

Social Media Users' Perceptions of Cyberbullying **- a field study on a sample of social media users-**

تصورات مستخدمي مواقع التواصل الاجتماعي لظاهرة التنمر الإلكتروني
-دراسة ميدانية على عينة من مستخدمي مواقع التواصل الاجتماعي-

Naim Bouamoucha	University of Tamanrasset, (Algeria)	E-mail: naim.bouamoucha@univ-tam.dz
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Abstract:

This study aimed to identify social media users' perceptions of cyberbullying, through a field study on a sample of social media users. The researcher used a descriptive approach and a questionnaire to collect data from 92 young people selected through a purposive sampling method. The study found that there are many forms of cyberbullying practiced on social media, such as hacking users' accounts or creating fake accounts in their name, spreading false rumors, photos, and videos with the aim of distorting or harassing others, in addition to receiving offensive, threatening, and intimidating messages via social media. The study also found that there are many reasons and motives behind cyberbullying practiced on social media, mainly represented by the desire for control and the bully's desire to control or take revenge on others, as well as the desire to ridicule and belittle others. The study also found that cyberbullying through social media has negative repercussions, including feelings of fear and insecurity, constant stress and anxiety, feelings of helplessness and oppression, and a loss of motivation to engage in daily life activities. To combat the phenomenon of cyberbullying through social media, concerted efforts and awareness-raising efforts are required. Effective measures include refraining from posting or sharing personal information on social media, protecting accounts by setting a strong password and changing it from time to time, avoiding opening suspicious links and messages, and reporting cases of cyberbullying to security authorities so that legal action can be taken against the bully.

Keywords: perception, social media, bullying, cyberbullying.

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Introduction:

The widespread use of social media has facilitated communication and interaction between individuals, allowing them to overcome geographical and spatial barriers. Young people and adolescents are among the most attracted to social media use, as it occupies a significant portion of their concerns and interests and has become an integral part of their daily lives. However, individuals' use of these sites has varied between healthy and balanced use and misguided and pathological use, leading to the emergence of new forms of cyber-deviance that are an extension of traditional behavioral deviations. Perhaps the phenomenon of cyberbullying is one of the behavioral deviations that have accompanied the tremendous technological development witnessed by societies today.

Cyberbullying is one of the most serious threats facing social media users. This is due to the bully's ability to conceal their true identity or assume a fake identity, enabling them to harass their victim at any time without direct confrontation. Bullies intentionally defame, insult, threaten, or intimidate others through text messages, photos, video clips, and audio clips. The reasons behind this phenomenon can vary, ranging from revenge and jealousy to entertainment, as the victim may or may not be known to the bully. Whatever the reasons and motivations, the repercussions of this phenomenon on the psychological, emotional, and social life of the victim are dire, and may ultimately lead them to contemplate suicide due to the anxiety and extreme psychological pressure they experience every time they go online. Therefore, the transition of bullying from the social environment, in the form of traditional bullying, to the digital environment, in the form of cyberbullying, has become a problem that warrants further research and study. This study aims to highlight social media users' perceptions of cyberbullying.

I.General Framework of the Study:

1- Problem of the Study:

If the twentieth century marked the beginning of successive technological revolutions in various fields, the fundamental feature of the twenty-first century is embodied in the communications and information revolution, which has enabled the emergence of social networking sites. A large number of individuals, especially young people and adolescents, are present in virtual communities, bound by ever-deeper relationships, allowing them to exchange opinions and ideas and discuss social issues of common interest.

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While the use of social media for communication, interaction, and information exchange has had a significant impact on the lives of its users, it has also allowed for the emergence of negative behaviors that undermine the psychological and social security of social media users, most notably cyberbullying. This phenomenon, which relies primarily on the internet as a digital environment characterized by openness and widespread dissemination, also allows cyberbullies to conceal their identity and avoid direct confrontation with their victims.

Cyberbullying is a deliberate and repeated behavior, an extension of traditional bullying that occurs in the digital environment. It involves harassment, ridicule, threats, and extortion by an individual or group of individuals toward another person, who may or may not be known to the bully. This causes psychological and social distress for the victim, leaving them feeling anxious and threatened, and may even lead to suicidal thoughts. Parents rarely discuss cyberbullying with their children, and children often conceal their exposure to cyberbullying from their parents, either for fear of their own reaction or for fear of the bully's subsequent reaction.

Therefore, the rise of cyber threats in the digital environment has become a concern for internet users, especially parents, who fear that their teenage children will be bullied through social media sites. These sites are of great interest to all internet users, as they allow users to send messages, exchange photos and video clips, and even share them. Bullies can use these sites against their owners by impersonating fake identities. Since this phenomenon occurs in the digital environment in a hidden manner, it is best to understand its forms, causes, and repercussions. On this basis, this study seeks to answer the following main question: What are the perceptions of social media users regarding the phenomenon of cyberbullying?

This question includes the following sub-questions:

- What are social media users' perceptions of the forms of cyberbullying?
- What are social media users' perceptions of the causes of cyberbullying?
- What are social media users' perceptions of the repercussions of cyberbullying?
- How can cyberbullying be addressed from the perspective of social media users?

