

THE LEVEL OF CYBERBULLYING AMONG STUDENTS IN LIGHT OF SOME VARIABLES

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Abstract:

The current study aimed to determine the level of cyberbullying among a sample of students (victims), as well as to explore differences in the level of cyberbullying based on gender, age, and academic level. The study was conducted on 139 male and female students from the College of Social Sciences at Saida University. To achieve the study's objectives, a descriptive approach was employed, using a measurement tool in the form of a questionnaire to assess cyberbullying among the perpetrators (victims). The study results revealed a low level of cyberbullying among the study sample and statistically significant differences between students based on the gender variable in favour of males. However, no statistically significant differences were found in the study sample based on age and academic level variables. These results were discussed within the theoretical framework and existing literature.

Keywords: Cyberbullying, bullying victims, university students

Introduction

The rapid evolution of communication methods has led to fundamental changes in all areas of life, resulting in new phenomena and direct effects on various organizations and the social environment. It has also created a new media environment that facilitates interaction and communication among people through various services, including email and social media. However, individuals' use of modern communication methods varies between balanced and excessive harmful use, impacting various aspects of individuals' social and professional lives. In this context, electronic bullying, a form of modern bullying, has emerged, transforming bullying from the traditional social environment to the virtual environment through various social media tools and networks. The phenomenon has expanded to a broader and more dangerous scope due to the extreme openness and anonymity available to the bully, making cyberbullying take a prominent position among various forms of bullying (AlAttel et al., 2021, p. 222).

Cyberbullying represents a form of aggressive behaviour taking various forms, such as physical, verbal, psychological, and sexual bullying through the internet, which has become ubiquitous in the lives of children and teenagers (Abdul et al., 2018, p. 246). Social media and their applications on the internet have given some youth the ability to engage in aggression and harassment against their peers using mobile phones, electronic messages, chat, or even extortion with images, exchanging insults, or cursing through these platforms in behaviours known as cyberbullying (Makrani, 2018, pp. 7-8).

Until recently, bullying in schools occurred through traditional methods such as verbal bullying with name-calling, more prevalent among females; physical bullying involving physical harm, more common among males; and relational or social bullying, such as isolating or excluding someone from the circle of friends (Makrani, 2018, p. 8). However, advancements in information and communication technology have added a new dimension to the field of bullying, involving bullying without physical presence (Sittichai & Smith, 2018, p. 24).

When an individual engages in any form of aggression, such as spreading rumours or making threats using the internet or modern communication devices, it represents a new form of bullying—cyberbullying. According to Baraldsnes (2015:950), cyberbullying is not just a problem affecting schools but a global and universal phenomenon.

Research Problem

With the increasing use of various tools of modern technology and their applications online by school students, electronic bullying has emerged and become more widespread among users of electronic communication. It is observed that electronic bullying resembles traditional school bullying but differs in its widespread scope and more severe effects, facilitated by the ease of content dissemination through mobile phones, email, or social media platforms at any time of the day.

The bullying behaviour practised by some students in educational institutions, especially in schools, is not a recent phenomenon or a result of technological advancement. It exists in every school and every educational institution, whether formal or informal. A study by Kalender (2017) indicated that students, in general, during university education, differ in opinions and comments on social media, with some attempting to belittle others and tarnish their social and academic reputation (Al-Birqdar & Aldouri, 2021, p. 437).

Electronic bullying is considered more dangerous than other forms of bullying due to its reliance on the web environment characterized by openness, widespread dissemination, and opportunities for the bully to remain anonymous. The lack of confrontation with the victim allows the electronic bully to repeatedly harm the victims, spreading psychological and social harm rapidly through websites and social media platforms. This leads to negative experiences for the victims, contributing to wasting their energy and diverting them from academic achievements (Al-Laith & Drouiche, 2017, p. 200).

Based on the above, the following general question was posed: "What is the level of cyberbullying among students of the College of Social Sciences at the University of Saida?" This general question encompasses the following sub-questions:

1. Are there statistically significant differences in the means of individuals in the study sample's level of cyberbullying attributed to the gender variable (males-females)?
2. Are there statistically significant differences in the means of individuals in the study sample's level of cyberbullying attributed to the age variable?
3. Are there statistically significant differences in the means of individuals in the study sample's level of cyberbullying attributed to the academic level variable?

