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School Bullying and its Effect on the Psychology of the Kindergarten's Child from the Point of View of the Female Teachers

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ABSTRACT

This current study aimed at revealing the effect of school bullying on the psychology of the kindergarten child from the point of view of the female teachers. The sample included (17) female teachers of the kindergarten teachers pertain to the education directorate in Ma'an region. A questionnaire has been prepared by the researchers and used for data collection. It consisted of (20) clauses distributed to three axes. The results indicated that a high percentage of the female teachers who answered the questionnaire strongly agreed on the presence of negative effects that touch the child being the victim of bullying, also they agreed that there are accompanying behaviors to bullying that the bullying child practices. In addition, the majority of the female teachers who answered the questionnaire disagree that the school's climate alone leads to the creation of the bullying phenomenon or limits it. Also, the results indicated to the absence of consistency in the teachers responses regarding the study axis since the first axis came with great significance, while the third axis tended to disagreement with statistically significance (0.05).

Keywords: Bullying, Kindergarten child

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INTRODUCTION

Bullying considers one of the negative scholastic phenomenon that has defused worldwide because of the violence screens that the young children view on the television screen, and this phenomena has dangerous psychological, social, educational and health influences on the kindergarten children, represents in the high percentage of being subject to isolation, lack of interaction with their peers, and their inability to control themselves in the case they encounter aggression. These symptoms are likely to make the child in a perpetual state of depression and the lack of the desire to attend the school. For these reasons the researchers and the scholars at the global level have interested in studying this phenomena in order to limit its negative harms. School bullying of what it carries of aggression towards the others whether in physical, social, psychological or verbal form considers one of the problems that has the negative effects on the bullying or the bullying victim or on the school's environment as a whole. Since the school bullying affects the security, psychological and social structure of the scholastic community because the physical aggression causes the harm to the students at all educational levels from the kindergarten till the university (Arenette; Quiroz & Stephanes, 2006). Slaby and Storey (2008) have indicated that the school bullying is a behavioral problem that has its dangerous effects on the children, when the child becomes the victim of bullying we find him suffering from many problems such as fear, social isolation, decrease in self-esteem, absenteeism from the school and decrease in the academic achievement. From the above mentioned, it became clear the importance of studying the school bullying phenomena and to know its negative effects on the kindergarten children from the point of view of the female teachers to be able to treat those negative effects in a scientific way to have a generation of children free from the psychological and social diseases.

Study Problem and Questions:

School bullying problem considers one of the dangerous problems that threatens the kindergarten children's psychological security, and causes many of the psychological and social diseases that make the children in a state of isolation and scholastic delay. Despite of that , there is no interest in studying this phenomena in our Arabic societies regarding surveying the female teachers' opinions about the negative psychological effects that might touch the children who are the bullying victims, the school bullying effects are not limited to the victim alone, rather often the bullying has many aggressive and disorder behaviors, lack of social consistency, stubbornness and academic delay. The current study problem crystallizes in investigating the negative effects that fall on the bullying victim among the kindergarten children through surveying the female teachers opinions.

Study Questions:

This current study seeks to answer the following questions:

- What are the negative effects that touch the bullying victim of the kindergarten children?
- What are the negative behaviors that the bullying child practices?
- What are the negative effects that touch the school from the bullying phenomena?

Is there a consistency in the responses of the kindergartens female teachers n the study axes (information axis about the negative psychological effects that touch the child the bullying victim, and the information axis about the behaviors o the bullying child, and the information axis about the family and the school's climate).

Significance of the Study:

- School bullying does not receive the sufficient Arabic research, so, emerges the need for such study in our Arabic societies generally and in the Jordanian society particularly.
- Enabling the educational and psychological counselors to know the negative effects of the bullying phenomena, that will contribute to understanding this phenomena in order to attempt to limit its danger on the kindergarten child the bullying victim and the bullying, and its danger on the school.
- The results of this study will reflect on increasing the awareness of the school and the family about the negative effects of the bullying phenomena.
- The significance of this current study resides in the scarcity of the Arabic studies, and the scarcity of the local studies that have addressed the bullying issue especially at the kindergarten children stage.
- This study might contribute to deviate the female teachers, the supervisors, the parents and those who are interesting in the educational issue to know the relevant and the effective mechanisms to provide the psychological, educational and consoling series about how to deal with the bullying child and to limit his aggressive behavior and with the child who is the bullying victim.

