AMERICAN UNIVERSITY OF BEIRUT

AN EXPLORATION OF THE PREVALENCE OF
CYBERBULLYING, SELF-ESTEEM AND MOTIVATION
AMONG MIDDLE SCHOOL STUDENTS IN PRIVATE
SCHOOLS IN BEIRUT

by
RIM MOHAMAD BAZZI

A thesis
Submitted in partial fulfillment of the requirements
For the degree of Master of Arts
to the Department of Education
of the Faculty of Arts and Sciences
at the American University of Beirut

Beirut, Lebanon
May 2020

AMERICAN UNIVERSITY OF BEIRUT

AN EXPLORATION OF THE PREVALENCE OF
CYBERBULLYING, SELF-ESTEEM AND MOTIVATION
AMONG MIDDLE SCHOOL STUDENTS IN PRIVATE
SCHOOLS IN BEIRUT

by
RIM MOHAMAD BAZZI

Approved by:

_____

Dr. Vivian E. Khamis, Professor   Advisor

Department of Education

_____

Dr. Tamer Amin, Associate Professor

Department of Education

_____

Dr. Anies Al Hroub, Associate Professor   Member of Committee

Department of Education

Date of thesis defense: May 29, 2020

AMERICAN UNIVERSITY OF BEIRUT

THESIS, DISSERTATION, PROJECT RELEASE FORM

Student Name:

Bazzi	Rim	Mohamad
Last	First	Middle

● Master's Thesis ◯ Master's Project ◯ Doctoral Dissertation

☑ I authorize the American University of Beirut to: (a) reproduce hard or electronic copies of my thesis, dissertation, or project; (b) include such copies in the archives and digital repositories of the University; and (c) make freely available such copies to third parties for research or educational purposes.

☐ I authorize the American University of Beirut, to: (a) reproduce hard or electronic copies of it; (b) include such copies in the archives and digital repositories of the University; and (c) make freely available such copies to third parties for research or educational purposes

after :

One ----   year from the date of submission of my thesis, dissertation, or project.
Two ----   years from the date of submission of my thesis, dissertation, or project.
Three ---- years from the date of submission of my thesis, dissertation, or project.

17/06/2020

_____

Signature   Date

This form is signed when submitting the thesis, dissertation, or project to the University Libraries

ACKNOWLEDGMENTS

AN ABSTRACT OF THE THESIS OF

Rim Bazzi   for   <u>Master of Arts</u>

                        <u>Major</u>: Education

Title: <u>An Exploration of the Prevalence of Cyberbullying, Self-Esteem and Motivation Among Middle School Students in Private Schools in Beirut</u>

Cyberbullying is a growing form of bullying, due to advancements in technology over the last decade. This has drawn interest in a number of related areas such as health, psychology and education. Despite extensive research on the perception of cyberbullying and the educational and psychosocial development of students, the majority of previous research has focused mostly on exploring these problems with samples from the western world. Thus, little is known about the prevalence, causes and implications of cyberbullying in Lebanon, especially the relationship with self-esteem and motivation. The present study explores cyberbullying victimization and cyberbullying offending among middle school students and their relationship to self-esteem and motivation. More specifically, the research explored the prevalence of cyberbullying victimization and cyberbullying offending at four private schools in the Greater Beirut Area and their association with various socio-demographic variables, and self-esteem and motivation.

The results of the research indicated that there is a high prevalence of students (80.3%) who were involved in Cyberbullying either as victims or offenders. ANOVAs and t-tests were used to compare the mean differences in cyberbullying victimization and offending as a function of socio-demographic variables. Results revealed that there were no significant differences. Furthermore, Pearson correlation was used to investigate the relationship between cyberbullying victimization, cyberbullying offending, self-esteem and motivation. Pearson correlation results revealed that there is no relationship between cyberbullying victimization, cyberbullying, self-esteem and motivational levels.

TABLE OF CONTENTS

Appendix

TABLES

Table

CHAPTER I

INTRODUCTION

Today, most people have access to the internet and have some kind of social media profile, creating a space for self-exposure to a variety of predators and people from all over the world, literally. Anyone can reach anyone with a click of a button and a person without experience or knowledge about the world of social media is very much prone to getting exposed to harassment. Today's youth, the millennials, are not exempted from these dangers. In fact, research shows that youth are more subjected to cyberbullying; and these adolescents as young as thirteen-years-old, have constant access to online information and social networks (Gaffney, Farrington, Espelage & Ttofi, 2019).

Cyberbullying seems to be even more dangerous than traditional bullying for school-aged children, simply because, traditional bullying is usually confined to school buildings, whereas cyberbullying is limitless and unconfined (Hébert, Cénat, Blais, Lavoie, & Guerrier, 2016). This means, the numbers found related to traditional bullying may be much higher when it comes to cyberbullying, and the dangers may be doubled, hypothetically.

Throughout history, there have been awareness campaigns of the long-term effects of bullying, and even the suicide rate related to this phenomenon. Different disciplines have attempted to research and offer practical solutions to prevent the drastic effects of bullying, today, educators, psychologists, and health specialists need to be more aware of the world of the internet, social media and cyberbullying in order to come up with preventive measures that may decrease the drastic impact of this form of bullying

on the lives of children. For example, research by DePaolis and Williford (2019) surveyed 530 middle school students to understand the occurrence of cyberbullying. Their research established that 20% of sixth graders, 24% of seventh graders, and 36% of eighth-graders reported experiencing cyber-bullying. Given these prevalence rates of cyberbullying among middle school students, it is necessary to investigate the implications of cyberbullying among this school population. In fact, it seems to be much needed in the Arab World since cyberbullying in schools across the Arab World is a new trend (Al-Saadoon, 2014).

Research Problem

Students are always "online. With the development of the Internet, the generation of today is growing up in a digital world with access to endless knowledge through the Internet; most have access to information on their mobile phones at their fingertips. Research shows that 1.26 billion people had access to the Internet as of November 2010, an increase of 249.6% since 2000. Another study in 2011 was found that 93.6% of 1,426 children surveyed, between the ages 10 and 18, used the Internet for schoolwork (Hinduja & Patchin, 2012).

While the Internet is used by billions of people worldwide, social media platforms are gaining attention exponentially by pre-teens and teenagers. These platforms provide students with ways to stay connected online and less physical interactions, sometimes anonymous interactions (Adams & Lawrence, 2011).

The prospective of anonymity is used in a new method of Bullying-Cyberbullying, which causes a problem for students and schools. Victims of bullying can no longer escape the harsh reality of physical or social bullying at school when they go home; with

the availability of social media and the Internet, cyberbullying can occur at home. A recent survey found that 11% of middle school students had been victimized through the Internet. Approximately 19.6% of students aged 12-18 years reported cyberbullying at least once or twice a month and 71.9% reported cyberbullying at least every day (Katz, Lemish, Cohen & Arden, 2019). Indeed, cyberbullying is a complicated phenomenon to avoid or prevent.

Accessibility and availability to the Internet are growing at a rapid pace, causing the avenue for students to take part in cyberbullying. The prevalence of cyberbullying contributes to school administrators becoming actively committed to preventing this phenomenon. School policymakers, such as the Minister of Education and Higher Education, need to take the time to re-evaluate the bullying legislation with their respective jurisdictions, ensuring that cyberbullying is included, and school administrators need to create an action plan to deal with cyberbullying among students. Schools' rules and regulations should have anti-bullying regulations. School policymakers and school administrators use the information to direct implementations of policies; if administrators were aware of the types of behaviors that occur among students in a school, they might adapt their policies to minimize cyberbullying.

Purpose of the Study

The purpose of this study is threefold: First, to investigate the prevalence of cyberbullying victimization and cyberbullying offending among middle school students in four private schools in Beirut, Lebanon. Second, to examine the relationship between various types of socio-demographic variables and Cyberbullying Victimization and Cyberbullying Offending. Third, to examine the association between Cyberbullying

Victimization and Cyberbullying Offending and other variables such as self-esteem and motivation.

Consequently, the research study aims to answer the following questions:

1. What is the prevalence of Cyberbullying Victimization and Cyberbullying Offending among middle school students?

2. Are there significant differences in Cyberbullying Victimization according to various socio-demographics (i.e., gender, age and grade level)?

3. Are there significant differences in Cyberbullying Offending according to various socio-demographics (i.e., gender, age and grade level)?

4. Is there a relationship between Cyberbully Victimization and Self-esteem among middle school students?

5. Is there a relationship between Cyberbully Offending and Self-esteem among middle school students?

6. Is there a relationship between Cyberbully Victimization and Motivation among middle school students?

7. Is there a relationship between Cyberbullying Offending and Motivation among middle school students?

Significance of the Study

This study would contribute to the cyberbullying literature in providing information about the characteristics of cyberbullying victims and offenders as well as the developmental outcomes of cyberbullying in Lebanon. The results may serve as a foundation for preventive and intervention strategies to protect the well-being of Lebanese children;

1. Examining the demographic variables benefits researchers to assess the prevalence of cyberbullying victimization and cyberbullying offending and how frequently students use the Internet. This will help researchers devise solutions and will help counselors and educators learn more about what they should look for when they plan anti-bullying interventions or prevention campaigns. This kind of data is also necessary to inform and educate the general population as a preventive measure for all.

2. Middle school students are at an age where their self-esteem and motivation guide their behavior and affect their personal, social, and academic performance. Therefore, investigating a possible relationship between cyberbullying and these two variables would be informative to the general population but it would also guide those working directly with students in planning for prevention and intervention sessions.

CHAPTER II

REVIEW OF THE LITERATURE

In the last decade, cyberbullying has become a topic of interest for researchers (Resett & Gamez-Guadix, 2017). This is mainly due to the fact that the number of students who are using technology is increasing tremendously. While traditional bullying is still a problem and has been for decades (Slonje & Smith, 2008), the consequences of cyberbullying are just beginning to be understood by parents, school administrators, and policymakers. Although bullying is a continuous issue, cyberbullying poses problems that the relevant stakeholders, including parents, administrators and policymakers need to decide how best to deal with. Today, adolescents are growing up in a technologically advanced world. With the accessibility of the Internet, and by using their smartphones and computers, adolescents can communicate with their friends twenty-four hours a day, seven days a week. Without a smartphone, adolescents tend to feel left out, and this phenomenon is known as the fear of missing out or FOMO (Slonje & Smith, 2008).

Cyberbullying is becoming more prevalent as students spend more time online. This was distinguished from the traditional "nonstop school bullying." This was identified by Mishna, Khoury-Kassabri, Gadalla and Daciuk in a study conducted in 2012, as victimized students of cyberbullying were found to have school issues, feelings of failure and psychological distress. It is essential to identify the different forms of bullying and understand this phenomenon operationally because the definition highlights the fundamental traditional elements of bullying in connection with cyberbullying.

In the 21st century, the way school students communicate has drastically changed. In 2012, the University of Chicago Consortium on School Research conducted a study on school students and found that 98% of those between the ages of 13 to 18 years old had a cellphone with internet access. This medium improves the way students communicate and provides them with opportunities to develop their selves scholastically, psychologically and socially (Ortega, Elipe, Mora-Merchán, Genta, Brighi, Guarini, & Tippeett, 2012). Along with the positive advantages the internet has to offer, it also has negative outcomes as a result of the increased online social communication (Ortega et al., 2012). Seventy-eight percent of school students who attended the same school and participated in the survey reported having at least one occurrence of some form of bullying online (Ortega et al., 2012).

Researchers found that 97% of adolescents use a smartphone (Yousef & Bellamy, 2015). A smartphone is a cellular phone that embodies a mobile operating system, with a more sophisticated processing and communication capabilities compared to the regular phone. Given that most teenagers have smartphones, their ability to reach friends via text messages, emails and social media profiles is practically unlimited. Wang, Iannotti and Luk (2011) analyzed the patterns of cell phone use in 2011 and found that teenagers, in particular those who are between the ages of 13-17 received 3,417 text messages per month. In comparison, the number of texts was 55% higher than those received by 18-24 years old (Wang, Iannotti & Luk, 2011).

Definition of Cyberbullying

There are different definitions of cyberbullying. According to Slonje and Smith (2008), cyberbullying involves inflicting repeated, inappropriate, or hostile behaviors

using the internet to bully others (Slonje & Smith, 2008). In addition to the traditional forms of bullying, cyberbullying has been reported to become more common as students involve themselves in bullying through text messaging and social networking platforms. This, in its part, allows for increased rates of bullying outside the school premises. Consequently, bullying can occur in one or more of the following ways: verbal, physical, social and electronic bullying (Pyzalski, 2012).

Resett and Gamez-Guadix (2017) portrayed cyberbullying as a sly disruption because it causes damage to victims without physical interaction. Olenik-Shemesh and Heiman (2017) defined e-bullying or electronic bullying as a way in which individuals or a group of individuals use electronic devices to bully, intimidate or harass others. Moreover, they also found that cyberbullies use various forms of communication including text messaging and social media platforms such as Facebook or Instagram to create groups and blast hurtful comments against others (Sticca, Ruggieri, Alsaker & Perren, 2013).

Cyberbullying was defined by Wade and Beran (2011) as a behavior of assault that has the purpose of causing damage or embarrassment towards the feelings of others, by spreading rumors, sending insulting or hurtful comments through the internet (Wade & Beran, 2011). Moreover, it was also found that cyberbullying leads to feelings of intense isolation towards the victim (Von Marées & Petermann, 2012). Katz, Lemish, Cohen and Arden (2019) indicated that the reason for the differences in cyberbullying and traditional bullying could be the result of unawareness. That is, individuals are not aware that this type of behavior represents an intended harassment or bullying behaviors, especially among middle school students (Katz et al., 2019). Nonetheless, the authors indicated that further research was necessary to explore this hypothesis.

Hinduja and Patchin (2010) claimed that the literature about cyberbullying is moderately insufficient and, therefore, lacking theoretical evidence. Cyberbullying was defined by various definitions that originated from the traditional form of bullying.