2- Study Objectives:

Through this study, the researcher seeks to identify social media users' perceptions of the phenomenon of cyberbullying as a primary objective. It also seeks to achieve the following sub-objectives:

- Identify social media users' perceptions of the forms of cyberbullying.
- Identify social media users' perceptions of the causes of cyberbullying.
- Identify social media users' perceptions of the repercussions of cyberbullying.

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- Identify how to confront cyberbullying from the perspective of social media users.

3- Significance of the Study:

The importance of this study stems from the importance of its topic, as cyberbullying has been a topic frequently discussed recently as one of the silent social phenomena in society. Cyberbullying is a serious problem that threatens psychological and social security, given the psychological and social consequences it can cause for website users. This study can benefit relevant stakeholders, including security agencies and parents, by identifying the forms and causes of cyberbullying. It can also benefit internet users, as the study provides a clear vision of the reality of the phenomenon of cyberbullying, its forms, causes, and repercussions, and how to confront it in the digital environment.

4- Study Concepts:

4.1- Perception:

Perception is defined as "a general understanding of things and a grasp of the general situation." (Shahata, El-Nadjar (2003), p 106).

Perception also means "the mental image produced by certain verbal units." (Ibrahim, 2009, p 324).

Operational Definition: Perceptions in this study refer to the set of respondents' responses to the statements included in the questionnaire, which clarify their perceptions of the phenomenon of cyberbullying.

4.2- Social Networking Sites:

Social networking sites are defined as "web-based technological applications that enable interaction between people, permit the easy transfer and exchange of electronic data, and provide users with the ability to find others who share similar interests. This creates what are called virtual communities, where users can gather in social entities similar to real-life entities." (Ismail (2020), p 20.)

They are also defined as "website(s) through which millions of people with common interests or specializations communicate. Members of these networks can share files, photos, exchange video clips, create blogs, send messages, and engage in instant conversations. The reason these networks are described as social is that they allow communication with friends and classmates and strengthen ties between members of these networks online." (Hatimi (2015), p 84.)

Operational definition: In this study, social media refers to a group of websites that enable communication between individuals in virtual communities, usually united by common interests, through file sharing, photos, video clips, blogging, and instant

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messaging. The most famous of these sites are Facebook, Twitter, Instagram, WhatsApp, TikTok, and Snapchat.

4.3- Bullying:

Bullying is defined as "a form of abuse of others that occurs when an individual or group of individuals (bully or bullies) uses their power to assault an individual or group of individuals (victim or victims) in various forms, including physical, verbal, psychological, or social. It has three characteristics: intentional and repeated conduct, and an imbalance between the bully and the victim." (El-Desouki, (2016), p 12.)

Smith (2000) points out that bullying is "a conscious, deliberate, and intentional activity intended to harm or cause fear and terror through the threat of assault. Four elements must be present in bullying behavior, regardless of gender or age:

- A power imbalance: The bully is either larger, stronger, or in a better position than the victim.
- Intent to harm: The bully is known to cause psychological or physical pain to the victim and to find pleasure in it.
- Threats of further forms of bullying.
- Persistent terror: Bullying is caused by arrogance, contempt, and disdain, not anger." (Abou El-Diyar (2012), p.p 31.32)

Operational definition: In this study, bullying is defined as harmful behavior based on an imbalance of power or the misuse of actual power. It occurs on a continuous and repeated basis with the aim of controlling others through negative, aggressive, and destructive actions carried out by one or more individuals against one or more other individuals over a period of time.

4.4- Cyberbullying:

Cyberbullying is defined as "a form of aggression that relies on the use of modern communication methods and internet applications (smartphones, laptops, tablets, video cameras, email, web pages) to publish posts or comments that irritate the victim, promote false news, or send harassing emails to the victim, with the aim of confusing them and causing them emotional and physical distress." (Hassi, Sharara (2020), p 69.)

Cyberbullying is also defined as "any behavior carried out via the internet or electronic or digital media, carried out by an individual or group through repeated communication that includes hostile or aggressive messages aimed at harming others. The identity of the bully may be unknown or known to the victim." (El-Atel et al. (2021), p 224.)

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Operational definition: In this study, cyberbullying refers to the repeated, deliberate harming of others via the internet, by an individual or group of individuals, by posting or commenting, promoting false news on social media, sending emails to threaten, harass, or blackmail the victim, or hacking into other people's accounts.

