mukarramah. From it, it becomes clear that the most important and the first negative administrative and functional effects of job bullying against women are (Incompatibility and social adjustment with the work environment) with an arithmetic mean of 2.74 and a standard deviation .440, in the second place (Unwillingness to form new relationships with colleagues) with an arithmetic mean of 2.73 and a standard deviation of .445, in the third place (Unwillingness to form new relationships with colleagues) with an arithmetic mean of 2.64 and a standard deviation of .483, in the fourth place (feeling that the work environment has become alienating for me) with a mean of 2.59 and a standard deviation of .494, in the fifth place (unwillingness to work) with a mean of 2.56 and a standard deviation of .584, in the sixth place (Frequent absence from work) with an arithmetic mean of 2.47 and a standard deviation of .648, in the seventh place (inability to take responsibility) with an arithmetic mean of 2.46 and a standard deviation of .618, in the eighth place (the lack of creativity and innovation) with an arithmetic mean of 2.43, and a standard deviation of .713, in the ninth place (Unwillingness to deal with colleagues and thinking of leaving work), with an arithmetic mean of 2.41 for each of them, respectively, and with a standard deviation of .581 for the first and .627 for the second, in the tenth place (Lack of desire to perform the tasks assigned to me) with an arithmetic mean of 2.39 and a standard deviation of .639, in the eleventh and penultimate place (unwillingness to participate in social activities at work) with an arithmetic mean of 2.22 and a standard deviation of .715, and it came in the

twelfth and last rank (Not wanting to go to work) with an arithmetic mean of 2.21 and a standard deviation of .711.

In general, the results of the previous table reflect that the respondents' responses were high on the vast majority of statements related to the negative administrative and occupational effects of workplace bullying against women in the work environment in the private sector in Makkah. Their responses were also above average on a few phrases, and this may reflect the negative impact of bullying on the administrative and functional tasks of the respondents in the work environment, which negatively affects productivity at work and the desire to make progress and continue to work. The results of the current research agree with the results of the study of Hashem (2018) that workplace bullying produces many administrative and functional problems in the work environment, incompatibility and adaptation with the work environment, poor relations with colleagues, and a feeling that the work environment is alienating.

Table No. (16) shows the negative health effects of job bullying against women in the work environment

The Negative Health Effects	Mean	Standard Deviation	Ranking
Feeling tired and exhausted	2.62	.607	2
Sleep Disturbance	2.75	.605	1
Eating Disorder	2.55	.632	4
Headache	2.54	.501	5
Visible bruising on the face and body	2.34	.775	8
Stomach Pain	2.45	.647	6
Anorexia	2.56	.645	3
Vomiting	2.41	.809	7
Lack of Mental Health	2.32	.783	9
Schizophrenia	2.27	.635	10

The results of the previous table reflect the negative health effects of workplace bullying against women in the work environment in the private sector in Makkah Al-Mukarramah. From it, it becomes clear that the most important and the first negative health effects of occupational bullying against women are (sleep disturbance) with a mean of 2.75 and a standard deviation of .605, in the second place (feeling tired and exhausted) with an average of 2.62 and a standard deviation .607, then in the third place (Anorexia) with an arithmetic mean of 2.56 and a standard deviation of .645, in the fourth place (eating disorder) with an arithmetic mean of 2.55 and a standard deviation of .632, in the fifth place (headache) with an arithmetic mean of 2.54 and a standard deviation of .501, in the sixth place (stomach pain) with a mean of 2.45 and a standard deviation of .647, in the seventh place (vomiting) with a mean of 2.41 and a standard deviation of .809, in the eighth place (Visible bruising on the face and body) with a mean of 2.34 and a standard deviation of .775, in the ninth and penultimate place (lack of mental health) with an arithmetic mean of 2.32 and a standard deviation of .783, and comes in the tenth and last place (schizophrenia) with an arithmetic mean of 2.27 and a standard deviation of .635.

In general, the results of the previous table reflect that the respondents' responses were high on the vast majority of statements related to the health effects of job bullying against women in the work environment in the private sector. The results of the current research agree with the results of Qutb (2022 AD), which indicated that bullying leads to many health effects on the victim, to which the respondents' responses were high. The results of the current research also agree with what Qatami and Al-Sarayra (2009), Othman (2021 AD), Al-Haddad (2020 AD) and Al-Desouki (2020 AD) indicated that the behavior of bullying has many health effects such as feeling tired and exhausted, eating disorder, sleep disturbance, stomach pain, headache, loss of appetite and vomiting.