Brighi, Guarini, Melotti, Galli, and Genta (2012) study illustrated that cyberbullying involves the habit of using private messenger platforms such as email, text messaging, instant messengers and personal web spaces by an individual or a group that was intended to victimize others (Bringhi et al., 2012).

For this literature review, cyberbullying was defined as a violent and aggressive, deliberate action of harmful or hurtful messages conveyed by an individual or a group of individuals to bully other individuals or a group repeatedly through the use of the internet using private images, videos, text messages, email, online polling websites, and social media platforms (Facebook, Instagram, Snapchat) which were anticipated to mock, offend, intimidate or threaten others (Yousef & Bellamy, 2015)

Forms of Bullying

Cyberbullying has proven to be difficult to define. To date, no standardized definition exists (Desmet, Deforche, Hublet, Tanghe, Stremersch & Bourdeaudhuij, 2014). The phenomenon of cyberbullying encompasses different types of behavior.

The various manifestations can be grouped into five forms (Bauman, 2010):

1. Harassment involves regularly sending offensive messages to victims (Bauman, 2010)

2. Cyberstalking includes constant abuse and attack, including threats or causing deep fears in the victim. Harassment is cyber-stalking when a survivor fears for his/her personal safety (Bauman, 2010).

3. Happy slapping includes the filming of a physical attack on victims and the subsequent release of a video to publicly humiliate the victim (Bauman, 2010).

4. Exclusion entails the victim not being allowed to access online "areas" such as a particular chatroom or a discussion group by deliberately excluding representatives of such online domains (Bauman, 2010).

5. Outing and trickery are techniques used jointly. This includes a scenario in which the perpetrator manipulates the victims to reveal information that the perpetrator then publishes in order to humiliate the victim (Bauman, 2010).

The lack of a uniform definition of cyberbullying and standardized measurement techniques makes it difficult to accurately determine the rate in which cyberbullying is occurring (Langos, 2015).

Profiles of Bullies

According to Hinduja and Patchin (2013), bullies engage in all types of bullying behaviors, including cyberbullying. Within their research, it was established that those who bully were the ones who were the perpetrators of cyberbullying behavior. Furthermore, there are further concerns connected with those who bully. These concerns include association with drugs, academic negligence, and evident aggression towards others (Hinduja & Patchin, 2013). Such concerns are usually exhibited by children who lack social skills, sympathy, and self-regulation and demonstrate increased levels of enmity and depression (Lohbeck & Petermann, 2018).

Individuals who are victims of bullying become bullies themselves (Khamis, 2015). These types of individuals are known as "bully-victims" throughout the research conducted by Bauman (2010). The interesting factor in bully-victims is that they tend to exhibit characteristics of victims and bullies (Bauman, 2010). Bully-victims show signs of fear, despair, isolation, decreased self-esteem, high level of aggression and anti-social behavior (Brighi et al., 2012).

Children's exposure to their environment can result in positive or negative behaviors. Robinson and Witenberg (2013) found that children who have neglecting parents or low parental involvement, subsequently have low levels of compassion and affection are at risk of becoming bullies (Robinson & Witenberg, 2013). This concept has been favored by the Social Interaction Learning Theory (SIL), which suggests that weakened ability to participate in social interactions can lead to increased aggressive behavior. More particularly, children who are victims of violence at their home struggle to form healthy social relationships (Garaigordobil, 2017).

DePaolis and Williford (2019) dedicated their study in comprehending relationships between bullies, their victims, and victimization. They collected data on over 4,000 students ranging from 13 to 17-year-old from six schools in a one-year research study. It was found that there was a positive correlation between bullying and rates of victimization. Moreover, this research accomplished that bullying and cyberbullying reciprocally impacted bullying behavior (DePaolis & Williford, 2019).

Due to the age of technology and communication, there seem to be harsher interactions between victims and bullies (Desmet et al., 2014). According to Extremera et al. (2018), cyberbullies hold the upper hand with their victims by the "disinhibition effect". This theory signifies engaging in aggressive and hurtful communication online

that can be addressed indirectly to the victim without knowing the cyberbully. This gives cyberbullies an advantage as they can play the role of the perpetrator, remain anonymous and not take responsibility for their actions (Fan et al., 2019). Therefore, their victims do not get the closure they need to face their bully, which detrimentally impacts their psychological self-esteem (Lei et al., 2019).

The Cyberbullying Roles

Eden et al. (2015), describe six different roles children may have in cyberbullying. These include bully entitlement, target, retaliator, retaliator victims, bystander supporting the problem, and bystander part of the solution. The bully privilege retains the illusion that the person they choose to bully in some way or another is above them. That sense of entitlement makes them believe they have the right to do or say things to someone else. The growing sense of entitlement can be focused on even minor and insignificant discrepancies between the bully and the victim. The target of the "privilege" bullies is usually students because they feel they are superior to the latter. Retaliators are people who have been abused in the past or are the current perpetrators of (traditional or cyber) bullying. Retaliating bullies take the Internet as a way to seek revenge for the bullying they have experienced; as a result of it, they become cyberbullies themselves. Victims of retaliators are usually those who bully others but are now the victims of students attempting to retaliate against bullies. Sometimes this group is made up of students who do not bully first because the bully doesn't know who cyberbullied them. They attack anyone they think might have done it or might have known who did it.

Bystanders who support the issue don't bully directly but remain a part of the problem. They may know the bully and encourage them or choose not to intervene and help. For example, if a student knows that his/her friend is sending hurtful e-mails to

another student, but remains silent about it, and does not tell an adult or that friend to stop sending the e-mails, he/she becomes a bystander or a supporter. Bystanders who are part of the solution are not bullies and are not bullying victims. They see bullying and actively seek to stop it. They may seek the help of an adult, confront the bully, protest what is happening in some way, or become a source of support for the victim (Eden et al., 2015).

Consequences of Cyberbullying

Olenik-Shemesh and Heiman (2017) examined the effect of cyberbullying and bullying on victims. The research suggested that damages caused by cyberbullying are greater than those caused by bullying because there is no end or escape. The hurtful or embarrassing information shared about the victim can be widely spread on the internet (Olenik-Shemesh & Heiman, 2017). Furthermore, the fact that there is the anonymity of cyberbullies facilitates the process of bullying (Pyżalski, 2012). According to Pyżalski (2012), 48% of teenagers reported that they are more likely to say harsh words online than they would in person due to the anonymity and security of the firewall in the virtual world (Pyżalski, 2012).

In a research study by Lei et al. (2019), the authors reported that cyberbullying incidents had negative psychological outcomes on victims. Reportedly, feelings of depression, isolation, and increased rates of anxiety are all attributed to being victims (Extremera et al., 2018). Cyberbullying is also related to decreased feelings of social connectedness (Fan et al., 2019). Studies by Desmet et al. (2014), and DePaolis and Williford (2019) indicated that after suffering from cyberbullying, most victims reported the same feelings of anger, humiliation, anxiety, and fear.

In response to feeling humiliated from their cyberbullying experiences, victims reported academic negligence, they began to show diminished concentration at school and feared of attending school (Gaffney et al., 2019). Middle school students who have been victims of cyberbullying were more likely to "act out" and gain themselves detention or suspension due to increased fear of attending school (Lohbeck & Petermann, 2018). Moreover, a recent study has noticed a decreased level of self-esteem by cyberbullying victims, particularly middle school students (Mirza, 2010). Therefore, the goal of this present study is to explore the relationship between cyberbullying and self-esteem.

Sociodemographics and Cyberbullying

Gender Differences

The effects of cyberbullying have been challenging to graph among both males and females due to varying results (Li, 2006). According to Li (2006), males were more likely to be victims. Nonetheless, there was no substantial difference in how males and females responded to being bullied although males faced significantly more physical victimization and females experienced more interpersonal victimization (Li, 2006). According to Ortega et al. (2012), scholastic problems and increased drug use were experienced by both genders. Nonetheless, there were different impacts of bullying based on the type of bullying experienced by gender. Repetitive bullying resulted in greater impact among girls, unlike boys. The literature review on gender differences in bullying and cyberbullying experiences are limited.

Sticca et al. (2013), recently examined the relationship between gender differences and cyberbullying. The results produced mixed results. Based on the findings, females were more likely to report incidences of cyberbullying than males. Equally, Bauman (2010) found that males were more likely to report cyberbullying when it occurs.

14

In recent research by DePaolis and Williford (2019), the authors examined the levels of distress on victims of cyberbullying and found higher distress levels in females compared to males. In all cases, females reported feelings of humiliation more than males.

Researchers have investigated the effect of traditional bullying on the overall wellbeing with respect to gender differences. Specifically, Adams and Lawrence (2011) have found that males experience a more significant impact on well-being when subjected to physical victimization. Conversely, their research indicated that females were most affected by relational victimization. Similarly, Bauman (2010) concluded that repeated relational victimization was associated with a significant reduction in self-esteem in females, but not in males. As previously noted, research has indicated a relationship between self-esteem and those who act aggressively or bully others (Toledano et al., 2015). These individuals exhibit low self-esteem and yet still engage in bullying others online. Research studies have indicated a relationship between self-esteem and those who feel victimized; however, the gender difference still needs further exploration (Desmet et al., 2014).

Age Differences

Research findings on age differences and cyberbullying experiences also vary. While research conducted in Britain and Canada found no impact on age differences, other studies have identified differences (Garaigordobil, 2017). Khamis (2015) indicating that bullying among students decreases by age. Older students tended to be less engaged in bullying behaviors. Aoyama and Tolbert reported in their 2009 study that cyberbullying peaks in early adolescence. The authors collected data from 409 teenagers in grades six through twelfth grade and found that the age groups 11-15-year-old experienced more cyberbullying compared to the age groups of 15-18. Likewise, ninth-

grade students enrolled in schools in the United Arab Emirates, reported that cyberbullying was more prevalent among middle school students (Aoyama & Talbert, 2009). Hence, the strong relationship between cyberbullying victimization and age differences had mixed results.

Other researchers have reported that bullying decreases over high school years (Fan et al., 2019). Although studies indicate that bullying decreases as student progress through high school, research has found cyberbullying increases with age and grade level (Eden, Heiman & Olenik-Shemesh, 2013).

Grade Level Differences

DePaolis and Williford (2015) surveyed 660 elementary students to understand the frequency of cyberbullying, concluding that 14% of third graders, 15% of fourth-graders, and 22% of fifth-graders reported experiencing cyber-bullying (DePaolis & Williford, 2015). There is no guaranteed pattern against cyberbullying because technology continues to "embrace younger ages" and "becomes a dominant medium for peer interaction"(Mishna et al., 2009, p. 1224). Mishna et al. (2009) observed that school-age students at the secondary level are the most desirable target for cyberbullying.

One in every five students in the USA and Great Britain reported being victims of cyberbullying, whether during the time of the study or in the past (Hartley et al., 2015). Pelfrey and Weber (2014) identified the prevalence of middle school students who were victims of cyberbullying to be 10-40%. Hartley et al. (2015), surveyed over 3000 students in seventh, eighth and ninth grades, and all participants reported having a cyberbullying experience at least once in their lives. The survey was based on the Youth Voice Project

that surveyed all the school students, which is one of the leading and most comprehensive studies available on cyberbullying victimization.

Cyberbullying and Self-esteem

Cyberbullying has psychosocial repercussions towards self-esteem. Research has focused on understanding the psychosocial and psychological development and maladjustment related to cyberbullying in adolescents due to their direct relationship. Extremera et al. (2018), examined the effects of both traditional and cyberbullying on self-esteem, social stress, anxiety, depression, locus of control and self-efficacy. Findings revealed that adolescent participants who experienced cyberbullying reported greater internalizing difficulties as well as higher levels of negative self-esteem (Extremera et al., 2018). The relationship between cyberbullying and self-esteem is one to be explored further due to some conflicting results. Similar researchers (Fan et al., 2019; Hampel, Mamhal & Haver, 2009) indicated that those who experience cyberbullying score high on social anxiety and low on self-esteem.

Self-esteem or self-concept may be affected by experiences of harassment, humiliation, or feelings of isolation from cyberbullying. This point is supported by research and has indicated that socially excluded individuals may suffer from loneliness and low social support, both of which are risk factors for depression (Pyzalski, 2012). Similarly, research has demonstrated that high levels of victimization from traditional bullying and cyberbullying are associated with lower rates of optimism about peer relations, lower number of friendships, and lower levels of social acceptability (Olenik-Slemish & Heiman, 2017).

Aggression is a possible risk factor for both bullying and cyberbullying. A survey

of 223 seventh and eighth-grade students ranging in age, from 12 to 16 years old, found significant differences between self-concept domains in relation to peer aggression. Students who reported engaging in higher levels of traditional forms of peer aggression (i.e., physical, verbal, or relational) scored significantly lower in the self-concept domains of behavioral adjustment, intellectual and school status, and happiness and satisfaction. In other words, these students felt less adequate in regard to school performance, the way they behaved, and their overall level of happiness or satisfaction with their lives (Toledano et al., 2015). Similar to Toledeano et al. (2015) research, Brighi et al. (2012), concluded that students who reported engaging in higher levels of cyber aggression also reported significantly lower self-concept in the domains of behavioral adjustment, intellectual development, and happiness and satisfaction. Based on this research, it is important to understand that these cyberbullying experiences frequently occur in early adolescent students. There is a relationship between self-esteem and those who act aggressively toward their peers, whether traditionally or through the Internet. It is evident that there is a negative impact of cyberbullying among younger students and this is affecting their self-esteem and impacting their emotional development (Gaffney et al., 2019).

Recent studies have sought to understand the relationship between aggressive behavior, self-esteem and experiences of cyberbullying. Some research has indicated that individuals who act aggressively may display lower levels of self-esteem compared to those who maintain control over their aggression (Brighi et al., 2012). However, other research has indicated that there is no link between aggressive behavior, self-esteem and those who bully (Ortega et al., 2012). Similar results emerge in studies evaluating the relationship between aggressive behavior, low self-esteem and cyberbullying. (Whittaker

& Kowalski, 2015).