Study Hypotheses

The hypotheses of the Study, derived from the research questions, are as follows:

1. There are statistically significant differences in the means of individuals in the study sample's level of cyberbullying attributed to the gender variable (males-females).
2. There are statistically significant differences in the means of individuals in the study sample's level of cyberbullying attributed to the age variable.
3. There are statistically significant differences in the means of individuals in the study sample's level of cyberbullying attributed to the academic level variable.

Study Objectives

The study objectives are as follows:

1. To determine the level of cyberbullying among students of the College of Social Sciences at the University of Saida.
2. To identify differences among individuals in the study sample in the level of cyberbullying based on the gender variable.
3. To explore differences among individuals in the study sample in the level of cyberbullying based on the age variable.
4. To examine differences among individuals in the study sample in cyberbullying based on the academic level variable.
5. To propose recommendations for mitigating cyberbullying.

4- The importance of the Study:

- The Study derives its significance from the novelty of the topic, which is cyberbullying, and its adverse effects on university students, particularly the victims.
- The Study sheds light on the problems arising from university students' excessive use of modern technological means.
- It contributes to building a theoretical framework around cyberbullying for the library.
- The Study may provide recommendations to address the phenomenon of cyberbullying.
- It opens the door for future studies on cyberbullying among university students.

Study Terminology

Cyberbullying: Refers to aggressive behavior conducted through the internet, electronic, or digital media by an individual or a group whose identity may be unknown or known to the victim. Cyberbullying can occur inside or outside the school environment (Al-Attil et al., 2021, p. 224).

Victim of Cyberbullying: The person subjected to bullying behavior finds it difficult to defend themselves. The current study refers to an individual exposed to deliberate and repeated behaviors using modern technology. The victim may experience verbal abuse, social exclusion, and identity concealment and is considered a victim if they experience at least one cyberbullying behavior. They were operationally defined as the score obtained on the electronic bullying scale used in this study.

University Students: Refers to students between 18 and 25 enrolled in the College of Social Sciences and Humanities at the University of Saida during the first semester of the academic year 2022/2023.

Limitations of the study

The study is limited in the following ways:

- **Human Limits:** Applied to a sample of second and third-year undergraduate students and master's students at the College of Social Sciences and Humanities at the University of Saida.
- **Time Limits:** Implemented in the first semester of the academic year 2022-2023.
- **Spatial Limits:** Conducted at Dr. Moulay Tahar University in Saida.

Theoretical Framework

The rapid evolution of media has contributed to the emergence of social media networks, becoming influential in daily events. However, misuse of the internet and social communication tools has led to various negative phenomena, including spreading rumors and electronic violence through electronic messages. All these behaviors represent cyberbullying, whose prevalence is increasing day by day. With the advent of cyberbullying, researchers have sought to define its nature, forms, and effects. To understand cyberbullying, it is necessary first to define traditional bullying.

Concept of Traditional Bullying

Bullying is a form of intentional harm to others, occurring when an individual or a group uses their physical, social, or verbal power to harm others. This behavior has three characteristics: it is repetitive, intentional, and involves an imbalance of power between the parties. This behavior negatively affects both the bully and the victim simultaneously (Abd et al., 2018, p. 860).

Definition of Cyberbullying (Cyberbullying)

Cyberbullying is defined as behavior that occurs with an imbalance between two individuals, the bully and the victim. It involves physical and verbal harm and general humiliation. It is a behavior that occurs online or through electronic and digital media, where the bully's identity may be unknown to the victim. Cyberbullying can occur inside or outside the school environment (Al-Atal et al., 2021, p. 224).

Researchers such as Beran and Li (2008) define cyberbullying as a form of aggression that relies on using modern communication tools to spread harmful posts or false news, sending electronic messages to cause moral and material harm. Other definitions highlight modern technology's intentional and repeated use to harm others psychologically (Kalender et al., 2007).

