

Cyberbullying Coping Mechanisms and Strategies Among Skikda University students

-A Field Study in the Department of Psychology at the University of 20 August 1955, Skikda-

Douche Amina*

University 20 August 1955 of Skikda (Algeria). a.douche@univ-skikda.dz

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Abstract: Cyberbullying is a phenomenon that has spread sharply in society recently, exacerbated by the widespread use of the internet and technology, such as smartphones, across all segments of society. This study aimed to identify the coping mechanisms employed by students at the University of Skikda to deal with cyberbullying. The study utilized a descriptive methodology and the CWCBQ cyberbullying coping mechanisms scale developed by "Fabiostika" on a sample of 120 students from the Psychology Department at the University of Skikda. The study concluded that university students rely on psychological strategies to counter cyberbullying, specifically the active ignoring technique. Furthermore, no statistically significant differences were found among university students in their coping mechanisms based on their academic specialization or level of study.

Keywords: Cyberbullying, coping strategies, university students.

***Douche Amina**

1 – Introduction:

The era we live in today is uniquely characterized by technology and digitization. It forms the foundation of the world's major economic systems due to its importance in development and nation-building, whether in the workplace, education, or communication. Yet, far from progress, civilization, and benefits, there lies another side to technology. It has yielded a fertile environment for a frightening form of violence: cyberbullying. This phenomenon manifests in multiple shifting forms and types, relying on the internet, smartphones, social media platforms, as well as emails and messages, to subjugate victims and exercise dominance or bullying over them. Perhaps its most prominent forms include the misappropriation of personal data by hacking accounts and threatening the victim with it, receiving insulting emails, or exclusion from chat rooms. The risk factor in this type of bullying lies in the perpetrator's ability to remain anonymous and the difficulty of detecting them within a virtual environment characterized by openness and weak deterrents or legal tracking, particularly in developing countries, including Algeria. All of this significantly contributes to making individuals live in a state of panic and anxiety, leaving deep negative impacts—especially psychologically—the younger the victim is. This can extend to physical self-harm and end in suicide attempts to escape the pressure and the bully. This aligns with several studies, such as the study by Chouial and Smaï (2023), which demonstrates a relationship between cyberbullying and suicidal ideation, showing that cyberbullying is a predictive factor for suicidal thoughts. It also showed gender differences in cyberbullying, where males were more prone to bullying than females, and females suffered as victims of bullying more than males.

Cyberbullying is one of the most prominent challenges university students face today given their increasing reliance on the internet. Aggressive behaviors have shifted from ending when the physical encounter with the bully ends, to extending into all details of their lives—even personal ones—wherever they are and at all times, as long as they are connected to the internet. Consequently, we find many students developing mechanisms and strategies to cope with this cyberbullying, each according to their personality, situation, and experiences. Hence, the following question arises:

What are the strategies adopted by Skikda University students to cope with cyberbullying?

1.2– Hypotheses:

- Skikda University students rely on psychological strategies to cope with cyberbullying.
- Skikda University students rely on cognitive–technological strategies to cope with cyberbullying.

–Null Hypotheses:–There are no statistically significant differences at the $\alpha = 0.05$ level among university students in the adopted method to cope with cyberbullying attributable to the specialization variable.

–There are no statistically significant differences at the $\alpha = 0.05$ level among university students in the adopted method to cope with cyberbullying attributable to the educational level variable.

1.3–Study Objectives :

–Identifying the strategies adopted by students of the Psychology Department at Skikda University to cope with cyberbullying.

–Determining the differences among Skikda University students in the strategies followed to cope with cyberbullying, which may be attributed to variables such as specialization and educational level.

1.4–Significance of the Study:

_Theoretical Significance:

- Shedding light on the prevalence of cyberbullying among members of society.
- Revealing the extent to which university students are exposed to cyberbullying.
- Identifying the methods adopted by students in coping with cyberbullying.
- Raising awareness about the importance of confronting cyberbullying and avoiding becoming a victim by following various coping methods and strategies.
- Emphasizing the importance of reporting and seeking support and assistance to confront cyberbullying.

_practical Significance:

-The results of the study allow for determining the extent of students' exposure to cyberbullying, the best strategy to apply when exposed to it, and how to protect oneself as well as peers who have experienced or gone through the same problem.

1.5-Operational Definitions of the Study:

-Cyberbullying: An intentional aggressive behavior carried out by an individual or group, targeting people through electronic communication means repeatedly with the intent to cause them harm.

-Coping Mechanisms and Strategies: The methods and solutions followed by the assaulted individual or the victim of cyberbullying (i.e., university students) to confront the harm and bullying behavior practiced against them.

-University Students: Any individual who has obtained a baccalaureate degree that qualified them to enroll in university higher education, and who studies in the Psychology Department at the University of 20 August 1955.Skikda.