From a general perspective, negative feelings "creates impetus for corrective action" (Mirza, 2010, pp03). Mirza (2010) proposed that the pressure of such emotions contributes to cyberbullying based on previously reported negative effects that cyberbullying may have on individuals. If cyberbullying is caused by pressure, and pressure is created by negative interactions, this experience creates a toxic cycle for middle school students experiencing victimization and offending based on that experience. Learning triggers are crucial to avoiding the impact of these interactions from having detrimental consequences in the future. In reality, negative school experiences may lead to cyberbullying, and cyberbullying can lead to negative school experiences. With the prevalence of cyberbullying among students and the potential for victimization at any grade, reducing this form of negative emotion for both; the victim and offender can be crucial to moderating the pressure that can lead to illegal activity.

Cyberbullying and Motivation

Motivation in school is considered "one of the most significant educational psychological concepts"(Vallerand, 1992, pp23). Previous researches have also recognized the importance of teacher motivation as a predictor of student success and learning (Christophel & Gorham,1990). However, few have acknowledged the value of students' academic motivation to complete school, as this dynamic can have a significant influence on their academic performance (Vallerand, 1992).

Although multiple factors may exist for students' perceived motivation, one of the more primary reason explanations is the influence of middle school experiences that affect academic achievement. Specifically, bullying experiences in school often reflect

with students even after their graduation (Adams & Lawrence, 2011). According to Legault, Green-Demers and Pelletier (2006), motivation among students are strongly influenced by key social agents in the student environment such as teachers, parents and peers.

Previous research indicates that students who lack social support (Eden, Heiman & Olenik-Shemesh, 2013) are those who lack motivation in school. In contrast, when influential players in their lives (e.g., family, friends, classmates) reinforce and encourage academic success, students are more likely to pursue and succeed in their educational experiences (Eden et al., 2013). Moreover, in accordance with Social Determination Theory, bullying experiences in middle school likely impede the fulfillment of students' basic psychological needs (i.e., autonomy, competence, relatedness) because victims of bullying often doubt their self-concepts (Chang et al., 2013), lack of self-perceived intellectual competence (Adams & Lawrence, 2011), and lack a good relationship with peers (DePaolis & Williford, 2019). Bullying certainly prevents students from fulfilling their basic psychological needs, and SDT specifically predicts that, if the psychological needs of the students remain unfulfilled, they will lack motivation and will have lower academic performance.

Cyberbullying in elementary and middle schools affects students both; academically and socially (Myers & Rittenour, 2010; Suresh & Tipandjan, 2012). It is clear that in elementary and middle school bullied students, have adjustment problems (Hampel et al., 2009; Wang et al., 2011). It is not clear, though, whether these early bullying experiences create pervasive motivational problems or not. Although research suggests that the effects of bullying last in high school (Adams & Lawrence, 2011), it is

unclear whether prior cyberbullying interferes with adjustment during the start of the academic year and towards high school (Hebert et al., 2019).

The results from Ortega et al. (2012), suggest that cyberbullying victims may follow this trend of attending school, but do so with little to no motivation. This further strengthens the negative experiences these students continue to encounter throughout their academic education.

When students reported more victimization in middle school, they also reported a lack of extrinsic motivation about attending school (identified or external regulated motivation). These students failed to perceive school and education as a positive long-term goal (i.e., means to a career) and perceived less value or reward in school attendance (Sticca et al., 2013). Based on their bullying experiences, students are more likely to be bullied with interpersonal mistreatment in the school educational environments. In turn, their dissatisfying relationships and school mistreatment may devalue the perceived value of being in work environments around others (Sticca et al., 2013). As Von Marees and Petermann (2012) highlighted, "because students want to fulfill interpersonal relationships and want to attain respected roles in the social hierarchy, they gladly study and internalize the laws, skills and values of their community" (pp.53). Nonetheless, it seems that students who have been more cyberbullied in middle school fail to see this benefit, as they cannot ignore the negative social experiences they have experienced. In other words, they lack the extrinsic motivation to seek motivation for their academic and career in the long run (Von Marees & Petermann, 2012). Such cumulative motivational effects of cyberbullying are consistent with previous studies. As stated by Yousef and Bellamy (2015) "Motivation is not only an intrapersonal phenomenon but also a social phenomenon ... as other people can have a powerful impact on our motivation'' (pp.2).

Overall, this interpretation is supported by Adams and Lawrence (2011). They discovered that in-school cyberbullying has long-term effects on adulthood as it creates lower levels of self-esteem and motivation.

Cyberbullying and School Environment

School leaders are well aware of their duty to create a safe and systematic environment for students to learn and grow. The 2001 No Child Left Behind Act Unsafe School Choice Option, has defined the term 'safe school' and has provided requirements for local schools to implement this strategy. Brighi (2012) explains that safe schools are a vital part of the law, which provides a number of programs to help schools have a secure and healthy learning environment where crime, gangs, and drugs are not present and school personnel is trained to respond to crisis situations. Such regulations allow principals to maintain a safe and supportive school environment and set such standards as high priorities. To have a safe school environment and ensure equal learning, it is the responsibility of the teachers to resolve students' fears and complaints about bullying and cyberbullying (Extremera et al., 2018). Failure to do so could be contemplated as negligence, but policymakers and school leaders must be careful to refrain from infringing their students' free-speaking privileges, even those who might participate in cyberbullying (Hao et al., 2019). Lohbeck and Petermann (2018) found that principals often find that when it comes to coping mechanisms with cyberbullying, they are paralyzed into non-action, and can cause cyberbullying to increase in frequency and severity. Schools must have policies and procedures in place for monitoring cyberbullying and coping mechanisms for victims and bystanders.

Counselors know that to avoid cyberbullying, it is not enough to simply raise students' awareness and inform them about school policies in regard to this matter (Mirza, 2010). With many unreported events (Mirza, 2010), students are suffering from emotional abuse through name-calling and harassment, both of which are often unnoticed by adults. Students who are victimized, therefore, need help in processing their experiences and need a way to address their concerns (Willard, 2007). Willard (2007) created a model that includes the school counselor as a key member of a review team to respond to cyberbullying incidents. Many members of the team include administrators, curriculum coordinators, librarians, school officers, representatives of the mental health community, and other important educational professionals. The team uses a structured approach to collect and evaluate information, assess potential violence or suicide threats, and determine the appropriate response from the school.

A systematic review on bullying-prevention programs (Ortega et al., 2012) found that school-wide programs involving multiple disciplines are more effective in reducing victimization and bullying compared to programs that only teach conflict resolution or social skills training. Cyberbullying prevention programs must be included in overall bullying prevention plans and have to be rigorous in their development to allow students to attend school without fear and anxiousness.

Policies related to Bullying in Lebanon

Lebanon suffers from a lack of awareness of bullying. This is a serious issue that needs consideration since bullying affects students in the long-run and ultimately results in a snowball effect (Save the Children, 2018). To exacerbate the situation, such coercive domination is often dismissed by the larger society as a 'normal part of growing up'.

Although there are currently no laws, legislations or rules against bullying in Lebanon, the Ministry of Education and Higher Education (MEHE) have started to implement child protection policies. They have started with recognizing the role of education in protecting children's rights for non-violent schools and non-violence communities.

A child protection policy is Lebanon's first step towards fulfilling its core mandate in ensuring students' learning in an environment that is protected and free from violence. Building the capacity of academic and administrative actors within the MEHE to work with caregivers, other ministries, and community helpers is fundamental to ensure children's thriving in a safe environment (Save The Children, 2018).

CHAPTER III

METHODOLOGY

This chapter presents the research design, data collection and analysis procedure.

Purpose of the Study

The main goal of this study was to explore the prevalence of cyberbullying victimization and cyberbullying offending among a sample of Lebanese students. This research also examined the relationship between various types of socio-demographic variables and Cyberbullying Victimization and Cyberbullying Offending. Moreover, the purpose was also to determine the association between cyberbullying victimization and cyberbullying offending and other variables such as self-esteem and motivation.

Because cyberbullying is a relatively new phenomenon, although it has captured the attention of research, this topic still requires further investigation, according to Kazarian and Ammar (2013). Therefore, the purpose of this study was to extend the cyberbullying research and its relationship with self-esteem and motivation among middle school students. The results may contribute to both local research and cross-cultural research. They can also contribute to the knowledge of educators, counselors and psychologists since the variables in this study can aid in building prevention and intervention programs related to this topic.

Research Questions

The research study aims to answer the following questions:

1. What is the prevalence of Cyberbullying Victimization and Cyberbullying Offending among middle school students?

2. Are there significant differences in Cyberbullying Victimization according to various socio-demographics (i.e., gender, age and grade level)?

3. Are there significant differences in Cyberbullying Offending according to various socio-demographics (i.e., gender, age and grade level)?

4. Is there a relationship between Cyberbully Victimization and Self-esteem among middle school students?

5. Is there a relationship between Cyberbully Offending and Self-esteem among middle school students?

6. Is there a relationship between Cyberbully Victimization and Motivation among middle school students?

7. Is there a relationship between Cyberbullying Offending and Motivation among middle school students?

Research Design

The research questions for this study called for a descriptive research design applying the quantitative methodology. The reason for choosing a quantitative method allows for generalizations that can be drawn from the data about how cyberbullying is understood and can aid in planning the appropriate measures to take. Therefore, the instruments used included a questionnaire, which collected information on demographic variables such as age, gender, and grade.

The questionnaire also included the Cyberbullying and Online Aggression Survey for data on cyberbullying victimization and offending, the Academic Motivation Scale for data on motivation, and The Rosenberg Self-Esteem Scale for data on self-esteem.

Sample Selection and Procedure

The study for this research took place within Central Beirut, the capital of Lebanon. This district was chosen on the basis that Beirut is ideal for such research because it has a more generalized population sample. Furthermore, data were collected in Central Beirut; a survey was used to gather the data from a wider number of students at four private middle schools. The population of the study consisted of all the students in 6th, 7th and 8th grade, which fulfilled the following criteria:

1. Participants had to be between ages 10-13 years old.

2. Participants had to be in either grades 6,7 or 8.

3. Participants had to obtain parental consent as well as their assent to be in the study.

The decision to start with the sixth grade was based on the fact that these students are beginning middle school in a new school environment with older children; it is the pre-adolescent stage of development filled with a rush of emotions and this is the age where self-esteem and motivation are most vulnerable. As cited by Khamis (2015), middle school is the climax of bullying, and this age group is considered the age group for middle school in Lebanon. Specifically, these middle school students begin using technology for schoolwork and social interaction. Therefore, the sample included all the students in grades 6, 7, and 8 and was asked to participate in the study with proper consent.

Description of Schools

The aim was to contact all schools in the Beirut district, and then pick four of those who agree to participate by random selection. In December 2019, around thirty schools were contacted by email (Appendix I). Unfortunately, due to the Lebanese revolution that began in October 2019, most of the schools did not respond either by telephone or email, which forced the researcher to choose schools on the basis of "first-come, first-served".

Participants

The sample consisted of 416 students from grades six to eight. A consent form was sent home to parents whose children were selected for the study, explaining the purpose and process for data collection. Informed consent and assent forms were obtained from 79.2% of the students who were given an equal chance to participate in the study and who were assured of the anonymity of their responses (Appendix II, X). Therefore, this sample is considered purposeful as all students in all sections of grades 6, 7 and 8 in the participating schools were given an equal chance to participate.

At the time of the survey, the sixth and eighth grades had the same number of students in each school, consisting of 32.7% and 32.2%, respectively, while the seventh grade included 35.1% of the student body population. Surveys were completed by 79.2% (n=416) of the students from the four middle schools. After evaluating each submitted survey, due to a lack of details, 13 surveys were omitted from the data study. Nine surveys did not provide any demographic information and four surveys only provided demographic information without filling up other scales. In total, there were 416 complete middle-school surveys after the 13 incomplete surveys were withdrawn. Complete

surveys were those in which a participant included demographic data and filled the remaining scales, which provided information used for the research study.

Instrumentation

The survey instrument included 70 questions, embodying four demographic questions regarding gender, age, and grade level as well as four questions identifying the number of hours students spent on the Internet, what do they use the Internet on their phone for and whether they have a mobile phone and receive and send text messages. The cyberbullying questionnaire (Hinduja & Patchin, 2013) concentrated on two major categories: victimization and cyberbullying offending. The part on victimization consisted of 11 questions, 10 of which focused on offending. A majority of questions focused on the 30 days prior to the administration of the survey. Twenty-one questions focused on perceptions of cyberbullying; each question centered on Likert-scale answers focusing on the prevalence of experiences. Each question, including the Rosenberg Self-esteem Scale, had five options for answers- never, once, a couple of times, many times and several times. The Academic Motivational Scale also consisted of a Likert-scale and had seven options:

- Does not correspond at all

- Corresponds little

- Corresponds moderately

- Corresponds a lot

- Corresponds exactly

The aim of this survey was to collect individual responses to many of the items. The survey instruments provided both ordinal and nominal scales.

Cyberbullying Questionnaire

The Cyberbullying and Online Aggression Survey Instrument (Hinduja & Patchin, 2010) were used to assess the engagement of students with cyberbullying, whether as a bully or a victim. The survey consists of 31 questions divided into two different categories- Cyberbully victimization and Cyberbullying Offending. The questions concentrated on interactions, experiences, and techniques of cyberbullying, as well as techniques used when cyberbullying, do occur to the victim. Of the 31 questions, 26 concentrates on the previous 30-day period. Sample Victimizations questions include:

"Ive been cyberbullying in the last 30 days."

"In the last 30 days, I've been cyberbullied in these ways. Someone posted negative or hurtful comments about me online."

"In the last 30 days, I've been cyberbullied in these ways…someone posted a mean or hurtful picture of me online."

"In the last 30 days..I have been excluded from a group chat."