The Study Objectives:

This current study seeks to:

- Surveying the female teachers' opinions about the negative psychological effects that touch the kindergarten child as a result of the bullying phenomena.
- Investigating the negative behaviors accompanying the bullying phenomena of the bullying from the point of view of the female teachers.
- Investigating the negative effects on the school's community as a result of the bullying phenomena.

The Study Frame Work

1-6 the Bullying Concept

Soleiman and Al-Beblawi (2010) have identified bullying as:

The aggression of the bullying person on a person who is weaker than him, enjoying causing the harm or damaging the properties.

Ahmad, E & Baithwaite V. (2004) have identified bullying as a behavior that occurs when a child repeatedly is subject to negative behaviors or acts from a child that aims to cause the harm to other child and include the imbalance in the severity, it might physical like hitting, or verbal like using the cognomen, or emotional like the social discard.

2-6 The Theories Explaining the Bullying

There are many theories that had investigated the aggressive behavior, and attempted to explain its motives and causes, from these theories:

1. Psychological analysis theory that confirms bullying is the output of the contradiction between the life and death motive, and achieving the pleasure through punishing an torturing others and stand against them to prevent their survival (Qatamie and al-Sarayra, 2009).
2. Those who advocate the behavioral theory see in their explanation o the aggressive behavior- as notable behavior and measureable since and measurable, since psychology from their point of view is the science that studies the notable and measurable behavior (Solieman & al-Biblawi, 2010).

Based on the behavioral theory, the child acquires the bullying behavior from his surrounding environment, and the family, social and scholastic reality in which the child lives forms his behaviors, supporting and enhancing these behaviors inside him.

Also, this theory has adopted the explanation of aggression and frustration in explaining the violence, then adopted the social learning explanation in explaining the aggressive behavior (Soleiman and al-Biblawi, 2010).

Smith and Smith (2008) have divided bullying in to a number of axes, including:

- The emotional axis: it includes (threatening, making fun of the victim, and searing, putting him aside from the peers, humiliation and the false and shameful stories).

The physical axis- includes (pushing, hitting and clashing with the victim, stealing the school's properties and equipments),

Dewall; Deckman; Gailliot and Bushman (2011) had indicated to the development of the children's aggressive behavior by their progress in the age within three stages.

The aggressive behavior starts through the first stage direct aggression towards physical harms from the child's first years, then at the second stage the child shows the verbal skills to use them in the peaceful interaction with the others, and sometimes uses them for aggressive purposes.

The third stage of the aggressive behavior development represents in the presence o the indirect aggression that is not apparent like the physical and verbal aggression.

Those theories indicate that the bullying behavior phenomenon (Aggression) has no relation with the hereditary genes, rather mostly results from the presence of family, social and environmental factors that enhance the child from his early years, and might limit this behavior. The researchers tend to adopt the behavioral theory that explains the bullying phenomenon based on the social learning.

LITERATURE REVIEW

The study conducted by Snari (2010) aimed to know the relation between the school bullying victims and some of the psychological variables (anxious state, self-esteem, psychological security, and psychological loneliness). The school bullying victims scale and the test were applied to a sample of (48) students from the fourth, fifth, and sixth grades, their ages ranged from (9-12) years old. The study reached the presence of a positive correlation with statically significance at level (0.01) between the school bullying victims and the variables the study topic (state and anxiety aspects) low self -esteem and psychological loneliness) of the study sample.

While al-Malki and al-Soofi study (2012) aimed to know the relation between bullying and the parental treatment styles of the children, study population included the elementary schools children in Bagdad city (the fifth and sixth grades male and female students. The study sample consisted of (200) male and female students. The bullying scale and the parental treatment styles scale were used; the study concluded that the correlation coefficient between bullying and the parental treatment styles (negligence, authority and the fluctuation) with statistically significances, and bullying increases with the increase poor parental treatment of the children. Gendron; Williams and Guerra (2011) had conducted a study that aimed to reveal the relation between the self -esteem and the school's climate and its relation with committing the bullying. Study sample consisted of (7299) male and female students from the fifth, ninth and eleventh grades from (78) schools from the different scholastic stages in Colorado. The results showed the presence of a relation between the self -esteem level and committing the bullying, this relation was mediated by the student's perception about the present scholastic climate, which means the weaker the scholastic climate, the high self-esteem predicts higher levels of bullying. Wei (2003) has conducted a study that aimed to investigate the negative behavior features from the point of view of a sample consisted of (164) male and female teachers. The results showed that the most spread forms of the negative behavior among the students were the behaviors related to the verbal aggression, swearing and shouting on the others, then the disorder devastating behaviors, finally the stealing and aggressive behaviors on the others properties, the means of the presence o these behavioral forms was high for the students.