Forms of Cyberbullying

Research literature describes various forms of cyberbullying based on the means used. These include:

- 1- **Direct Cyberbullying:** Threats, insults, and intentional virus transmission over the internet.
- 2- **Indirect Cyberbullying:** Less noticeable actions, such as browsing someone's email or deceiving them by pretending to be someone else.

Willard (2005) identifies seven common forms of cyberbullying, including electronic anger, electronic harassment, electronic dialogue, electronic denigration, impersonation, character defamation, and exclusion (Amer, 2021, p. 2).

Effects of Cyberbullying

Cyberbullying experienced through social media is considered more dangerous than other forms of bullying. Individuals receiving threatening messages, primarily through platforms like Facebook, may experience anxiety, social fear, and potential development of hostility and social aversion. Addressing cyberbullying is more challenging than traditional bullying due to the difficulty of identifying the cyberbully's identity, contributing to an increased prevalence of cyberbullying (Hussein, 2016, p. 42).

Studies show that the long-term effects of bullying on victims include weakened social and communication skills, difficulties in forming friendships, and lower social support. Victims of bullying may also lack collaboration skills and experience anxiety, depression, shame, and potential school dropout (Almakannin et al., 2018, p. 182). Cyberbullying can lead to feelings of anxiety, depression, shame, and harm, affecting mental health and potentially leading to school dropout and other negative consequences (Wafaa Mohamed, 2020, p. 360).

Previous Studies

A study by "Abdul Nasser El-Sayed Amer" (2021) aimed to construct a scale for electronic bullying targeting both the bully and the victim, determining its prevalence among university students, and exploring the relationship between the electronic bullying of the bully and the victim. The sample consisted of 381 male and female students from Suez Canal University. The study used a scale for electronic bullying for both the bully and the victim. Results indicated that the percentage of bullying behaviors engaged in by the bully was 27.3% for undergraduate students and 16.5% for postgraduate students. The corresponding victimization rates were 47.3% for undergraduates and 39.2% for postgraduates. The results also revealed a significant correlation between electronic bullying of the bully and the victim, and electronic victimization contributed to explaining 32.1% of the variance in electronic bullying by the bully.

A study by "Al-Otaibi, Al-Ajmi, and Al-Shammari" (2021): This study aimed to identify the forms of electronic bullying among students at the College of Basic Education in Kuwait and examine the impact of gender, academic year, the most used social networks, the number of hours of use, and electronic games on electronic bullying. The study adopted a descriptive-analytical approach, with a sample of 163 male and female students surveyed using a questionnaire comprising 28 statements distributed across four dimensions. The study found that exclusion was the most common form of electronic bullying among the study sample, followed by mockery and threats, then privacy violation, and finally, reputation damage and sexual harassment. Statistical analysis revealed significant gender-related differences in the mean scores for all dimensions of electronic bullying. However, no differences were attributed to the variable of the number of hours of social media use. Results also showed no differences related to the academic year in reputation damage, sexual harassment, exclusion, and privacy violation. On the other hand, differences were found in mockery and threats, with results indicating variations attributed to the variable of social media use. Additionally, differences were observed in mockery, threats, and privacy violations attributed to the

variable of electronic games, while no differences were found in reputation damage, sexual harassment, and exclusion.

A study by "Al-Birqdar and Al-Douri" (2021) aimed to assess cyberbullying through social media among computer science students at Mosul University. It aimed to identify differences in cyberbullying levels attributed to gender (males/females), academic level, and college (Engineering, Computer Science and Mathematics, Education for Pure Sciences). The study sample consisted of 116 male and female students. A questionnaire consisting of 35 items was used to measure cyberbullying on social media. The results showed that computer science students at Mosul University had a low level of cyberbullying. There were statistically significant gender-related differences favouring males, while no significant differences were found based on an academic level. Moreover, there were significant differences in cyberbullying based on the college variable, favoring the College of Computer Science and Mathematics.