Different questions in the survey, with only slight word variations, are listed under the offending category of the survey. For example, instead of the phrase "I was cyberbullied,", the words are changed to "I've been cyberbullying others." In the victimization portion of the survey, the questions included "someone posted" accompanied by various cyberbullying methods; furthermore, the cyberbully offender subdivision states, "I posted" and lists the different methods used.

The Academic Motivation Scale

The Academic Motivation Scale was developed by Vallerand (1992) (Appendix VIII). It is a 28-item scale that measures academic motivation by asking participants to indicate the extent to which a series of statements corresponds to why they go to school. The AMS consists of seven subscales that evaluate three types of intrinsic motivation (i.e., awareness, achievement, and stimulation), three types of extrinsic motivation (i.e., define, introjected, and external), and amotivation. Participants were asked why they participate in various activities- such as why they attend school-and a list of reasons reflecting different regulatory styles such as the following:

"Because I experience pleasure and satisfaction while learning new things"- Knowledge

"For the pleasure I experience while surpassing myself in my studies"- Accomplishment

"Because I really like going to school"- Stimulation

"Because I think that education will help me better prepare for the career I have chosen"- Identified Motivation

"Because I want to show myself that I can succeed in my studies"-Introjected Motivation

"In order to have a better salary later on"-External Motivation

"I can't see why I go to school and frankly, I couldn't care less"-Amotivation

The AMS included four items, all of which were classified on a 7- point scale (1=Does not correspond at all, 7= Corresponds Exactly). The scale is presented in Appendix VIII.

Self-esteem

The Rosenberg Self-Esteem Scale (Rosenberg, 1965) is a 10-item scale initially designed to measure the child and adolescent global self-esteem (Appendix VII). It has a 4-point Likert response, and each of the ten items has four possible answers: strongly agree, agree, disagree, and strongly disagree. Five items are worded in a positive manner and the remaining five items are written with a negative connotation. The total score is calculated by summing up responses across all ten items; scores will range from 0 to 30, with higher scores suggesting higher self-esteem levels and lower scores indicating lower self-esteem levels.

It shall be noted that the researcher was given permission to use the instruments.

Data Collection Procedure

Questionnaires in the four middle schools were conducted on January 27, 2020, until February 21, 2020. In all four schools, each grade has physical education (P.E.) once a week, so the principal switched P.E. from each grade so that the students could complete the survey. On the day of administration, students were provided with written informed assent, and the researcher orally read an assigned script to each class describing the purpose of the study and a description and definition of cyberbullying.

Students provided voluntary participation in this research study and were given the option to refuse participation by choosing not to complete the survey. Students who did not take part remained silently reading, while others completed the survey. Students were encouraged to discuss their experiences with cyberbullying among friends, teachers, school counselors, or principals. The surveys were collected and sealed in an envelope by the researcher after completion.

The principals of the school provided verbal and written approval for this research study. Additionally, the Graduate Council and the American University of Beirut Institutional Review Board (IRB) (Appendix I) approved the researcher to conduct the study. The researcher informed the parents with a written informed consent form, and a description of the study in English and Arabic (Appendix II & Appendix III), with their children to take home and sign for participation. The parental consent form and participant consent form were used with IRB approval. An informative pamphlet about cyberbullying was sent home with the Parental Consent forms (Appendix IV). Dates and times for administering the questionnaires were determined on the basis of conversations between the principal and the teachers at each grade.

Data Analysis

To analyze the data and to answer the research questions, descriptive statistics were used to determine the prevalence of cyberbullying victimization and offending scores. To examine significant differences among socio-demographic variables and cyberbullying victimization and cyberbullying offending scores, an independent t-test was used to examine the effect of gender on cyberbullying victimization and cyberbullying offending. In addition, Analysis of Variance (ANOVA) was used to examine the effect of age and grade level on cyberbullying victimization, and cyberbullying offending. Furthermore, Pearson correlation was used to investigate the relationship between cyberbullying victimization, cyberbullying offending, self-esteem and motivation.

CHAPTER IV

RESULTS

Purpose of the Study

The main purpose of this study was to explore the prevalence of cyberbullying, and its relationship with self-esteem and motivation among middle school students in private schools in Beirut by answering the following questions:

1. What is the prevalence of Cyberbullying Victimization and Cyberbullying Offending among middle school students?

2. Are there significant differences in Cyberbullying Victimization according to various socio-demographics (i.e., gender, age and grade level)?

3. Are there significant differences in Cyberbullying Offending according to various socio-demographics (i.e., gender, age and grade level)?

4. Is there a relationship between Cyberbully Victimization and Self-esteem among middle school students?

5. Is there a relationship between Cyberbully Offending and Self-esteem among middle school students?

6. Is there a relationship between Cyberbully Victimization and Motivation among middle school students?

7. Is there a relationship between Cyberbullying Offending and Motivation among middle school students?

Prevalence of Cyberbullying Victimization and Cyberbullying Offending

among middle school students

In order to answer the first research question, the percentages and frequencies were calculated in relation to the gender, grade and age of the participants. The participants in this study were all students from four participating schools in the Greater Beirut area. The schools were four private middle schools with English, Arabic and French as the main languages in these schools. The total number of students who took part in the study was 416; there were 191 males and 225 females.

In total, there were 136 students from grade 6, 146 from grade 7, and 134 from grade 8. Student age ranged from 12 to 15 years old; 160 students were between 12-13 years old, 136 were 13-14 years old, and 120 were 14-15 years old ($M = 1.90$, $SD = .816$). Table 1 indicates the different age groups and how much time is spent using the Internet.

Self-esteem Scores

Participants were asked to fill the Rosenberg Self-Esteem Scale; 73% claimed that they are not satisfied with themselves, and 50% agreed that they feel that they have a number of good qualities. Furthermore, 77% of the participants stated that they wish they could have more respect for themselves, and 72% do not take a positive attitude towards themselves. The results of the Pearson r will assess the relationship between cyberbullying victimization and cyberbullying offending and the impact on self-esteem.

Motivation Scores

Finally, the results of the Academic Motivation Scale were filled by 416 participants, while 57.9% claimed that they like going to school (intrinsic motivation), 43% declared that they feel like they are wasting their time in school (amotivation). Moreover, 61% asserted that they once had good reasons for going to school. Forty-five

percent (45%) of the participants stated that they do not know why they go to school and they "couldn't care less."

In regard to motivation, the highest mean score (4.04 ± 2.71) was observed for the statement, "I don't know I feel I am wasting my time in school," which was the subscale amotivation.

Table 1

Frequencies and Percentage of Age and Internet Use

		I use the Internet..		Total
		4-6 times a week	Everyday	
	12-13	58	102	160
Age	13-14	60	76	136
	14-15	47	73	120
Total		165	251	416

Table 2

Frequencies and Percentage of Gender and Internet Usage

			I use the Internet for..		
			Instant Messaging	Social Media	Total
Gender	Male	Count	96	95	191
		% of Total	23.1%	22.8%	45.9%
	Female	Count	116	109	225
		% of Total	27.9%	26.2%	54.1%
Total		Count	212	204	416
		% of Total	51.0%	49.0%	100.0%

According to the statistics in Table 1, the percentage of participants that use the Internet every day is higher 60.3% (n=251) as opposed to those who use the Internet 4-6 times a week 39.7% (n=165) regardless of the age group.

Table 2 indicates that 27.9% (n=116) of the female participants use the Internet for instant messaging, which is slightly higher than 23.1% (n=96) of the male participants. Similarly, the results showed that 26.2% of females (n=109) used the internet for social media, while the male participants were much lower, indicating 22.8% (n=95) who use the Internet for social media. There were no significant differences between age groups 12-14 years old t (416) =-.390, p < .697, and 14-15 years old t(416) = - .765, p < .445, and what they use the Internet for.

Cyberbullying Victimization

The 416 participants answered nine questions focused on victimization with answer options ranging from 0 to 4. The response categories were never (0), once or twice (1), a few times (2), many times (3), and every day (4). Question 22 asked, "In my entire life, I have been cyberbullied". The results of this question yielded a mean of 2.43 (*SD*=1.117), with 52.6% who stated they had been victims at least once in their life.

Cyberbullying Victimization was calculated by the sum of item scores, which is 0-36. This was used to determine Cyberbullying involvement as a victim; higher scores equal greater involvement. When Victimization scores were calculated within the three grade levels in the middle school, participants in grade 7 reported more victimization than did participants in eighth grade. The average scores of participants were 17.82 with a minimum score of 4 and a maximum score of 30. The mode (n=19) was the most frequent score, which indicates half the student population identify as victims (*M*=17.82, *SD*=4.5). The results showed an increase in reported victimization from sixth through seventh grade.

Out of the 416 participants, 80.3% received a text-message many times that made them feel uncomfortable and 61.8% claimed that they have been afraid of using the Internet. Furthermore, 77% claimed that they had been cyberbullied and 85% of participants stated that they did not know who was cyberbullying them.

In regard to their experiences and emotional health, 39% claimed that they told someone, and 80.5% did nothing in regard to the cyberbully. 81% of the participants were embarrassed after the experience, and 58% of the participants claimed they were angry after the experience.

Cyberbullying victimization and socio-demographic variables

To answer the second research question on whether there were significant differences between various socio-demographic variables and cyberbullying victimization, an independent t-test was used to examine the effect of gender on cyberbullying victimization. In addition, Analysis of Variance (ANOVA) was used to examine the effect of age and grade level on cyberbullying victimization and cyberbullying victimization.

ANOVA results indicated that there were no significant differences $F(2, 1413)=$ 1.99, $p=.13$ among the three different age groups 12-13 years old (M=17.27, SD=4.55), ages 13-14 years old (M=18.15, SD=4.32); t (416) = -1.717, $p<0.87$ and cyberbullying victimization. With regard to gender, no significant differences were found between males (M=17.80, SD=4.2) and female (M=17.83, SD=4.7); t (416) = -.06, $p<0.94$ on cyberbullying victimization. Similarly, there were no significant differences among the various grade levels on Cyberbully Victimization $F(2, 416)=$ 1.28, $p=$ .13. grade six (M=17.26, SD=4.55), grade seven (M=18.15, SD=4.34) and grade eight (M=18.18, SD=4.75); t (416) =-.056, $p<0.956$. Table 3 displays the t-test results among gender differences and cyberbullying victimization and offending scores.

Table 3

Gender differences in Cyberbullying Victimization and Cyberbullying Offending

	Male		Female		
	M	SD	M	SD	*t*-test
Cyberbullying Victimization	17.80	4.27	17.83	4.78	-0.67
Cyberbullying Offending	9.88	3.32	10.10	3.62	-.649

Note. M=Mean. SD=Standard Deviation. Cyberbullying Victimization range from 0 (low) to 36 (high) and Cyberbullying Offending scores range from 0 (low) to 20 (high) score.

Cyberbully Offending

Similar to the victimization scores, this questionnaire inquired about participant's involvement as offenders in cyberbullying experiences. Offending scores were calculated by the sum of item scores, which is 0-20. Higher values represent more involvement with cyberbullying. The overall mean of the Offending scores was 10, with a minimum score of 0 and a maximum of 18. The mode was 9, which indicates that half the student body population (*M*=10, *SD*=3.46) identifies as offenders. Furthermore, Question 19 stated "In my entire life, I have cyberbullied others", question 20 prompts "In the last 30 days, I have cyberbullied others," and question 21 posits the participants to answer, "If so, what was the most important reason for cyberbullying that person?" On the same 0 to 4 scale,

question 19 returned with an outstanding 51.9% (n=116) admitting to cyberbullying

once or twice in their lifetime (*M*=2.49, *SD*=1.11).

Table 4

Frequencies and Percentage of gender and reasons for Cyberbullying

			What was the most important reason for cyberbullying?							Total
			To get revenge	they deserved it	because others were doing it	for fun	because they picked on me	I hate them	I have not cyberbullied	
Gender	Male	Count	32	27	34	28	21	30	19	191
		% of Total	7.7%	6.5%	8.2%	6.7%	5.0%	7.2%	4.6%	45.9%
	Female	Count	34	44	20	31	22	44	30	225
		% of Total	8.2%	10.6%	4.8%	7.5%	5.3%	10.6%	7.2%	54.1%
Total		Count	66	71	54	59	43	74	49	416
		% of Total	15.9%	17.1%	13.0%	14.2%	10.3%	17.8%	11.8%	100.0%

The results of Table 4 indicate that out of 45.9% (N=191) male participants, 7.7%

(N=32) cyberbullied others to get revenge, 6.5% (N=27) admitted that they deserved it.

The highest percentage among male participants, 8.2% (N=34) claimed that they

cyberbullied because others were doing it and 7.2% (N=30) stated that they cyberbullied

because they hated the person they were bullying. In regard to the female participants,

54.1% (N=225) disclosed the reasons they had cyberbullied others. Among the female

participants, 21.2% (N=88) declared that they cyberbullied others because either they

deserved it, or they hated the victim.

Furthermore, male and female participants, 17.8% (N=74) confirmed that they

cyberbullied others because they hated them; 15.9% (N=66) acknowledged that they did

it to get revenge. In regard to participants who have never cyberbullied, only 11.8%

(N=49) stated they had never done so.