Table No. (17) shows the negative psychological effects of job bullying against women in the work environment

the Negative Psychological Effects	Mean	Standard Deviation	Ranking
Feeling ashamed and giving in to a bully	2.67	.474	1
Feeling anxious and frustrated	2.39	.747	4
Self-aggression	2.32	.783	5
Strong psychological pain that may reach suicidal ideation	2.55	.500	2
Depression	2.27	.635	7
Weakness and Low self-esteem	2.30	.783	6
Lack of mental health	2.45	.553	3

The results of the previous table show the negative psychological effects of workplace bullying against women in the work environment in the private sector in Makkah Al-Mukarramah. From it, it becomes clear that the most important and the first negative psychological effects of occupational bullying against women are (Feeling ashamed and giving in to a bully) with an arithmetic mean of 2.67 and a standard deviation of .474, in the second place (strong psychological pain that may reach thinking of suicide) with an arithmetic mean of 2.55 and a standard deviation of .500, in the third place (lack of mental health) with an arithmetic mean of 2.45 and a standard deviation of .553, in the fourth place (feeling anxious and frustrated) with an arithmetic mean of 2.39 and a standard deviation of .747, in the fifth place (Self-aggression) with an arithmetic mean of 2.32 and a standard deviation of .783, in the sixth and penultimate place (weakness and low self-esteem) with an arithmetic mean of 2.30 and a standard deviation of .783, and it came in the seventh and last place (depression) with an arithmetic mean of 2.27 and a standard deviation of .635.

In general, the results of the previous table reflect that the respondents' responses were high on some statements related to the negative psychological effects of workplace bullying against women in the work environment in the private sector in Makkah, and were above average on others. This may reflect the obvious negative effects of bullying on the victim's psyche. The results of the current research agree with the results of Qutb (2022 AD), which indicated that bullying leads to many negative psychological effects on the victim. The results of the current research also agree with the results of Abdel Razek (2020 AD), which indicated that bullying leads to many negative psychological effects, including feelings of embarrassment, feelings of disrespect, psychological pain, frustration, shame and

shame. The results of the current research also agree with the results of Hashem (2018 AD) that workplace bullying results in many serious psychological problems such as feelings of shame, psychological pain, feelings of anxiety and frustration, loneliness, depression and a sense of instability. The results of the current research also agree with what Qatami and Saraira (2009), Othman (2021AD) and Al-Desouki (2020AD) indicated that the behavior of bullying has many negative effects, such as a feeling of shame, lack of ability to deal with situations and solve problems, feeling of tension, anxiety and frustration.

The proposed perception from the perspective of individual service to deal with the problem of workplace bullying against women in the work environment in the private sector:

In building the proposed perception for the current research, the researcher relies on the results of the field research, the results of previous studies and the theoretical framework of the research in order to deal with the problem of workplace bullying against women in the work environment in the private sector, which will include a set of axes, namely:

First: The foundations on which the proposed perception is based:

- 1- Awareness and enlightenment of directors of institutions in the private sector of the dangers of workplace bullying against women in the work environment in all its forms and manifestations and its impact on production, progress of work and the achievement of the institution's goals through group discussions and meetings, especially that the results of the research showed that there are different forms of bullying practiced in the work environment in the private sector, such as verbal, psychological, emotional, electronic and social bullying.
- 2- Awareness and enlightenment of male and female workers in private sector institutions in Makkah Al-Mukarramah of the dangers of workplace bullying against women in the work environment and the negative effects it has on the physical, psychological and mental health of women and their adaptation in the work environment, through lectures, seminars and workshops, especially since the results of the research showed that workplace bullying against women causes many administrative, health and psychological problems.
- 3- Educating victims of bullying on the methods of dealing with bullies and how to defend themselves from all forms of job bullying practiced against them in the work environment, whether by managers or colleagues at work, through lectures, seminars, workshops and group discussions.
- 4- Educating the local community about the dangers of workplace bullying against women and its negative effects on women, the family and society as a whole, through seminars, conferences and awareness campaigns, especially since the research results showed that workplace bullying is widespread in the work environment in the private sector in Makkah.
- 5- Paying attention to programs and activities that help in linking the employees of the organization with each other and consolidating social relations among them, especially since the results of the research showed that weak social relations and free time are among the most important motives for bullying.

- 6- The need for private sector institutions to strictly monitor the behavior of male and female employees and to deal with them firmly and forcefully to protect the institution and its employees from such negative behaviors that harm the institution, its reputation and its employees.
- 7- The need for private sector institutions to conduct periodically training courses to develop knowledge and educate their employees about positive behaviors and the techniques of dealing with others and their rights.
- 8- Conducting scientific research that enriches scientific knowledge related to workplace bullying against women in the work environment in the private sector, especially what is reflected in the literary heritage and previous studies of the apparent lack of such knowledge.

Based on the previous foundations, private sector institutions can deal with the problem of workplace bullying against women in the work environment. To achieve this, the efforts of the work team in the private sector institutions, including employees and managers, should be combined and cooperated with each other to eliminate workplace bullying in all its forms and forms in the work environment.

