

“A proposed conception of the role of a specialist working with individual cases in dealing with problems of sexual harassment of children in primary and middle schools”

Preparation

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Abstract

The current research aims to identify the forms of sexual harassment of children in primary and middle schools, the factors and causes leading to it, the resulting health, social, psychological, behavioural and educational problems, the difficulties faced by social workers in addressing the problem of sexual harassment of children in primary and middle schools, and a suggested vision from a service perspective individuality of the ethnic minority population. This study is one of the descriptive studies that used the social survey method using a random sample (413 people) of mentor students from primary and middle schools in the city of Makkah. A questionnaire is a technique for collecting data.

The results revealed that the main causes of sexual harassment of children in primary and middle schools are: lack of religious awareness, lack of awareness of homosexuality, media and technological development and the Internet, the spread of sexual films, pornography, drug abuse, association with bad friends, lack of child awareness of violations, and weak family controls. school ineffectiveness. The results also showed that the most important health effects of harassment are sleep disturbances, circulatory disorders, loss of appetite and feeling tired and exhausted, while the most important psychological and social effects are the victim's feeling of physical abuse and a feeling of inferiority and inferiority. Sadness, grief, lack of self-confidence, shame and humiliation.

The results also indicated that one of the most important preventive measures needed to prevent sexual harassment of children is for parents to use their free time to attend anti-harassment seminars. Teaching their children how to defend themselves against the harasser by screaming and running; educate adults about the steps they can take to prevent harassment; Encouraging schoolchildren to report incidents of harassment.

Keywords: specialists, problems, sexual harassment, children, primary and middle schools, psychological treatment, suggestions, recommendations.

المخلص:

يهدف البحث الحالي إلى التعرف على أشكال التحرش الجنسي بالأطفال في المدارس الابتدائية والمتوسطة، والعوامل والأسباب المؤدية إليه، والمشكلات الصحية والاجتماعية والنفسية والسلوكية والتعليمية الناتجة عنه، والصعوبات التي يواجهها الأخصائيون الاجتماعيون في معالجة مشكلة التحرش الجنسي بالأطفال في المدارس الابتدائية والمتوسطة، ورؤية مقترحة من منظور الخدمة الفردية لسكان الأقليات العرقية. هذه الدراسة هي إحدى الدراسات الوصفية التي استخدمت أسلوب المسح الاجتماعي باستخدام عينة عشوائية (413)

شخص) من الطلاب الموجهين من المدارس الابتدائية والمتوسطة في مدينة مكة المكرمة. الاستبيان هو تقنية لجمع البيانات.

وكشفت النتائج أن الأسباب الرئيسية للتحرش الجنسي بالأطفال في المدارس الابتدائية والمتوسطة هي: غياب الوعي الديني، وقلة الوعي بالمثلثية الجنسية، والتطور الإعلامي والتكنولوجي والإنترنت، وانتشار الأفلام الجنسية، والمواد الإباحية، وتعاطي المخدرات، الارتباط بأصدقاء سيئين، قلة وعي الطفل بالانتهاكات، ضعف ضوابط الأسرة، وعدم فعالية المدرسة. كما أظهرت النتائج أن أهم الآثار الصحية للتحرش هي اضطرابات النوم واضطراب الدورة الدموية وفقدان الشهية والشعور بالتعب والإرهاق، في حين أن أهم الآثار النفسية والاجتماعية هي شعور الضحية بالانتهاك الجسدي والشعور بالنقص والدونية. والحزن والأسى وقلة الثقة بالنفس والعار والذل.

كما أشارت النتائج إلى أن أحد أهم التدابير الوقائية اللازمة لمنع التحرش الجنسي بالأطفال هو أن يستخدم الآباء وقت فراغهم لحضور ندوات مناهضة للتحرش. تعليم أطفالهم كيفية الدفاع عن أنفسهم ضد المتحرش بالصراخ والركض؛ توعية البالغين بالخطوات التي يمكنهم اتخاذها لمنع التحرش؛ وتشجيع تلاميذ المدارس على الإبلاغ عن حوادث التحرش.

الكلمات المفتاحية: المتخصصين، المشكلات، التحرشات الجنسية، الأطفال، المدارس الابتدائية والمتوسطة، العلاج النفسي، الاقتراحات، التوصيات.

Introduction:

More youngsters are coming forward to report sexual abuse to child protection services and the police as a result of the increased awareness of the issue over the past decade.

Department of Human Services probes into allegations of sexual assault. Professionals who deal with children frequently encounter youngsters who have been sexually assaulted. They should be ready to identify sexual abuse in children, to help those who have been abused, and to comfort their families.

Research problem:

Sexual harassment is one of the worldwide issues that no civilization is immune to, according to the research problem. Sexual harassment is a violation of human rights, and females are more susceptible to harassment than males. Sexual harassment has several harmful psychological, health, social, and educational effects on its victims (Faraj, 2021, p. 186). Sexual harassment is the most hazardous social phenomena that has evolved in our contemporary cultures as a consequence of scientific, cultural, technical, and media growth, and the breakdown of the system of values and morals due to the separation from monotheistic beliefs and faiths (Alwan, 2017). Sexual harassment is one of the most dangerous phenomena that can infiltrate a society, and among the things that happen in the world with families without exception for our Arab countries, and it is still a taboo subject, sexual harassment is a phenomenon that not only threatens women but has become pervasive in the entire Egyptian society, which is no longer a taboo subject. Mentally disabled females were not spared because of age, social level, or membership in a particular group (Morsi, 2020).

Harassment has become a widespread occurrence in contemporary culture. According to data compiled by the National Council for Social and Criminal Research, 6.62 percent of sexual harassment victims in Egypt are under the age of 20. Students are exposed to numerous sorts of harassment, including verbal, physical, and sexual harassment. A phenomena that should be brought to light owing to its gravity and the many harmful consequences it causes (Ali, 2018, 166-167).

The problem of sexual harassment has received attention from academic and societal circles, which began to grow in Arab societies, and the Egyptian society in particular, which placed the Egyptian society in the international classification as one of the two countries with the highest size and rate of committing sexual harassment crimes (Ali, 2018, p 166-167).

Child sexual harassment is a kind of abuse that has grown pervasive, impacting more than one in five girls and one in ten boys throughout the globe; this number necessitates major governmental initiatives. Socially and practically, the effects of sexual harassment of children may not always be immediately apparent, but it poses a threat to their well-being and stability, as it contributes to the development of mental health issues in children, which has a negative impact on the well-being of current and future victims. (Delphine Collin-Vézine and others,2013)

In line with the legislation of several states, sexual harassment of minors is a crime that affects the morals and ethics of society. It represents a blatant infringement of children's rights and has a detrimental impact on their educational performance and other phases of life. Its prevalence grew in the 1980s and 1990s as a consequence of the global technology revolution and the absence of punitive laws (Majid, 2017, p 237-238). Harassment is one of the most severe abuses of the rights of children. It is one of the deviant behaviors criminalized by Islamic sharia law, divine faiths, legislation, and municipal, regional, and worldwide laws. The efforts of the family, school, society, and institutions must be joined to raise awareness of their hazards and harmful impacts on children, families, and communities.

King Salman bin Abdul-Aziz Al Saud, Custodian of the Two Holy Mosques, represents the Kingdom of Saudi Arabia in the Al Saud government. The problem of sexual harassment of children in the Kingdom is relatively new, with the first reported case of child sexual abuse occurring in 1990, followed by reports of victims and support provided by paediatricians specializing in the defense of the child. During this time, the issue was viewed as a family matter requiring social intervention rather than a multidisciplinary approach (Maha Almuneefa, b and Majid Al-Eissaa, c, 2011).

Al-study Issa's (1437), conducted in five administrative districts of the Kingdom and using a random sample of 16,939 students from public and private secondary schools, reveals that 10 percent of individuals are victims of sexual violence and that the rate of males exposed to sexual violence is significantly higher than that of females. This varies according to foreign sources and research (Mujrabi, Salih, 1437). According to the United Nations, sexual violations against children are common and widespread, with close to 150 million girls and 73 million children suffering from

coerced sexual encounters or other forms of sexual violence, i.e. twice as many girls as boys, as well as child sexual exploitation. The United Nations Youngsters' Fund reports that 1,8 million children are involved in prostitution and pornography (UNICEF, 2012).

Concern for children in Vision 2030 reflects the concern for children in the Kingdom. The Kingdom aspires to establish successful collaborations between government institutions and child-focused civil society organizations. And build a unified action plan to increase awareness of the hazards of sexual harassment towards youngsters.

The requirement to implement all processes to increase legal help and support for the reintegration of victims and their families into society and their surroundings; new ways for reporting incidents of harassment; and the introduction of new procedures for reporting cases of harassment (Al Awad, 2020). To combat this serious phenomenon, strategies should be developed to address barriers to the detection and reporting of cases of sexual harassment of children, and veiled cases may prevent victims from reaching out to authorities to report the abuses they face in order to effectively prevent child sexual abuse. (Delphine Collin-Vézine and others,2013).

The Kingdom of Saudi Arabia has exerted significant effort to combat sexual harassment and child abuse. The formation of the Ministry of Social Affairs' Directorate General for Social Protection in 2004-2005 to handle social protection programs was likely one of the most significant good programs and efforts in 2004-2005. Among the strategies implemented to protect human rights in the Kingdom (Child Protection and HIV Prevention) were a social protection committee at the district level, the establishment of the Office of the High Commissioner for Human Rights (HRC) and the National Human Rights Assembly (NSHR) in the same period, and the establishment of the National Family Safety Programme (NFSP) by Royal Decree and the National Food Security Programme (NFSP) in 2005. (Maha Almunefa, b and Majid Al-Eissaa, c, 2011).

The above figures demonstrate the significance and intensity of the issue of sexual harassment of minors in Saudi society in general, and sexual harassment in schools in particular.

protection against all sorts of sexual harassment and social welfare The social service profession is at the forefront of professions entrusted with the social protection of children against all forms of sexual harassment, and how to work with individual cases is at the forefront of social service methods due to their professional tools, skills, and models that allow them to achieve children's social protection in schools against all forms of sexual harassment. This subject piqued the researcher's attention due to the relative novelty and rarity of field scientific studies in the social service of Saudi society that focused on sexual harassment of children in elementary and intermediate schools.

