



Research Article

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The Efficacy of Counseling Program Based on Eysenck's Theory in Reducing Bullying and Improving the Academic Performance

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Abstract

The study aimed to recognize the efficacy of a counseling program based on Eysenck's Theory in reducing bullying behavior and improving the academic performance of a sample of students. The study sample was chosen, and the number of students is (30) students, divided into two groups: experimental and control. Both instruments of the study, are: Scale of bullying behavior and the scale of academic performance, were applied. Results related to bullying behavior indicated statistically significant differences between the experimental and control groups. Moreover, results did not show differences with statistical significance for the academic performance between both groups.

Keywords: Counseling Program, Eysenck's Theory, Bullying Behavior, Academic Performance

1. Introduction

The concept of personality is considered one of the axial concepts, but Eysenck (1990) defined it as the total degree of patterns of the actual and concealed behavior of the individual. It is specified by heredity and environment and has four domains; they are the cognitive, the propensity, the emotional, and the bodily, and divided personality into three dimensions they are extroversion, neuroticism, and psychosis.

Bullying behavior is one of the problems that occur by concealment among students in the academic environment, where the bullying behavior is connected with the weakness of academic performance. Bullying is the most widespread phenomenon in schools worldwide (Smith, 2019). Bullying behavior indicates any form of repeated behavior purposeful from a strong student towards another student, and bullying behavior takes abundant forms from them: physical bullying, verbal bullying, gender bullying, emotional bullying, psychological bullying, and bullying on properties (Kokions, 2018).

Freud considered aggression a trait from the traits of the personality, where he believed that human behavior is naturally aggressive (Beseg, 2018). (Eysenck, 1969) theory indicates that aggressiveness is nothing but a trait from the traits enlisted under the emotional extrovert pattern; meanwhile, behavioral theory views aggression as a learned behavior that can be amended. Furthermore, the cognitive theory indicates that the perceptual domain and its reflections on feelings

of anger and hatred lead to practicing bullying behavior (Calvillo, 2018).

Bullying, as Cosma (2017) indicates, every behavior produces harm for another person or damage to anything, and bullying behavior is a means, but Sallis (2017) defines bullying behavior as a means that aims at making happen destructive or abhorrent results. Or domination through the bodily or verbal power of others (Dupper, 2018).

Bullying behavior is measured by direct observation or measuring behavior through its results (Lucino, 2014). So bullying behavior negatively affects the student's performance at school, for the student exposed to bullying behavior is affected at the biological and social levels (Gesell, 2020).

Howe (2014) indicates that performance is a voluntary process that can be reached by the individual with his complete desire, for the individual may change his performance through his internal environment by amending some behavior connected with the school. Also, hereditary factors that sometimes hinder performance affect the studying styles for academic performance. So academic performance is a constant and dynamic process connected with the individual's life, not the school and the university. The degree of psychological health of the individual depends on his outstanding academic performance.

The factors that assist students in academic performance are the satisfaction of the primary and personal needs because their non-satisfaction will lead to tension and lousy adaptation and learning the skills of academic performance. In addition, performance skills are a constant process that starts with the child in the first stages of school, so a positive scholastic experience assists in academic performance (Kapsch, 2016).

2. The Problem of Study and its Significance

The personality is considered the entity of the individual, for if it was exposed to physical or psychological aggressions that led to disagreement, it affects the individual's behavior and academic performance. So, the phenomenon of bullying among students did not receive a concern; perhaps that refers to bullying behavior as a rare behavior uneasily noticed, for students exposed to the bullying do not inform others fearing of bullies, which leads to a decrease in the level of academic performance. Therefore, the student needs "lightening" from the tensions produced by bullying behavior. Consequently, it had to employ a counseling program to assist students in expressing their passions and improving their academic performance. Thus, the study attempts to answer the following question: What is the efficacy of a counseling program based on Eysenck's theory in reducing bullying behavior and improving academic performance?

3. Hypotheses of Study

1. There are no significant differences at the level ($\alpha \leq 0.05$) in bullying behavior between the experimental and the control groups.
2. No significant differences at the level ($\alpha \leq 0.05$) of improving academic performance are counted at the total degree on the scale and its dimensions between the experimental and the control groups.

