Cyberbullying among university education students under quarantine measures

التنمر الإلكتروني لدى طلبة التعليم الجامعي في ظل تدابير الحجر الصحي

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Abstract:

The current study aims to know the level of cyberbullying among university education students under quarantine measures among a sample of undergraduate students (N = 138; M_{age} = 23.78, SD_{age} = 4.74; 63.8% female). And using the descriptive approach and the cyberbullying scale to examine the differences between the categories of cyberbullying and the independent variables (gender, educational level). The results were: The majority of the study sample is characterized by a medium or low level of cyberbullying, and there are statistically significant differences at the level of 0.01 in the exposure of university education students to cyberbullying due to the gender variable in favor of males, and the educational level variable in favor of baccalaureate students.

Keywords: bullying; cyberbullying; Quarantine; University Students.

الملخص:

تهدف الدراسة الحالية معرفة مستوى التنمر الالكتروني لدى طلبة التعليم الجامعي في ظل تدابير الحجر الصحي لدى عينة من الطلبة الجامعيين (ن = 138؛ متوسط السن = 14.65، ع=1.36؛ 56.9٪ إناث). وباستخدام المنهج الوصفي ومقياس التنمر الالكتروني لفحص الفروق بين فئات التنمر الإلكتروني والمتغيرات المستقلة (الجنس،المستوى التعليمي). أسفرت نتائج الدراسة إلى أن غالبية أفراد عينة الدراسة يتصفون بمستوى تنمر الكتروني متوسط أو منخفض، كما توجد فروق دالة إحصائيا في تعرض طلبة التعليم الجامعي للتنمر الالكتروني تعزى لمتغير الجنس لصالح الذكور، ولمتغير المستوى التعليمي لصالح طلبة المتحصلين على البكالوريا.

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الكلمات المفتاحية: التنمر؛ التنمر الالكتروني؛ الحجر الصحي؛ طلبة الجامعة.

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1. Introduction

Today, the world is experiencing the outbreak of the Corona epidemic, which surprised all of humanity and its political, economic, social, security and even psychological repercussions, given that it is a difficult to resist epidemic, very deadly, fast spreading, and no effective medicine for it, as this epidemic imposed a method of prevention. The only and only "home stone" imposed by governments and states on their people was the strange and exceptional situation and perhaps the first that encountered human behavior in the modern era. This home stone, which is an exceptional precedent that humanity has not known before, all epidemics, viruses, and even major crises that struck humanity were limited in prevention and treatment methods and did not require that people adhere to home quarantine, whether compulsory or optional, to resist them, As well as considering it the only and effective means to this day in preventing and limiting the spread of the epidemic in light of the inability to discover a cure or a vaccine for this dangerous virus, and therefore countries and governments have been strict in imposing this stone, despite it being contrary to human instinct that refuses to be still and refuses to stay in one place without the usual movement And the familiar activity, and the home stone has left an unlimited amount of space, in which many people are trying to fill in lists and schedules on how to invest time in useful activities that he hope to benefit from and acquire new skills and habits and others that he just enjoy, these activities differ from one person to another. Some of them have the opportunity to own a smart phone or computer connected to the Internet. You find them spending long hours wandering between search engines, as well as social media, through which he receives an unprecedented amount of news, photos and publications. Social media, such as Facebook, Instagram, Twitter and others - since its inception in daily life - have undeniably contributed to shaping and molding the present, and reorganizing the values,

beliefs and ideas of the individual through what he receives continuously and what is planted in his subconscious of the things on the they are facts, or hypothetical and mimic reality. Some studies have confirmed that social media has interfered in shaping individuals' judgment standards and how they view things and even themselves, taking advantage of the excessive obsession of many people who spend a lot of time between these platforms led them to addiction and write chapters of their long journey in their constant search for ideal in everything that comes to their eyes and comes to their minds as long as they are in a world that is least known to be virtual, people, despite the preventive isolation, are connected through social media with each other day and night despite the difference in time and vast geography across the world. However, this bright side of social media platforms is matched by a dark side that is difficult to control. In this context, Daniel Rogers, founder of "Global Desinformation Index", a platform that exposes fake and misleading news on the Internet and social media platforms, says, "The Corona pandemic has provided fertile soil for every scam expert, every fake story seller, and every online opportunity hunter". Rogers talks about the spread of sensationalized news and the role of Facebook and Twitter algorithms in spreading it quickly, a problem that does not have a solution because it relates to the extent to which the recipient responds to certain words that give rise to excitement, and concludes here by saying, "Attracting and directing more effective efforts to monitor and exclude fake content requires a greater investment of resources that it has social media companies" and this is not available in the emergency conditions created by the Corona pandemic.