Study Population

Study population consisted o the kindergarten female teachers in the education directorate in Ma'an city, they formed the general frame of the population through which the sample was selected that answered the questionnaire.

Study Sample

This study has been applied to a sample that consisted of (17) kindergartens female teachers in the education directorate in Ma'an city in the first scholastic term (2014-2015).

Study Method

The researchers have used the survey descriptive method based on collecting the data relating to specific phenomenon analyzing the data to reveal the causes and the consequences, which considers one of the most relevant methods and consistent with the study problem and objectives.

The current study aims to investigate the female teachers opinions towards the negative psychological effects of the bullying phenomena among the kindergarten's children.

Table Number (1) Distribution of the Study Sample

School's Name	Number of Female Teachers	Percentage %
Al-Farooq Kindergarten	2	11.76
Farwa Ben Amr Al-Jothami Kindergarten	2	11.67
Al-Qabas Charital Kndergarten	3	17.62
Al-Nahda Charital Kindergarten	4	23.52
Kindergarten of al-Hussein Ben Talal University	6	35.29
Total	17	100%

9.1 Study Instruments:

The researchers have used a questionnaire from their own preparation for data collection and surveying the options o the female teachers regarding the bullying phenomena and its psychological harms on the victim child.

The questionnaire consisted of (20) clauses distributed to three axes: the first axis /information about the negative psychological effects that touch the child the victim of bullying the second axis/ information about the behaviors of the bullying child the third axis/information about the family and the school's climate.

Table Number (2) Distriution of the Questionnaire's Items

The Axis	Number of the Clauses	Percentage %
First Axis: the negative psychological effects that touch the child the bullying victim	8 clauses	40.00
Second axis: the bullying child's behaviors	7	35.00
Third Axis: the Scholastic Climate	5	25.00

9.2 Validity:

To confirm the questionnaire's validity, it has been introduced to a number of specialists in the psychology and education field, their number reached five specialists from the teaching board members in university of al-Hussein Ben Talal and al-Balqa Applied University / Ma'an college, to present their notes about the items included in the questionnaire and their consistence with the axis, and achieving the desired goal from the study, and measuring the field that was set to measure, the items clarity and belongings to the dimension or not.

Based on the opinions of the arbitrators professors regarding the relevance of the items and the degree of their clarity, and according to their guidance and suggestions some of the items were modified linguistically or omitting some of them, the number of the questionnaire's items became (20) items distributed to the three axes.

9.3 Consistency

Consistency coefficient has been calculated by (Cronbach Alpha) method and found out that the value o the consistency coefficient equal (0.92) this value considers acceptable for the purposes of this current study.

Table Number (3) Calculating the Consistency Coefficient for the Questionnaire Axes

The Axis	Number of the Clauses	Percentage %
First Axis: the negative psychological effects that touch the child the bullying victim	8	0.98
Second axis: the bullying child's behaviors	7	0.95
Third Axis: the Scholastic Climate	5	0.49
Total	20	100%

Study Results and their Explanation:

To analyze and to explain the study results and to answer its questions, the questionnaire has been used and applied to all of the study sample, collecting and treating the data statistically to confirm the degree of achieving the fields that the questionnaire consisted of.

A specific standard is used to know the conformity degree which is the number of the frequencies on (Likert Five point Scale).

Strongly agree=5 degrees, Agree= 4 degrees. Neutral=3 degrees, Disagree=2 degrees, strongly disagree =1 degree.

The answer to the first question: what are the negative psychological effects that touch the child the victim of bullying from the kindergarten children?

Table number (4) The Means, Standard Deviations and the Percentages of the Negative Psychological Effects that Touch the Child the Victim of Bullying

No.	The Clause	Strongly agree	Agree	Neutral	Dis-agree	Strongly disagree	Mean	S.D
1.	The child isolated after being subject to bullying	12	5	-	-	-	4.705	.469
2.	The child feels a state of depression	14	2	1	1	-	4.764	.5623
3.	The child does not like attending the school after being subject to bullying	7	5	2	3	-	3.764	.5623
4.	The child feels the continuous fear after being subject to bullying	10	5	2	-	-	4.470	.7174
5.	The child feels unable to control himself after being subject to bullying	4	7	5	1	-	3.823	.8828
6.	The child feels the continuous axis	10	5	2	-	-	4.470	.71743
7.	Decrease in the child's self -esteem	5	12	-	-	-	4.294	.46967
8.	The child feels lack of trust	17	-	-	-	-	5.000	.000
The Axis Total Degree		79	41	12	4	0	3.11	1.581

It is clear from the above table that the mean of the first axis as a whole=3.00 and the standard deviation of the field as a whole=1.581, which means that the number of the frequencies (strongly agree) to the clause the negative psychological effects that touch the child the victim of bullying came at a high degree (strongly agree =79), and the number of the frequencies (agree)= 41, which means that the percentage of the female teachers who answered the questionnaire see that the negative psychological effects mentioned in the first axis of the questionnaire (fear, anxiety, depression, isolation, lack of self-confidence, self-esteem and self-control)are among the psychological problems that the kindergarten child is suffering from if he is being subject to bullying.