Table 5

Frequencies and Percentage among grade level and reasons for Cyberbullying

			What was the most important reason for cyberbullying?							Total
			To revenge	get they deserved it	because others were doing it	for fun	because they picked on me	I hate them	I have not cyberbullied	
Grade	6	Count	21	23	19	16	12	26	19	136
		% of Total	5.0%	5.5%	4.6%	3.8%	2.9%	6.3%	4.6%	32.7%
	7	Count	27	25	15	20	19	26	14	146
		% of Total	6.5%	6.0%	3.6%	4.8%	4.6%	6.3%	3.4%	35.1%
	8	Count	18	23	20	23	12	22	16	134
		% of Total	4.3%	5.5%	4.8%	5.5%	2.9%	5.3%	3.8%	32.2%
Total		Count	66	71	54	59	43	74	49	416
		% of Total	15.9%	17.1%	13.0%	14.2%	10.3%	17.8%	11.8%	100.0%

The information displayed in Table 5 represents the reasons for cyberbullying across grades. Across grades, the highest percentage of cyberbullying 35.1% (N=146) was found in Grade 7. In Grade 7, 6.5% (N=27) claimed that they did it for revenge, 6.0% (N=25) stated that they deserved it and only 3.4% (N=14) indicated that they have not cyberbullied. The lowest grade percentage of cyberbullying 32.2% (N=134), were participants from grade 8. In grade 8, 5.5% (N=23) revealed that they cyberbullied for fun. In Grade 6, 32.7% (N=136) admitted to cyberbullying others, 6.3% (N=26) affirmed that they cyberbullied others because they hated their victim. Across the sixth, seventh and eighth grades, 15.9% (N=66) established that they cyberbullied others, 17.1% (N=71) cyberbullied others because they deserve it, 13.0% (N=54) stated they cyberbullied others because others were doing it. Only 11.8% (N=49) of the participants had never cyberbullied others.

Cyberbullying Offending and socio-demographic variables.

The third research question warranted, "Are there significant differences among Cyberbullying Offending and various socio-demographic variables?" An independent t-test was used to examine the effect of gender on cyberbullying Offending. Similar to the results of the second research question, an independent t-test and ANOVA were conducted to compare the differences between socio-demographic variables and scores of Cyberbullying Offending. There were no differences between males (M=9.88, SD=3.3) and females (M=10.10, SD=3.6); $t(416)$= -.649, p<.517. There were no significant differences $F(2, 416)$= 2.56, p = .07 among age groups 12-13 years old (M=9.90, SD=3.45), 13-14 years old (M=9.61, SD=3.47), 14-15 years old (M=10.58, SD=3.50); $t(416)$= -2.12 p<.028. Among grade level, there were no significant differences $F(2, 416)$ =1.00, p= .36 between grade six (M=9.90, SD=3.4), grade seven (M=9.61, SD=3.5) and grade eight (M=10.58, SD=3.5); $t(416)$= -2.12 p<0.28 and Cyberbully Offending Scores.

Cyberbullying Victimization and Self-Esteem

The fourth research question asked, "Is there a relationship between Cyberbully victimization and self-esteem among middle school students?" Pearson r was conducted to examine the possible relationship between cyberbullying victimization and self-esteem.

The results indicated there was no significant relationship between the two variables r=.04, p= .33

Cyberbullying Offending and Self-esteem

The fifth research question warranted, "Is there a relationship between Cyberbully Offending and self-esteem among middle school students?" Pearson r was conducted to examine the possible relationship between Cyberbullying Offending and self-esteem. The results indicated there was no significant relationship between the two variables r= -.01, p= .85.

Cyberbully Victimization and Motivation

In order to investigate the sixth research question; "Is there a relationship between Cyberbullying Victimization and Motivation?", Pearson r was conducted. The results showed that there was no significant relationship between the scores of cyberbullying victimization and motivation level (r = -.01, p=.82).

Cyberbullying Offending and Motivation

To check if motivational levels play a role in being a cyberbully, the last research question was warranted "Is there a relationship between Cyberbullying Offending and Motivation?" The results revealed that there was no significant relationship between the two variables (r=-.047, p=.33)

Table 6 shows the results of the correlational analysis cyberbully victimization, cyberbully offending self-esteem and motivation among middle school students.

Table 6

Relationship with Other Variables

	Cyberbullying Victimization	Cyberbullying Offending
Cyberbullying Victimization	-	
Cyberbullying Offending	-0.52	-
Self-esteem	.044	-.018
Motivation	-.011	-.047

$p < 0.05$

CHAPTER V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter provides a brief description of the research dissertation. It presents an integrative summary of the major results with discussion, conclusion and recommendations.

Discussion

The main objective was to investigate the prevalence of cyberbullying victimization and cyberbullying offending among middle school students and to identify the factors that may affect cyberbullying. The following six research questions were considered in order to address the objectives of this research:

1. Are there significant differences between various socio-demographic variables and Cyberbully Victimization?

2. Are there significant differences between various socio-demographic variables and Cyberbully Offending?

3. Is there a relationship between Cyberbully Victimization and Self-Esteem among middle school students?

4. Is there a relationship between Cyberbully Offending and Self-esteem among middle school students?

5. Is there a relationship between Cyberbully Victimization and Motivation among middle school students?

6. Is there a relationship between Cyberbully Offending and Motivation among middle school students?

Percentage of Cyberbullying in this Sample

Demographics

Four hundred and sixteen students from four private schools participated voluntarily in this research by answering a questionnaire that was composed of different surveys pertaining to the research questions. One hundred and ninety-one males and two hundred and twenty-five female students participated in this research from grades 6-8, whose ages ranged from 12-15 years old (38.5% were 12-13 years old, 32.7% were 13-14 years old and 28.8% were 14-15 years old).

Prevalence

Approximately 80.3% of the participants indicated that they had been cyberbullied in the last 30 days, and about 20% claiming the contrary. This result seemed to be higher than those that were presented in other studies. For example, the results from previous research found that 64% of students in high schools were involved in cyberbullying (Young. Hardy, Hamilton, Bliernesser, Sun &Niebergall, 2009), whereas another study in Qatar found that 53.4% of the students in grade 7 to 9 were cyberbullied (Kazarian & Ammar, 2013).

Cyberbullying Victimization and Cyberbullying Offending

In this study, 52% of the participants complained about being a victim of cyberbullying once in their life. Of those, about 85% reported "they did not know who was cyberbullying them," suggesting that students at this age are subject to cyberbullying

outside the classroom. These results are much higher than previous research results in some countries, such as 35% in Egypt, 40% in Morocco, 28% in Qatar, 7% in the United Arab Emirates (Kazarian & Ammar, 2013), even 56% in Great Britain. However, this number is not far from a recorded prevalence of 10%-41% found by other studies (Wolak, Mitchell & Finkelhor, 2006).

As for the students who reported being involved with cyberbullying offending behavior, around 51.9% reported having cyberbullied others once or twice in their life time.

Gender and Age differences

Results from previous studies found that girls engage in cyberbullying more often than boys (DePaolis & Williford, 2019). While the results of this study were consistent with other studies that have found no significant gender differences in bullying involvement (Espelage, Mebane, & Swearer, 2004; Rigby, 2004), they were inconsistent with other research studies which showed that there was no significant effect for gender on the cyberbullying victimization scores in which males were more likely than females to cyberbully and be victims (Wang et al., 2011).

Nevertheless, the degree to which there are gender differences in cyberbullying has been claimed to be unclear. Some studies have shown that girls are more likely to be cyberbullied, whereas others have found no difference (Williams & Guerra, 2007). On the other hand, the results were consistent with previous research on school-age children in which there was no significant effect for age (Khamis, 2015).

Relationship between Cyberbullying Victimization, Cyberbullying Offending and Self-esteem

The relationship between cyberbullying and self-esteem in previous research has formed diverse results. Several authors indicated that self-esteem is not only linked to cyberbullying but also was impaired by it. Moreover, a decrease in self-esteem may be one of the signs of cyberbullying victimization (Kazarian & Ammar, 2013). Other researchers claim that cyberbullies appear to have a higher sense of self-esteem than other students who are not interested in cyberbullying (Mirza, 2010). Other studies do not show any correlation between cyberbullying and self-esteem, such as research conducted by Al-Saadoon et al. (2014).

This study found that there was not a relationship between self-esteem and cyberbullying victimization, even though the scores on the Rosenberg self-esteem Scale were low. Cyberbullying Offending was found to have no relationship to self-esteem, although research has shown that higher rates of cyberbullying offending and lower self-esteem are both associated with traits of anti-social behavior (Yang et al., 2013).

Relationship between Cyberbullying Victimization, Cyberbullying Offending and Motivation

Having the motivation to attend school is fundamental for succeeding in academia. According to Gorham and Christophel, who conducted a study in 1990, cyberbullying results in stress. Students who are cyberbullied may stop feeling motivated to go to school. Although this study found that there is no association between cyberbullying victimization, cyberbullying offending, and motivation, studying the relationship

between motivation and cyberbullying is an important factor in building and implementing anti-bullying programs.

Modern technology is continually developing, and it has made a huge emotional and psychological impacts around the world. For middle school students, the emotional impact is motivation to compete for good grades at their schools (Eden et al., 2013). The results of this study were aligned to that of Langdon (2015), in that cyberbullying has no significant relationship with regards to motivation to go to school.

Conclusion

Research indicates cyberbullying among high school students is a growing problem (Fan et al., 2019). The results of this study lead to the following conclusions. The first conclusion concerning prevalence in the sample population is that cyberbullying is an issue for middle school students where the study was performed. If more than one-third of the sample population declares an experience of cyberbullying as a victim, and almost one-fourth admits cyberbullying others, then there is a cyberbullying problem.

The second conclusion concerns that cyberbullying does not discriminate on the basis of gender. Given the fact that the vast majority of cyberbullying behaviors are conducted anonymously and in virtual spaces, victimizing and offending, either of the genders online, is not farfetched. Finally, numerous participants reported being anonymously cyberbullied in this study. Participants are enduring being bullied online because of the lack of encouragement to speak up about such experiences.

The main question of this research was:

What is the Prevalence of Cyberbullying Victimization and Cyberbullying Offending among Middle School Students in Beirut?

Higher grade level predicts high participation in cyberbullying. In the early stages of middle childhood participating in cyberbullying is low.

The final conclusion is that increased rates of victimization contribute to greater offending rates. Results from the data showed a strong relationship between the two groups, inferring that victims who feel helpless or harassed become cyberbullies. This hypothesis and the perception of bully-victims leads the researcher to conclude that higher victimization scores may result in a higher score of the same individuals offending.

Limitations

In addition to the strengths of the study, this research involved several limitations. The first limitation involved the geographic location at which the survey was carried out. The fact that this particular study focused on a specific district within Lebanon, the responses are limited to the students who attend schools in Central Beirut, which does not allow for comparison of data among other students or schools around Lebanon.

The second limitation involves technology access. There is the presumption that all students have access to technology, specifically cell phones or access to the Internet. If the students have minimal or no access to technology, cyberbullying experiences may be limited. For example, if a student does not own a cell phone and does not have a home computer, the student may not know if there has been cyberbullying against him/her or others, thus restricting his/her perceptions and affecting the survey responses. Therefore, there will be students who have not encountered cyberbullying for one cause or another; unlike students without access to technology, this group may still be able to express

cyberbullying experiences social media or other platforms within their survey administration. Although the number of students without access to technology is minimal, it still poses a potential limitation. Furthermore, it is important to note that some of the results might be skewed as some students would not like to admit they have been cyberbullied.

The third limitation is time. The instrument used in this research study focused on the previous 30-day period. This time frame restricts cyberbullying experiences because of the 30-day period when the survey is administered. It is likely that participants may not have encountered cyberbullying during this particular time. In addition, there is a limitation on participants being honest in responses to the survey.

Recommendations

The aim of this study was to add to the literature review relating to cyberbullying research and better understand the impact of cyberbullying with other variables. Using variables of gender and grade level, this analysis presented data that added support to previous research. Although the results revealed there were no significant differences among gender, the fact that students were in psychological turmoil due to bullying in terms of lacking positive attitude towards their selves proves that problem identification is fundamental for successful program planning. A qualitative study may explore male and female attitudes for further examining the role of gender in cyberbullying and victimization.

Being aware that cyberbullying is prevalent among the sample population, one recognizes that it is necessary to decide the best course of preventive action. With the study results, administrators might benefit from outcomes that recognize potential

problems. The result of the first method has provided evidence for policymakers to endorse policies and practices. Such awareness helps administrators, instructors, students, and parents to get a better understanding of the cyberbullying issues students face. Therefore, understanding that there is an issue that allows all the professionals to work together with each other for the wellbeing of the student.

In addition, discussing the definition of cyberbullying will lead students to consider their interactions and whether there was cyberbullying involved or just a disagreement. Acts of cyberbullying activities may never stop, but providing teaching, promoting open dialogue, and disciplining offenders have definitely had an impact.

This research study used quantitative methods to assess the frequency of victims and offenders of cyberbullying. There are three recommendations for future work coming from the findings of this report. The first recommendation for future research is to investigate whether those who engage in activities of traditional bullying are more likely to engage in cyberbullying. Further research in this field could help define the different types of bullying.

The second recommendation involves students who are key stakeholders in the fight against cyberbullying. A need is identified to learn the responsibilities associated with the use of technology.

Finally, the current research data analysis focused on the entire sample population. Although the report focused on experiences of victimization and offenders, all participants were included in the research regarding possible prevalence. Hypothetical research should focus solely on those in the survey who reported victimization or offending, purposely excluding the students who did not report a cyberbullying experience. Running data analysis only on participants with a victimization score or

offending score and measuring that score against each variable–may help to understand victim and offender demographics. Furthermore, a question that can be asked for future research is whether cyberbullying is more prevalent at higher grade levels because traditional bullying is also higher or because they have independent access to phones and the Internet. The biggest struggle in the efforts against preventing cyberbullying in the future is matching the rapid technological innovations with effective preventive techniques.