4. Definitions of Terms

Bullying behavior: is an attacking behavior directed towards others or their properties and towards the educational system that is the purpose of harming by verbal, symbolic, or materialistic aggression (Smith & Brain, 2018), and it is procedurally defined in this study as the degree obtained by the student on the scale of bullying behavior.

Academic performance is the techniques students employ to improve their academic performance and acquire knowledge, and it is distinguished from self-control and responsibility. Moreover, it is procedurally defined in this study with the degree obtained by the individual on the

academic performance scale (Al-Khateeb, 2020).

Eysenck's theory: The personality is the constant total organization of the individual's actual and concealed behavior patterns and is represented in the cognitive, propensity, performance, and emotional domains (Eysenck, 1977).

5. Previous Studies

Gaffney et al. (2021) study aimed to determine the efficacy of current anti-bullying initiatives in K-12 educational settings. This research also revises the meta-analysis by Farrington and Ttofi that was initially published in 2015. By searching for additional evaluations completed and published after 2009, this research aims to update the previous analysis of 53 assessments, revealing that anti-bullying programs successfully reduce bullying perpetration and victimization. The researchers conducted thorough searches by systematically combining relevant keywords such as bully*, victim*, bully-victim, prevention, program*, school, intervention, effect*, evaluation, and anti-bullying. Web of Science, PsycINFO, EMBASE, DARE, ERIC, Google Scholar, and Scopus were only a few of the online databases that were searched. We also looked through databases that house unpublished reports like master's and doctorate theses (like Proquest). The researchers found through a meta-analysis that anti-bullying programs significantly reduce both bullying perpetration (RE: OR = 1.309; 95% CI: 1.24-1.38; $z = 9.88$; $p = .001$) and bullying victimization (RE: OR = 1.244; 95% CI: 1.20-1.40; $p = .001$). Assuming a random effects model of meta-analysis, the range was (1.19-1.31; $z = 8.92$; $p = .001$). The mean effects for bullying perpetration (i.e., MVA: OR = 1.324; 95% CI: 1.27-1.38; $z = 13.4$; $p = .001$) and bullying victimization (i.e., MVA: OR = 1.248; 95% CI: 1.21-1.29; $z = 12.06$; $p = .001$) were comparable across both models of meta-analysis. The primary investigations successfully reduced bullying perpetration more than victimization under both computational models. Both perpetration ($Q = 323.392$; $df = 85$; $p = .001$; $I^2 = 73.716$) and victimization ($Q = 387.255$; $df = 87$; $p = .001$; $I^2 = 77.534$) outcomes showed considerable variability between trials, with effect sizes varying among investigations. Studies have shown that publication bias is improbable. Given the vast number of researches included and, by extension, the high number of alternative approaches, tools, metrics, and samples employed, it was reasonable to anticipate some variation between studies.

Kellij et al. (2022) stated that the connection between being bullied and how you process social information is murky. According to the preventative theory, victims pay closer attention to ominous social signs to head off an even more dangerous situation. On the other hand, the reaffiliation hypothesis proposes that victims will pay more attention to positive social cues to rectify the situation. On the other hand, desensitization theory suggests that victims have a numbing effect that makes them less responsive to social cues over time. In this comprehensive study, we look at the data supporting three hypotheses about how victimization affects how people interpret social information. It is essential to focus on two stages of social information processing: encoding (paying attention to and recording social cues) and interpreting (making meaning of several social cues at once). These steps are crucial in setting the stage for subsequent behavioral reactions. A total of 142 articles published between 1998 and 2021 and evaluated for quality were included after a thorough search. On average, there were 1600 people included in the research (range: 14-25,684), with the median age of the participants being 11.4. Paying attention to and accurately registering social cues, peer perception, attributing events, empathy, and theory of mind were all discussed in the literature. A more pessimistic view of peers in general and a more pessimistic attribution of causes to specific situations were associated with victimization, supporting the preventative hypothesis.

In contrast to the desensitization hypothesis, victimization seems to have no bearing on people's capacity to empathize with or comprehend the experiences of others. Desensitization, however, may only occur after extensive and ongoing trauma, a phenomenon that has been poorly explored too far. Most research did not contain positive social cues, preventing a comprehensive examination of the reaffiliation theory. In order to effectively combat bullying, it is crucial to consider the unfavorable social information processing style associated with victimization.