5- Previous Studies:

The following is a review of some Arab and Algerian studies relevant to the topic of the current study:

5.1- El-Radini's study (2022): This study aimed to identify the reality of cyberbullying to which children are exposed from the perspective of parents. To achieve the study's objective, the researcher followed the descriptive approach and used a questionnaire as a study tool. The questionnaire consisted of three axes: the first axis: the forms and manifestations to which the sample's children were exposed; the second axis: addressing the effects of cyberbullying observed by the sample's children; and the third axis: addressing the role of the family in dealing with the cyberbullying to which the sample's children are exposed. The questionnaire was administered to a sample of 486 parents in the State of Kuwait and distributed electronically via some of the social media applications used by the sample members (WhatsApp, Twitter, Telegram, Instagram, and Snapchat). The study reached a set of results, the most prominent of which were: exposure to slander and insults in chat rooms was the most common form of bullying experienced by the sample's children, at a rate of 54%, followed by exclusion from social media at a rate of 31%, and then spreading lies and false stories at a rate of 30%. The results also revealed that the effects resulting from the study sample's exposure to cyberbullying were low, including psychological and social effects. The study concluded that the family's role towards children in reducing the phenomenon of cyberbullying was high. In light of the results, the researcher made a set of recommendations, including: raising awareness among parents about monitoring their children and warning them of cyberbullying through the media, schools, advertisements, and text messages. Parents should also be provided with courses on how to confront this phenomenon when it occurs, how to deal with their children, and how to encourage children to talk to their parents when they are exposed to cyberbullying.

5.2- Study (Ben Dada, Feriha, 2021): This study aimed to identify the reality of the phenomenon of cyberbullying among Algerian adolescents. The study was conducted on a purposive sample of adolescents who obtained high scores on the diagnostic scale for victims of cyberbullying, estimated at 40 adolescents who were

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victims of cyberbullying. The researcher relied on the survey method specific to surveys appropriate for this study, and the results obtained indicated that the phenomenon of cyberbullying is a serious social problem that threatens the psychological security of the individual and society, due to its psychological, social, and even academic consequences. The study concluded that it is necessary to develop preventive and training programs to confront cyberbullying before it escalates within our society, especially among adolescents.

5.3- Study (Boumshata, (2021): This study aimed to uncover bullying behavior via the internet and social media, also known as cyberbullying. This is an old behavior with new methods, the spread of which has been facilitated by the widespread use of the internet. This study examines the causes, forms, and motivations for this behavior, as well as the solutions that can be put in place to curb this phenomenon, which has become a threat to children and adolescents, given that this group uses the internet without being aware of its dangers. Cyberbullying behavior is difficult to control, as the bully engages in their behavior covertly, behind a computer screen. Therefore, awareness and education on the optimal use of the internet and its applications are essential. Here, the role of the family, school, and socialization institutions also becomes apparent.

5.4- Study (El-Anzi, 2021): The current research aimed to identify the levels of cyberbullying across the Internet and social media from the perspective of high school students in Tabuk Governorate and ways to reduce it. The study population consisted of all high school students in Tabuk Governorate. The study sample included 80 male and female students to represent the study population. The researcher used the descriptive analytical approach based on a questionnaire designed by him as a methodology for the study. The research reached several results, the most important of which are: The degree of high school students' practice of cyberbullying on social media was moderate from the perspective of the sample students. The degree of ways to reduce high school students' practice of cyberbullying on social media was high from the perspective of the sample students. There were no statistically significant differences at the significance level (0.05) in the view of the research sample members regarding the questionnaire axes and the total score of the questionnaire according to the variables (gender - academic grade).

5.5- Study (Hassi, Sharara, 2020): The study elaborates on the topic of cyberbullying, presenting definitions and concepts, exploring its causes and repercussions, and its transformation from traditional bullying practiced classically to productive cyberbullying in a new and emerging environment. Cyberbullying is

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a crime that has recently spread significantly, particularly on the internet. It refers to all forms of abuse and harm directed from one individual to another or to a group of individuals. Bullies exploit websites such as social media, discussion forums, blogs, and others to transmit deliberately hostile messages of strong language, full of insults, cursing, and even slander. These messages aim to distort the image of the recipient and harm them psychologically, even to the point of depression and suicide, to ward off the extortion they are subjected to. Therefore, we find that many countries are seeking to control and limit this dangerous phenomenon affecting members of society by enacting laws, developing bullying detection devices, and attempting to raise awareness in society about this crime and its dangers, and defining the correct ways to deal with it.

5.6- Study (Eid, 2019): This study aims to identify the nature of cyberbullying and analyze the social theories that explain it. This study seeks to understand the reality of cyberbullying and the mechanisms for confronting it among university students (a case study of Fayoum University). The study relied on a case study approach, employing content analysis of a sample of student posts on a social media page. The study found many positive aspects to students' use of social media, including the exchange of information and course-related lectures. These pages also provided freedom of expression and the development of positive values. However, the study identified some negative aspects, including the violation of many accepted norms. Many emotional comments appeared on the study sample, which in turn led to the emergence of many unethical behaviors such as cursing, defamation, and threats. The study recommended the need to develop a university culture that is more respectful of others, especially between the sexes, and to involve the university community in developing a clear policy against cyberbullying and encouraging students to participate in student activities that strengthen social bonds.

-Commentary on Previous Studies:

The purpose of presenting previous studies related to the current study is to enrich this study, provide insight into its theoretical framework, and build a conceptual framework for the field. Through this presentation of previous studies, the researcher was able to formulate several ideas about cyberbullying, as the current study intersects with some of the previous studies the researcher presented in their discussion of cyberbullying. The researcher also drew on previous studies to formulate the study problem and the questions that raised the current study's problem. He also drew on these studies to construct and design the study tool, the

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questionnaire, and to draw on the procedures and methodology of previous studies and the statistical methods used to analyze and interpret the data.