Accordingly, social media platforms provide users with outlets through which they express their individual and collective responses to different topics. It also constitutes the interaction of subscribers in two directions, positive trying to share and disseminate scientific topics and news, ... and negative trying to use the Internet to spread rumors and myths and sometimes to spread racist or racist tendencies or criminal or even ideological different,

affecting the personality of individuals and infringing on their rights and even on their personal freedoms,The American Time magazine published a study of social media trends in the United States of America on the Facebook and Twitter platforms in particular during the Corona pandemic, as they are a decisive mediator in the circulation of information that people need in light of preventive isolation, work and study from home, and at the same time these platforms have become a decisive mediator in promoting cheap information that seeks excitement, rumors and even fabricated advertisements, In this case, it has become a cause of increasing people's anxiety and spreading panic among them, and the emergence of recent problems related to virtual reality such as cyberbullying. Patchin & Hinduja (2008) also found that bullies in real life are 2.5% more likely to participate in cyberbullying than those who do, who do not bully. Victims of traditional bullying were also identified as being 2.5% more likely to be victims of cyberbullying than those who did not experience bullying. And because the youth category, and university students in particular, represent the most age groups who use the internet and social media such as Facebook, Twitter, Instagram and Snapchat because of their material and cognitive capabilities and the extent to which they need these technological means in their lives, as well as their enjoyment of personal freedom compared to the remaining members of society, they are thus more vulnerable to the consequences of electronic bullying.

Hanan Abul-Elah (2017) found in her study that the prevalence of cyberbullying among adolescents reached 58.9%, as the adolescent considers cyber-bullying as a means to prove his professionalism, technological superiority and skill in using technology in front of his peers, and reach Mishna, Khoury-Kassabri, Gadalla & Daciuk (2012) one in four of the students (25.7%) reported having been involved in cyber bullying as both bully and victim during the previous three months. This is what provoked the researchers' desire to investigate the facts related to the subject of cyberbullying among university students during

the quarantine period imposed by the measures to prevent the outbreak of the Corona epidemic, It is hoped that this study will achieve its objectives and importance, which is that it deals with a new concept of bullying, which has increased its spread with the increase in technological development and its consequences for the individual and society, which has enabled it to be among the studies of cyber psychology that studies human phenomena resulting from human interaction with Technological innovations related to the World Wide Web. Accordingly, the problem of the study crystallized in the following questions:

-What is the level of cyber-bullying (victim, bully) students during the quarantine period?

-Are there statistically significant differences in the exposure of university education students to cyberbullying due to the gender variable?

-Are there statistically significant differences in the exposure of university education students to cyberbullying due to the educational level variable?

2. Hypotheses:

-The level of practice of electronic bullying by university education students (victim, bully) during the quarantine period is average.

-There are statistically significant differences in the exposure of university education students to cyberbullying due to the gender variable in favor of males.

-There are statistically significant differences in the exposure of university education students to cyberbullying due to the educational level variable in favor of baccalaureate students.

3. Study terms

3.1Cyberbullying

Bullying is an ancient phenomenon that has existed in all societies for a long time. It does not recognize geographical, cultural, economic or religious boundaries. It transcends continents, countries and cultures. It is a dangerous behavior for all its participants (the bully,

the victim, the viewer), and it is acquired from the environment in which the individual is located. In which a strong party inflicts psychological, physical and sexual harm on an individual who is weaker than him in physical or mental capabilities (Al-Subhin and Al-Qudah, 2013, 7), and The term bullying was introduced to Medical Subject Headings (MeSH) in 2011 and defined as "aggressive behavior intended to cause harm or distress. The behavior may be physical or verbal (Messias & al., 2014, 1064). Bullying can occur in traditional, direct, face-to-face ways, or by modern methods using modern technological means, which is known as cyber-bullying, which is more deadly than its predecessor, so, for some, the social benefits of online interactions coincide with exposure to potential risks. And security concerns related to social media use, including cyberbullying, online harassment, and privacy issues. Therefore, for some, the prosocial benefits of online interactions coincide with exposure to potential risks and safety concerns of socialmedia use, including cyberbullying, online harassment, and privacy issues(Hamm & al., 2015, 771).