Pendleton (2018) study the impact of a counseling program in decreasing the sharpness of bullying behavior for secondary stage students. The study sample consisted of (80) male and female students divided into experimental and control groups. Results showed differences with statistical significance among means of grades in the experimental group and a decrease in bullying behavior among individuals in the experimental group, which asserts the efficacy of the counseling program in lightening the sharpness of bullying behavior.

Ghabin (2017) study recognized the impact of a counseling program on the Seiko drama in decreasing the bullying behavior at a sample of school students in Jordan. The study sample consisted of (32) male and female students. The researcher employed the scale of bullying behavior. Results of the study showed the existence of differences among means of degrees estimation of the bullying behavior scale for the interest of the experimental group, and the existence of differences among means of degrees estimation of the bullying behavior scale at the experimental group ascribed to the variable of gender.

Santa's (2016) study aimed to measure the personality pattern and their impact on academic performance, and a sample of (78) students was divided into one control group and two experimental groups. They were trained on applying academic performance skills for five weeks. Results produced the efficacy of the employed skills at the individuals from the pattern of extrovert personality, where differences with statistical significance existed for the interest of the dimensional measurement in improving academic performance.

6. Method and Procedures

6.1 The Study Sample

The sample of the study was chosen from a purposely method number is amounting (30) students, who obtained high degrees on the scale of bullying behavior, and low degrees on the scale of academic performance, then they were distributed at a random method into two groups consisting of fifteen students, who received a counseling program based on Eysenck's Theory during the academic year 2021/2022. The program consisted of eighty counseling sessions, each lasting ninety minutes. A control group comprised fifteen students not exposed to the counseling program.

7. The Instruments of the Study

7.1 The scale of the bullying behavior

The researcher employed the scale of bullying behavior consisting of (21) items consisting of the answer of the fourfold ladder from zero-3 mean-while the total degree amounts between zero-.63. The researcher extracted reliability by the method of test re-test at a time separation for two weeks, where it amounted to (%88), through applying the scale on a sample consisted of (20) students from outside the study sample.

7.2 The scale of the academic performance

The researcher employed the academic performance scale consisting of (40) items, and the total degree is extracted on the scale by collecting the degrees representing the level of academic performance. The total degree of the scale consists of between (zero-120). The researcher extracted reliability by employing the equation of Cronbach Alpha, which amounted to .089.

7.3 The counseling programs

The researcher designed a counseling program based on Eysenck's Theory, consisting of eight

sessions, the duration of each session is (90) minutes. The program aims to decrease bullying behavior among students and improve academic performance.

8. Procedures of the Study

1. Designing a counseling program consists of eight sessions; the duration of each session is (90) minutes.
2. The scale of bullying behavior was employed as the academic performance scale, and the significance of validity of both scales and their reliability.

9. Designing and Statistical Analysis

Multiple analysis of covariance (MANCOVA) was employed to recognize the impact of the experimental processing by comparing the experimental and the control groups. The following is specifying of the study variables:

The independent variable of the counseling program

The subordinate variables

1. The bullying behavior
2. academic performance

10. The Results of the Study

Results of the first hypothesis: There are no differences with significance at the level ($\alpha \leq 0.05$) at the level of bully's behavior of students exposed to the counseling program to decrease the bullying behavior and improve academic performance and Table (1) clears that:

Table 1. Arithmetic means and standards deviations for both groups, the experimental and the control on the dimensional measurement of the scale of bullying behavior

Standard Error	Average	Group
0.751	11.011	Experimental
0.751	13.62	Control

To be asserted that the difference among means is statistically significant, and the multiple analysis of covariance (MANCOVA) has been employed, Table (2) clears the results of the analysis of covariance.