II. Methodological Procedures of the Study:

1- Areas of Study:

1.1- Spatial Scope: The field study was conducted in the city of Jijel. The rationale for choosing this location as the study site was that the field study period coincided with the summer vacation, when citizens from several provinces flock to Jijel, ensuring the researcher could conduct the study with respondents from various Algerian provinces.

1.2- Human Scope: This represents a sample of social media users from several Algerian provinces. The study tool was applied to 92 citizens, who were directly contacted in various public spaces (passenger transport station, beaches, public squares) in Jijel.

1.3- Time Scope: This study was conducted during July and August 2025.

2- Study Methodology:

The methodology plays an important and fundamental role in uncovering various phenomena through which the researcher can understand their surroundings. The descriptive method is considered the most appropriate and suitable approach for this study, which addresses social media users' perceptions of the phenomenon of cyberbullying. The descriptive method is defined as "a method of analysis based on sufficient and accurate information about a specific phenomenon or topic over a known period or periods of time, in order to obtain practical results that are interpreted objectively and consistent with the actual data of the phenomenon." (El-Alaouna, Khashrom (2020), p 50.)

3- Study Sample and Selection Method:

The researcher selected a sample of 92 individuals from the study population using a purposive sampling method. Purposive sampling is used to obtain information from a specific segment of the population capable of providing information, either due to their position or because they meet certain criteria set by the researcher, as they are the best people capable of providing information. Sample units are selected based on their expertise in the subject being studied" (El-Nadjar et al., (2009), p 100).

-The following is a description of this sample:

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Table N° 01: Shows the characteristics of the study sample

Personal data		Repetition	Percentage
Sex	Male	56	60.87%
	Feminine	36	39.13%
Age	Under 20 years old	07	07.61%
	From 20 years to less than 30 years	38	41.30%
	From 30 years to less than 40 years	34	36.96%
	40 years and older	13	14.13%
Marital status	Single	54	58.69%
	Married	37	40.22%
	Absolute	01	01.09%
	Widower	00	00%
Educational level	Primary	02	02.17%
	Middle	21	22.83%
	Secondary	22	23.91%
	University	47	51.09%

Source: Prepared by the researcher based on the outputs of SPSS version 24

From Table N° 01, it is clear that:

- The majority of respondents were male, representing 60.87% of the respondents, while 39.13% were female.
- The majority of respondents were between 20 and under 30 years old, representing 41.30% of the respondents. 36.96% were between 30 and under 40 years old, while 14.13% were 40 years old or older, and 7.61% were under 20 years old.
- The majority of respondents were single, representing 58.69% of the respondents. 40.22% were married, while 1.09% were divorced.
- Most of the respondents have a university education level, according to 51.09% of the respondents, while 23.91% of the respondents have a secondary education level, while 22.83% of the respondents have an intermediate education level, while 02.17% of the respondents have an elementary education level.

4- Research Tool:

In this study, the researcher used a questionnaire as a tool for collecting field data. A questionnaire is defined as "a set of questions directed to individuals to obtain information about a specific topic or problem, with the aim of identifying their attitudes and ideas about the problem or situation being investigated" (Sarhan, (2015), p 202). To produce the research tool in a form that answers the study questions, the researcher divided it as follows:

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* Part One: This included personal data describing the study community, through which the identities and characteristics of the respondents were determined. It included four questions.

* Part Two: This included 39 statements, distributed as follows:

Table N° 02: Shows the distribution of the questionnaire's axes and phrases.

Axis	Number of phrases	Phrases numbers as they appear in the questionnaire
Axis One: Forms of Cyberbullying	10	From 1 to 10
Axis II: Causes of cyberbullying	08	From 11 to 18
Axis Three: Implications of Cyberbullying	12	From 19 to 30
Axis Four: How to Confront Cyberbullying	09	From 31 to 40

Source: Prepared by the researcher

The researcher used a three-point Likert scale to understand social media users' perceptions of the phenomenon of cyberbullying. This scale consists of three graded options, from which the respondent indicates which one to choose, as shown in the following table:

Table N° 03: Shows the possible alternatives for answering the questionnaire statements

Response	Disagree	Neutral	OK
Degree	1	2	3
Degree range	1 – 1.66	1.67 – 2.33	2.34 – 3

Source: Prepared by the researcher

Validity and reliability of the study tool:

* **Validity of the study tool:** The study tool is considered valid if it measures what it was designed to measure. The researcher calculated the apparent validity (interviewer validity) to verify that the tool's appearance indicates that it measures what it was intended to measure. This was achieved by presenting it in its initial form to three judges, each with the rank of Associate Professor A, and a professor of higher education. Each judge was asked to express their opinion regarding the clarity of the wording and the appropriateness and relevance of each statement to its theme. In light of the judges' comments, the required modifications were made, which consisted of re-editing the wording of some statements and changing the position of some statements within the theme.