The significance of study

1. Current study focuses on one of today's most important social problems, namely sexual harassment of children in elementary and middle schools, which is one of the most serious social problems endangering children and society as a whole and needs coordinated efforts to address and eliminate.
2. The significance of current research stems from the fact that it focuses on one of the most serious negative phenomena that has become notably pervasive in our Arab societies, as well as the many serious problems and adverse effects of the child's destructive health, social, psychological, behavioural, and educational behaviour that necessitate research, identification, and a social service response.
3. The lack of scientific research and studies to the extent that the researcher has learned that she is interested in developing a proposed vision from an individual service perspective of the role of a social worker in addressing the sexual harassment of children in elementary and middle schools in Saudi Arabia.
4. The significance of research is reflected by the fact that it addresses one of the most delicate, thorny, and unfamiliar issues in Arab culture. It is also one of the most significant issues that has made its way onto the agendas of States, particularly those concerned with the issue of children's rights.
5. Bring the problem to the attention of Ministry of Education authorities and prepare a thorough plan to remedy it.
6. In its Vision 2030, the Kingdom of Saudi Arabia is concerned with children in general and offers them with all sorts of social protection from all forms of violence, abuse, and aggression, which is essential for their physical, psychological, and mental development.

Search objective

Current study is predicated on the following objectives:

1. Identify instances of sexual harassment of elementary and middle school students.
2. Determine the elements and causes of child sexual harassment in elementary and middle schools.
3. Determine the physiological, social, psychological, behavioural, and educational issues caused by sexual harassment of students in elementary and middle schools.
4. Identify the challenges social workers confront in addressing the issue of sexual harassment of children in elementary and middle schools.
5. Develop a recommended vision of the social worker's role in addressing sexual harassment of elementary and middle school children from the standpoint of an individual service provider.

Search questions

Current research aims to address the following issues:

1. What kind of sexual harassment do elementary and middle school students face?
2. What elements and causes contribute to sexual harassment of children in elementary and intermediate schools?
3. What are the physiological, social, psychological, behavioural, and educational consequences of sexual harassment of elementary and middle school children?
4. What challenges do social workers confront in addressing the issue of sexual harassment of children in elementary and middle schools?
5. What is the recommended view of the role of social workers in addressing sexual harassment of children in elementary and middle schools from the standpoint of an individual service?

The limits of the study:

- **Spatial boundaries:** This study is carried out within the framework of the Kingdom of Saudi Arabia.
- **Time limits:** to be within the year 2021 / 2022.
- **Objective limits:** This research is concerned with presenting a proposed conception of the role of the specialist who deals with individual cases in dealing with the problems of sexual harassment of children.

Previous studies:

- 1- 1-Abu Yahya study (2021) The purpose of the study was to identify the nature of cases of sexually harassed children and the most prevalent forms of sexual harassment of children from the perspective of the group specialist, as well as to develop a scenario from the perspective of the group service method to clarify the role of the group specialist in addressing the problem of sexual harassment of children. The results indicated that females are more susceptible to harassment, that school and the street are two of the most common places where harassment occurs, that the most common types of harassment are petting and petting, and that one of the most significant causes of personality disorders and crowding, and that a guide for guidance and protection from the phenomenon of sexual harassment of children is required. The classes are not filled to capacity.
- 2- Farraj's study (2021) The objective of the study was to identify the contributions of the Anti-Violence and Discrimination Unit at Assiut University in combating sexual harassment and to develop a scenario from the perspective of general social work practice to activate the unit's role in achieving its goals in combating sexual harassment. The findings revealed that the unit depends most heavily on arranging artistic and cultural contests, educational seminars, conferences, and bulletins to combat harassment. The research also indicated that the most effective techniques are collaboration and coordination, behavior modification, involvement, and persuasion, and that the most effective professional skills are interviewing, communication, observation, and coordination.
- 3- The Beauty Research (2020) The purpose of the study was to determine the relationship between (level of religiosity, media, women's community participation, level of awareness, and social stability) and women's perception of the threat of sexual harassment, as well as to develop planning indicators to combat harassment against women. Civil society concerned with women's issues should carry out its awareness-raising and educational roles to spread the culture of confronting the phenomenon of sexual harassment against women.

- 4- The Al-Khalifa and Al-Otaibi research (2020) The objectives of the study were to determine the extent to which mothers of primary school-aged children were aware of sexual harassment of children and to assess the efficacy of an awareness program on sexual harassment of children among a sample of mothers of primary school-aged children in Al-Ahsa Governorate schools. The research revealed that moms are aware of the causes of bullying. The study also found statistically significant and morally significant differences in the mothers' awareness of the importance of educating children about sexual harassment, the need to teach their children the mechanisms of protection from sexual harassment, and the effectiveness of the awareness program.
- 5- Ibrahim's study (2020) The purpose of the research was to evaluate the efficacy of the program designed to strengthen the family's involvement in teaching children about sexual harassment. The research suggested the adoption of the awareness program offered by civil society groups and youth centers due to its good influence on raising the Egyptian family's knowledge of the phenomena of child sexual harassment and how to address and avoid it.
- 6- Elimat, 2019, The purpose of the research was to determine the opinions of Jordanian society members about sexual harassment of minors. The results indicated that the most significant causes of harassment were: lack of family supervision, family mistreatment of the child, loss of the method of dialogue and discussion with the child, lack of awareness and education for the child, family fear of scandal, lack of religious scruples, exposure to pornographic films, and overconfidence of servants and relatives in dealing with the child. In addition, the data revealed that the school had no part in increasing awareness and educating students about harassment, and that there was no follow-up of students inside school facilities.
- 7- Study of Jubaila and At-Turaif (2017) The purpose of the study was to identify the problem of sexual harassment of children from the perspective of social and psychological workers in terms of its causes, effects, and treatment methods. The study concluded that children aged 4 to 9 are the most vulnerable, and that girls are more vulnerable than boys. It is presented by males, and the majority of child sexual abusers are relatives. The study also found that sexual harassment of children has numerous psychological and social causes and effects.
- 8- The study by Bai'i and Al-Jubouri (2017) The purpose of the study was to determine the beliefs and perceptions of male and female primary school teachers in Babylon, Iraq, regarding the extent of sexual harassment. The results indicated that harassment is a common and silent problem in primary schools, and that the lack of educational guidance to reduce the effects of watching pornographic films is a major reason for the spread of this phenomenon. The results also indicated the need to address this problem. The problem and the significance of training teachers to identify preventative and restrictive measures. In addition, the results confirmed that harassment has numerous serious psychological, social, health, and educational effects, such as psychological disorders, aggression, and low self-confidence.
- 9- Badreddine study (2017) The purpose of the research was to uncover the psychological characteristics that predict sexual harassment by defining the personality type and the psychological structure upon which the offense of sexual harassment is founded. There is a significant difference between the degrees of females in the trait (psychopathy, aggression, psychotic, self-esteem - immoral disorders, identity crisis) and their degrees in sexual harassment, and there are statistically significant differences between the average scores of females and males in (psychopathy, psychoticism and aggression), while there are no differences between the average scores of males and females affected by immoral disorders, self-esteem, neuroticism, and identity crisis.
- 10- The study conducted by Fred Seymour (2016) and Annik van Toledo, which aimed to identify the needs of caregivers after disclosing child sexual abuse, revealed that disclosure has a significant impact on caregivers, which affects their ability to meet the needs of their children, and that their needs must be met privately. The findings revealed a correlation between the discovery of child sexual abuse and the accompanying demands. ...and that caregivers need assistance in controlling and adjusting the kid's behavior, and that caregiver interventions following the identification of child sexual abuse may be a beneficial adjunct to therapy offered directly to the child.
- 11- El-Deeb Study (2015 AD). The purpose of the study was to identify the mechanisms of protection for children against sexual harassment. The results revealed that the most effective mechanisms were: intense screaming from the abdomen, running very quickly, leaving the place of harassment, and developing the child's skills in self-defense games like karate. The results also indicated that if a child is subjected to harassment, he should respond calmly in order to preserve his psyche, not place responsibility on him, not threaten him, support and reassure the child, and teach the child the simplified images of harassment and the distinctions between natural and unnatural touches, looks, and kisses.

- 12- Janet Shibley Hyde (2009) The research conducted by Jennifer L. Petersen and colleagues, which sought to characterize longitudinal patterns in sexual harassment of students by their teenage peers, highlighted gender, puberty state, and physical strength as markers of harassment abuse. The data suggested an increase in sexual harassment among fifth through ninth students, with males in each grade being more likely than girls to report harassment. The data also revealed that, in ninth grade, there were no gender differences in terms of the kind of harassment, although males experienced more same-sex harassment than girls. In the ninth grade, boys and girls with advanced puberty in all grades were more likely to be the target of same-sex harassment. In ninth grade, adolescents with the most power across all grades were more likely to be victims of sexual harassment.
- 13- Hammarstrom's (2005), According to the findings of Katja Gillander Gadin and Anne, which aimed to analyze psychological and social factors in school and their impact on psychological symptoms among ninth-grade boys and girls, with a focus on sexual harassment, adolescent girls suffer from psychological symptoms to a greater extent than boys. The results also showed that sexual harassment at school was strongly associated with psychological symptoms in girls, and that sexual harassment should be recognized as a negative psychosocial school environmental factor of great importance in the symptoms of mental illness in girls compared to boys, and the study recommended that schools increase their awareness of sexual harassment because of its negative impact on adolescents' mental health.
- 14- Loren E. McMaster And Others (2002) The purpose of the research was to detect early adolescent sexual harassment. The findings revealed that sexual harassment is frequent in secondary schools and is connected with psychological issues for both victims and perpetrators. Sexual harassment differed from Same-sex harassment, rose from sixth to eighth grade, and was connected with pubertal maturation and engagement in mixed-gender social groups, according to the findings. The implications of a developmental context-based model for comprehending the formation of this harmful conduct throughout adolescence are examined.

Conceptual and theoretical framework for research:

First: Research Concepts:

The present study examines three fundamental concepts: sexual harassment of minors, the suggested idea, and a professional working on particular situations.