The answer to the second question: what are the negative behaviors that the bullying child practices.

Table number (5) the Means, Standard Deviations and the Percentage of the Bullying Child's Behavior

No.	The Clause	Strongly agree	Agree	Neutral	Dis-agree	Strongly disagree	Mean	S.D
1.	Rejects accepting the critique and guidance	4	10	3	-	-	4.06	.659
2.	Uses the bad words with his peers in the classroom	9	5	3	-	-	4.65	.785
3.	He fights with his peers	1	12	3	1	-	3.76	.664
4.	He does not follow the instructions	8	6	3	-	-	4.29	.771
5.	He damages the thins when he gets angry	6	2	4	4	1	3.47	1.37
6.	He makes the trouble inside the classroom	6	5	2	3	1	3.70	1.31
7.	He dominates on those of week physical make up	3	3	5	3	3	3.00	1.36
The axis total degree		37	43	23	11	5	3.00	1.58

It is seen from table (5) that the man for the second axis as a whole =3.00m and the standard deviation for the field as a whole =1.58. the number of the frequencies (agree) to the clauses the behaviors of the bullying child came at a high degree=43, and the number of the frequencies (strongly agree)= 37. This explains the increase in the frequencies (agree) to the axis' clauses which means that the percentage of the female teachers who answered the questionnaire see that the negative behaviors mentioned in the second axis of the questionnaire (making trouble, damaging the things, dominating over the weak children, continuous fight with the peers, does not follow the instructions, does not accept the critique and the guidelines) are of the behaviors that accompany bullying and practice by the bullying child inside the classroom.

The answer to the third question: what are the negative effects that touch the school from the bullying phenomena?

Table number (5) the Means, Standard Deviations and the Percentage of the Bullying Child's Behavior

No.	The Clause	Strongly agree	Agree	Neutral	Dis-agree	Strongly disagree	Mean	S.D
1.	The school does not have a rigorous security system	5	-	9	3	-	3.41	2.0588
2.	Absence of the children follow-up inside the school	-	-	8	5	6	1.121	.89935
3.	The disorder during interring and leaving the school	-	2	-	10	5	3.41	2.0588
4.	The absence of rigorous procedures towards the bullying child	-	1	6	3	7	1.121	.8993
5.	The absence of the behavioral evaluation inside the school	-	-	7	10	-	3.41	2.0588
The axis total degree		5	3	29	30	18	3.0	1.58

It is clear from table number (5) that the mean of axis three as a whole=3.00, and the standard deviation of the field as a whole=1.58, the number of the frequencies (disagree)on the clauses the school's climate came at a high degree=30 and the number of the frequencies (neutral)=29, this explains that the percentage of the female teachers who answered the questionnaire see that the school's climate is not the influencing factor on the diffusion of the bullying phenomena, while the second percentage was neutral, which means that the school's climate might have the influencing role with the presence of disintegrated family with uncontrolled school's climate, there will be a notable increase in the bullying cases inside the school.

The answer to the fourth question: is there consistency in the kindergartens female teachers' responses to the study axes (information axis about the negative psychological effects that touch the child the victim of bullying, the information axis about the behaviors of the bullying child, and the information axis about the family and the school's climate)?

(information axis about the negative psychological effects that touch the child the victim of bullying, the information axis about the behaviors of the bullying child, and the information axis about the family and the school's climate).