Second: The Philosophy on which the Proposed Concept is Based:

- 1- The importance of the private sector in Saudi society as an actual partner with government institutions to achieve the development goals that Saudi society aspires to, and the importance of the role of the social work profession in private sector institutions to help its workers solve their problems and provide them with all aspects of care and achieve psychological and social adjustment in the work environment.
- 2- The importance of the role of women in Saudi society as they have become an actual partner with men in achieving progress, development and prosperity for society. This is what the Kingdom's Vision 2030 emphasized, and then the importance of identifying their problems and suffering in the work environment, especially that women's work in the private sector is somewhat relatively modern.
- 3- The growth and expansion of the phenomenon of bullying in general and the phenomenon of workplace bullying against women in the work environment in particular in Saudi society in the absence of oversight by institutions and the absence of deterrent penalties actually applied to bullies.
- 4- The health, psychological, social, administrative and occupational suffering of women victims of bullying, which negatively affects them and their families, and their performance and interaction in the work environment, and this is what the results of the current research have concluded.

Third: The professional roles that a social service specialist can play to deal with the problem of workplace bullying against women in the work environment in the private sector:

- 1- The role of the therapist: in which the specialist helps women victims of bullying to confront it, modify their behavior that may cause them to be bullied, and gain them self-confidence, and this is consistent with the results of the field research.

- 2- The role of the lecturer: in which the specialist speaks to the various male and female workers in the private sector, including employees, managers and all societal segments to raise their awareness of the dangers of workplace bullying against women and the negative effects resulting from it and the need to deal with and confront the problem. This is consistent with the results of the field research.
- 3- The role of the mentor: through this role the specialist raises awareness of workers in the private sector and informs them of the dangers of work bullying in the work environment and its negative effects.
- 4- The role of the enabler: in which the specialist helps women victims of workplace bullying to discover their strengths to help them overcome bullies, provoke feelings of dissatisfaction with the reality of the work environment in which bullying is practiced and help them realize this reality and solve the problems they face as a result of bullying.
- 5- The role of the researcher: Through this role, the specialist should review scientific research and articles related to bullying in general and workplace bullying against women in particular, and to conduct studies and scientific research to prevent all forms of bullying.
- 6- The role of the planner: in which the specialist assists private sector institutions in planning programs and activities to improve social relations between male and female workers and between male and female workers in the work environment.
- 7- The role of the data collector: in which the specialist collects information and data about the problems that women face in the work environment in the private sector as a result of bullying them, whether by colleagues at work or by managers.

Fourth: The professional tools that a specialist working with individual cases can use to deal with the problem of workplace bullying against women in the work environment in the private sector:

- 1- Individual Interviews: with women victims of bullying and bullies who practice bullying in the work environment in order to discuss, study and confront the issue.
- 2- Group Interview: with women victims of workplace bullying in the work environment, and experts specialized in dealing with bullying.
- 3- Observation: For the behavior of women victims of workplace bullying, the work environment and the behavior of bullies to monitor the causes and motives associated with bullying and its negative effects.
- 4- Seminars: To develop the knowledge of male and female workers and managers of institutions in the private sector about the problems arising from the practice of workplace bullying in the work environment against women.
- 5- Lectures: To educate women working in the private sector who are victims of bullying about the causes and motives of bullying and how to overcome the problems they face and mitigate its impact on them.
- 6- Group Discussion: with experts and specialists in bullying and managers of institutions in the private sector to exchange ideas and opinions on methods of confronting workplace bullying against women.

Fifth: The Professional skills that a Specialist Working with Individual Cases can Use to Deal with the Problem of Workplace Bullying against Women in the Work Environment in the Private Sector:

- 1- Skill in setting goals.
- 2- Skill in contract drafting and agreement.
- 3- The skill in forming a professional relationship based on mutual trust, acceptance and objectivity with the victims of bullying and with the bully to understand the nature of his problem and his motives for bullying.
- 4- Skill in analyzing and interpreting the problem to identify the motives for practicing workplace bullying against women in the work environment.
- 5- Observational skill: to identify the behavior of victims of bullying and bullies to understand the nature of the problem, its causes and consequences.
- 6- The skill of dealing in crisis situations, given that the practice of bullying is a crisis situation for the victims of bullying.
- 7- Skill in communicating with all sources related to the problem.
- 8- Skill in choosing appropriate remedial methods to deal with the problem, whether for the victims of bullying or the bullies.

Sixth: The Professional Strategies that a Specialist in Working with Individual Cases can Use to Deal with the Problem of Workplace Bullying Against Women in the Work Environment in the Private Sector:

- 1- Attitude Change Strategy: through which the bully's attitudes towards those around him or those who bully and violence in the work environment can be changed.
- 2- Concept Reconstruction Strategy: It is used with the bully to correct misconceptions and replace them with new, correct concepts.
- 3- Emotional Control Strategy: It is used with the bully to control his emotions towards others and direct him to practice activities to express his emotions and empty his negative energy into useful things.
- 4- Negotiation Strategy: It is used to resolve disputes between conflicting parties in the work environment to help them get rid of the problems they face to create a positive work environment and climate that helps production.

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