1- The notion of child sexual harassment:

Child sexual harassment is defined as the use of a child to satisfy the sexual desires of an adult or adolescent, or between minors with an age gap of more than five years; harassment includes exposing the child to any sexual activity or behavior, such as touching him or forcing him to touch the sexual harasser (Alwan, 2017). Kid sexual harassment is defined by Prevent Child Abuse North Carolina (2021) as sexual conduct with a child by an adult, teenager, or older child. Sexual harassment is also described as the use of a kid to fulfill the sexual wants of an adult or teenager.

It is a sexual act or conduct that involves touching or forcing the victim to be touched (Oakel, 2015, p125).

Sexual harassment of children in this research is procedurally defined as:

All forms of verbal and non-verbal sexual practices used by the harasser on children in primary and middle schools to satisfy certain sexual desires.

2- The concept of the proposed visualization:

Future planning based on real field findings using quantitative or qualitative methodological techniques to construct a broad conceptual framework embraced by academics and practitioners (Zain Al-Din, 2013, 6).

Al-Sharif describes it as a structured intellectual structure that consists of a collection of future actions, procedures, and corrective strategies that may be employed to address a certain circumstance or issue (Al-Sharif, 2018, 211).

The proposed scenario in this study is defined procedurally as follows: A proposed procedural guide based on field research results aims to develop a role for the specialist dealing with individual cases of sexual harassment of children in elementary and middle schools.

3- The notion of a specialist working on specific cases:

Pamela London describes professional practice with people as: an attitude of concern for the individual's objectives, needs, ways of thinking, and surroundings, which enables the social worker to use all available tools, models, theories, and approaches (London, 1995, 151).

The individual cases specialist is described as a person who specializes in working with people and their families. Utilizing his expertise, talents, and professional ideals, he examines and analyzes individual situations, and then implements the right treatment plans to assist them in resolving their issues, so empowering the client to confront the issue and assist in its resolution.

The specialist working with individual cases in this research defines procedurally as:

It is the student mentor of social workers who practice the way of serving the individual with its various tools, methods, skills, and professional roles to assist children exposed to sexual harassment in primary and middle schools in Makkah Al-Mukarramah and address the problem of sexual harassment in schools.

Second: the research's theoretical framework:

1- Types of sexual harassment and child abuse:

According to Ibrahim (2013), sexual harassment of minors may include inciting a kid to participate in sexual behavior, the improper use and exploitation of children in pornography or prostitution... and other sexual acts. The National Rape, Abuse, and Incest Network (RAINN) identifies the following as types of child sexual abuse: fondling, arousal, sexual intercourse, masturbation in the presence of a minor or forcing a minor to masturbate, sexual phone conversations or text messages, sharing child pornographic photographs or films, and any form of sex. The mild kinds of sex trafficking (Rainn, 2021). Additionally, Prevent Child Abuse North Carolina identifies two categories of sexual abuse: (1) Touch abuse involves touching another person's genitalia, playing with sex devices, and putting items or body parts on another person. (2) Non-touch abuse includes exhibiting child pornography, exposing a kid's genitals.

Abdul Aziz (2015) also notes that verbal sexual conduct, winking, emotions, facial gestures, physical behavior, and harassment through touch are aspects of harassment.

Ali (2018) divides sexual harassment into three categories: (1) verbal, which includes sexual phrases, sexual jokes, and sexual harassment; (2) non-verbal, which includes glances, insinuations, gestures, and body movements; and (3) physical, which includes touching, feeling, and sexual assault.

Some classify it as verbal harassment, such as sexual words and comments, making sexual sounds and whispers of indecent assault, and non-verbal harassment, such as displaying sexual pictures and films, messages (Ali, 2018, p171-172).

Alwan (2017) identifies the following as causes of sexual harassment of children: lack of individual self-regulation, lack of family controls, weak state control over pornographic sites that push their followers to commit harassing and sexual crimes, poor education, neglect of child sexual education, and lack of child awareness of what is being committed against him. From assaults, drug abuse, the absence of strict law enforcement against harassers, the development of media, technology, and the Internet and their improper use, access to pornographic sources, sexual perversion and lack of awareness of homosexuality.

According to Al-Jammal (2020, 130), the leading causes of sexual harassment include intense sexual desire, abnormal relationships between students in schools, unemployment, drug use, the inability of security services to perform their role effectively, insufficient deterrent punishments to combat harassment, poverty, and economic conditions. Popular and challenging pornographic flicks.

Al-Saeed (2020, p88) and the Palestinian Center for Democracy and Conflict Resolution (2009, 13) list the following as causes of sexual harassment of children: lack of sexual awareness of the child, parents' secrecy on this aspect, sexual behaviors committed by parents in front of children, and inadequate parental control. Family members sharing a bed,

children's curiosity, and children's curiosity make them vulnerable to harassment, deviations, and psychological issues that the harasser experiences.

There are causes attributable to the harasser, such as psychological factors, such as a conflict between goals, impulses, social and moral norms, and sexual desire, as well as mental and cognitive factors, such as mental illness, fear, and lack of sexual education. There are factors attributable to the victim, such as mixing with others and ignoring insinuations and suggestions.

There are also social factors, such as sexual suggestions in the media, difficult economic conditions such as poverty and a low standard of living, Unemployment, and a lack of educational opportunities (Ali, 2018, 171-173).

2- Negative effects of sexual harassment of children:

Alwan (2017 AD) refers to the harasser's feelings of inadequacy and inferiority, isolation and introversion, mental disease, deviant sexual orientation in the future, and in rare circumstances, sexual transition. According to Abu al-Qumsan (2011), victims of harassment experience physical abuse, sadness, mental disease, and a loss of trust in themselves and others.

Abdel Aziz (2015 AD) further notes that sleep problems, psychological impacts (fear and panic), social consequences (loss of trust in others, loss of self-confidence), and educational implications are some of the health repercussions of sexual harassment of children (deterioration in academic achievement). Harassment has negative social effects, such as disruption of social relations and difficulty forming new relationships with others, creating negative attitudes towards others, unwillingness to participate in social life, difficulties interacting with others, difficulties in personal relationships and an increase in violent behavior within the family, as well as severe psychological effects, such as sadness and depression, lack of Self-esteem, feelings of shame and humiliation, and an increase in violent behavior within the family (Ali, 2017, p407).

Prevent Child Abuse North Carolina notes that child sexual abuse has numerous negative long-term effects on the child's physical, mental, and psychological health, including chronic health conditions such as obesity or cancer, depression and post-traumatic stress disorder, substance abuse, and an increased risk of suicide (Al Said, 2020, 87).

Abdel Aziz (2015) further notes that sleep problems, psychological impacts (fear and panic), social consequences (loss of trust in others, loss of self-confidence), and educational implications are some of the health repercussions of sexual harassment of children (deterioration in academic achievement).

In addition to truancy, low academic success, inadequate schoolwork, and the loss of school friends and coworkers, student harassment in schools contributes to truancy (Ali, 2017, 399). In addition, sexual harassment has several bodily consequences, including headaches, weight loss, fatigue, problems sleeping, stomach ailments, and loss of sexual desire (Qutb, 2008, 28). Harassment also causes a variety of psychological repercussions, including fear, anxiety, mistrust of others, guilt, the desire for vengeance, wrath, sorrow, frustration, low self-esteem, melancholy, loss of safety, and embarrassment (Juma, 2013, 299). Inflammation, circulatory conditions, abdominal and head pain (Ali, 2017, 407).

4- Methods for preventing sexual harassment of children: According to Alwan (2017), the most important methods for preventing sexual harassment of children are: occupying the harassed child's spare time by directing the family to him to practice one of his favorite activities; not allowing parents, servants, and drivers to be alone with the child; preventing the child from watching pornographic sources; and increasing the child's religious determination. In addition to visible signals, the Rape, Abuse, and Incest National Network (Rainn) Recommends That Communication And Conversing With A Kid Are Among The Most Significant Ways To Safeguard A Child From Harassment: (Rainn, 2021).

Prevent Child Abuse North Carolina (2021) also recognizes the need to educate and involve communities in the prevention of child sexual abuse by educating people on the actions they may take to prevent, detect, and react when they think a child has been sexually abused. Also, while identifying situations of harassment, one should respond with prudence and maintain composure, refraining from threatening the youngster as he needs support and giving him responsibility.

Al-Jamal (2020, 152) indicates that among the strategies for combating sexual harassment are intensifying the security presence in crowded areas, activating and applying laws, intensifying punishments against the harasser, activating the

role of the religious institution to address harassment, rapid intervention of security men in the streets with harassers, and imposing control over the harassers. The Internet and social networking sites, the requirement of establishing a social worker at police stations to handle harassment cases, providing educational seminars to combat sexual harassment, and assigning a hotline to take harassment reports.

3- Indicators and symptoms of sexual harassment of children:

- A- Physical Signs: Bleeding, bruising, swelling of the genitals, stains and tearing of underwear, trouble walking or sitting, recurrent infections, discomfort and itching in the genitals (Rainn, 2021).

b- Psychological and behavioural signs:

Changes in hygiene habits, such as refusing or excessive showering, severe phobia, feeling threatened, signs of depression or post-traumatic stress disorder, suicidal ideation, nightmares or bed-wetting, overprotection and worry about siblings, engaging in self-destructive behaviors (Rainn, 2021).

Al-Saeed (2020, 88) and the Palestinian Center for Democracy and Conflict Resolution (2009, 9-10) indicate that among the behavioral signs Psychological aspects of child molestation are: the child's fear of being alone with others, inappropriate sexual behavior.

6- (1) **The function of the social worker in addressing sexual harassment of children in schools:** (Ali, 2017AD, 407-408) says that one of the most significant duties of the social worker is: Through this function, the social worker may educate and enlighten students about the hazards of harassment and its detrimental repercussions on the person and society.

(2) **The function of the mediator:** the specialist aids the students and mediates between them and the specialists, enabling the students' access to the available services within and outside the school and maximizing the use of all community resources.

(3) **The role of the possible:** assisting pupils in identifying their sources of strength to combat bullying

(4) The function of the expert is to offer students with information and data about harassment and young people's ability to combat it.

(5) **Therapist:** Helping students in confronting the issue of harassment, correcting their bad habits that subject them to harassment, and modifying the incorrect parental attitudes so that the family becomes a resource in aiding children in confronting harassment.

(6) **The planner's responsibilities:** Planning educational programs and activities to prevent pupils from becoming victims of harassment. To activate the social worker's role in confronting harassment, he must benefit from previous experiences and experiences in confronting sexual harassment, strengthen the student's religious determination.