Table (7) the Actual and the Expected Percentages of the Consistency of the Responses of the Kindergartens Female Teachers to the Study Axes

The axis	Frequency	Strongly agree	Agree	Neutral	Dis-agree	Strongly disagree	Total
Information about the negative psychological effects that touch the child the victim of bullying	The frequency	79	41	12	4	0	136
	The actual percentage	58%	30	9	3	0	100%
	The expected percentage	31.66%	23.33	20.67	15.67	8.67	100%
information about the behaviors of the bullying child	The frequency	37	43	23	11	5	119
	The actual percentage	5.31%	36	19	9	5%	100%
	The expected percentage	31.66%	23.33	20.67	15.67	8.67%	100%
information about the family and the school's climate	The frequency	5	3	29	30	18	85
	The actual percentage	6%	4%	34%	35%	21%	100%
	The expected percentage	31.66%	23.33%	20.67%	15.67%	8.67%	100%
Total	The frequency	121	87	64	45	23	340
	The actual percentage	94.98	69.99	62.01	47.01	26.01	300
	The expected percentage	126.68	70.00	8.01	47.01	26.01	300

It is seen from table (7) that there are differences between the actual percentages and the expected percentages, and to test the significance of these differences Kai square equation is used (X2) at significance level (0.05) and freedom degree (8) the calculated kai value from the sample reached (30.009). this means that the calculated Kai value from the sample is greater than kai with significance level (0.05) with freedom degree (8) that equals (15.5073), so the observations axis are heterogeneous, since the first axis (the information about the negative psychological effects that touch the child the victim of bullying) tends to the agreement and strongly agree, so it is with greater significance than the other

axes with great degree of agreement, also the second axis, while the third axis (the information about the family and the school's climate tends toward the disagreement with statistically significance (0.05).

DISCUSSION

The majority of the female teachers who answered the questionnaire (58%) strongly agreed upon the presence of negative effects that touch the child the victim of bullying, from these effects (fear, anxiety, depression, isolation, lack of self-confidence, self-esteem and self-control). It is possible to explain this result by that those who fall victims of bullying do not present the claim against those who practice the bullying on them or even speak about the topic, so the female teachers are not aware of many things about these practices, in addition to the application of the special instructions regarding the children the children behaviors in the private schools, especially the negative behaviors like bullying, this might be because of the lack of the sufficient experience in encountering the behaviors related to bullying because of the difficulty to confirm them because they are in many instants are hidden, this study agreed with (Snari, 2011) study. The majority of the female teachers who answered the questionnaire (36%) agreed that there are behaviors a company the bullying and practiced by the bullying child, these behaviors are making trouble, destroying the things, dominating over the weak children, continuous fight with the peers, un following the guidelines, and no acceptance of the critique and the directions). It is possible to attribute this to the prevailing specific factors to the culture in the bullying child's environment they are of the issues that might contribute to resorting to bullying, so the environment that uses the punishment requires and prevents the open communication between the individuals inside and outside of its might create the bullying in its individuals, also the parental negative treatment has the role in this. The rejection and severity method forms the personality of the bullying child, and the negligence, authority, fluctuation and over-protection lead to the formation of the victim's personality, some of the used parental raring strategies with the children might push the children to practice the bullying or being more subject to it, including the strategies in which the parents prefer the obedience over the personal freedom. Also it is possible to say that the media have the role in that, since the violence is behavior the child learns from the persons surrounding him. This result agree with (Wei, 2003) study. The majority of the female teachers who answered the questions by (35%) disagree that the school's climate alone leads to the creation of the bullying phenomena, or limits it, this means that there are many factors help in the creation of this phenomena, if these factors present the bullying phenomena will spread, and if they disappear the bullying phenomena will vanish. It is possible to attribute this result launching from the importance of the students' academic orientation that requires the allocation of time for the follow-up and performing the assignments, preparing for the examinations, this might reduce the interactions and the disputes with the others, also, it is possible to say that the bad peers consider one of the most important reason for the trend towards bullying especially if those peers are characterized by the negative behaviors like drop out of the schools, absentation and practicing the aggression against the others. This study agrees with (Gendron, Willliams and Guerra, 2011) study.

Also, the results indicated to the absence of the consistency in the female teachers' responses regarding the study axes, since the first axis came with great significance on the bullying phenomena, while the third axis tended toward the disagreement with statistically significance (0.05). This can be explained in the light of the needs theory (Maslow), when the family and the school fail to satisfy the child's needs in a relevant and constant form, they put their sons in the risk the participation in the bullying relation/the victim, the effects of this phenomena appear on their behaviors and psychologies. This study agreed with (Storey & Slaby, 2008) study.

RECOMMENDATIONS

1. Conducting the researches and the studies that focus on the bullying phenomena to attempt to understand the influencing psychological factors in creating this dangerous phenomena on the child's psychological health.
2. Preparing the guiding programmes that interest in the child the victim of bullying and the bullying child.
3. Conducting the training courses for the kindergartens female teachers to qualify them in how to practice the educational treating with the child the victim of bullying and with the bullying child.

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