Cyberbullying represents a very dangerous phenomenon, as it has caused a high level of social anxiety among adolescents. Due to information and communication technology and social networking sites and the subsequent development of applications every moment, any harmful content such as offensive words or rumors spread immediately after the publication process at a high speed beyond imagination, through the rest of the electronic accounts, sharing the post or copying and pasting the published content, and all this happens within seconds, and the electronic bullies spread the harmful content (such as offensive images, rumors, videos, threats,...).

The behavior of cyberbullying is inflicting psychological and emotional harm on one or more individuals. It also includes extortion, threats, violation of civil rights, assault on personal freedoms, in addition to sexual harassment and humiliation in general, using shameful words and titles, spreading unwanted or obscene images, and false rumors through

social media, simulation and gaming platforms. Beane (2005) mentions several facts about bullying, including that it is more than just harassment and annoyance, meaning that bullying involves physical, psychological, and emotional harm, attempted murder, sexual harassment, and the formation of evil gangs, and that bullying is a learned behavior from the environment, meaning that every person has The tendency to be a bully through being affected by the family, socialization, and the pattern of relationships among its members, or a victim characterized by adjustment problems, depression, anxiety, self-esteem, isolation, or suicide attempts,...(Al-Sabhin and Al-Qudah, 2013, 25-28). When cyberbullying occurs, the person (the victim) may feel as if they are under attack everywhere, even in their own home. The effects may be long-term and in several aspects:

-Mentally - feeling upset, embarrassed, even angry.

-Emotionally - feeling ashamed or losing interest in the things he loves.

-Being physically exhausted (insomnia), or experiencing symptoms such as stomach aches and headaches.

This may cause people to refrain from talking or trying to deal with the problem. It may also lead to feelings of low self-esteem, exposure to health problems and negative effects on student enrollment and academic achievement.

As for the causes of electronic bullying, they are multiple. They may be for personal reasons, which are that the bully performs this reckless behavior and when he feels bored or does not realize that there is a mistake in his practice of these behaviors against individuals who are less powerful than him in his belief, or psychological reasons based on instincts, emotions, psychological complexes and frustrations. The recurring depression and anxiety that lead the individual to perceive actions and things differently from his true nature, so he acts according to what these irrational thoughts dictate to him, and gives his bullying actions the legitimacy to do without spurs or deterrents, especially in his impersonation of unknown

virtual personalities; or social and educational reasons related to the individual's relationship with his family, the methods of his treatment and upbringing, family problems such as divorce or abandonment, the pattern of his relations with the peer group, the general standard of living, the media and what they publish through its pages, as well as the educational and guidance programs approved in the school, especially in the early stages of life in which the personality of the individual is refined in the future.

Sléglova and Cerna (2011) emphasized that victims of cyberbullying, based on their experience, have developed coping strategies in order to deal with cyberbullying. These strategies took several forms: technical defence, activity directed at the aggressor, avoidance, defensive strategies and social support. The activities of the victims when dealing with this stressful situation varied, which was probably influenced by different contexts, personal traits.

3.2 Social Media:

Social networking sites or Social Media are those networks related to the process of transmitting and receiving information between two or more parties, through several direct and indirect channels, where the sender and receiver interact within their surroundings within the framework of a specific message, through a channel that brings together the two parties. It also appears that this process proceeded according to emotions, expressions, and personal or ideological tendencies. It is also known as "social websites on the Internet, which is the foundation the basic principle of new or alternative media, which allows individuals or groups to communicate with each other through this space default" (Al-Dhaihi, 2015, 439).

They are "websites in which Internet applications provide services to their users, allowing them to Create personal pages displayed to the public within a particular site or system, and provide an information exchange service, and allow its users to participate and contribute to the creation or addition of its pages easily" (Al-Miqdadi, 2013, 24). Social

Media are "a system of electronic networks that allow the subscriber to create own site and then link it through an electronic social system with other members who have interests herself" (Amer, 2015, 197).