The methodological framework of the research:

This part of the research deals with the research methodology, which includes a set of elements: the nature of the research, the type of research, the method used, data collection tools, research areas and research limits, which we will address as follows:

The nature of the research: This research is one of the quantitative research that provides numerical data as it depends on clear and measurable indicators derived from the theoretical and conceptual framework of the research, in addition to that, it was applied to not a small number of student mentors in primary and middle schools in the city of Makkah Al-Mukarramah, and it is worth noting that The name of (student guide) in schools in the Kingdom has been changed to (student guide), according to the organizational guide of the Ministry of Education 1443 AH.

Type of research: This research is one of the descriptive research that is concerned with developing a proposed conception of the role of the specialist working with individual cases in dealing with the problems of sexual harassment of children in primary and middle schools.

Method used: This research is based on the social survey method through a systematic random sample of student mentors in primary and middle schools in the city of Makkah, who numbered (413) student mentors distributed among: (240) primary schools and (117) middle schools, a random sample was taken Regular consisting of (20%) of the total

number of mentors in primary and middle schools in Makkah Al-Mukarramah, which amounted to (83) single (student mentors).

Data collecting instruments and methods:

The questionnaire was administered to student mentors in elementary and middle schools in the city of Makkah. It was designed in light of the research's theoretical framework and previous studies in order to achieve the research's objectives and answer its questions, and it is important to note that all necessary and required procedures were followed. In order to safeguard the data collection procedure prior to its execution, the researcher got the agreement of the schools on which the study was done prior to data collection. The questionnaire had many axes:

- (1) Basic information on student mentors at Makkah's elementary and secondary schools.
- (2) Information about sexual harassment of students in elementary and intermediate schools
- (3) Information on the causes and causes of sexual harassment of minors in elementary and middle schools
- (4) Information on the physiological, social, psychological, behavioural, and educational issues caused by sexual harassment in schools Primary and secondary
- (5) Information on the challenges social workers encounter in addressing the issue of sexual harassment of children in elementary and middle schools.

Validity and dependability methods for the data gathering instrument:

The method of seeming honesty (the arbitrators' sincerity) was used to verify the validity of the questionnaire when it was presented to a panel of arbitrators from the Department of Social Work at Umm Al-Qura University. There are five professors at Makkah Al-Mukarramah and King Abdul-Aziz University in Jeddah. The researcher took into account all the opinions and directions provided by the arbitrators and made all the suggested changes to the questionnaire by deleting and adding questions in accordance with the arbitrators' degree of agreement; the percentage of agreement was 92 percent, which is an acceptable rate.

To guarantee the stability of the form, the retest method was employed to compute the reliability coefficient; the first test was administered to (10) student mentors at Makkah's elementary and middle schools. That there are no significant changes between the first and second tests, and by computing the reliability coefficient using the equation below: The dependability coefficient is the number of unique replies across the two applications divided by the total number of responses. The result was 0.91, which is an acceptable ratio that demonstrates the form's consistency.

Notably, the following weights were assigned to the responses to several of the questionnaire's questions: Disagree = 1, Somewhat Agree = 2, Agree = 3.

Data analysis:

In addition to assessing the statistical findings utilizing frequencies, percentages, arithmetic averages, standard deviations, and order, the data from the present study were examined and processed using the SPSS software.

Research areas:

First: The study was conducted on a random sample of (83) student mentors at Makkah Al-elementary Mukarramah's and middle schools.

Second: The geographical domain was applied to several elementary and middle schools in the city of Makkah Al-Mukarramah, from which the study sample of student mentors was recruited.

Third: The temporal domain: The research took a whole year, from the middle of the year 1442 AH to the middle of 1443 AH.

Search limits:

- 1- The study was conducted on a subset of elementary and intermediate schools in the city of Makkah and not on all of them.
- 2- The study was limited to elementary and intermediate schools in the city of Makkah and did not include high schools.
- 3- The study was only applied to a subset of student mentors at elementary and middle schools in the city of Makkah Al-Mukarramah; it was not applied to all student mentors in those schools, nor to the pupils of those schools or the school's work team.

Search results:

Table No. (1)

Describe the personal characteristics of student mentors

variable	Repetition N=83	%
From 21 to 30 years old	23	27.7
From 31 to 40 years old	29	34.9
From 41 to 50 years old	17	20.5
From 51 to 60 years old	14	16.9
BA	69	83.1
Higher Diploma	-	
Master's	14	16.9
PhD	-	
single	24	28.9
married	51	61.5
Divorced	5	6.0
widower	1	1.2
Separate	2	2.4
Less than 5000 SAR	7	8.4
From 5000 to 9999 SAR	48	57.8
From 10000 to 14999 SAR	17	20.5
From 15000 to 19999 SAR	11	13.3
20000 SAR or more	-	

The findings of the preceding table show the personal characteristics of the student mentors who responded, and it is obvious that 34.9 percent of the respondents are between the ages of 31 and 40 years, 27.7% are between the ages of 21 and 30, and 20.5 percent are between the ages of 41 and 50, and the lowest percentage came from respondents between the ages of 51 and 60, at 16.9%. In terms of respondents' educational levels, the findings revealed that 83.1 percent of respondents had a bachelor's degree, while 16.9 percent had a master's degree.

A master's degree, indicating that a significant number of respondents have a high level of education and a master's degree. In terms of the respondents' marital status, the findings revealed that more than half of the respondents, or 61.5 percent of the total research community, are married, that more than a quarter of the respondents, or 28.9%, are single, that 6.0 percent of the respondents are divorced, and that the lowest percentage of respondents, or 1.2 percent, are widowed. The findings revealed that more than half of the respondents, or 57.8% of the overall research community, had incomes ranging from 5000 to 9999 Saudi riyals, 20.5 percent had incomes ranging from 10,000 to 14,999 Saudi riyals, and 13.3 percent had incomes ranging from 15000 to 19999 riyals. The lowest proportion of respondents had earnings of less than 5,000 Saudi riyals, accounting for 8.4% of the overall research population.

Table No. (2)

Describe the professional characteristics of student mentors

variable	Repetition N=83	%
Previous experience in dealing with child sexual harassment cases:		
yes	36	43.4
no	47	56.6
Number of years of previous experience N= 36		
From 1 to 3 years	26	72.2
From 4 to 6 years old	9	25.0
7 years and over	1	2.8
Child sexual harassment training courses N=83		
yes	67	80.72
no	16	19.3
If yes, how many training courses have you taken N=67		
1 Cycle	39	58.2
2 Cycle	22	32.8
Three or more Cycle	6	9.0
What is the benefit of the training courses N=67		
I benefited greatly	27	40.3
I have benefited	19	28.4
I benefited somewhat	15	22.4
I didn't take advantage	5	7.5
I never took advantage of it	1	1.4
How to benefit from the training courses you have obtained N=67		
Understanding the causes of child sexual abuse	40	59.7
Recognize the consequences of sexual harassment of children	37	55.2
Identifying mechanisms to prevent sexual harassment of children	29	43.3
Identify models for working with child sexual abuse	6	9.0
Learn about anti-harassment programs	14	20.9
Learn the skills needed to deal with sexual harassment of children	23	34.3
Learn about modern professional strategies to deal with sexual harassment of children	5	7.5
Learn about modern therapeutic methods to intervene with cases of sexual harassment of children	11	16.4

This is a multiple-choice question, which means respondents have the option of selecting more than one response. The results of the previous table highlight the professional characteristics of the student mentors who responded, and it is clear that more than half of the respondents, or 56.6 percent, have no prior experience dealing with cases of sexual harassment of children, and that less than half of the respondents, or 43.4 percent, have previous experience dealing with cases of sexual harassment of children. In the case of children, the results showed that 72.2 percent of the total number of respondents indicated that they have years of experience dealing with sexual harassment cases ranging from 1 to 3 years, and that 25.0 percent of the total number of respondents indicated that they have years of experience dealing with sexual

M	The reasons	SMA	standard deviation	Order
1	Absence of religious faith	2.86	.445	1

2	Lack of individual self-control	2.61	.559	13
3	Weak supervision and family controls	2.75	.437	7
4	Weak state control over pornographic websites	2.17	.713	24
5	Neglecting a child's sexual education	2.70	.599	8
6	The child's lack of awareness of the abuse committed against him	2.76	.430	6
7	Lack of firm enforcement of the law against harassers	2.19	.740	23
8	Inadequate penalties to combat harassment	2.17	.809	24
9	Failure of the security services to perform their role efficiently	2.28	.888	22
10	sexual perversion	2.69	.539	9
11	intense sexual desire	2.63	.557	12
12	Lack of awareness of homosexuality	2.81	.480	2
13	Media and technological development and the Internet and the wrong use of them	2.81	.480	2
14	The spread of pornographic films	2.78	.495	3
15	Over-confidence in relatives and excessive trust in children	2.67	.471	10
16	Parents' silence on harassment	2.48	.651	18
17	Sexual behaviors committed by parents in front of children	2.48	.651	18
18	Family members sleeping together on one bed	2.34	.753	20
19	Curiosity and curiosity in children makes them prey to harassment	2.47	.570	19
20	Psychological problems experienced by the harasser	2.64	.483	11
21	Delaying the age of marriage pushes others to commit sexual assaults	2.59	.564	15
22	The unemployment	2.34	.668	20
23	Poverty and difficult economic conditions	2.11	.812	25
24	Take drugs	2.77	.423	4
25	Mixing with bad companions	2.75	.437	5
26	physical temptations	2.60	.562	14
27	Disintegration of the family	2.59	.495	15
28	Weakness of the school's supervisory role	2.51	.571	17
29	Poor socialization and family failure to follow up on their children	2.58	.497	16
30	Lack of security presence in crowded areas	2.33	.828	21

harassment cases ranging from 1 to 3 years. The total number of respondents with experience ranging from 4 to 6 years was 2.8 percent of the total number of respondents, with the lowest proportion of respondents with experience ranging from 7 years or more accounting for 2.8 percent of the total number of respondents.

In terms of access to training courses in the subject of sexual harassment of minors, the findings revealed that 80.7 percent of the total respondents had received such training, while 19.3 percent had not. Previous findings show that the majority of respondents want to improve their knowledge, skills, and experience in the area of child sexual harassment, indicating a strong interest in the subject, as well as the Ministry's desire to organize intensive and ongoing training courses on issues and problems affecting students in schools, including harassment.