Appendix I

IRB Approval of Research

Institutional Review Board | لجنة الأخلاقيات

www.aub.edu.lb

APPROVAL OF RESEARCH

January 23, 2020

Vivian Khamis, PhD
American University of Beirut
01-350000 ext: 3067
vk07@aub.edu.lb

Dear Dr. Khamis,

On January 23, 2020, the IRB reviewed the following protocol:

Type of Review:	Initial, Expedited
Project Title:	An Exploration of the Prevalence of Cyberbullying, Self-Esteem and Motivation Among Middle School Sudents in Private Schools in Beirut
Investigator:	Vivian Khamis
IRB ID:	SBS-2019-0410
Funding Agency:	None
Documents reviewed:	Received December 20, 2019: • IRB Application • Parental Consent Form (English and Arabic versions) • Cyberbullying and Online Aggression Survey • Administrative approval from Grand Lycee Franco Libanais • Administrative approval from College Protestant Francais Received November 12, 2019 • Stand Up Against Cyberbullying Sheet (Arabic version) Received October 8, 2019 • Proposal • Assent Form • Appendix A: About You and the Internet • Appendix B: Cyberbullying and Victimization Questionnaire • Appendix C: Scale measuring why students don't go to school • Appendix D: Rosenberg Self-Esteem Scale • Stand Up Against Cyberbullying Sheet

The IRB approved the protocol from January 23, 2020 to January 22, 2021 inclusive. Before November 22, 2020 or within 30 days of study close, whichever is earlier, you are to submit a completed "FORM:

Appendix II

Permission for Child to Participate in Research

PARENTAL CONSENT FORM

Study Title: An Exploration of the Prevalence of Cyberbullying, Self-Esteem, Motivation Among Middle School Students in Private Schools in Beirut

Researcher: Rim Bazzi

This is a permission form for your child/child for whom you are legal guardian to participate in a research study. It contains important information about this study and what to expect if you decide to permit your child/child for whom you are legal guardian to participate.

Your child's participation is voluntary.

Please consider the information carefully before you decide to allow your child to participate. If you decide to permit participation, you will be asked to sign this form and will receive a copy of the form.

Purpose: The purpose of this research study is to investigate how often does cyberbullying occur and to what extent does is affect self-esteem and motivation.

Procedures/Tasks: Your child will only be asked to take a survey/questionnaire.

The intended number of participants will range from 400-600 students.

Duration:

The survey will take around 30 minutes. Your child may leave the study at any time. If you decide to stop your child's participation in the study, there will be no penalty to you, or your child and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship, or that of your child, with AUB.

Benefits:

This study is significant because it aims to provide school leaders and policy makers with information on how to proactively create policies that decrease prevalence and protect students. When faced with consequences such as cyberbullying, it is difficult to pinpoint the underlying cause, and therefore appropriate actions must be taken and implemented

within the Lebanese educational policies.

Risks: There are minimal risks involved in this study. If the participant should encounter feelings of vulnerability, recall embarrassing moments or feelings of discomfort, the participant may stop the survey at any time and skip any questions throughout the survey.

Minimal associated cyberbullying risks can have detrimental and long-lasting consequences for students. These might include psychological trauma form depression, low self-esteem, limited affection, drug abuse, and eating disorders.

Referral Process: Students are encouraged to seek the aid of their school guidance counselor They will be referred in the following ways: Self-referral to meet the counselor, parent referral for a student to meet with the counselor, administrative, teacher or staff referral or even a request by a friend for a student to meet with the counselor.

Confidentiality:

Your child's privacy is our top concern. No personally identifiable information (like the name of the participant) will be collected throughout the use of the survey. Any surveys that might have included names or other identifying information will be immediately discarded along with any information linking them.

Efforts will be made to keep your child's study-related information confidential. All data from this study will be maintained in a secure locked drawer in a locked office or on a password protected computer. Data will only be reported in the aggregate. No names of individual children will be disclosed in any reports or presentations of this research. However, there may be circumstances where this information must be released. For example, personal information regarding your child's participation in this study may be disclosed if required by law. Also, your child's research data may be reviewed by the following groups (as applicable to the research):

• U.S. Office for Human Research Protections or other federal, state, or international regulatory agencies, required;

• The AUB Institutional Review Board or Office of Human Research Protections;

• The sponsor, if any, or agency supporting the study. After the conclusion of the study, the Principal Investigator will retain all original study data in a secure location for at least three years

to meet institutional archiving requirements. After this period, data will be responsibly destroyed.

Participant Rights:

You may refuse to allow your child to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at AUB, your decision about whether or not you allow your child to participate in this research will not affect your grades or employment status.

If you choose to allow your child to participate in the study, you may discontinue his/her participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you or your child may have as a participant in this study.

The Social & Behavioral Institutional Review Board responsible for human subjects research at AUB has reviewed this research project and found it to be acceptable, according to applicable Lebanese and U.S. federal regulations and AUB policies designed to protect the rights and welfare of participants in research.

Contacts and Questions: For questions, concerns, or complaints about the study you may contact **Rim Bazzi (#70871817, rmb34@mail.aub.edu) Co-Investigator**

Principal Investigator:

Vivian E. Khamis PhD. (#01350000 ext 3067, vk07@aub.edu.lb)

For questions about your child's rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the AUB Social & Behavioral Science Institutional Review Board.

If Parent/ Legal Guardian is illiterate

A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the connection team).

I have witnessed the accurate reading of the consent form to the parent of the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness _____

Appendix III

Arabic Parental Consent Form

تصريح بالموافقة للطفل من أجل المشاركة في دراسة بحثية
استمارة موافقة الوالدين

عنوان الدراسة: استكشاف مدى انتشار وتفشي سلوكيات التنمر الإلكتروني (البلطجة الإلكترونية)، واحترام الذات، وبواعث التحفيز لدى طلاب المدارس المتوسطة في المدارس الخاصة في بيروت.

الباحث: ريم بازي

هذا تصريح بالموافقة لطفلك/طفلتك، الذي تُعتبر أنت الوصي القانوني عليه/عليها، من أجل المشاركة في دراسة بحثية. هذا التصريح يحتوي على معلومات هامة حول هذه الدراسة وعمّا يمكن أن تتوقعه إذا قررت الموافقة لطفلك/طفلتك، الذي تُعتبر أنت الوصي القانوني عليه/عليها، من أجل المشاركة في دراسة بحثية.

مشاركة طفلك/طفلتك أمر طوعي تمامًا.

يُرجى التدقيق في هذه المعلومات بدقة وعناية قبل أن تقرر الموافقة لطفلك/طفلتك من أجل المشاركة في الدراسة البحثية. إذا قررت الموافقة، سيُطلب منك التوقيع على هذا التصريح وستحصل على نسخة منه.

الغرض: الغرض من الدراسة البحثية هو استكشاف مدى تكرار وقوع حوادث التنمر الإلكتروني، وإلى أي مدى يؤثر ذلك على احترام الذات وبواعث التحفيز لدى الطلاب.

الإجراءات/المهام: لن يُطلب من طفلك/طفلتك سوى الإجابة على أسئلة المسح/الاستبيان.

عدد المشاركين المستهدف سوف يتراوح بين 400 و600 طالب/طالبة.

الفترة الزمنية:

سوف يستغرق المسح/الاستبيان حوالي 30 دقيقة. ويحق لطفلك/طفلتك ترك الدراسة البحثية في أي وقت. إذا قررت إيقاف مشاركة طفلك/طفلتك في الدراسة، فلن تكون هناك عقوبة عليك ولا على طفلك/طفلتك ولن تفقد أي مزايا يحق لك الحصول عليها. كما لن يؤثر قرارك على العلاقة المستقبلية بينك (ولا بين طفلك/طفلتك) وبين الجامعة الأمريكية في بيروت.

الفوائد:

تعد الدراسة البحثية مهمة لأنها تهدف إلى تزويد مدراء المدارس وصانعي السياسات بمعلومات حول كيفية وضع سياسات استباقية تقلل من معدل انتشار وتفشي هذه السلوكيات وتزيد من تعزيز حماية الطلاب. عند القيام بمواجهة سلوكيات التنمر الإلكتروني وعواقبه، عادة ما يكون من الصعب تحديد الأسباب الرئيسية التي تنتج عنها مثل هذه السلوكيات، وبالتالي يجب اتخاذ الإجراءات المناسبة وتنفيذها ضمن السياسات التعليمية اللبنانية.

59

المخاطر: لا توجد مخاطر متوقعه في المشاركة في هذه الدراسة.في حاله ما إذا كانت الدراسة تنطوي علي مخاطر غير متوقعه للمشاركين الذين يشعرون بعدم الارتياح ، يرجى الرجوع إلى اليه الاحاله أدناه لطلب المشورة من مستشار التوجيه أو المحقق المشارك.

عمليه الاحاله: يتم تشجيع الطلاب علي طلب المساعدة من مستشار التوجيه المدرسي الخاص بهم إذا كانوا يمرون بتغييرات شديده ، ويعانون من صعوبة في المدرسة ، ويشعرون كما لو كانوا تحت القلق الشديد أو التغيب عن المدرسة عمدا.ويمكن احالتها بالطرق التالية: الاحاله الذاتية لمقابله المستشار ، وأحاله الوالدين للطالب للالتقاء بالمستشار ، أو الإداري ، أو المعلم ، أو أحاله الموظفين ، أو حتى بطلب من صديق للطالب للالتقاء بالمستشار.

سرية المعلومات:

خصوصية طفلك/طفلتك هي محط اهتمامنا الرئيسي. لن يتم جمع أي معلومات تعريف شخصية (مثل اسم المشارك) خلال استخدام المسح/الاستبيان. أي مسح/استبيان قد يتضمن أسماء أو معلومات تعريف شخصية أخرى سيتم إهماله على الفور مع جميع المعلومات التي يحتويها.

سيتم بذل كافة الجهود للحفاظ على سرية المعلومات المتعلقة بدراسة طفلك/طفلتك. سيتم الاحتفاظ بجميع المعلومات الواردة في الدراسة البحثية في درج مغلق ومُؤَمَّن في مكتب مغلق أو على جهاز كمبيوتر محمي بكلمة مرور. سيتم الإبلاغ عن المعلومات بالشكل الإجمالي فقط. لن يتم الكشف عن أي اسم من أسماء الأطفال المشاركين في المسح/الاستبيان ضمن أي تقرير أو عرض تقديمي خاص بالدراسة البحثية. ومع ذلك، قد تكون هناك ظروف معينة تحتم الإفشاء عن مثل هذه المعلومات. على سبيل المثال، قد يتم الكشف عن المعلومات الشخصية المتعلقة بمشاركة طفلك/طفلتك في هذه الدراسة إذا كان ذلك مطلوبًا بموجب القانون. كما قد تتم مراجعة المعلومات البحثية الخاصة بطفلك/طفلتك من قبل المجموعات التالية (وفقًا لما ينطبق على البحث):

• مكتب الولايات المتحدة لحماية البحوث البشرية أو غيرها من الهيئات التنظيمية الفيدرالية أو الحكومية أو الدولية ذات العلاقة.
• مجلس المراجعة المؤسسية أو مكتب حماية البحوث البشرية في الجامعة الأمريكية في بيروت.
• الجهة الراعية، إن وجدت، أو الوكالة التي تدعم هذه الدراسة البحثية. بعد انتهاء الدراسة، يحتفظ الباحث الرئيسي بجميع بيانات الدراسة الأصلية في مكان آمن لمدة لا تقل عن ثلاث سنوات لتلبية متطلبات الأرشفة المؤسسية. بعد هذه الفترة، سيتم تدمير البيانات بمسؤولية كاملة.

حقوق المشارك:

يمكنك أن ترفض مشاركة طفلك/طفلتك في الدراسة البحثية دون التعرض لأي غرامة أو فقدان أي من المزايا التي يحق لك الحصول عليها. إذا كنت طالبًا أو موظفًا في الجامعة الأميركية في بيروت، فلن يؤثر قرارك بشأن ما إذا كنت تسمح لطفلك بالمشاركة في هذا البحث أم لا على درجاتك أو وضعك الوظيفي.

إذا اخترت السماح لطفلك/طفلتك بالمشاركة في الدراسة البحثية، فيمكنك إيقاف مشاركته/مشاركتها في أي وقت دون التعرض لأي غرامة أو فقدان أي من المزايا التي يحق لك الحصول عليها. ومن خلال التوقيع على تصريح الموافقة هذا، فأنت لا تتخلى عن أي حقوق قانونية شخصية قد تكون لك أو لطفلك/طفلتك عند مشاركته/مشاركتها في الدراسة.

قام مجلس المراجعة المؤسسية والسلوكية الاجتماعية المسؤول عن أبحاث الموضوعات البشرية في الجامعة الأميركية في بيروت بمراجعة الدراسة البحثية والموافقة عليها، وفقًا للأنظمة واللوائح اللبنانية والفيدرالية الأمريكية المعمول بها، ووفقًا لسياسات الجامعة الأمريكية في بيروت المصممة لحماية الحقوق والشؤون الاجتماعية للمشاركين في الدراسة.

التواصل والاستفسار: إذا كان لديك أي سؤال أو استفسار أو مخاوف أو شكاوى حول الدراسة البحثية، يُرجى التواصل مع:

المحقق الرئيسي:
ريم بازي (#70871817، rmb34@mail.aub.edu)

فيفيان خميس دكتوراه
(01350000 ext 3067, vk07@aub.edu.lb#)

لطرح الأسئلة حول حقوق طفلك/طفلتك كمشارك/مشاركة في الدراسة البحثية أو لمناقشة أي مخاوف أو شكاوى ذات صلة بالدراسة مع شخص ليس عضوًا في الفريق البحثي، يمكنك الاتصال بمجلس المراجعة المؤسسية للعلوم الاجتماعية والسلوكية في الجامعة الأمريكية في بيروت.

التوقيع على التصريح والموافقة عليه

لقد قرأت (أو قرأ عليّ شخص ما) تصريح الموافقة هذا وأنا أعي وأدرك تمامًا أنه يُطلب مني منح تصريح بالموافقة لطفلي/طفلتي القاصر/القاصرة (أو الطفل/الطفلة تحت وصايتي) للمشاركة في الدراسة البحثية. لقد أتيحت لي الفرصة لطرح الأسئلة وقد تم تقديم الإجابات على جميع تلك الأسئلة بما يرضيني. أوافق طوعًا على منح إذن لطفلي/طفلتي (أو الطفل/الطفلة تحت وصايتي) للمشاركة في الدراسة البحثية.