The exact number of these sites is not known, as any programmer or team can establish and publish their application and their social site, and the English Wikipedia editors have tried to count nearly 200 sites and applications and collected them in a list of well-known social sites and applications around the world, led by Facebook, YouTube, WhatsApp Messenger, Instagram, Twitter, Tik Tok, ... and others.

Social Media have many positive characteristics, including:

-Check communication with people all over the world.

-Providing easy and instant communication methods.

- Get information and news quickly.

-Promotion of products and merchandise.

-Recreation, entertainment and interaction with others.

-Use in e-learning processes.

-Encouraging the user to achieve his goals by joining groups whose members work to achieve the same goal.

On the other hand, the wrong use of social networking sites entails many disadvantages and disadvantages, including:

-Spreading false news and information.

-Invasion of users' privacy.

-Electronic bullying.

-Feeling of social isolation.

- Sleep disorders.

-Wasting time and not using it properly.

-Reducing contact with parents and family and disrupting social relationships.

4. Procedures and Method

4.1 Study methodology

Based on the problematic study and its variables, the researchers used the descriptive approach where the study aims to detect The cyberbullying among the Algerian University Students.

4.2 Participants

One hundred and thirty-eight students at the University of Mostaganem, Algeria. Their aged varied from 18 to 39 years (M_{age} = 23.78, Std_{age} = 4.74). The majority of them were females (63.8%). Data was collected in april 2021.

4.3 Measures

The Cyberbullying scale was adopted by researchers Mekyanin, H., Younes, N. & Hiyari, G. (2018), which includes 20 paragraphs with multiple-choice responses with five choices, graded from often to never. The Cyberbullying scale scale has been reconfirmed using the sincerity of internal consistency, Its dimensions were found to have strong correlation coefficients and a statistical function at the 0.01 indicative level, with Pearson correlation coefficients ranging from (0.43-0.71). And from its stability in my way: the half-time fragmentation, the standard of stability of the Cyberbullying scale after adjustment by the Spearman Brown equation was estimated at 0.84, The Alpha Krumbach coefficient, estimated at 0.78, is highly stable, confirming that there is stability and consistency between the scale vertebrae and a high degree of sincerity. The responses of the study sample members are corrected according to this gradation by awarding grades from 1 to 5 for each response, through which the level of bullying of each member of the study sample is determined. Three levels were identified as follows:

Length of each category = Range: Number of levels assumed = (5-1): 3 = 1.33

Low level: includes items with an arithmetic mean between 1 and 2.33.

Intermediate level: includes items with an arithmetic mean between 2.34 and 3.66.

High Level: includes items with an arithmetic mean between 3.67 and 5.

5. Results

5.1 Presenting the results of the first hypothesis

To verify this hypothesis, the researchers calculated the arithmetic averages and standard deviations of the percentages for each paragraph, the total score of the scale. The results were as in the following tables:

Table 1. Differences between the average scores of study sample members on The Cyberbullying scale (n=138)

	paragraph	Mean	Std. deviations	the level	Rank
01	Impersonate a different person to defame students	2,1594	,87334	Low	14
02	Send messages to students to just annoy them	2,1594	,77597	Low	13
03	Send messages about a student who possesses confidential information	2,0072	,57307	Low	19
04	Urgently repeat emails to get a response	2,4638	,71643	Intermediate	04
05	Send messages containing sarcastic words to students	1,9420	,55062	Low	20
06	Use pictures to damage the reputation of others	2,0435	,77242	Low	18
07	I send e-mails expressing my anger to the students	2,6087	,94703	Intermediate	03
08	Offensive emails sent back to students	2,2899	,66402	Low	09
09	Spread False Emails	2,0942	,39868	Low	16
10	I harass through emails	2,2101	,53290	Low	10
11	I pretend to be someone else to send messages to students	2,3261	,66358	Low	07
12	Post distorted pictures on social media	2,0725	,65777	Low	17
13	I prevent some students from communicating with my favorite group	2,3478	,92533	Intermediate	06
14	I am defaming some students by sending direct messages about them	2,1957	,69260	Low	11
15	I try to find out the personal pages of the students without their knowledge	2,7246	,95725	Intermediate	02
16	I threaten those who criticize my posts	2,3986	,85042	Intermediate	05
17	I collect pictures for the purpose of using them to threaten them when needed	2,1522	,49674	Low	15
18	I am trained to use modern means of communication to harm students	2,1667	,37404	Low	12
19	Devalue unwanted students through social media	2,3043	,56165	Low	08
20	Write sarcastic statements about students	3,0580	,91833	Intermediate	01
total		2.2860	,66453	Low	///