In terms of the number of courses that respondents received in the field of child sexual harassment, more than half of those who received training courses, or 58.2 percent of the total number of respondents, indicated that they received one, and 32.8 percent of the total number of respondents indicated that they received two or more. They received two courses, and only 9.0 percent of the total number of respondents said they had taken three or more, which could indicate that a significant number of respondents received training in the field of child sexual harassment, indicating their desire to expand their knowledge and expertise in this area. In terms of how much respondents benefited from the training courses they received, 40.3 percent of the total number of respondents said they benefited greatly, 28.4 percent said they benefited, 22.4 percent said they benefited to some extent, and 7.5 percent said they did not benefit from the courses, with only 1.4 percent of the total number of respondents saying they did not benefit from the courses. In terms of the aspects of benefiting from the training courses obtained by the respondents, the results showed that 59.7% of those who received training courses in the field of harassment indicated that they learned about the causes of sexual harassment of children from those courses, 55.2 They indicated that they had learned about the mechanisms for preventing sexual harassment of children, and 34.3% indicated that they had learned the skills required to deal with sexual harassment of children. The lowest percentage of respondents who indicated that they had learned about modern professional strategies to deal with sexual harassment of children was 7.5% of the total number of respondents.

Table No. (3)

Explains the reasons for sexual harassment of children in schools from the point of view of student mentors

M	The reasons	SMA	standard deviation	Order
1	Absence of religious faith	2.86	.445	1
2	Lack of individual self-control	2.61	.559	13
3	Weak supervision and family controls	2.75	.437	7
4	Weak state control over pornographic websites	2.17	.713	24
5	Neglecting a child's sexual education	2.70	.599	8
6	The child's lack of awareness of the abuse committed against him	2.76	.430	6
7	Lack of firm enforcement of the law against harassers	2.19	.740	23
8	Inadequate penalties to combat harassment	2.17	.809	24
9	Failure of the security services to perform their role efficiently	2.28	.888	22
10	sexual perversion	2.69	.539	9
11	intense sexual desire	2.63	.557	12
12	Lack of awareness of homosexuality	2.81	.480	2

13	Media and technological development and the Internet and the wrong use of them	2.81	.480	2
14	The spread of pornographic films	2.78	.495	3
15	Over-confidence in relatives and excessive trust in children	2.67	.471	10
16	Parents' silence on harassment	2.48	.651	18
17	Sexual behaviors committed by parents in front of children	2.48	.651	18
18	Family members sleeping together on one bed	2.34	.753	20
19	Curiosity and curiosity in children makes them prey to harassment	2.47	.570	19
20	Psychological problems experienced by the harasser	2.64	.483	11
21	Delaying the age of marriage pushes others to commit sexual assaults	2.59	.564	15
22	The unemployment	2.34	.668	20
23	Poverty and difficult economic conditions	2.11	.812	25
24	Take drugs	2.77	.423	4
25	Mixing with bad companions	2.75	.437	5
26	physical temptations	2.60	.562	14
27	Disintegration of the family	2.59	.495	15
28	Weakness of the school's supervisory role	2.51	.571	17
29	Poor socialization and family failure to follow up on their children	2.58	.497	16
30	Lack of security presence in crowded areas	2.33	.828	21

The results of the previous table reflect the causes of sexual harassment of children in schools from the point of view of student mentors in primary and middle schools, and it is evident that the most important and first reasons are (the absence of religious motives) with a mean of 2.86 and a standard deviation of 445, and that the second most important causes of harassment from the point of view of the respondents are (The lack of awareness of homosexuality and the media and the lack of acceptance of homosexuality in society) with a mean of 2. With an arithmetic mean of 2.69 and a standard deviation of 539, it holds the ninth position (sexual deviation) in the ranking. With an arithmetic mean of 2.67 and a standard deviation of 471, it earns the tenth spot on the list (extreme faith in relatives and their excessive trust in offspring). With a mean of 2.64 and a standard deviation of 483, it also comes in at the tenth place for the category of "psychological issues that he suffers from" (The harasser).

And he came in the twelfth place (extreme sexual desire) with a mean of 2.63 and a standard deviation of 557., and he came in the thirteenth place (the absence of self-control for the individual) with a mean of 2.61 and a standard deviation 559., and came in the fourteenth rank (material temptations) with a mean of 2.60 and a standard deviation 562., and in the fifteenth rank were (family disintegration and the With a standard deviation of .495 for the first and .564 for the second, it came in at the twenty-fourth and penultimate position for the causes contributing to the bullying of children in elementary and middle schools, including cyberbullying.

Other factors on this list include: (weak state control over pornographic websites and insufficient deterrent penalties to confront harassment) b an arithmetic mean of 2.17 for each of them, respectively, with a standard deviation of .713 for the first and .809 for the second, and then eventually comes in at twenty-fifth and last position (poor and severe economic circumstances) with an arithmetic mean of 2.11 and a standard deviation of 812.

The responses of the respondents from student mentors were very high on the vast majority of reasons related to the sexual harassment of children in primary and middle schools, such as the absence of religious scruples, lack of awareness of homosexuality, media and technological development, the Internet and the wrong use of them, the spread of pornographic films, and drug abuse. The results of the previous table reflect that, in general, the responses of the respondents from student mentors were very high on the vast majority of these reasons. The child's lack of knowledge of the attacks perpetrated against him, inadequate supervision and family controls, and the school's inadequate position as a supervisor all contribute to the issue, which highlights the need to tackle the situation and take all steps required to remove it.

The findings of the current study are in agreement with the findings of a study that was conducted in the year 2021 by Abu Yahya. That study found that schools are one of the most common places in which sexual harassment of children occurs. It also found that schools are one of the most important causes of personality disorders, as well as overcrowding in classrooms and a weak supervisory role played by the school and the family on the child. The findings of the current study are consistent with the findings of the Alimat study (2019), which found that the most important factors contributing to harassment are the following: a lack of parental control, a lack of communication and discussion with the child, a lack of awareness and education for the child, parental anxiety over the possibility of a scandal, a lack of religious scruples, exposure to pornographic media, over-confidence in household staff and relatives, and watching pornographic films. The findings of the current study are consistent with the findings of a study conducted by Bai'i and Al-Jubouri (2017). That study found that the problem of harassment is a prevalent and silent problem in primary schools, that watching pornographic films is a major cause of the spread of this phenomenon, and that the lack of supervision by the school and the overcrowding of classes are the reasons for the spread of this phenomenon. The findings of the current research are also consistent with the findings of the study conducted the issue at hand.

Table No. (4)

Explains the effects of sexual harassment of children in schools from the point of view of student mentors

M	Implications	SMA	Standard Deviation	Order
1	First, the health effects:			
2	Sleep disorders	2.35	.671	1
3	feeding disorder	2.13	.658	6
4	Anorexia	2.29	.654	3
5	circulatory disorder	2.31	.603	2
6	Headache and head pain	2.08	.719	8
7	stomach pain	2.10	.726	7
8	Feeling tired and exhausted	2.23	.631	4
9	Chronic health conditions such as obesity	2.20	.728	5
10	cancer	1.90	.743	10
11	Sexual transition sometimes for some cases	2.06	.705	9
12	Second, the psychological effects:			
13	sadness and melancholy	2.73	.520	3
14	Feeling anxious, tense and persistent	2.60	.562	9
15	lack of self esteem	2.69	.467	4
16	Feeling ashamed and humiliated	2.66	.476	6
17	Feeling of inferiority and inferiority	2.76	.430	2
18	Isolation and introversion	2.69	.539	4
19	Having mental illness	2.64	.483	7
20	Abnormal sexual orientation	2.61	.490	8
21	lack of self confidence	2.67	.565	5
22	Feeling of fear and panic	2.69	.539	4
23	frustration	2.61	.559	8
24	Depression	2.64	.616	7
25	suicidal tendency	2.54	.686	11
26	mental health disorder	2.49	.632	13
27	Desire to take revenge on another	2.57	.648	10
28	loss of safety	2.49	.503	13
29	Victim's feeling of physical abuse	2.77	.502	1
30	loss of sexual desire	2.52	.571	12
31	Third, the social effects:			
32	Loss of trust in others	2.73	.444	2
33	disorder of social relationships	2.60	.562	4
34	Difficulty forming new relationships with others	2.71	.530	3
35	Creating negative attitudes towards others	2.59	.495	5

36	Unwillingness to participate in social life	2.78	.415	1
37	Difficulty interacting with others	2.51	.632	6
38	Increase in violent behavior against others	2.73	.444	2
39	Fourth, educational effects:			
40	poor academic achievement	2.60	.587	3
41	school truancy	2.78	.415	1
42	Weakness in doing school assignments	2.75	.437	2
43	Losing friends and classmates	2.49	.571	4

The results of the previous table demonstrate the effects of sexual harassment of children in schools from the perspective of student mentors, and with regard to the health effects of harassment, the results demonstrated that the first and most significant effects from the perspective of student mentors (sleep disorders) with an average calculation of 2.35 and a standard deviation of .671 are sleep disorders. And that the second most significant health effects of harassment from the perspective of amphisia (circulatory disorder) with an average calculation of 2.31 and a standard deviation of .603, came in third place (anorexia) with an average calculation of 2.29 and a standard deviation of .654, came in fourth place (feeling tired and tired) with a mathematical average of 2.23 and a standard deviation of .631, and came in fifth place (chronic health conditions such as obesity) With a mean of 2.06 and a standard deviation of .705, it landed in the ninth and penultimate position (sometimes sexual transition in certain circumstances), making it the ninth-to-last item on the list. With a mean of 1.90 and a standard deviation of .740, cancer ranked tenth and last among the negative health impacts of harassment. The findings of the present study concur with Abdul-(2015) Aziz's assertion that sleep disruptions and loss of appetite are among the health repercussions of child sexual harassment.

According to Alwan (2017), sexual harassment of youngsters has in some circumstances resulted in mental illness and even sexual transition. The results of the present study are compatible with these findings. According to Prevent Child Abuse North Carolina (2021), there are several detrimental impacts of child molestation, including chronic health concerns such as obesity or cancer, depression, and post-traumatic stress disorder. The results of the present study are compatible with these findings.