A study by "Bander Al-Sharif and others" (2020): This study aimed to identify differences in cyberbullying among individuals in the sample who were cyberbullies and victims of cyberbullying. Differences were attributed to social and economic levels, academic stage, and gender. The study included a sample of 2804 male and female students. The study used an electronic questionnaire to measure cyberbullying among cyberbullies and victims, as well as a questionnaire to determine social and economic levels. The results indicated no differences in cyberbullying between the sample of student cyberbullies and the sample of student victims based on gender, nationality, academic stage, and family economic level. However, significant statistical differences were found among the sample of student cyberbullies based on the educational level of the mother, favoring university education over secondary education and postgraduate studies over bachelor's degrees. The results also revealed differences in exposure to cyberbullying among the sample of student victims based on the family structure, favoring students living with both parents. The study provided recommendations and suggested future research based on its findings.

A study by "Al-Sheikhi and Al-Jazani" (2020) aimed to examine the relationship between cyberbullying and psychological security among a sample of students at Prince Sattam University. The study also sought to reveal the level of cyberbullying based on gender, specialization, and academic level. The study sample consisted of 313 male and female students who completed measures for cyberbullying, intellectual security, and psychological security. The results showed that the degree of cyberbullying among the sample was low. There were statistically significant differences in cyberbullying based on academic level, with higher academic levels associated with more cyberbullying. The results also indicated a negative correlation between psychological security and intellectual security.

A study by "Thanaa Hashem Mohamed" (2019) aimed to determine the prevalence of cyberbullying among secondary school students in the Faiyum Governorate. The researcher used a descriptive-analytical approach and employed a questionnaire as the primary tool for data collection, administered to a sample of 132 male and female students. The study found that the prevalence of cyberbullying among secondary school students was moderate. The results identified various forms of cyberbullying, including mockery through voting,

defamation through rumors, dissemination of false information or disturbing images, harassment, repeated insults in various forms, impersonation or identity theft for embarrassment or destruction of someone, disclosure of secrets, electronic stalking, and harassment, and finally, defamation of character and identity theft.

A study by "Ahmed Amr Abdullah" (1441 H) aimed to examine common aspects of exposure to cyberbullying and differences between those exposed and those not exposed to cyberbullying in the Big Five personality factors. It also aimed to explore the relationship between exposure to cyberbullying and some demographic variables. Additionally, the study aimed to investigate the predictive ability of the Big Five personality factors for exposure to cyberbullying. The study used a descriptive-correlational comparative approach with a sample of 223 adults. Two scales were used in the study: one for measuring electronic bullying victimization and the other for the Big Five personality factors. The study found that privacy violation was the most common aspect of exposure to cyberbullying in the sample, followed by sexual harassment, exclusion, insults and threats, and finally, mockery and reputation damage. Those exposed to cyberbullying had high scores in the factors of extraversion, agreeableness, and acceptability, while those not exposed had high scores in the factor of conscientiousness. Statistically significant differences in exposure to cyberbullying were attributed to gender and marital status. There was also a statistically significant positive correlation between the number of hours of daily internet use and the total score and all dimensions of exposure to cyberbullying, except for exclusion and privacy violation. Furthermore, there was a statistically significant negative correlation between age and privacy violation only.

A study by "Reham Hussein" (2018): This study aimed to explore the extent to which females in Egyptian society are exposed to the phenomenon of cyberbullying. It also aimed to identify the forms of cyberbullying experienced by females through social media. The questionnaire was distributed to a purposive sample of 200 females. The study adopted a descriptive approach and found that 88% of the study sample experienced cyberbullying through social media, with Facebook being the most common platform, followed by WhatsApp, Instagram, and Snapchat.

A study by "Makanin, Younis, and Al-Hayari" (2018): This study aimed to assess the levels of cyberbullying among a sample of behaviorally and emotionally disturbed students in Zarqa, Jordan. It also aimed to reveal the levels of cyberbullying according to gender and age. The study sample consisted of 117 students, and the researchers used the electronic bullying scale and the behavioral disorders scale. The results showed a high level of cyberbullying among the students, with statistically significant differences in cyberbullying levels based on gender and age, favoring male students and those aged over 14 years.

The study by Sampasa-kainga (2015) aimed to uncover the relationship between victims of traditional bullying and cyberbullying, as well as suicidal thoughts and attempts among Canadian school students resulting from exposure to bullying. The survey was administered to 1341 male students and 1658 female students. The results indicated that victims of traditional bullying were 25.2%, compared to 17.4% for cyberbullying. Female victims of cyberbullying were twice as likely as males, and the time spent online by students showed a positive

correlation with exposure to cyberbullying. The study also revealed that victims of both cyberbullying and traditional bullying were seriously prone to suicidal thoughts, planning, and attempts compared to those who did not experience bullying.