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*** Reliability of the study tool:** The reliability of the study tool was confirmed by calculating Cronbach's alpha coefficient. The results are as shown in the following table:

Table N° 04: Alpha values for the tool's reliability coefficients

Axis	Number of phrases	Cronbach's alpha value
First	10	0.753
Second	08	0.601
Third	12	0.785
Fourth	09	0.750
The questionnaire as a whole	39	0.772

Source: Prepared by the researcher based on the outputs of SPSS version 24

Table N° 04 shows that the study tool has a high degree of reliability, with alpha values ranging between 0.785 at the upper limit for the third axis and 0.601 at the lower limit for the second axis. The overall alpha value for the tool reached 0.772, which is a very high value, indicating that the reliability coefficient for the axes is high.

5- Statistical Processing Methods:

The study used SPSS version 24 to process the data. Frequencies and percentages were calculated, as were arithmetic means and standard deviations for the questionnaire axes and statements. Cronbach's alpha coefficient was also calculated to measure the reliability of the study tool.

III. Analysis and discussion of the results of the field study:

1- Results related to the first question: What are social media users' perceptions of forms of cyberbullying?

The results of the study sample's responses to forms of cyberbullying will be presented as follows:

Table N° 05: Arithmetic means and standard deviations of the study sample categories' estimates of forms of cyberbullying

Sort by survey	Forms of cyberbullying	arithmetic mean	standard deviation	Rank	Answer score
5	Hacking into other people's social media accounts and sending offensive messages to others in their name	2.83	0.770	1	Ok
3	Spreading rumors and false information about someone on social media with the goal of tarnishing their image	2.78	0.774	2	Ok

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2	Creating fake social media accounts to harass someone	2.67	0.781	3	Ok
8	Posting photos or videos of another person using generative AI tools on social media	2.61	0.786	4	Ok
9	Commenting negatively and insultingly on other people's posts on social media	2.54	0.795	5	Ok
1	Receiving offensive messages on their social media account	2.45	0.797	6	Ok
6	Receiving threatening or intimidating messages on social media	2.39	0.801	7	Ok
7	Postping personal information and photos on social media with the goal of harming or embarrassing someone	2.20	0.823	8	Neutral
10	Receiving indecent photos through a personal social media account	1.96	0.845	9	Neutral
4	Sharing photos and information of another person on social media without their consent or permission	1.82	0.860	10	Neutral

Source: Prepared by the researcher based on the outputs of SPSS version 24

It is noted from Table N° 05 that this axis included 10 statements related to forms of cyberbullying, and that the study sample's estimates ranged between (2.83-1.82) and a standard deviation between (0.770-0.860). These estimates were distributed over two levels of estimation:

The first level: Estimates within the average range (2.83-2.39), and a standard deviation range between (0.770-0.801), which fall within the average estimation (agree), and include (7) statements from the axis's statements, which constitute 70% of the axis' statements as a whole. Statement 5 (hacking other people's accounts on social media and sending offensive messages to others in their name) came in first place with an arithmetic mean of (2.82) and a standard deviation of (0.770), followed by Statement 3 (spreading rumors and false information about someone on social media with the aim of distorting their image) in second place with an arithmetic mean of (2.78) and a standard deviation of (0.774), then Statement 2 (creating fake accounts on social media to harass someone) in third place with an arithmetic mean of (2.67) and a standard deviation of (0.781), then Statement 8 (publishing photos or videos of another person using generative artificial intelligence tools on social media) in fourth place with an arithmetic mean of (2.61) and a standard deviation of (0.786), followed by Statement 9 (commenting negatively and insultingly on others' posts on social media) in fifth place with an arithmetic mean of (2.54) and a standard deviation of (0.795), then statement 1 (the user received offensive messages on his social media account) in sixth place with an arithmetic mean of (2.45) and a standard deviation of (0.797), then statement 6 (the user received threatening or intimidating

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messages via social media) in seventh place with an arithmetic mean of (2.39) and a standard deviation of (0.801).

The second level: Estimates within the average range (1.82-2.20), and a standard deviation range between (0.823-0.860), which are within the average estimate (neutral), and include (3) statements that constitute 30% of the axis statements as a whole. They are, respectively, Statement 7 (publishing personal information and photos on social media sites with the aim of harming or embarrassing a person) in eighth place with an arithmetic mean of (2.20) and a standard deviation of (0.823), followed by Statement 10 (receiving indecent photos via a personal account on social media sites) in ninth place with an arithmetic mean of (1.96) and a standard deviation of (0.845), then Statement 4 (sharing photos and data of another person on social media sites without their consent or permission) in tenth place with an arithmetic mean of (1.82) and a standard deviation of (0.860).

According to these results, it is clear that the most common forms of cyberbullying practiced through social media are represented by the following practices: hacking into other people's social media accounts and sending offensive messages to others in their name, spreading rumors and false information about someone on social media with the aim of distorting their image, creating fake accounts on social media to harass someone, posting photos or videos of another person using generative artificial intelligence tools on social media, commenting negatively and insultingly on other people's posts on social media, receiving offensive messages on their social media account, and receiving threatening or intimidating messages on social media.