With regard to the results related to the psychological effects resulting from sexual harassment of children, the results showed that the first and most important effects from the point of view of the student mentors (the victim's feeling of physical abuse) with an arithmetic mean of 2.77 and a standard deviation of .502, and that the second most important psychological effects from the point of view of the respondents (feeling of inferiority) and inferiority) with an arithmetic mean of 2.76 and a standard deviation of .430, and came in the third place (sadness and depression) with an arithmetic mean of 2.73 and a standard deviation of .520, and came in the fourth place (lack of self-esteem, isolation and introversion and a feeling of fear and panic) with an arithmetic mean of 2.69 and a standard deviation .467 for the first and .539 for the second and third, and came in fifth place (lack of self-confidence) with a mean of 2.67 and a standard deviation of .565

It also comes in sixth place (feeling ashamed and humiliated) with an average calculation of 2.66 and a standard deviation of .476, and came in seventh place both (mental illness and depression) with an average calculation of 2.64 each, respectively, and a standard deviation of .483 for the first .616 for the second, and comes in eighth place both (gay sexual orientation and frustration) with an average calculation of 2.61 each, respectively, and a standard deviation of .490 for the first .559 per second, and it came in 12th and penultimate for the psychological effects of sexual harassment (loss of Libido) with an average calculation of 2.52 and a standard deviation of .571, comes in 13th and last place both (mental health disorder and loss of safety) with an average calculation of 2.49 each, respectively, with a standard deviation of .632 for the first and .503 per second.

Alwan (2017) and Abu Al-Tsam (2011) concur that harassment leads to depression, mental illness, and lack of self-confidence, among others. The results of the current study are consistent with Alwan's (2017) assertion that one of the most significant effects of harassment is a sense of inferiority and inferiority, isolation, and introspection. She concurs with Abdel Aziz (2015) that anxiety and panic are among the psychological impacts of harassment. Prevent Child Abuse North Carolina (2021) concurs that bullying causes a variety of mental and mental diseases in children, including depression, panic disorder, and a propensity for drug and alcohol addiction.

With regard to the results associated with the social effects of sexual harassment of children, the results showed that the first and most important effects from the point of view of student mentors (unwillingness to participate in social life)

with an average calculation of 2.78 and a standard deviation .415, and that the second most important The social effects of harassment from the point of view of the authors (loss of trust in others and increased behavior of violence

against others) with an average calculation of 2.73 and a standard deviation .444 each, respectively, came in third place (difficulty in forming new relationships with others) with an average calculation 2.71 With a standard deviation of .530, it ranks fourth (social relationship disorder) with a mathematical average of 2.60 and a standard deviation .562, and came in fifth and penultimate (creating negative attitudes towards others) with an average calculation of 2.59 and a standard deviation .495, and also comes in sixth and last place (difficulties of interacting with others) with a mathematical average of 2.51 and a standard deviation 632.

The results of the current research are consistent with what Ali (2017) referred to as the disruption of social relations and the difficulty of forming new relationships, the unwillingness to participate in social life and the difficulties of interacting with others, and the results of the current research are consistent with what Abdul Aziz (2015) pointed out that one of the social effects of child molestation is the loss of trust in others, loss of self-confidence, isolation and introversion of others.

With regard to the results associated with the educational effects of sexual harassment of children, the results showed that the first and most important effects from the point of view of student mentors (truancy) with an average calculation of 2.78 and a standard deviation .415, and that the second most important educational effects of harassment from the point of view of the authors (Double doing school assignments) with an average calculation of 2.75 and a standard deviation .437,

and came in third and penultimate (poor academic achievement) with an average account of 2.60 and a standard deviation .587, and comes in fourth and last place (loss of friends and colleagues) At school, with an average calculation of 2.49 and a standard deviation of 571.

The results of the current research are consistent with what Abdel Aziz (2015) pointed out that one of the educational effects of harassment is a deterioration in educational attainment. The results of the current research are also consistent with what he noted in 2017 that harassment of students in schools leads to: truancy, poor educational attainment, poor school work and loss of friends and colleagues at school.

In general, the responses of the student mentors' respondents were somewhat high, above average, and average on the vast majority of statements related to the health effects of harassment, such as sleep disturbances, circulatory disorders, loss of appetite, and feeling tired and exhausted, confirming the negative impact of harassment. On the harasser's overall health, and then the influence on the child's mental health. While most of the statements related to psychological effects, such as the victim's feeling of physical abuse, feelings of inferiority and inferiority, sadness and depression, lack of self-esteem, isolation and introversion, feeling of fear and panic, lack of self-confidence, and feelings of shame and humiliation, received high responses from student mentors, indicating the serious psychological effects of harassment. On the psychological characteristics of the kid, which will have an impact on the child's health, social, and educational aspects. In addition, the respondents' replies were high on comments about social impacts, such as a refusal to engage in social life, a lack of confidence in others, and so on.

Increasingly violent behavior toward others, difficulty forming new relationships with others, and disruption of social relations, which confirms that sexual harassment of a child will affect the child's social performance and social roles, whether in the school environment, the family, or the surrounding community, and thus will affect the performance of his educational function as a student, as evidenced by the findings of the study.

The present study's findings are congruent with those of Bai'i and Al-Jubouri (2017 AD), who found that harassment has a wide range of negative psychological, social, health, and educational consequences, including psychological illnesses, hostility, and a lack of confidence in oneself and others. It also accords with Jumaa (2013), who claims that harassment causes fear, anxiety, mistrust of others, guilt, retaliation urge, frustration, despair, and humiliation. The present study's findings are also consistent with those of the Jubaila and At-Turaif study (2017), which found that sexual harassment has several psychological and social consequences that negatively impact a child's physical, psychological, and mental health and well-being.

Table No. (5)

Explains the most prevalent forms of sexual harassment of children in schools from the point of view of student mentors

M	Shapes	SMA	standard deviation	Order
1	Courtship and foreplay	2.66	.547	1
2	Sexual arousal of the child	2.60	.643	2
3	Sexual phone conversations	2.23	.754	18
4	Sexual text messages	2.29	.741	16
5	Share children's pornographic images or movies	2.10	.806	22
6	Exposing the child's genitals	2.48	.722	7
7	Filming a child in sexual situations	2.39	.746	13
8	Play sex games	2.34	.737	14

9	Touching someone else's baby's genitals	2.25	.824	17
10	Masturbation in the presence of a minor	2.53	.591	5
11	Forcing a minor to masturbate	2.11	.765	21
12	Placing objects or parts of the body inside the baby's genitals	1.96	.723	23
13	Placing objects or parts of the body inside the mouth opening for sexual pleasure	2.20	.793	19
14	Watch a child undress	2.18	.872	20
15	Watch a child use the bathroom	2.18	.751	20
16	Verbal sexual behavior such as words and sexual comments, making sexual voices and indecent whispers	2.29	.553	16
17	Sexual jokes	2.47	.704	8
18	Making sexual gestures and gestures to the face	2.41	.699	11
19	Sexual awareness	2.45	.630	9
20	Staring at the child and sexual looks and allusions	2.43	.702	10
21	Send sexual emails	2.30	.676	15
22	Use of sex stickers	2.20	.761	19
23	Approaching the baby abnormally	2.40	.643	12
24	Sexual movements by hand and body	2.53	.650	5
25	Giving gifts to the child to attract him	2.57	.648	4
26	Embracing the child in an unnatural way	2.30	.676	15
27	Kissing the baby	2.59	.564	3
28	Sexual assault	2.53	.704	5
29	Having sex in any form with a minor	2.51	.705	6
30	Sex trafficking	2.39	.695	13

The results of the previous table show the most prevalent forms of sexual harassment of children among primary and middle school students from the perspective of student mentors, and it is clear that the most important and first forms of sexual harassment of children are the most prevalent (fouling and foreplay) with an arithmetic mean of 2.66 and a standard deviation of 547, and that the second most important form of The respondents' point of view (the groping) is the second most prevalent form of sexual harassment of children. It ranks sixth (sexual intercourse with a minor) with a mean of 2.51 and a standard deviation of .705, seventh (exposing the child's genitals) with a mean of 2.48 and a standard deviation of .722, eighth (Sexual jokes) with an arithmetic mean of 2.47 and a standard deviation of .704, tenth (Sexual sensitization) with an arithmetic mean of 2.45 and a standard It came in the twelfth place (abnormally approaching the child) with an arithmetic mean of 2.40 and a standard deviation of .643, and he comes in the thirteenth place both From (Picturing a child in sexual situations and sex trafficking) with a mean of 2.39 for each of them, respectively, and a standard deviation of .746 for the first and .695 for the second, and it came in the fourteenth place It ranked twenty-second and penultimate for the most widespread kinds of sexual harassment of children in secondary schools, with an arithmetic mean of 2.30 and a standard deviation of 0.67 for sending sexual e-mails and unnaturally hugging the kid, respectively.

Elementary and intermediate (sharing child pornographic photographs or videos) with an arithmetic mean of 2.10 and a standard deviation of .806 is ranked twenty-third and last (placing items or body parts into the kid's genitals) with an arithmetic mean of 1.96 and a standard deviation of .723.

In general, the responses of the student mentors were high and somewhat high on many of the phrases related to the most common forms of sexual harassment of children among primary and middle school students, such as fondling and foreplay, sexual arousal of the child, kissing the child, giving gifts to attract him to him, Sexual movements by hand and body, sexual abuse, and masturbation in the school bathroom.

According to the findings of the Abu Yahya study from the year 2021, one of the most common forms of sexual harassment of children include foreplay, caressing, and sexual desire. In addition, it concurs with the National Rape, Abuse, and Incest Network (RAINN) that some kinds of sexual harassment of minors include fondling, arousal, sexual intercourse, masturbating in front of a juvenile, telephone discussions, etc. Touching another person's genitalia, playing with sex toys, photographing a kid in sexual situations, etc., are also in accordance with Prevent Child Abuse North Carolina's (2021) list. According to Abdul Aziz (2015), the types of harassment include winking, facial expressions, facial gestures, and physical contact.

Explains methods of preventing sexual harassment of children from the point of view of student mentors

The results of the previous highlight the methods of preventing sexual harassment of children from the perspective of student mentors, and it is evident that the most important and first method of preventing sexual harassment of children is (occupying leisure time positively by engaging in preferred activities), with a mean of 2.93 and a standard deviation of 261. And that the second most important method from the respondents' perspective was (not making threats to the child, as he needs support and distance from assigning responsibility to him and holding educational seminars to confront sexual harassment of children), with a mean of 2.92 and a standard deviation of 280 for the first and second methods, respectively.