The study by Mishna et al. (2012) sought to identify the frequency of cyberbullying behavior among bullies and victims, as well as those who were both bullies and victims simultaneously. The study included 2168 middle and high school students, and data were collected through a survey. The results showed that 30% of the sample engaged in cyberbullying as either victims or perpetrators and 25.7% were both bullies and victims simultaneously. The findings indicated that students engaged in cyberbullying were more prone to using violence towards their peers, spent longer hours on the computer, and shared their passwords with classmates. Additionally, older children were more likely to become bullies or both bullies and victims of cyberbullying simultaneously.

Comment on Previous Studies

The objectives of the previous studies varied. Some aimed to determine the levels of cyberbullying, such as the study by "Al-Birqdar and Al-Douri" (2021), "Maknan, Younis, and Al-Hayari" (2018), and "Thanaa Hashem Mohamed" (2019). Others aimed to identify the forms of cyberbullying, like "Al-Attil, Al-Ajmi, and Al-Shammari" (2021) and "Reham Hussein" (2018)—additionally, some studies aimed to explore the relationship between cyberbullying and specific variables. The targeted samples in these studies differed, including university and high school students. In terms of methodology, all studies adopted the descriptive analytical approach, leading to achieving their intended goals.

The researchers benefited from reviewing the literary heritage (previous studies) that addressed the cyberbullying variable in several aspects. This included defining the study population and sampling methods, utilizing data collection tools, and using statistical methods in studies similar to the current research. These studies contributed to enriching the theoretical framework and were instrumental in discussing the results.

Methodology of the Field Study

Research Approach: The researchers adopted a descriptive approach to determine the level of cyberbullying among the study sample and explore differences based on study variables. The descriptive approach allows studying the phenomenon in reality, describing it quantitatively and qualitatively, making it suitable for achieving the study's objectives.

Study Sample and Specifications: The study sample consisted of 139 students from the University of Saida. They were randomly selected from the study community, representing all Faculty of Social and Human Sciences students at the University of Saida. The characteristics of the sample are detailed in the following tables:

- Table 01: Distribution of the Study Sample by Gender:

Gender	Frequency	Percentage
Male	22	15.8%
Female	117	84.2%
Total	139	100%

The table displays the distribution of genders in the sample, including 22 males (15.8%) and 117 females (84.2%).

- Table 02: Distribution of the Study Sample by Age:

Age Range	Frequency	Percentage
18-21	80	57.6%
22 and above	59	42.4%
Total	139	100%

The table shows that 57.6% of the sample is between 18-21 years old, while 42.4% are 22 or older.

- Table 03: Distribution of the Study Sample by Educational Level:

Educational Level	Frequency	Percentage
Second-Year Bachelor	45	32.4%
Third-Year Bachelor	47	33.8%
Master	47	33.8%
Total	139	100%

The table shows that the sample is distributed across three educational levels, with 32.4% in the second year, and 33.8% each in the third year and master's level.

Study Instrument

The researchers in this study used the Cyberbullying Victim Scale developed by Abdel-Nasser El-Sayed Amer (2021). This scale comprises 12 items, and each item has four options indicating the extent to which a person has experienced cyberbullying as a victim, ranging from always to never. These options were assigned weights of 3, 2, 1, and 0, respectively. The researchers calculated the internal consistency through the corrected item-total correlation to assess the tool's validity. The correlation values ranged from 0.563 to 0.731, demonstrating solid correlations between each item and the overall score of the scale. To determine the factorial structure of the scale, the researchers conducted an exploratory factor analysis using the principal component method with oblique rotation. The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.891, showing a high degree of intercorrelation between the scale items for factor analysis. The researchers used Cronbach's alpha to estimate the reliability of each item on the scale, with values ranging from 0.893 to 0.906, confirming the importance of each item on the scale. The corrected item-total correlation ranged from 0.563 to 0.731, indicating a high degree of homogeneity among the items measuring cyberbullying behaviors experienced by the victim.