Table 2. Results of analysis of covariance for the significance of the difference between the means of both groups; the experimental and the control on the scale of bullying behavior

Significance	F. Value	Sum of Squares	Degrees of Freedom	Mean of Squares	Source of Variance
*0.01	6.182	42.094	1	42.094	The Group
0.00	147.881	1473.912	1	1473.912	Pretest
-	-	8.429	27	227.555	Error
-	-	-	29	1798.667	Total

* Statistical significance from ($\alpha \leq 0.05$)

It is clear from Table (2) that the differences among the means amount to the level of statistical significance where the statistical value of (F) (6.182) and it is significant at a minor level from ($\alpha \leq 0.05$). Referring to the Table of arithmetic means, we notice that the differences were for the interest of the experimental group students. They received a counseling program, where the level of bullying behavior decreased at a form of statistical significance, indicating the program's efficacy in

reducing bullying behavior.

Results of the second hypothesis: No sign with the total degree on the scale and its subsidiary dimensions among students exposed to the counseling program and those not exposed to it. Table No: (3) clears:

Table 3. Amended arithmetic means, and standard error of both groups: the experimental and the control on the dimensional measurement for the scale of academic performance (the total degree)

Standard Error	Average	Group
1.447	82.061	Experimental
1.447	91.004	Control

To make sure of the difference among the means of statistical significance, the multiple analysis of covariance (MANCOVA) was employed, and Table (4) clears the results of multiple covariance analysis (MANCOVA).

Table 4. Results of multiple analyses of covariance for the significance of difference among means of both groups, the experimental and the control on the scale of the academic performance (total degree)

Significance	F. Value	Sum of Squares	Degrees of Freedom	Mean of Squares	Source of Variance
*0.614	0.262	8.042	1	8.042	The Group
0.00	96.546	2874.960	1	2974.960	Pretest
-	-	30.814	27	831.973	Error
-	-	-	29	3999.467	Total

It is clear from Table No: (4) that differences among means did not amount to the level of statistical significance, where the statistical value of (F) amounted to (0.262), and it is not significant at the level below ($\alpha \leq 0.05$). Referring to the Table of arithmetic means, we notice that the differences were for the interest of the experimental group students, who were exposed to the counseling program, where the level of academic performance did not improve at them at a form statistically significantly, the thing that indicates the non-efficacy of the program in improving the academic program.

Table 5. Amended arithmetic means, and standard error of both groups: the experimental and the control on the dimensional measurement for the scale of academic performance (the first dimension, extrovert, emotional)

Standard Error	Average	Group
0.682	23.834	Experimental
0.682	23.032	Control

Multiple covariance analysis (MANCOVA) was employed to ensure that the difference among means is statistically significant, and Table (6) clears the results of multiple covariance analysis.

Table 6. Results of multiple covariance analysis (MANCOVA) for the significance of difference among means of both groups; the experimental and the control on the scale of the academic performance (the first dimension, extrovert total degree, and emotional)

Significance	F. Value	Sum of Squares	Degrees of Freedom	Mean of Squares	Source of Variance
0.418	0.679	4.637	1	4.637	The Group
0.00	18.382	125.780	1	125.780	Pretest
-	-	6.843	27	184.752	Error
-	-	-	29	331.367	Total

It is clear from Table No: (6) that the differences among the means did not amount to the level of statistical significance, where the statistical value of (F) amounted (to 0.679), and it is not significant at the level below ($\alpha \leq 0.05$). Referring to the Table of arithmetic means, we notice that the differences were for the interest of the experimental group students, who were exposed to the counseling program, where the level of academic performance did not improve at them on the first dimension at a form statistically significant.

Table 7. Amended arithmetic means and the standard error for both groups; the experimental and the control on the dimensional measurement for the scale of academic performance (the second dimension, extrovert, well-balanced)

Standard Error	Average	Group
0.462	20.131	Experimental
0.462	19.672	Control

To be sure that the difference among the means is statistically significant, the multiple covariance analysis (MANCOVA) was employed, and Table (8) clears the results of the multiple covariance analysis.

Table 8. Results of the multiple covariance analysis of the significance of the difference among means of both groups; the experimental and the control on the scale of the academic performance (the second dimension, extrovert well-balanced)

Significance	F. Value	Sum of Squares	Degrees of Freedom	Mean of Squares	Source of Variance
0.488	0.492	1.577	1	1.577	The Group
0.00	139.092	446.442	1	446.442	Pretest
-	-	3.209	27	86.566	Error
-	-	-	29	542.701	Total

It is clear from Table No: (8) that the differences among the means did not amount to the level of statistical significance, where the statistical value of (F) amounted to (0.492), and it is not significant at a below level of ($\alpha \leq 0.05$). Referring to the Table of arithmetic means, we notice that the differences were not in the interest of the experimental group students. They were exposed to the counseling program, where their academic performance did not improve on the second dimension in the form of statistical significance.