2- Results related to the second question: What are social media users' perceptions of the causes of cyberbullying?

The results of the study sample's responses to the causes of cyberbullying will be presented as follows:

Table N° 06: Arithmetic means and standard deviations of the study sample categories' estimates of the causes of cyberbullying

Sort by survey	Causes of cyberbullying	arithmetic mean	standard deviation	Rank	Answer score
13	The bully's desire to control others	2.87	0.781	1	Ok
15	The desire to take revenge on others	2.81	0.789	2	Ok
11	The desire to ridicule and belittle others	2.76	0.794	3	Ok
18	The feeling of psychological pleasure in annoying and controlling others	2.68	0.802	4	Ok
17	The bully has an arrogant personality	2.53	0.816	5	Ok

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14	Jealousy of others	2.42	0.828	6	Ok
12	The bully's desire to prove himself to others and attract attention	2.26	0.830	7	Neutral
16	The bully's complicity in bullying behavior against others	2.01	0.847	8	Neutral

Source: Prepared by the researcher based on the outputs of SPSS version 24

It is noted from Table N° 06 that this axis included 8 statements related to the causes of cyberbullying, and that the study sample's estimates ranged between (2.87-2.01) and a standard deviation between (0.781-0.847). These estimates were distributed over two levels of estimation:

The first level: Estimates within the average range (2.87-2.42), and a standard deviation range between (0.781-0.828), which fall within the average estimation (agree), and include (6) statements, constituting 75% of the axis's statements as a whole. Statement 13 (the bully's desire to control others) came in first place with an arithmetic mean of (2.87) and a standard deviation of (0.781), followed by Statement 15 (the desire to take revenge on others) in second place with an arithmetic mean of (2.81) and a standard deviation of (0.789), then Statement 11 (the desire to ridicule and belittle others) in third place with an arithmetic mean of (2.76) and a standard deviation of (0.794), then Statement 18 (the feeling of psychological pleasure when annoying and controlling others) with an arithmetic mean of (2.68) and a standard deviation of (0.802), then Statement 17 (the bully has an arrogant personality) in fifth place with an arithmetic mean of (2.53) and a standard deviation of (0.816), and finally Statement 14 (Jealousy of others) ranked sixth with an arithmetic mean of (2.42) and a standard deviation of (0.828).

Second level: Estimates within the mean range of (2.26-2.01) and a standard deviation range of (0.830-0.847), which fall within the average estimate of (neutral). They include (2) statements, constituting 25% of the axis' statements as a whole. These are, respectively, Statement 12 (the bully's desire to prove himself to others and attract attention) ranked seventh with an arithmetic mean of (2.26) and a standard deviation of (0.830), followed by Statement 16 (going along with bad friends in bullying behavior against others) ranked eighth with an arithmetic mean of (2.01) and a standard deviation of (0.847).

According to these results, the reasons for cyberbullying practiced on social media include: the desire for control and the bully's desire to dominate others, the desire to take revenge on others, the desire to ridicule and belittle others, the feeling of psychological pleasure when annoying and dominating others, the bully's arrogant personality, and jealousy of others.

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3- Results related to the third question: What are social media users' perceptions of the repercussions of cyberbullying?

The results of the study sample's responses to the repercussions of cyberbullying will be presented as follows:

Table N° 07: Arithmetic means and standard deviations of the study sample categories' estimates of the effects of cyberbullying

Sort by survey	Repercussions of cyberbullying	arithmetic mean	standard deviation	Rank	Answer score
20	Feeling fearful and insecure	2.79	0.786	1	Ok
22	Feeling constantly tense and anxious	2.72	0.795	2	Ok
30	Loss of motivation to carry out daily life activities	2.61	0.802	3	Ok
21	Feeling helpless and overwhelmed	2.60	0.813	4	Ok
24	Feeling insomnia and sleep disturbances	2.54	0.820	5	Ok
29	Withdrawal and isolation from others	2.48	0.846	6	Ok
25	Loss of appetite	2.43	0.857	7	Ok
23	Depression	2.36	0.861	8	Ok
19	Loss of self-confidence	2.24	0.865	9	Neutral
27	Desire to harm oneself	1.90	0.876	10	Neutral
26	Feeling headaches and nausea	1.85	0.882	11	Neutral
28	Thinking about or attempting suicide	1.77	0.890	12	Neutral

Source: Prepared by the researcher based on the outputs of SPSS version 24

It is noted from Table N° 07 that this axis included 12 statements related to the repercussions of cyberbullying, and that the study sample's estimates ranged between (2.79-1.77) and a standard deviation between (0.786-0.890). These estimates were distributed over two levels of estimation:

The first level: Estimates within the average range (2.79-2.36), and a standard deviation range between (0.786-0.861), which fall within the average estimation (agree), and include (8) statements, constituting 66.67% of the axis' statements as a whole. Statement 20 (feeling fear and insecurity) came in first place with an arithmetic mean of (2.79) and a standard deviation of (0.786), followed by Statement 22 (feeling constant tension and anxiety) in second place with an arithmetic mean of (2.72) and a standard deviation of (0.795), then Statement 30 (loss of motivation to carry out daily life activities) in third place with an arithmetic mean of (2.61) and a standard deviation of (0.802), then Statement 21 (feeling helpless and oppressed) in fourth place with an arithmetic mean of (2.60) and a standard deviation of (0.813), followed by Statement 24 (feeling insomnia and sleep disturbance) in fifth place with an arithmetic mean of (2.54) and a standard deviation of (0.820), then Statement 29 (introversion and distancing from others) in sixth place with an average of (0.802). My calculation reached (2.48) and a standard deviation of (0.846), then statement 25 (loss of appetite) came in seventh place with an arithmetic mean of

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(2.43) and a standard deviation of (0.857), then statement 23 (depression) came in eighth place with an arithmetic mean of (2.36) and a standard deviation of (0.861). Level Two: Estimates within the average range (2.24-1.77), and a standard deviation range between (0.865-0.890), which falls within the average estimate (neutral), and include (4) statements that constitute 33.33% of the axis' statements as a whole. These are, respectively, Statement 19 (loss of self-confidence) ranked ninth with an arithmetic mean of (2.24) and a standard deviation of (0.865), followed by Statement 27 (desire to harm oneself) ranked tenth with an arithmetic mean of (1.90) and a standard deviation of (0.876), then Statement 26 (feeling headaches and nausea) ranked eleventh with an arithmetic mean of (1.85) and a standard deviation of (0.882), followed by Statement 28 (thinking about or attempting suicide) ranked eleventh with an arithmetic mean of (1.77) and a standard deviation of (0.890).

According to these results, the effects of cyberbullying practiced via social media include: feelings of fear and insecurity, constant tension and anxiety, loss of motivation to carry out daily life activities, feelings of helplessness and oppression, insomnia and sleep disturbances, withdrawal and isolation from others, loss of appetite, and depression.

4- Results related to the fourth question: How can cyberbullying be addressed from the perspective of social media users?

The results of the study sample's responses regarding how to address cyberbullying will be presented as follows:

Table N° 08: Arithmetic means and standard deviations of the study sample categories' estimates of how to confront cyberbullying

Sort by survey	How to confront cyberbullying	arithmetic mean	standard deviation	Rank	Answer score
33	Refrain from posting or sharing personal information on social media	2.81	0.770	1	Ok
31	Protect accounts by setting a strong password and changing it from time to time	2.79	0.778	2	Ok
35	Report any instances of cyberbullying to security authorities so they can take legal action against the bully	2.73	0.785	3	Ok
39	Avoid opening suspicious links and messages that could lead to your device and accounts being hacked	2.69	0.791	4	Ok
38	Report any harassment, inconvenience, or fake accounts to social media management so they can be shut down	2.58	0.806	5	Ok

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36	Children and teens should inform their parents of any instances of cyberbullying and not act on their own	2.49	0.830	6	Ok
34	Refrain from showing weakness or fear in front of the bully so they do not continue the cyberbullying	2.30	0.847	7	Neutral
37	Ignore offensive comments and provocative messages and do not respond to them	2.14	0.853	8	Neutral
32	Do not allow children and teens to use social media	1.56	0.882	9	Disagree

Source: Prepared by the researcher based on the outputs of SPSS version 24

It is noted from Table N° 08 that this axis included 9 statements regarding how to confront cyberbullying, and that the study sample's estimates ranged between (2.81-1.56) and a standard deviation between (0.770-0.882). These estimates were distributed over three levels of estimation:

Level One: Estimates within the average range (2.81-2.49), and a standard deviation range between (0.770-0.830), which fall within the average estimation (agree), and include (6) statements, constituting 66.67% of the axis' statements as a whole. Phrase 33 (refrain from publishing or sharing personal information on social media) came in first place with an arithmetic mean of (2.81) and a standard deviation of (0.770), followed by Phrase 31 (protecting accounts by setting a strong password and changing it from time to time) in second place with an arithmetic mean of (2.79) and a standard deviation of (0.778), then Phrase 35 (informing security authorities of cases of exposure to cyberbullying to take legal action against the bully) in third place with an arithmetic mean of (2.73) and a standard deviation of (0.785), then Phrase 39 (avoid opening suspicious links and messages that may be a reason for hacking your device and accounts) in fourth place with an arithmetic mean of (2.69) and a standard deviation of (0.791), followed by Phrase 38 (informing the social media management of all harassment, disturbances and fake accounts until they are closed) in fifth place with an arithmetic mean of (2.69) and a standard deviation of (0.791). It reached (2.58) and a standard deviation of (0.806), and finally, statement 36 (children and adolescents reporting cases of cyberbullying to their parents and not acting on their own) ranked sixth with an arithmetic mean of (2.49) and a standard deviation of (0.830).