Psychometric Properties of the Scale in the Current Study: To ensure that the scale used in the study was internally consistent, the researchers tested it on a pilot sample of 33 students. They examined the correlation between the different items in the scale and the total score, and found that the correlation coefficients ranged from 0.539 to 0.841. All of the coefficients were significant at the 0.01 level, which suggests a strong correlation between the items in the scale

and the total score. Two methods were used to calculate the reliability of the scale: Cronbach's alpha and split-half reliability. You can find the results in Table 04 and Table 05.

- Table 04: Results of Reliability Calculation Using Cronbach's Alpha

Number of Items	Cronbach's Alpha
12	0.922

The calculated Cronbach's alpha for the scale was 0.922, indicating high reliability.

- Table 05: Results of Reliability Calculation Using Split-Half Method

The scale as a whole	Split-Half Reliability	Spearman-Brown	Guttman
12	0.826	0.886	0.880

The scale showed high reliability with a split-half coefficient of 0.826, which increased to 0.880 after correction using the Spearman-Brown coefficient.

Statistical Methods Used

The data were processed using the Statistical Package for the Social Sciences (SPSS) version 20. Descriptive statistics, including means and standard deviations, were calculated. Independent samples t-test and one-way analysis of variance (ANOVA) were employed to assess differences between groups.

Presentation and Discussion of Study Results:

Each hypothesis will be addressed separately in this study stage, with statistical processing methods elucidated in tables. These tables will be queried and discussed to expound on the study findings compared to previous research.

Presentation and Discussion of General Question Results

The general question posed was: "What is the level of cyberbullying among university students?" To answer this question, the researchers relied on arithmetic means and standard deviations for the items on the cyberbullying scale. Four ranges were defined to classify the scores into low and high, with a range calculated as $(4-1=3)$. It was then divided into three intervals $(3/4=0.75)$. The researchers utilized the following classification:

1-1.75: Very Low

1.76-2.5: Low

2.6-3.25: Average

3.26-4: High

The results are presented in the following table:

Table 06: Arithmetic Means and Standard Deviations for Participants' Responses on the Cyberbullying Scale

No.	Statement	Mean	Standard Deviation	Rank	Level
1	Sends me insulting and inappropriate recorded calls	1.53	1.079	12	Very Low
2	Sends me insulting messages	1.63	1.156	11	Very Low
3	Insults me online or on Facebook	1.90	1.212	5	Low
4	Publishes videos and pictures of me without my permission	1.63	1.111	10	Very Low
5	Blackmails and threatens me through calls and messages	1.72	1.161	8	Very Low
6	Threatens to publish private messages and pictures if I don't comply	1.80	1.150	6	Low
7	Spreads rumors and lies about me	2.12	1.079	1	Low
8	Makes painful and embarrassing comments on WhatsApp and Facebook	2.01	1.025	3	Low
9	Creates a Facebook page with false information about me	1.71	1.113	9	Very Low
10	Impersonates me online	1.74	1.052	7	Very Low
11	Talks about me to others without my permission on social media	2.07	0.975	2	Low
12	Digs into my Facebook or Twitter messages to find past	1.91	1.087	4	Low

	mistakes				
	Total	21.77	10.105		Low

The average means ranged from 1.53 to 2.12, indicating that the responses fall between deficient levels of cyberbullying. The statement "Spreads rumors and lies about me" ranked first with a mean of 2.12, indicating a low level, followed by "Talks about me to others without my permission on social media" with a mean of 2.07. On the other hand, the statement "Sends me insulting and inappropriate recorded calls" had the lowest mean of 1.53. The overall mean for the scale was 21.77, which is lower than the hypothetical mean of 36, suggesting that cyberbullying among the study sample is low. The low response could be attributed to students' reluctance to disclose their experiences due to fear of ridicule. Additionally, the sociocultural norms in the social sciences college community might limit the prevalence of cyberbullying, establishing ethical standards in interactions.