Table 9. Amended arithmetic means and the standard error for both groups; the experimental and the control on the dimensional measurement for the scale of the academic performance (the third dimension, extroverted and emotional)

Standard Error	Average	Group
0.432	24.436	Experimental
0.432	24.495	Control

The multiple covariance analysis (MANCOVA) was employed to ensure that the difference among the means is statistically significant, and Table No: (10) clears the results of multiple covariances.

Table 10. Results of the multiple covariance analysis for the significance of differences among means of both groups; the experimental and the control on the scale of the academic performance (the third dimension, introverted and emotional)

Significance	F. Value	Sum of Squares	Degrees of Freedom	Mean of Squares	Source of Variance
0.923	0.010	0.026	1	0.026	The Group
0.00	174.386	446.446	1	446.446	Pretest
-	-	2.675	27	72.219	Error
-	-	-	29	453.446	Total

It is clear from Table (10) that the differences among the means did not reach the level of statistical significance, where the statistical value of (F) amounted to (0.010), and it is not significant at the level below ($\alpha \leq 0.05$). Referring to the Table of the arithmetic means, we notice that the differences were not in the interest of the experimental group students, who were exposed to the counseling program, for the level of academic performance did not improve at them on the third dimension at a form statistically significant.

11. Discussions and Recommendations

Results of the study indicated the efficacy of the counseling program in decreasing the bullying behavior for the experimental group compared with the control group and to non-efficacy of the counseling program in improving the academic performance of students of the experimental group. The multiple covariance analysis (MANCOVA) indicated the differences in the means between both groups; the experimental and control were statistically significant. Students of the experimental group showed a decrease in bullying behavior between the pretest and the posttest compared to the control group, which can be ascribed to the program concentrated on the skills and training related to personality patterns shared in the level of academic performance. The different personality patterns assisted in attracting individuals' attention to some stands, such as acquiring social skills and the skill of communication, all of which helped develop the spirit of group cooperation and decrease bullying behavior among students. This agrees with the results of the (Pendleton, 2018) study that indicated a decrease in bullying behavior in students of the primary stage through applying for a counseling program.

Relating to the second hypothesis, the multiple covariance analysis showed the differences between both groups; the experimental and the control did not reach statistical significance. They did not show significant differences between students of both groups; the experiment and the control on the total degree of the scale of academic performance, and that result can be explained by the difference of the personality patterns of students of the experimental group, for their traits amounted between extroversion and introversion. Therefore, they did not reach the level of statistical significance.

That result can also be ascribed to the fact that training on some skills led to a decrease in bullying behavior but did not lead to a decrease in academic performance. The reason may be that the extrovert pattern is swiftly affected more than the introvert pattern. So if the counseling program continued to two studying seasons, that could give statistical significance because academic performance needs time to master skills. Moreover, this result did not agree with the results of the (Santa, 2016) study, which indicated statistically significant differences in the dimensional measurement interest in improving academic performance.

But what relates to the subsidiary dimensions for the scale of academic performance, the results of the multiple covariance analysis indicated that the differences between the means of both groups, the experimental and the control, did not reach the level of statistical significance. This result can be ascribed to the fact that performance is a process that needs training and a long time, for the program lasted eight sessions. Therefore, it needed to be more satisfactory to improve academic performance.

In light of the previous results, the researcher recommends organizing counseling programs

that tackle counseling through music, Seik drama, and counseling through the short story and its relationship with personality patterns.

12. Conclusion

Bullying is a form of unbalanced aggression that occurs by bullies against victims repeatedly in schools. It spreads in the school environment, regardless of culture, language, gender, or race, and depends on the bully's control, control, and domination over the victim, as he harms her physically, socially, or emotionally. The phenomenon of bullying is one of the negative behavioral manifestations prevalent in schools, and this behavior is widespread at rates that exceed the expectations of parents and teachers. Bullying also affects students' achievement. Therefore some scholars designed counseling programs to help reduce the effect of bullying on students' achievement.

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