_____   _____
التاريخ   توقيع الوالدين

_____   _____
توقيع الشاهد البالغ   العلاقة بالمشارك

61

Appendix IV

Cyberbullying Information Sheet

STAND UP AGAINST CYBERBULLYING

ABOUT CYBERBULLYING:

Students have fully embraced the Internet and other mobile communication technologies, such as cell phones and PDA's for communicating with friends, making new friends, seeking information, and creating their own web sites and blogs (interactive web journals). While most Internet use is fun and beneficial, there are increasing problems of students using the Internet or other mobile devices to send or post harmful or cruel text **OR** images to bully and harass others.

EXAMPLES:

1. Sending cruel, vicious, and sometimes threatening messages to others.

2. Creating web sites that have stories, cartoons, pictures, and jokes ridiculing others.

3. Posting pictures of classmates online and asking students to rate them, with questions such as "Who is the biggest_____ (add a derogatory term.)?"

4. Breaking into an e-mail account and sending vicious or embarrassing material to others.

5. Taking a picture of a person in the locker room using a digital phone camera **AND** sending that picture to others.

CYBERBULLYING IS:

Sending or posting harmful or cruel text or images using the Internet or other digital communication devices. The various ways in which cyberbullying may occur include the following.

1) **Flaming** – Sending angry, rude, vulgar messages directed at a person or persons privately or to an online group.

2) **Harassment** – Repeatedly sending a person offensive messages.

3) **Cyberstalking** – Harassment that includes threats of harm or is highly intimidating.

4) **Denigration (put-downs)** – Sending or posting harmful, untrue, or cruel statements about a person to others.

5) **Masquerade** – Pretending to be someone else and sending or posting materials that makes that person look bad or places that person in potential danger.

6) **Outing and Trickery** – Sending or posting materials about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images. Engaging in tricks to solicit embarrassing information that is then made public.

7) **Exclusion** – Actions that specifically and intentionally exclude a person from an online group or "buddies" list.

IF YOU SUSPECT CYBERBULLYING:

Frequently, the only people who know that a student is being victimized are other students. Students who are being victimized often do not tell adults because they are too emotionally traumatized, they think it is their fault, or they fear even greater retribution if they tell. Students who report that such cyberbullying is occurring may literally be saving the life of another student.

One of the most important steps to be taken to combat cyberstalking will be empowering student bystanders-who-are-part-of-the-problem to become student bystanders-who-are-part-of-the-solution.

Cyberbullying is already impacting each and every school community. The situation is likely to get worse, before it gets better. Cyberbullying can lead to significant emotional harm of students, which could result in violence.

Encourage students to tell an adult. A parent, teacher, guidance counselor, or principal can help.
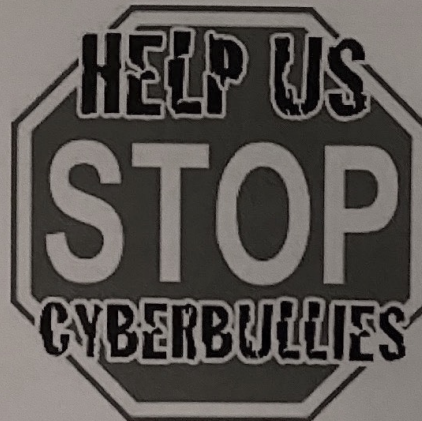
Institutional Review Board
American University of Beirut

73 JAN 2020

APPROVED

Appendix V

Demographics Questionnaire

ABOUT YOU AND THE INTERNET

About you:

Circle One			Race: **Circle One**
Male or Female	Age _____	Grade _____	Caucasian Native American Hispanic Asian Biracial/Other

About you and the Internet:

CIRCLE ONE

1. I use the Internet...	Never	Rarely	1-3 times a week	4-6 times a week	Almost Everyday	Everyday

CIRCLE ONE

2. I use the Internet...	Never	Less than 1 hour a day	2-3 hours a day	4-6 hours a day	More than 6 hours a day

CIRCLE ALL THAT APPLY TO YOU

3. I use the Internet for...	Homework or Research	E-Mail	Chat Rooms	Instant Messaging (IM)	Online games	Creating web sites	Chatting on MySpace or other socializing sites

I have a cell phone _____Yes _____No

I text message others _____Yes _____No

I receive text messages from others _____ Yes _____No

Appendix VI

Cyberbullying and Online Aggression Survey

How often in the last 30 days have you experienced the following?	Never	Once or twice	A few times	Many times	Every day
1. In the last 30 days, have you been made fun of in a group chat?	a	b	c	d	e
2. In the last 30 days, have you received an email from someone you know that made you really mad?	a	b	c	d	e
3. In the last 30 days, have you been excluded in a group chat on purpose?	a	b	c	d	e
4. In the last 30 days, has someone posted something on your Instagram/ Facebook that made you upset?	a	b	c	d	e
5. In the past 30 days, has someone something on another website that made you upset or uncomfortable?	a	b	c	d	e
6. In the last 30 days, have you received a text that made you upset or uncomfortable?	a	b	c	d	e
7. In the last 30 days, have your parents talked to you about being safe using the Internet?	a	b	c	d	e
8. In the last 30 days, have you been bullied or picked on by another person while online?	a	b	c	d	e
9. In the last 30 days, has a teacher talked to you about being safe using the Internet?	a	b	c	d	e
10. In the last 30 days, have you been afraid to use the Internet?	a	b	c	d	e
11. In the last 30 days, has anyone posted anything about you online that you didn't want others to see?	a	b	c	d	e
12. In the last 30 days, has anyone emailed or texted you and asked questions that made you feel uncomfortable?	a	b	c	d	e
How often in the last 30 days have you done the following?	Never	Once or twice	A few times	Many times	Every day
13. In the last 30 days, have you lied about your age while online?	a	b	c	d	e
14. In the last 30 days, have you sent someone a text that mad them angry or to make fun of them?	a	b	c	d	e
15. In the last 30 days, have you sent someone an email to make them angry or to make fun of them?	a	b	c	d	e
16. In the last 30 days, have you posted something on someone's social media account to make them angry or to make fun of them?	a	b	c	d	e
17. In the last 30 days, have you taken a picture of someone and posted it without their permission?	a	b	c	d	e
18. In the last 30 days, have you purposely excluded someone from an instant messaging group chat?	a	b	c	d	e

Cyberbullying is when someone repeatedly makes fun of another person online or repeatedly picks on another person through email or text message or when someone posts something online about another person that they don't like.

19. In my entire life, I have cyberbullied others:
    a. never   b. seldom   c. sometime   d. fairly often   e. often   f. very often

20. In the last 30 days, I have cyberbullied others:
    a. never   b. once or twice c. a few times   d. many times   e. every day

21. If so, what was the most important reason for cyberbullying that person?
    a. to get revenge   f. to vent my anger
    b. they deserved it   g. to demonstrate power
    c. because others were doing it   h. I hate them
    d. for fun   i. other reasons
    e. because they picked on me at school   j. I have not cyberbullied another person
                                                   in the last 30 days

22. In my entire life, I have been cyberbullied:
    a. never   b. seldom   c. sometime   d. fairly often   e. often   f. very often

23. In the last 30 days, I have been cyberbullied:
    a. never   b. once or twice c. a few times   d. many times   e. every day

If you have ever been cyberbullied, tell us about the most recent experience.

24. Did you know who it was who did this to you?
    a. friend   f. stranger
    b. someone else from school   g. many people
    c. ex-friend   h. other
    d. ex-boyfriend or girlfriend   i. no one has ever cyberbullied me
    e. someone I knew from a chat room

25. Was the bully someone you have met in real life?
    a. yes   b. no   c. don't know   d. No one has ever cyberbullied me

How often in the last 30 days have you experienced the following?	Never	Once or twice	A few times	Many times	Every day
26. Were you cyberbullied by another student at your school?	a	b	c	d	e
27. Were there any hurtful words made online carried out at school?	a	b	c	d	e
28. Did you tell someone about the cyberbullying experience?	a	b	c	d	e
29. Did you tell your parents about the cyberbullying experience?	a	b	c	d	e
30. Did you tell a friend about the cyberbullying experience?	a	b	c	d	e
31. Did you tell a teacher about the cyberbullying experience?	a	b	c	d	e

32. How did you respond to the cyberbullying experience?
    a. logged off computer   e. did nothing
    b. blocked bully   f. did something else
    c. changed screen name or email   g. No one has ever cyberbullied me
    d. left site

How did you feel about this cyberbullying experience?	Never	Once or twice	A few times	Many times	Every day
33. Were you sad?	a	b	c	d	e
34. Were you scared?	a	b	c	d	e
28. Were you frustrated?	a	b	c	d	e
29. Were you embarrassed?	a	b	c	d	e
30. Were you angry?	a	b	c	d	e
31. Were you not bothered by it?	a	b	c	d	e

Appendix VII

Rosenberg Self-esteem Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.*	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.*	I feel I do not have much to be proud of.	SA	A	D	SD
6.*	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.*	I wish I could have more respect for myself.	SA	A	D	SD
9.*	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Appendix VIII

Academic Motivation Scale

WHY DO YOU GO TO SCHOOL ?

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to school.

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly
1	2 3	4	5 6	7

WHY DO YOU GO TO SCHOOL ?

1. Because I need at least a high-school degree in order to find a high-paying job later on.   1   2   3   4   5   6   7

2. Because I experience pleasure and satisfaction while learning new things.   1   2   3   4   5   6   7

3. Because I think that a high-school education will help me better prepare for the career I have chosen.   1   2   3   4   5   6   7

4. Because I really like going to school.   1   2   3   4   5   6   7

5. Honestly, I don't know; I really feel that I am wasting my time in school.   1   2   3   4   5   6   7

6. For the pleasure I experience while surpassing myself in my studies.   1   2   3   4   5   6   7

7. To prove to myself that I am capable of completing my high-school degree.   1   2   3   4   5   6   7

8. In order to obtain a more prestigious job later on.   1   2   3   4   5   6   7

9. For the pleasure I experience when I discover new things never seen before.   1   2   3   4   5   6   7

10. Because eventually it will enable me to enter the job market in a field that I like.   1   2   3   4   5   6   7

11. Because for me, school is fun.   1   2   3   4   5   6   7

12. I once had good reasons for going to school; however, now I wonder whether I should continue.	1	2	3	4	5	6	7
13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	1	2	3	4	5	6	7
14. Because of the fact that when I succeed in school I feel important.	1	2	3	4	5	6	7
15. Because I want to have "the good life" later on.	1	2	3	4	5	6	7
16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	1	2	3	4	5	6	7
17. Because this will help me make a better choice regarding my career orientation.	1	2	3	4	5	6	7
18. For the pleasure that I experience when I am taken by discussions with interesting teachers.	1	2	3	4	5	6	7
19. I can't see why I go to school and frankly, I couldn't care less.	1	2	3	4	5	6	7
20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	1	2	3	4	5	6	7
21. To show myself that I am an intelligent person.	1	2	3	4	5	6	7
22. In order to have a better salary later on.	1	2	3	4	5	6	7
23. Because my studies allow me to continue to learn about many things that interest me.	1	2	3	4	5	6	7
24. Because I believe that my high school education will improve my competence as a worker.	1	2	3	4	5	6	7
25. For the "high" feeling that I experience while reading about various interesting subjects.	1	2	3	4	5	6	7
26. I don't know; I can't understand what I am doing in school.	1	2	3	4	5	6	7
27. Because high school allows me to experience a personal satisfaction in my quest for excellence in my studies.	1	2	3	4	5	6	7
28. Because I want to show myself that I can succeed in my studies.	1	2	3	4	5	6	7

Appendix IX

Script for Email Message to School Principal

Dear [Principal's name and Address]

[November 6, 2019]

Object: Consent to collect data for an AUB graduate thesis dissertation entitled ["Exploration of the Prevalence of Cyberbullying, Self-Esteem and Motivation Among Middle School students"].

To whom it may concern,

I am writing to request permission to be able to collect data from your middle school grades (all sections of grade 6, 7 and 8). I am a graduate student in the Department of Education at the American University of Beirut and would be visiting your facility only in order to complete a graduate thesis dissertation to what is the prevalence of cyberbullying among middle school students and if this affects their self-esteem and motivation.
The data collected, which is based on a 30-minute questionnaire (attached to this letter) will be kept anonymous as well as the school name will not be used for any other purpose.

Please do not hesitate to contact me should you need any additional information.

Sincerely yours,

Rim Bazzi, Co-Investigator

[Rim Bazzi, Graduate Student]
Faculty of Arts and Sciences
Department of Education
Tel. +96170871817

Appendix X

Participant Consent Form

AUB Social & Behavioral Sciences Assent to Participate in Research

Study Title: An Exploration of the Prevalence of Cyberbullying, Self-Esteem and Motivation Among Middle School Students in Private Schools in Beirut

Researcher: Rim Bazzi

- You are being asked to be in a research study. Studies are done to find better ways to treat people or to better understand how kids think about things or how kids and adults may behave at different times.
- This form will tell you about the study to help you decide whether or not you want to participate.
- You should ask any questions you have before making up your mind. You can think about it and discuss it with your family or friends before you decide.
- It is okay to say "No" if you don't want to be in the study. If you say "Yes" you can change your mind and quit being in the study at any time without getting in trouble.
- If you decide you want to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study.

1. **What is this study about?**

   This study will investigate how often does cyberbullying occur and to what extent does is affect self-esteem and motivation.

2. **What will I need to do if I am in this study?**

   The participant is required to answer a survey/questionnaire.

3. **How long will I be in the study?**

   The survey/questionnaire will take around 30 minutes to complete.

4. **Can I stop being in the study?**

   You may stop being in the study at any time.

5. **What bad things might happen to me if I am in the study?**

   There will be no associated risks while taking the survey/questionnaire, if however, you feel discomfort you may stop at any time while filling the survey.