These findings align with studies by Hashem Mohamed (2019), Lord Ameer (2021), Bandar Al-Sharif et al. (2020), Al-Birqdar and Al-Douri (2021), and Al-Shukaybi and Al-Jizani (2020), all reporting low to moderate levels of cyberbullying among their study samples. Solberg and Olweus (2003) indicated that cyberbullying victims exhibit negative self-evaluation, decreased achievement motivation, and a tendency toward depression. Misgna et al. (2012) also found a negative correlation between cyberbullying and psychological and intellectual security. These results highlight the need for increased awareness and preventative measures to address the negative impacts of cyberbullying on students' well-being.

Presentation and Discussion of the Results for the First Hypothesis

The first hypothesis posited the existence of statistically significant differences in the level of cyberbullying attributed to the gender variable (males-females). To investigate this hypothesis, the researchers calculated the arithmetic means and standard deviations for the level of cyberbullying on victims. They used the t-test to assess the significance of differences between the means of male and female students. The results are presented in Table 07.

• Table 07: t-test Results for Gender Differences in Cyberbullying Levels

Variable	Gender	Count	Mean	Standard Deviation	Degrees of Freedom	t-value	Significance (sig)
Cyberbullying	Males	22	23.18	7.781	137	0.7130	0.0290
	Females	117	21.50	10.492			

The table reveals statistically significant differences in cyberbullying among victimized individuals based on gender. The mean for males is 23.18 with a standard deviation of 7.781, while the mean for females is 21.50 with a standard deviation of 10.492. The t-test results indicate a significance value (sig) of 0.029, less than the significance level of 0.05. This suggests the presence of statistically significant differences between males and females in terms of cyberbullying levels, favoring males.

These findings align with the results of studies by Al-Ajmi and Al-Shammari (2021), Al-Birqdari and Al-Douri (2021), Ahmed Amr Abdullah (1440 H), and Thanaa Hashem Mohamed (2019), supporting the notion that males tend to exhibit higher levels of cyberbullying. However, they differ from the study conducted by Bandar Al-Sharif et al. (2020).

The explanation for these results could be that males are more active on social media, participating in unfamiliar groups personally, and spending more hours using social media. Males might have more freedom in using these platforms. Additionally, the inclination of males towards violence and their higher vulnerability to becoming both perpetrators and victims of cyberbullying may contribute to these differences. Social upbringing conditions also play a significant role, as boys are often raised to be strong and courageous, which may lead to a higher tendency towards aggressive behavior.

It is essential to consider the cultural and social context of the study participants, as these factors can influence the prevalence and nature of cyberbullying behaviors. The results emphasize the need for targeted interventions and awareness programs to address cyberbullying behaviors, taking into account gender-specific aspects.

Presentation and Discussion of Hypothesis Two Results

The hypothesis states: "There are statistically significant differences in the level of cyberbullying among students (victims) attributed to the age variable." To verify this hypothesis, means and standard deviations for cyberbullying were calculated, and the statistical t-test was used to determine the significance of differences in cyberbullying among students (victims) based on the age variable. The results are presented in Table (08).

Table (08): T-Test Results for Significance of Differences in Cyberbullying Level Among Students (Victims) Based on Age Variable

Variable	Age	Number	Mean	Standard Deviation	Degrees of Freedom	t Value	Significance (sig)
Cyberbullying	Lessthan 20 years	80	21.69	9.348	137	-0.111	0.1090
	20 years and above	59	21.88	11.133			

Table (08) results indicate no substantial differences between the means. Students under 20 years of age have an average of 21.69 and a standard deviation of 9.348, while students aged 20 and above have an average of 21.88 and a standard deviation of 11.133. The t-test results show a significance value (sig) of 0.109, more significant than the significance level (0.05), indicating no significant differences in cyberbullying among students attributed to the age variable.

The current study's results align with the findings of the study by Al-Attal and others (2021) but differ from the results of the study by Al-Maknain, Younis, and Al-Hayari (2018), which indicated differences in cyberbullying in favor of older individuals.

The explanation for the lack of statistically significant differences in the mean cyberbullying scores based on age is that students in the bachelor's and master's levels are close in age and

experience the same university atmosphere with all its details. Additionally, the result can be interpreted as the level of cyberbullying being consistent within the study sample, as it is a growing issue among youth. According to the National Science Foundation (2011), the rate of cyberbullying increases with age during childhood and adolescence, with a more significant problem in secondary school than in preparatory school. Therefore, age plays a significant role in the prevalence of cyberbullying, as reported by Robert S. Tokunaga (2010), with 20-40% of youth experiencing cyberbullying at least once in their lives (Hussein, 2016, p.42).