It is clear from the previous table that the arithmetic mean of the total score of the electronic bullying scale was equal to the value 2.286, with a standard deviation of 0.664, which confirms the affiliation of the majority of the study sample to the low level in general.

As for the scale items, it is noted that the arithmetic averages for each item ranged between the value 1.942 and the value 2.007, with a standard deviation ranging between 0.550 and 0.573 for the low level, and between the value 2.347 and the value 3.058, with a standard deviation ranging between 0.925 and 0.918 for the average level, This confirms that the majority of the study sample is characterized by a medium and low level, contrary to what was found by both places and others 2018, where they indicated that the level of cyber-bullying among students was high, and It also showed that there are differences in the levels of cyberbullying among students according to the age variable, in favor of the category of students over 14 years old.

The researchers attributed the reason for this to the expansion of electronic friendship networks, some social and economic factors for students, and the beginning of their liberation from secret censorship through their contact with the university environment, which increased the spread of electronic bullying. In a survey of adolescents in Korea and Australia, it was found that larger friendship networks on social networking sites was associated with increased exposure of adolescents to cyberbullying in both countries (Lee et al., 2017). Bullying and victimization have been positively linked to the number of friends on social sites. The effect of social and economic factors in increasing the prevalence of cyberbullying was also studied. The study of Soares, Brochado, Barros, & Fraga (2017) analyzed the prevalence rates of cyberbullying among adolescents in 31 countries, and negative relationships were observed between Cyberbullying, education level, income, and internet use, There is also a clear overlap between cyberbullying and traditional bullying (Olweus, & Limber, 2018). Among the students who were exposed to cyberbullying 90% of them were subjected to intimidation and violence in the traditional way, and 10% of the victims of traditional bullying were deceived and lured online (Al-Barashdi, 2020, 5). The study Kindrick, Castro, Messias (2014) also found that 4.6% of those who were subjected to

cyberbullying attempted suicide at least once. The study of Hamm & al., (2015) found that the bullies showed serious indicators of emotional problems, the emergence of aggressive behavior, delinquent behaviors and drug abuse, among other characteristics. which were not apparent at lower age levels.

Fariha Muhammad.(2020) adds that cyber-bullying is a source of psychological distress that affects students' long-term academic success, and they are more likely to fall victim to their romantic relationships, and their feelings of frustration and sadness make them vulnerable to stress and drop out, and they suffer from the isolation that It could explain why they persist in repetitive social circles that contribute to their harm, which makes the dropout rate continues to rise as the level of education increases. Because the first thing that a bully starts doing is throwing things at others that are not often in them, so others start responding to them and turn to doing electronic harassment to them through calls, text messages or video clips, then he turns to electronic stalking them by following them electronically and searching for them and about them. Their news and trying to catch mistakes for them or fabricating stories and events that may be untrue, and because he knows that it is not clear and unknown to the other party, he uses electronic stealth as a means to seize the victim's email, and starts spreading false news through it to the victim's friends, which causes harm and harm to the victim (Al-Raqas, 2021, 463).

Gradinger, P., Strohmeier, D., & Spiel, C. (2010) noted that it is important to know whether the majority of cyberbullies usually engage in negative behaviors only once or if they repeat their behavior at least two or three times per month. No study to their knowledge, has ever compared the number of identified bullies and online extremists using global item ratings versus specific items and permissive scores versus strict cut-off scores.