In third place were (teaching the child how to defend himself by screaming and running, educating adults about the steps they can take to prevent harassment, and encouraging children in schools to report cases of harassment) with a mean of 2.88 and a standard deviation of 328 for each, and in fourth place was (acting with caution and remaining calm when detecting cases of child molestation) with a mean of 2.87 and a standard deviation of .

The results of the previous table highlight the methods of preventing sexual harassment of children from the perspective of student mentors, and it is clear that (occupying leisure time in a positive way by engaging in preferred activities) is the most important and first method of preventing sexual harassment of children, with an arithmetic mean of 2.93 and a standard deviation of 261. And that the respondents' second most important method was (not making threats to the child, as he needs support and distance from assigning responsibility to him, and holding educational seminars to confront sexual harassment of children), with a mean of 2.92 for each and a standard deviation of 280 for the first and second, respectively. With a mean of 2.88 and a standard deviation of 328,

(teaching the child how to defend himself against the harasser, such as screaming and running, educating adults about the steps they can take to prevent harassment, and encouraging children in schools to report cases of harassment) came in third place. With a mean of 2.87 and a standard deviation of .341, it came in fourth place (acting with care and keeping calm nerves when detecting incidents of child molestation), and it came in fifth place (acting with caution and maintaining calm nerves when detecting cases of child molestation) (perhaps).

(R and talking with the child) come in sixth place, with an arithmetic mean of 2.86 and a standard deviation of 354, With an arithmetic mean of 2.84 and a standard deviation of .366, the (continuous family monitoring and follow-up of the child throughout the day to discover any changes that befall him, activating the role of the religious institution to address harassment, educating children in schools about the forms and manifestations of sexual harassment against them) comes in sixth place. With an arithmetic mean of 2.83 and a standard deviation of .377, it placed in seventh position (activating and applying laws).

(Hardening the punishments for harassers and requiring the presence of a social worker inside police stations to deal with harassment cases) are ranked seventh for each of them, with an arithmetic mean of 2.81 and a standard deviation of the first. Educating and involving communities in the prevention of child sexual abuse, educating school staff about the dangers of child sexual harassment, and allocating a hotline to receive harassment complaints) with a mean of 2.80 for each and a standard deviation of 406 for each, and it ranks tenth (intensification of security presence) It also came in eleventh place (censorship on the Internet and social networking sites) with an arithmetic mean of 2.76 and a standard deviation of .430, and it came in twelfth place with (preventing the child from viewing sources) with an arithmetic mean of 2.77 and a standard deviation of .423, and it came in twelfth place with (preventing the child from viewing sources) with an arithmetic mean of 2.76 and a standard deviation of It came in fourteenth and penultimate place (not allowing servants and drivers from The child is alone) with an arithmetic mean of 2.47 and a standard deviation of .570,

and finally comes in fifteenth and last place (increasing religious determination in children) with an arithmetic mean of 2.47 and a standard deviation of .570, and eventually comes in the fifteenth and last position (growing religious resolve in youngsters) with an arithmetic mean of 2.12 and a standard deviation of .771

In general, the responses of the student mentors were high on many of the statements related to the preventive methods necessary to prevent sexual harassment of children, such as occupying leisure time in a positive way, not making threats to the child, not placing responsibility on him, holding educational seminars to confront harassment, teaching the child how to defend himself against the harasser, suing the harasser, and so on. Continuous family monitoring and follow-up of the child throughout the day to discover any changes that occur, activating the role of the religious institution to address harassment, educating children in schools about the forms and manifestations of sexual harassment directed at them, activating and enforcing laws, intensifying the penalties against the harasser, and continuous family monitoring and follow-up of the child throughout the day to discover any changes that occur The findings show that there are preventative strategies used to help the stressed youngster and his or her family, as well as preventive measures. Religious and legal steps have been adopted to combat harassment, demonstrating that all efforts must be coordinated to combat harassment.

The current study's findings are consistent with those of Al-Khalifa and Al-(2020 Otaibi's AD) study, which identified the methods that a child should use when sexual harassment occurs, as well as methods for preventing it, confronting the harasser, and the importance of educating children about sexual harassment and teaching them how to protect themselves from it.

The present study's findings are also consistent with Ibrahim's study (2020), which found that it is critical to increase the role of the family in teaching children about sexual harassment concerns and practices, as well as prevention methods and appropriate conduct in the case of harassment. The current study's findings are in line with the findings of the Beauty Study (2020), which pointed to the need for concerted efforts to combat sexual harassment, including reactivating the role of religious institutions in spreading moral values, toughening the punishment for harassment, and establishing a hotline to receive harassment complaints.

The findings of this study are also consistent with the findings of a study of female students conducted in 2019 AD, which indicated the importance of focusing on religious faith, teaching children self-defense skills, dialogue and discussion with children, and monitoring the media that children consume. The findings of this study agree with those of El-Deeb, (2015), who found that the most important mechanisms of harassment protection were: intense screaming from the abdomen, running very quickly, leaving the harassed area, developing the child's self-defense skills, and dealing calmly when harassed.

Harassment that occurs in order to protect the child's psyche by not casting blame on him, not frightening him, and encouraging and soothing him. The present study's findings are also consistent with those of Al-Ashry and Al-Deeb (2013), who found that sexual education and sexual education for children should be prioritized.

Table No. (7)

Explains how the school administration deals with cases of sexual harassment of children from the point of view of student mentors

M	Methods	SMA	standard deviation	Order
1	The administration is discreet about such topics in order to ensure the student's reputation	2.83	.377	1
2	The administration is trying to solve the problem amicably.	2.47	.738	6
3	The department informs the competent authorities (police) after verifying the fact	2.16	.773	9
4	The administration only moves the child to another class.	2.47	.631	6
5	The administration only moves the harasser from school to another school.	2.07	.823	10
6	Informing the family of the harassing child	2.19	.788	8
7	Informing the family of the child who is harassing	2.71	.456	3
8	Sanctions imposed on harassers	2.57	.567	5
9	Dismissing the harasser from school	2.72	.450	2
10	Defamation of the harasser in the middle of the school	2.29	.758	7
11	Take a pledge on the harasser not to do this behavior again.	1.65		11
12	Turning the incident into a student orientation at the school	2.59		4

The results of the previous table reflect how the school administration handles cases of sexual harassment of children from the perspective of student mentors, and it is clear that the most important and first method of how the school administration handles cases of sexual harassment of children is (the administration is discreet on such issues for the

sake of the student's reputation) with an arithmetic average of 2.83. With a standard deviation of .377, and that the second most important method from the respondents' perspective is (separating the harasser from the school) with an arithmetic mean of 2.72 and a standard deviation of .450, and it came in third place (informing the harassing child's family) with an arithmetic mean of 2.71 and a standard deviation of .456,

and it comes in third place (informing the harassing child's family) with an arithmetic mean of 2.59 and a standard deviation of .585, the fifth rank (the imposition of penalties on the harasser) has an arithmetic mean of 2.57 and a standard deviation of .567, and the sixth rank (the administration is satisfied with transferring the child to another class) has an arithmetic mean of 2.57 and a standard deviation of .567, and the seventh It came in tenth and penultimate place (the administration is satisfied with transferring the harasser from one school to another) with an arithmetic mean of 2.07 and a standard deviation of .823, and it came in eleventh and final place (taking a pledge from the harasser not to repeat this behavior) with an arithmetic mean of 1.65 and a standard deviation of .723

In general, the student mentors' responses were high on many of the statements related to how the school administration handles cases of sexual harassment, such as the school administration's silence on such issues in order to protect the student's reputation, dismissal of the harasser from the school, informing the harassed child's family, and so on.

Referring the incident to the school's student director and imposing penalties on the harasser, the administration is attempting to resolve the problem amicably, and the administration is content with transferring the child to another class, which could be due to Saudi society's extreme sensitivity to the issue of sexual harassment of children in schools, as it is a society based on religious values and ethical standards that emerge from Islamic law, which is the country's legal system.

Table No. (8)

Explains the difficulties faced by student mentors in dealing with the problem of sexual harassment of children in primary and middle schools

M	Difficulties	SMA	standard deviation	Order
1	Fear of scandal	2.66	.547	3
2	Non-disclosure of harassment cases	2.53	.704	6
3	The harasser's fear of the harasser	2.41	.797	12
4	Feeling stigmatized and ashamed among colleagues	2.75	.537	1
5	Lack of professional preparation for student mentors on harassment issue	2.70	.535	2
6	Lack of knowledge of student mentors about child sexual harassment	2.46	.686	9
7	Lack of skills of student mentors in dealing with child sexual harassment	2.51	.632	7
8	Lack of expertise of student mentors in ways to prevent sexual harassment of children	2.43	.684	10
9	The large administrative burden on the student mentor hinders his intervention in such cases of harassment	2.46	.631	9
10	Lack of cooperation between the child's family and the student mentor	2.37	.792	14
11	Lack of cooperation of school colleagues	2.55	.649	5
12	Lack of cooperation of school management with student mentor	2.48	.651	8
13	The school administration is discreet about such issues.	2.39	.746	13
14	School administration's fear of scandal	2.42	.627	11
15	Lack of community awareness of sexual harassment and forms of child harassment	2.30	.777	15
16	Sensitive issue of harassment in society	2.70	.535	2
17	the negative view of society is that the harassers and the harassers	2.65	.480	4

The results of the previous table illustrate the difficulties encountered by student mentors in addressing the problem of sexual harassment of children in elementary and middle schools. It is clear from this table that the most significant and first difficulty is (feeling of stigma and shame among colleagues) with an arithmetic mean of 2.75 and a standard deviation of .537, and that the second most significant difficulty from the point of view of student mentors is (lack of knowledge about sexual harassment laws). The respondents came from

(the lack of professional preparation of student mentors on the issue of harassment and the sensitivity of the issue of harassment in society) with a mean of 2.70 and a standard deviation of .535 for each, respectively, and came in third from (fear of scandal) with an arithmetic mean of 2.66 and a standard deviation of .547.