Furthermore, a high percentage of students, regardless of age, own smartphones through which they may engage in electronic games, providing a virtual environment for cyberbullying. Most students also have accounts on social media platforms, as indicated by the study by Al-Shahrani (2021), showing that cyberbullying on Twitter has become a common practice among university students. Twitter serves as a fertile ground for encouraging cyberbullying in all its forms.

Presentation and Discussion of the Results for Hypothesis Three

The hypothesis states: "There are statistically significant differences in the level of cyberbullying attributed to the academic level variable (second-year bachelor, third-year bachelor, master's)." To address this question, the analysis relied on a one-way analysis of variance (ANOVA), and the results are presented in the following table:

Table (09): ANOVA Results for Academic Level Differences in Cyberbullying

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Statistical Significance
Between Groups	36.807	2	18.404	0.178	0.837
Within Groups	14055.826	136	103.352		
Total	14092.633	138			

The above table shows that the "F" value is 0.178, with 2 degrees of freedom, and the significance value is 0.837, which is greater than 0.05. Therefore, there are no statistically significant differences in the level of cyberbullying among students attributed to the academic level variable.

The current study's results differed from the findings of Mr Amer in 2021 and studies by Al-Ajmi and Al-Shammari in 2021, Bander Al-Sharif in 2020, Al-Shuqibi and Al-Jizani in 2020, and Al-Burqadari and Aldouri in 2021, which indicated no differences based on academic levels.

The lack of statistically significant differences in the mean cyberbullying scores based on academic level can be explained by the widespread use of social media and internet services, which offer communication programs available to everyone. The increased use of various modern technology tools and applications by students facilitates the dissemination of cyberbullying content through mobile phones, email, or social media platforms at any time of the day.

Additionally, the result can be interpreted as cyberbullying being present in all educational and social institutions and at all academic levels. A study by Kalender (2017) pointed out that

university students generally differ in opinions and comments on social media platforms. Therefore, some students try to belittle others and tarnish their social and academic reputations.

Furthermore, the result can be explained by the fact that cyberbullying, with its various forms, exists in every educational and social institution and at all academic levels. A study by Kalender (2017) emphasized that university students generally differ in opinions and comments on social media platforms. Consequently, some attempt to belittle others and tarnish their social and academic reputation (Al-Burqadari&Aldouri, 2021, p. 437).

The result may also be explained by the fact that cyberbullying is one of the most dangerous forms of bullying due to its reliance on the online environment characterized by extensive spread and the hiding opportunities available to the cyberbully. The lack of confrontation with the victim allows the cyberbully to repeatedly harm the victims and disseminate content that causes psychological and social harm. This exposes the victims to negative experiences (Al-Burqadari&Aldouri, 2021, p. 437).

Conclusion and Recommendations

Cyberbullying refers to aggressive and undesirable behavior that utilizes the internet to harm and offend others by disseminating harmful content about someone. The current study aimed to uncover the level of cyberbullying among a sample of students (victims) and identify differences in cyberbullying levels based on specific variables. The study found a low level of cyberbullying and significant differences in cyberbullying based on gender, with no statistically significant differences based on age and academic level. Generalizing these results remains constrained due to various considerations, opening the door for further studies to reinforce these findings, especially in the context of studies addressing cyberbullying.

Based on the study results, the following recommendations can be proposed:

- Organize workshops for students in the College of Social Sciences on cyberbullying and its adverse effects on both perpetrators and victims.
- Develop awareness programs for university students highlighting the dangers of cyberbullying.
- Activate the role of families and educational institutions in the prevention of cyberbullying.
- Enact deterrent laws against cyberbullying in all its forms.
- Conduct more academic studies to explore the dimensions of cyberbullying and its relationship with other variables.
- Carry out studies on cyberbullying with samples different from the current study.
- Investigate the effectiveness of counselling in reducing the level of cyberbullying among students.

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