Level Two: Estimates within the average range (2.30-2.14), and a standard deviation range between (0.847-0.853), which fall within the average estimate (neutral), and include (2) statements, constituting 22.22% of the axis' statements as a whole. These are, respectively, Statement 34 (not showing weakness and fear in front of the bully so that he does not persist in electronic abuse) in seventh place with an arithmetic

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mean of (2.30) and a standard deviation of (0.847), followed by Statement 37 (ignoring offensive comments and provocative messages and not responding to them) in eighth place with an arithmetic mean of (2.14) and a standard deviation of (0.853). The third level: It included one statement that falls within the average rating (disagree), and it is represented by statement 32 (not allowing children and adolescents to use social networking sites) in ninth place with an arithmetic mean of (1.56) and a standard deviation of (0.882), and it constitutes 11.11% of the axis' statements as a whole.

According to these results, it is clear that the measures to confront cyberbullying practiced through social media sites are represented by the following practices: refraining from publishing or sharing personal information on social media sites, protecting accounts by setting a strong password and changing it from time to time, reporting cases of cyberbullying to security authorities to take legal action against the bully, avoiding opening suspicious links and messages that may lead to hacking your device and accounts, reporting all harassment, disturbances and fake accounts to social media management so that they can be closed, and informing children and adolescents of cases of cyberbullying to their parents and not acting on their own.

5- General Results:

From the above results, the current study concluded that:

A- There are many forms of cyberbullying practiced via social media, which are primarily represented by the following practices: hacking into other people's social media accounts and sending offensive messages to others in their name; spreading rumors and false information about someone on social media with the aim of distorting their image; creating fake accounts on social media to harass someone; posting photos or videos of another person using generative artificial intelligence tools on social media; commenting negatively and insultingly on others' posts on social media; receiving offensive messages on their social media accounts; receiving threatening or intimidating messages via social media.

B- There are many reasons and motives behind cyberbullying practiced on social media, mainly: the desire for control and the bully's desire to dominate others; the desire for revenge; the desire to ridicule and belittle others; the psychological pleasure of annoying and dominating others; the bully's arrogant personality; and jealousy of others.

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C- There are negative repercussions of cyberbullying practiced on social media, including: feelings of fear and insecurity; constant tension and anxiety; loss of motivation to carry out daily life activities; feelings of helplessness and oppression; feelings of insomnia and sleep disturbances; withdrawal and isolation from others; loss of appetite; and depression.

D- To confront the phenomenon of cyberbullying practiced through social media, we must combine efforts and work on awareness and sensitization. Among the effective measures are the following practices: refraining from publishing or sharing personal information on social media - protecting accounts by setting a strong password and changing it from time to time - reporting cases of exposure to cyberbullying to security authorities to take legal action against the bully - avoid opening suspicious links and messages that may lead to hacking your device and accounts - reporting to the social media management of all harassment, disturbances and fake accounts so that they can be closed - children and adolescents informing their parents about cases of cyberbullying and not acting on their own.

Conclusion:

Cyberbullying is a dangerous phenomenon that has accompanied the rapid and massive development of modern technology and the widespread use of the internet. It targets one of the most important components of a normal human life: psychological and social security. This phenomenon is a major concern for those involved in the digital environment, especially young people and adolescents who fall victim to bullying on social media. Cyberbullying leaves negative psychological and social effects on the victim, lasting even after the cyber-attacks cease. Therefore, awareness of the seriousness of this phenomenon must be raised to protect internet users and their children from cyberbullying. Victims of cyberbullying must be properly guided to deal with bullying in the digital environment, especially since a large segment of victims, particularly adolescents, prefer to deal with this problem themselves rather than inform their parents that they are victims of cyberbullying, fearing that they will be removed from social media or deprived of their electronic devices.

Therefore, in order to properly and appropriately address this phenomenon and increase the effectiveness of preventative measures to assist victims of cyberbullying, the researcher **recommends the following:**

1. The need to instill the concept of digital literacy among young people, raising their awareness of the dangers of cyberbullying, its causes, and how to overcome it.

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2. Parents should monitor their children's use of social media sites, guide them toward optimal use, and teach them ways to protect themselves from the dangers of the digital environment.
3. Bridging the communication gap between parents and children by monitoring the smallest details of their lives, thus protecting adolescents from slipping into or falling prey to bullying in the digital environment, and intervening in a timely manner to protect them if they fall victim to bullies.
4. Adopting a clear legislative policy regarding cyberbullying as a cybercrime that affects individuals and threatens their psychological and social security.
5. Using appropriate security software on electronic devices to protect users' data from hacking or piracy, and avoiding opening messages from unknown sources, whether sent via email or chat sites.
6. Activate deterrence mechanisms when detecting inappropriate practices on social media, and facilitate electronic reporting procedures when exposed to abuse, defamation, or blackmail.
7. Broadcast targeted awareness-raising advertisements through the media about safe internet use and how to confront cyberbullying in the digital environment.
8. Hold awareness seminars on the dangers of cyberbullying and how to confront it, led by experts and specialists.
9. To complement the intended benefits of this study, we also recommend conducting studies on the personality dynamics of cyberbullying victims.

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