And it comes in fourth place (the negative view of society, with an arithmetic mean of 2.65 and a standard deviation of .480), and came in the fifth place (lack of cooperation from colleagues in the school) with a mean of 2.55 and a standard deviation of .649, and it also comes in sixth place (non-disclosure of Harassment cases) with an arithmetic mean of 2.53 and a standard deviation of .704, and it came in seventh place (lack of skills of student counselors in dealing with sexual harassment of children) with an arithmetic mean of 2.51 and a standard deviation of .632, and it came in eighth place (non-cooperation of the school administration with the student counselor). With an arithmetic mean of 2.48 and a standard deviation of .651,

In ninth place were both (lack of knowledge of student mentors of child sexual harassment and the high administrative burden placed on the student mentor hindering his intervention in such cases of harassment) with an average account of 2.46 each, respectively, and a standard deviation of .686 for the first and .631 for the second,

and came in 10th place (lack of experience of student mentors in ways to prevent sexual harassment of children) with an average calculation of 2.43 and a standard deviation .684, and comes in 14th and penultimate (lack of cooperation between the child's family and the student mentor) on average My calculation is 2.37 with a standard deviation of .792 and finally comes in 15th and last place (lack of community awareness of sexual harassment of children and its forms) with an average calculation of 2.30 and a standard deviation .777.

In general, the student mentors' responses were high on many of the statements related to the difficulties they face in dealing with the problem of sexual harassment of children in primary and middle schools, such as the problem of feeling stigma and shame among colleagues, the lack of professional preparation of student mentors on the issue of harassment, and the sensitivity of the issue, according to the results of the previous table.

Harassment in society, fear of scandal, negative society perceptions of harassers and harassers, lack of cooperation among school colleagues, failure to report cases of harassment, lack of skills of student mentors in dealing with sexual harassment of children, and lack of cooperation between the school administration and the student mentor The present study's findings support Juma'a (2013)'s assertion that harassment causes sentiments of guilt, stigma, and embarrassment. The findings also support (2017)'s assertion that stigma, a loss of self-respect, embarrassment, and humiliation are among the most frequent difficulties associated with harassment.

The role of the social worker in dealing with issues of sexual harassment of children in primary and intermediate schools is advocated from the standpoint of individual service.

The impression is based on a set of axes that are derived from the present study's findings, prior studies' findings, and the research's theoretical framework in order to address the issues of sexual harassment among children in primary and middle schools. The foundations on which the perception is founded are presented in the next section:

1- The foundations of the suggested idea, which must be addressed by elementary and middle school administrators, as well as student mentors in schools:

a- Raising awareness of the importance of the problem of sexual harassment of children in schools, as well as the health, social, psychological, behavioral, and educational issues that it causes in the school environment.

B - Educating students in elementary and secondary schools on how to avoid sexual harassment as well as how to defend and protect oneself against all types of sexual harassment.

C - Developing the theoretical knowledge of student mentors in schools about the issue of sexual harassment of children in schools through lectures, seminars, workshops, and group discussions related to the forms, effects, and prevention methods, especially since the findings of the research revealed that one of the most significant obstacles that student mentors face in dealing with the problem of sexual harassment of children in primary and middle schools is the lack of resources (lack of professional preparation of student mentors on the issue of harassment and the sensitivity of the issue of harassment in society).

d- Improving the professional skills of student mentors in schools and training them on how to deal with issues of child sexual harassment so that they can better protect children in schools from all forms of sexual harassment through training courses and workshops, especially since the research revealed that the most significant challenges facing student mentors are: (Student mentors' lack of ability to cope with kid sexual harassment.

C- Educating and informing children in schools about how to protect themselves and prevent all forms of harassment, as well as how to deal with the issue without fear of embarrassment, through bulletins, brochures, lectures, and seminars, especially since the research revealed that the most significant barriers are: (feeling of stigma and shame among colleagues and fear of scandal).

H - Raising awareness of the seriousness of the problem among school principals and staff, dealing with it forcefully and not keeping it hidden for any reason, especially since the findings of the study revealed that the most important

and first methods of dealing with the administration in cases of sexual harassment of children from the perspective of student mentors are the most important and first methods of dealing with the administration. The school with the instances is (the administration keeps such matters private in order to protect the student's reputation and avoid disclosing harassment incidents).

g- Through seminars, conferences, and awareness campaigns, enlightening and educating the residents of the local community surrounding the schools to change their negative perceptions of harassed children and see them as victims rather than perpetrators, especially since the research revealed that the most significant obstacles are: (the negative view of society towards harassers and harassers).

D- The need for new programs and activities to help children protect and prevent sexual harassment, particularly since the findings of the study revealed that one of the methods for preventing sexual harassment of children from the perspective of student mentors is (using children's free time in a positive way by engaging in preferred activities, holding educational seminars to confront Sexual harassment, teaching the child how to defend himself against the Harassment).

i- A desire to do scientific research and studies that would add to scientific information about child sexual harassment, particularly as it relates to the literary legacy and earlier studies, which reveal an apparent absence of such understanding.

The school administration and student mentors can deal with the issues of sexual harassment of children in elementary and middle schools based on the preceding foundations. To accomplish this, the school work team's professional and other technical efforts should be combined and coordinated to combat harassment, and the way of serving the individual can play an important role in dealing with sexual harassment issues in primary and middle schools by exercising the following roles that a specialist working with individual cases can exercise:

2- The professional tasks that an expert who collaborates with individual aunts may play in addressing the sexual harassment of children in elementary and middle schools:

A- The role of the educator: The specialist working with individual cases must possess the scientific knowledge related to the issue of sexual harassment of children and the ways and methods for preventing it so that he can teach them to the work team and children in schools and communicate this information to others.

b-The role of the lecturer: where the specialist working with individual cases speaks to different groups of children, families, work teams in schools, and all segments of society to raise their awareness of the dangers of harassment and the negative effects resulting from it, as well as the need to deal with the problem and confront it firmly in order to protect children from all forms of harassment rather than remaining silent and not disclosing it.

And the dread of humiliation and dishonor that the youngster may experience as a consequence of learning about the harassment, which is consistent with the findings of the field study.

C - The counselor's function: Through this position, the expert may deal with particular instances to teach kids in schools about the hazards of harassment and its detrimental repercussions on the person and society.

D- The function of the defender: Through this position, the expert may deal with specific situations to defend the child's right to care and services that meet his requirements, as well as defend against any breaches committed by the school administration. In light of the institution's policy, the specialist represents the children in schools in an effort to bring about beneficial improvements for them.

f- Position of Possibility: Through this role, the expert may deal with particular situations to assist students in identifying their sources of strength in order to overcome and combat harassment.

H- Role of the researcher: The expert dealing with particular cases may do a series of duties to address the issues of child sexual harassment. sexual harassment.

M- The role of the therapist: The specialist working with individual cases can help students face the problem of harassment, modify their negative behaviors that cause them to be harassed, and modify the incorrect parental attitudes so that the family becomes a source of assistance for children facing harassment.

k- The role of the expert: The specialist dealing with particular instances may give kids, their families, and the school staff with information and data about sexual harassment, young talent, and the ability to respond to and avoid it.

Y- The function of the planner: The expert dealing with particular situations may develop programs and activities that contribute to students' awareness and enlightenment and prevent them from being victims of harassment via this position.

3. Professional resources that professionals working with individual aunts may utilize to address sexual harassment of elementary and middle school students:

A- Individual interviews: Conducting individual interviews with harassed children, harassed children, and certain family members to discuss and investigate the problem of harassment, address it, and decrease it.

B - Group interview: Conducting group interviews with groups of children who have been bullied, their families, and professionals in the subject of bullying.

C- Field visits: Visiting families of harassed children, families of harassed children, and community institutions that help mentally and socially harassed children.

d- Simple and in-depth observation: observing the behavior of harassed children and the behavior of children who are harassed in order to understand the causes for the conduct and the negative impacts that come from it.

e- Seminars and lectures: to acquaint children and the work team in elementary and middle schools with the services and programs offered by schools to protect children from all sorts of harassment, as well as to introduce them to the community institutions that assist them.

H- Meetings: organized by the specialist dealing with specific cases to bring together school administrators, staff, school employees, experts, and specialists in problems of sexual harassment of minors in the community in order to share ideas and perspectives on how to avoid harassment and combat it.

M- Workshops and training courses: to develop the knowledge, skills, and abilities of school staff to deal with problems of sexual harassment of children and ways to prevent them, and training to deal with the problem of sexual harassment of children and its negative effects, especially since the research revealed a lack of knowledge and skills of student mentors and work teams in schools regarding harassment. Sexual abuse of children and measures of prevention.

4- Professional abilities that a specialist dealing with specific situations might use to address sexual harassment issues in elementary and middle schools involving children:

A- The ability to form a professional relationship: This entails forming a professional relationship based on mutual trust, acceptance, and objectivity with the harasser and his family, as well as establishing a professional relationship with the harasser in order to comprehend the nature of his problem and his motivations for harassment.

b- Observational skill: The expert must utilize observational skill to notice the behavior of the harasser and the harassed in order to comprehend the nature of the issue and its causes and consequences.

C- Skill in communication: with all aspects associated to the issue, where the expert speaks with the harasser and his family, as well as the harasser, to comprehend the problem of harassment, its causes, its ramifications, and its difficulties.

D- Skill in planning: the specialist plans programs and activities that contribute to raising awareness and educating students and preventing them from falling victim and prey to harassment, as well as contributing to the development of resources and capabilities in schools for the purpose of addressing and confronting the problem of harassment.

A secondment to conduct individual and group interviews with the victims and families of harassment, as well as the harassers.

H- Technical skills: These include the ability to do scientific research, manage teamwork, and use the means and tools to teach and enlighten students in elementary and middle schools about sexual harassment, its danger, and the methods for avoiding and combating it.

g- Diagnostic skills: They are exemplified by the specialist's ability to list and classify facts and information related to the problem of sexual harassment of children and its various dimensions, and to determine the factors that most influence its occurrence, resulting in a summary of the problem and a preliminary concept of the treatment plan associated with it.

m- Therapeutic skills: They are represented by the specialist's ability to select the appropriate therapeutic methods to address the problem of sexual harassment of children, as well as the specialist's ability to apply these methods to help the client stimulate and activate his will to confront his problem, as well as assist other parties associated with the client's problem.

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