5.2 Presenting the results of the second hypothesis

To verify this hypothesis, the researchers used a t-test for two independent groups (male/ female),The results were as in the following tables:

Table 2. Differences between the mean scores of study sample members on the Cyberbullying scale according to gender (n=138)

Variable	Groups	N	Mean	Std. Deviation	averages difference	d. f	T. test	Sig.
Cyberbullying	Male	50	51.50	10.375	9.06	136	6.262	0.00
	Female	88	42.44	6.605				

The previous table shows that the average arithmetic score for Male in the Cyberbullying scale is estimated at 51.50 with a standard deviation of 10.375, while the Female with an average calculation of 42.44 with a standard deviation of 6.605 with a difference of 9.06, The value of T was 6.262 and the probability value associated with the T. test (sig.= 0.00) was smaller than the indication level of 0.01 We reject null hypothesis.We accept the alternative hypothesis that there are statistically significant differences in the exposure of university education students to cyberbullying due to the gender variable in favor of males with an arithmetic mean greater than females. As well as the different type of bullying practiced by male and female students.

Where Al-Mustafa (2017), Rasminsky (2012), Nansel & al.(2001), and Olweus (2001) point out that male children are more bullying than girls, and these results also agree with the prevailing view that males are naturally more aggressive than girls(Archer & Cote, 2005), as boys appear to be more susceptible to many risk factors as well as severe temperament and aggressive behavior, which they consider acceptable while Girls reject it.

So did Juvonen, Graham and Sctuster (2003) considered bullying among American adolescents and concluded that 22 percent of the study sample classified them as bullies, and 9 percent were victims of bullying, and that bullying in males is double what it is in females. And Kilpatric & Kerres (2003) add that Spanish rural boys were more bullying practitioners or victims than girls who prefer indirect bullying compared to boys. As for Kristensen & Smith (2003) they confirmed that females are the most victims of bullying compared to Danish males.

Instead of using physical hostility, girls resort to social hostility and the goal is to offend the other party's self-esteem, social status, or both, as well as the findings of

Kepenekci & Cinkir (2006) about the existence of significant differences between the sexes in bullying among Turkish society. And the results of the study Al-Ammar (2016), which found that there are statistically significant associations between cyberbullying and addiction, The Internet among male and female students of applied university education in the State of Kuwait and that males are more bullying than females with statistically significant differences, The findings of Elmakanin & al. (2018) where they indicated that there are differences in the levels of cyberbullying among students according to gender variables in favor of male students; and age, What also agreed with the findings of each of the researchers: Casas, Del Rey, Ortega-Ruiz (2013), Hamburger, Basile & Vivolo (2011), Hemphill & Smith (2010), Katzer, Fetchenhauer (2009), Belschak, Cook & al. (2010), Menesini & al. (2012),Yang (2006).

5.3 Presenting the results of the third hypothesis

To verify this hypothesis, the researchers used a one-way analysis of variance for three independent groups Bachelor(n=60), licence(n=42), Master(n=36),The results were as in the following tables:

Table 3. Differences between the mean scores of study sample members on the Cyberbullying scale according to the diploma (n=138)

dependent variable	Source of variance	Sum of Squares	d.f	Mean Square	F	sig.
Cyberbullying	Between Groups	800,317	2	400,159	,963	,008
	Within Groups	10885,219	35	80,631		
	Total	11685,536	37			

It is clear from Table No. (04) that the p-value of the one-way analysis of variance is equal to the value 4,963 and the value associated with the p-sig test. It came equal to the value 0.008 less than the significance level 0.01, and accordingly we reject the null hypothesis and accept the alternative hypothesis of the research, that is, there are statistically significant differences between the averages of the responses of university education

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students by academic level (baccalaureate, liscences, master) on the Cyberbullying scale. This is in agreement with the study of Kilpatric & Kerres (2003), in which he confirmed that there are no differences between groups of bullies that are attributed to the variable of academic level, and what was found Kristensen & Smith (2003), which confirmed that the older group is the least targeted group with cyberbullying compared to the rest of the age groups. Contrary to what Roqas (2021) found, there are no differences in the practice of cyberbullying due to the variable of the age journey (adolescent/adult) among university education students.

In order to identify the significance of those differences between the three groups of students (baccalaureate, licence, master), the Scheffe test for dimensional comparisons was used at the level (0.05), and the results were as in Table No. (04).

Table 4. Dimensional comparisons using a Scheffe test between the averages of students educational stages.

(I) deploma	(J) deploma	Mean Difference (I-J)	Std. Error	Sig.
bac	liscen	7.15476*	1,60454	,03
	mastr	6.25333*	1,89304	,01
liscen	mastr	5,68810*	1,80656	,008
*. The mean difference is significant at the 0.05 level.				