6. **What good things might happen to me if I am in the study?**

   There will be no direct benefit in the participation of this study.

7. Who can I talk to about the study?

For questions about the study you may contact Rim Bazzi at 70871817

Signing the assent form

I have read (or someone has read to me) this form. I have had a chance to ask questions before making up my mind. I want to be in this research study.

_____   _____ **AM/PM**
Signature or printed name of subject   Date and time

Investigator/Research Staff

I have explained the research to the participant before requesting the signature above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

_____   _____
Printed name of person obtaining assent   Signature of person obtaining assent

_____ **AM/PM**
Date and time

This form must be accompanied by an IRB approved parental permission form signed by a parent/guardian.

The attached pamphlet will help you recognize some signs of cyberbullying and what can be done to help prevent cyber-bullying incidents.

REFERENCES

American School Counselor Association (2005). The ASCA national model: A framework for school counseling programs, (2nd Ed). Alexandria, VA: Author.

Adams, F. D., & Lawrence, G. J. (2011). Bullying victims: The effects last into college. American Secondary Education, 40, 4–13.

Al-Saadoon, M., Al-Farsi, Y.M., Rizvi, S., Al-Sharbati, M., Al-Jabri, A., Almammari, S., Al- Baluki, W., & Al-Adawi, S. (2014). *The Scientific World Journal, 2014, 1 – 10.* http://dx.doi.org/10.1155/2014/169737.

Aoyama, I., & Talbert, T. L. (2010). Cyberbullying International Increasing. *Adolescent Online Social Communication and Behavior*, 183–201. doi: 10.4018/978-1-60566-926-7.ch012

Bauman, S. (2010). Cyberbullying in a rural intermediate school: An exploratory study. *The Journal of Early Adolescence, 30*(6), 803-833. doi:10.1177/0272431609350927

Bauman, S. (2011). Cyberbullying: What counselors need to know. Alexandria, VA: American Counseling Association.

Brighi, A., Guarini, A., Melotti, G., Galli, S., & Genta, M. L. (2012). Predictors of victimisation across direct bullying, indirect bullying and cyberbullying. *Emotional and Behavioural Difficulties, 17*(3-4), 375-388. doi:10.1080/13632752.2012.704684

BULLYING IN LEBANON - Save the Children Lebanon. (n.d.). Retrieved from https://lebanon.savethechildren.net/sites/lebanon.savethechildren.net/files/library/ Bullying in Lebanon- Full research.pdf

Chang, F., Lee, C., Chiu, C., Hsi, W., Huang, T., & Pan, Y. (2013). Relationships among cyberbullying, school bullying, and mental health in Taiwanese adolescents. *Journal of School Health, 83*(6), 454-462. doi:10.1111/josh.12050

DePaolis, K. J., & Williford, A. (2019). Pathways from cyberbullying victimization to negative health outcomes among elementary school students: A longitudinal investigation. *Journal of Child and Family Studies, 28*(9), 2390-2403. doi:10.1007/s10826-018-1104-6

Desmet, A., Deforche, B., Hublet, A., Tanghe, A., Stremersch, E., & De Bourdeaudhuij, I. (2014). Traditional and cyberbullying victimization as correlates of psychosocial distress and barriers to a healthy lifestyle among severely obese adolescents - A matched case-control study on prevalence and results from a cross-sectional study. *BMC Public Health, 14*(1), 224. doi:10.1186/1471-2458-14-224

Eden, S., Heiman, T., & Olenik-Shemesh, D. (2013). Teachers' perceptions, beliefs and concerns about cyberbullying. *British Journal of Educational Technology*, 44(6), 1036-1052. doi:10.1111/j.1467-8535.2012.01363.x

Espelage, D., & Swearer, S. (2004). *Bullying in American schools: A social-ecological perspective on prevention and intervention.* Mahwah, NJ: Lawrence Erlbaum Associates.

Extremera, N., Quintana-Orts, C., Mérida-López, S., & Rey, L. (2018). Cyberbullying victimization, self-esteem and suicidal ideation in adolescence: Does emotional intelligence play a buffering role? *Frontiers in Psychology, 9*, 367. doi:10.3389/fpsyg.2018.00367

Fan, C., Chu, X., Zhang, M., & Zhou, Z. (2019). Are narcissists more likely to be involved in cyberbullying? examining the mediating role of self-esteem. *Journal of Interpersonal Violence, 34*(15), 3127-3150. doi:10.1177/0886260516666531

Gaffney, H., Farrington, D. P., Espelage, D. L., & Ttofi, M. M. (2019). Are cyberbullying intervention and prevention programs effective? A systematic and meta-analytical review. *Aggression and Violent Behavior, 45*, 134-153. doi:10.1016/j.avb.2018.07.002

Garaigordobil, M. (2017). Psychometric properties of the cyberbullying test, a screening instrument to measure cybervictimization, cyberaggression, and cyberobservation. *Journal of Interpersonal Violence, 32*(23), 3556-3576. doi:10.1177/0886260515600165

Gorham, J., & Christophel, D. M. (1990). The relationship of teachers use of humor in the classroom to immediacy and student learning. *Communication Education*, *39*(1), 46–62. doi: 10.1080/03634529009378786

Hampel, P., Manhal, S., & Hayer, T. (2009). Direct and relational bullying among children and adolescents: Coping and psychological adjustment. *School Psychology International,* 30, 474–490. doi:10.1177=0143034309107066

Hao Lei, Weijie Mao, Choo Mui Cheong, Yi Wen, Yunhuo Cui, & Zhihui Cai. (2019). The relationship between self-esteem and cyberbullying: A meta-analysis of children and youth students. *Current Psychology, 04* , 1-13. doi:10.1007/s12144-019-00407-6

Hébert, M., Cénat, J. M., Blais, M., Lavoie, F., & Guerrier, M. (2016). Child sexual abuse, bullying, cyberbullying, and mental health problems among high schools students:

A moderated mediated model. *Depression and Anxiety, 33*(7), 623-629. doi:10.1002/da.22504

Hinduja, S., & Patchin, J. W. (2010). Bullying, cyberbullying, and suicide. *Archives of Suicide Research, 14*(3), 206-221. doi:10.1080/13811118.2010.494133

Hinduja, S., & Patchin, J. W. (2013). Social influences on cyberbullying behaviors among middle and high school students. *Journal of Youth and Adolescence, 42*(5), 711-722. doi:10.1007/s10964-012-9902-4

Katz, I., Lemish, D., Cohen, R., & Arden, A. (2019). When parents are inconsistent: Parenting style and adolescents' involvement in cyberbullying. *Journal of Adolescence, 74*, 1-12. doi:10.1016/j.adolescence.2019.04.006

Kazarian, S.S., & Ammar, J. (2013). School bullying in the Arab world: A review. *The Arab Journal of Psychiatry*, 24, 37 – 45.

Khamis, V. (2015). Bullying among school-age children in the greater beirut area: Risk and protective factors. *Child Abuse & Neglect, 39*, 137-146. doi:10.1016/j.chiabu.2014.08.005

Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International, 27*(2), 157-170. doi:10.1177/0143034306064547

Lohbeck, A., & Petermann, F. (2018). Cybervictimization, self-esteem, and social relationships among german secondary school students. *Journal of School Violence, 17*(4), 472-486. doi:10.1080/15388220.2018.1428194

Mirza, H. S. (2010). *An exploration of bullying behavior and bullying prevention practices in an elementary school in Lebanon.* Retrieved from http://aub.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwY2AwNtIz 0EUrE0zSki1TLIxSU5JMQW1ws1QTc0vQtsa0NAPLFINk8N0TAZYBkeYRbs

YeiLOj4ScmliaBxy5ykpDGLkwNgU0XZvDlgaBeeijo1JBE2FGf4OrBTZCBxw

VpWluIgSk1T4QhwzFPIRW8wg0sqpCfppAE7O-

BthUpwDbHKwD78QjRAuhxSkDFsM1LxQqZeUBFCqnQVd5FlQrF4HMzQeI-

qUmJwN67KIOMm2uIs4cu0Fnx0OGYeJjLzY3EGHgTQcvY80rA291SJBgULC

2ALQ4Ds0QL0EFbyamJliZmhonJKcnmxsCeKjD_SDKIYjVLCoe4NAMXZLob

NGYgw8CaBkzTqbLgcJIDhxkAu3t7Tw

Mishna, F., Khoury-Kassabri, M., Gadalla, T., & Daciuk, J. (2012). Risk factors for involvement in cyber bullying: victims, bullies and bully-victims. *Children and Youth Services Review*, 34, 63 – 70.

Myers, S. A., & Rittenour, C. E. (2010). Student aggressive communication in the K-12 classroom: Bullying and conflict. In T. A. Avtgis & A. S. Rancer (Eds.), *Arguments, aggression, and conflict: New directions in theory and research* (pp. 139–158). New York, NY: Routledge.

Olenik-Shemesh, D., & Heiman, T. (2017). Cyberbullying victimization in adolescents as related to body esteem, social support, and social self-efficacy. *The Journal of Genetic Psychology, 178*(1), 28-43. doi:10.1080/00221325.2016.1195331

Ortega, R., Elipe, P., Mora-Merchán, J. A., Genta, M. L., Brighi, A., Guarini, A., Tippett, N. (2012). The emotional impact of bullying and cyberbullying on victims: A European cross-national study. *Aggressive Behavior, 38*(5), 342-356. doi:10.1002/ab.21440

Patchin, J. W., & Hinduja, S. (2010). Cyberbullying and Self-Esteem. *Journal of School Health, 80*(12), 614-621. doi:10.1111/j.1746-1561.2010.00548.x

Pelfrey, W. V., & Weber, N. L. (2014). Student and School Staff Strategies to Combat Cyberbullying in an Urban Student Population. *Preventing School Failure:*

Alternative Education for Children and Youth, 59(4), 227–236. doi: 10.1080/1045988x.2014.924087

Pyżalski, J. (2012). From cyberbullying to electronic aggression: Typology of the phenomenon. *Emotional and Behavioural Difficulties, 17*(3-4), 305-317. doi:10.1080/13632752.2012.704319

Resett, S., & Gamez-Guadix, M. (2017). Traditional bullying and cyberbullying: Differences in emotional problems, and personality. are cyberbullies more machiavellians? *Journal of Adolescence, 61*, 113-116. doi:10.10164/j.adolescence.2017.09.013

Rigby, K. (2004). Bullying in childhood. In P.K. Smith & C.H. Hart (Eds.), *Handbook of childhood social development.* Oxford: Blackwell Publishers Ltd.

Robson, C., & Witenberg, R. T. (2013). The influence of moral disengagement, morally based self-esteem, age, and gender on traditional bullying and cyberbullying. *Journal of School Violence, 12*(2), 211-231. doi:10.1080/15388220.2012.762921

Rosenberg, M. (1965). *Society and the adolescent self-image.* Princeton, NJ: Princeton University Press.

Slonje, R., & SMITH, P. K. (2008). Cyberbullying: Another main type of bullying? *Scandinavian Journal of Psychology, 49*(2), 147-154. doi:10.1111/j.1467-9450.2007.00611.x

Sticca, F., Ruggieri, S., Alsaker, F., & Perren, S. (2013). Longitudinal risk factors for cyberbullying in adolescence. *Journal of Community & Applied Social Psychology, 23*(1), 52-67. doi:10.1002/casp.2136

Suresh, S., & Tipandjan, A. (2012). School bullying victimization and college adjustment. *Journal of the Indian Academy of Applied Psychology*, 38, 68–73.

Vallerland, R. J., Pelletier, L. G., Blais, M. R., Brière, N. M., Senécal, C., and Vallières, E. F.(1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, *52*, pp. 1003–10017.

Von Marées, N., & Petermann, F. (2012). Cyberbullying: An increasing challenge for schools. *School Psychology International l, 33*(5), 467-476. doi:10.1177/0143034312445241

Wade, A., & Beran, T. (2011). Cyberbullying: The new era of bullying. *Canadian Journal of School Psychology, 26*(1), 44-61. doi:10.1177/0829573510396318

Walker, A. (2009). Cyber Bullying: Bullying in the Digital Age - By Robin M. Kowalski, Susan P. Limber and Patricia W. Agatston. *Support for Learning*, *24*(4), 207–207. doi: 10.1111/j.1467-9604.2009.01431_5.x

Wang, J., Iannotti, R. J., & Luk, J. W. (2011). Peer victimization and academic adjustment among early adolescents: Moderation by gender and mediation by perceived classmate support. *Journal of School Health*, 81, 386–392. doi:10.1111=j.1746-1561.2011.00606.x

Whittaker, E. & Kowalski, R.M. (2015). Cyberbullying via social media. *Journal of School Violence*, 14(1), 11-29. doi: 10.1080/15388220.2014.949377

Williams, K. R., & Guerra, N. G. (2007). Prevalence and predictors of Internet bullying. *Journal of Adolescent Health,* 41, 14-21.

Wolak, J., Mitchell, K., & Finkelhor, D. (2006). *Online victimization of youth: Five years later*. University of New Hampshire: Crimes against Children Research Center. Retrieved from http://www.unh.edu/ccrc/pdf/CV138.pdf

Yang, S.J., Stewart, R., Kim, J.M., Kim, S.W., Shin, I.S., Dewey, M. E., Maskey, S., & Yoon, J.S.(2013). Differences in predictors of traditional and cyber-bullying: a 2 – year longitudinal study in Korean children. *Eur Child Adolescent Psychiatry, 22*, 309 – 318.

Young, A., Hardy, V., Hamilton, C., Bliernesser, K., Sun, L., & Niebergall, S. (2009). Empowering students: using data to transform a bullying prevention and intervention program. *Professional School Counseling*, 12, 413-419

Yousef, W. S. M., & Bellamy, A. (2015). The impact of cyberbullying on the self-esteem and academic functioning of Arab American middle and high school students. *Electronic Journal of Research in Educational Psychology, 13*(3), 463-482. doi:10.14204/ejrep.37.15011