It is clear from the table that there are statistically significant differences at the level of 0.05 between university education students who obtained baccalaureate, licence and master's degrees in favor of baccalaureate students, and there are also statistically significant differences between baccalaureate and licences students in favor of licence. Based on these results, it is necessary to work on disseminating the culture of benefiting from the global anti-bullying programs within the preventive and guidance school programs in the first years of school, and at the level of student clubs and organizations, through the qualification of supervisors to deal with the phenomenon of student bullying in a specialized manner instead of personal judgments. In order to avoid falling into other behavioral and emotional disorders, Kindrick, Castro & Messias (2014) confirmed that 4.6% of those who were subjected to cyberbullying attempted suicide at least once. The study of Hamm & al. (2015)

found that bullies showed serious indicators of emotional problems, aggression, delinquent behaviors, and drug abuse. In addition to that Students who are cyber bullied report feeling sad, anxious, afraid and unable to concentrate on school(Mishna & al., 2012, 63).

Ireland & Archer (2004) indicate that there is a strong association between bullying behavior and verbal and physical aggressive behavior. Fariha Mohammed (2020) adds that cyberbullying is a source of psychological distress that affects their academic success in the long term, and they are more likely to fall victim to their romantic relationships. Their feelings of frustration and sadness make them vulnerable to stress and dropping out of school, and they suffer from isolation, which could explain why they continue in repetitive social circles that contribute to their harm. And it was concluded Louise, Elizabeth, Kali, Rhianon, Avshalom, & Terrie, (2006) in their studies in England that victims of bullying showed adaptive school behavior problems in early years of life, and that males tended to direct bullying more than girls. Hence the urgent need to adopt and building school counseling intervention programs during the early childhood stages, because bullying is a danger to the school environment in the first place, What was confirmed by Milovancevic, Radojkovic & Deusic, (2007) in a recent study by them on bullying as part of the Safe and Violence-Free Schools Project in Serbia and with the support of UNICEF. The results showed the need to increase awareness of the dangers of bullying among children and protect them from all its forms.

6. Conclusion and recommendations

It appeared in society recently after the prosperity of the era of technology and the flow of knowledge communication in which violence has become one of the practices that characterize the contemporary world, where a wave of violence is sweeping the world, destabilizing its security and threatening its stability and making human societies coexist in situations of fear and confusion in which violence is practiced in multiple forms and in a new and large scale. To the degree to which violence has become a hallmark of social communication in daily life, Interactions between individuals reveal multiple levels and forms of violence and across most areas of life, starting with the family, passing through

normal interactions in markets, streets and means of transportation, and ending with interactions within various institutions such as schools and universities.

Direct violence has turned into electronic violence or what is known as bullying using digital technologies, which can occur on social media, messaging platforms, gaming platforms, smartphones and laptops, and it is a repeated behavior aimed at intimidating or provoking the targets or discrediting them. It is done by spreading lies about a person or posting embarrassing pictures of him on social media, or sending harmful messages or threats through messaging platforms, and may even impersonate a person and send offensive messages to others in his name without his knowledge. Cyberbullying often occurs face-to-face (direct) or indirect. Which made it a dangerous behavior because the bullying person practices his action from the computer screen and without confronting his victim, which makes it difficult to control, and its damages are great, especially from the psychological and emotional side, which calls for finding solutions to confront this phenomenon and developing existing strategies.to limit its spread, Further examination of the moderate factors that influence cyberbullying behaviors in future research, according to Irene Kwan & al. (2020), could further our understanding and help us develop tailored intervention programs to mitigate the negative impact of this phenomenon.

In light of the results of the current study, a set of recommendations can be made, including:

- Develop preventive and training programs to counter cyberbullying before it escalates among adolescents in particular.
- Activating the role of universities in educating students about the dangers of cyberbullying, through seminars and conferences.
- Involving student organizations in sensitization and awareness campaigns to curb the spread of bullying in residences and sports and entertainment clubs.
- Activating the role of the psychologist and social worker and facilities inside and outside the university community.
- Directing assistance and support on how to use free time and training in embodying ideas and practicing hobbies in reality away from the virtual world.

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