1.6-Literature Review:

-Study of Toudji and Maamri (2023): This research aimed to identify the extent to which coping methods for cyberbullying are used among students of the Department of Psychology and Education Sciences at the University of Ghardaia, and how these methods differ according to gender and educational level. Using the descriptive method and the Cyberbullying Coping Questionnaire (CWCBQ) by "Fabiostika," which was translated into Arabic and applied to a sample of 106 male and female students, the following results were reached: students of the Department of Psychology and Education Sciences use cyberbullying coping methods to a high degree. The most frequently used method is active ignoring. There are statistically significant differences in using the active ignoring method to cope with cyberbullying attributable to the gender variable, while there are no differences in the remaining methods attributable to the same variable. Furthermore, there are no statistically significant differences in cyberbullying coping methods according to educational level.

–Study of Chouial and Smaï (2023): The current study aimed to find out the nature of the relationship and the role of cyberbullying (bully–victim) in the emergence of suicidal ideation, while measuring the level of cyberbullying (bully, victim), as well as gender differences. This was conducted on a sample consisting of 318 male and female students, distributed as 97 male students and 221 female students. To test these hypotheses in the field, the Cyberbullying Scale in its two forms (bully, victim) by Nadia Mahmoud (2019) and the Suicidal Ideation Scale by Hanoura (1998) were used. After statistical processing of the collected data, it was concluded that the level of cyberbullying was high among bullies and bully–victims. It was found that a relationship exists between cyberbullying and suicidal ideation, and that cyberbullying is a predictive factor for suicidal ideation. The results also showed that there are gender differences in cyberbullying, where males were more bullying than females, and females suffered as victims of bullying more than males.

–Study of Ahmed Dahmani Abdelkader (2023): This study addressed the phenomenon by raising the following questions: What is the relationship between cyberbullying and self-esteem among graduating students at the École Normale Supérieure (ENS) Bouzareah? What are the gender differences (male/female) in the cyberbullying scale scores? What are the differences in the cyberbullying scale scores among the study sample members according to the profile variable (secondary/middle school)? To answer these questions, the descriptive approach was used as it is appropriate for studying this phenomenon, along with reliance on the SPSS program to determine the validity and reliability of the two scales (cyberbullying and self-esteem) and discuss the study results. The results revealed the following: There is no significant correlational relationship between cyberbullying and self-esteem among the study sample members. There are no gender differences (male/female) in the cyberbullying scale score among the study sample members. There are statistically significant differences in the degree of cyberbullying attributable to the profile variable (secondary/middle school) among the study sample members.

–Study of Boudraa and Aghmine (2024): This study aimed to identify the prevalence level of cyberbullying and the extent to which university students are exposed to it, as well as to identify its most widespread form. It was applied to 198 students from the Social Sciences Department, selected using a proportional stratified random sampling method at the University of Guelma (8 May 1945). The descriptive approach was used, applying Amina El-Shennawy's Cyberbullying Scale—Victims Version. The results concluded

that: the prevalence level of cyberbullying among students is moderate; exclusion is considered the most widespread form of cyberbullying; and there are statistically significant differences in the prevalence level of cyberbullying among students attributable to the gender variable in favor of males.

–Study of Sticca, F., Perren, S., and Castro, J. (2014): A study aimed at identifying the difference between traditional bullying and cyberbullying and which has a worse impact on the victim. This study was conducted in Switzerland on a sample of 7th and 8th-grade students totaling 89 male and female students. The study concluded that bullying that occurs in front of a real, physical audience is worse, whereas cyberbullying is worse in its speed of dissemination. Cyberbullying equals traditional bullying if it occurs through individual or private messages. The study also concluded that bullying perpetrated by anonymous persons is worse than cases of bullying perpetrated by known individuals (Al-Qahtani, 2023, p. 77).

Commentary:

The current study is similar to the other studies in that it investigates the cyberbullying variable. It aligns with the studies of Toudji & Maamri, Boudraa & Aghmine, Ahmed Dahmani Abdelkader, and Chouial & Smaï regarding the study sample (university students), the reliance on bullying scales of various sources, and the adoption of the descriptive methodology. However, it differs from the study of Sticca, Perren, and Castro (2014) regarding the research sample, as the latter relied on eighth-grade pupils.

1.7–Concept of Cyberbullying :

As for cyberbullying, Vanden (2015) defines it as: "Any behavior carried out through electronic or digital communication means repeatedly with the aim of inflicting harm on others, such as messages containing threats, defamation of others, or continuous harassment using technology like phone calls, text messages, and emails, in order to control another person or establish dominance over them" (Chouial & Smaï, 2023, p. 315).

1.8–Forms of Cyberbulling:

Classifications of the forms of cyberbullying vary according to how the victimized individual is targeted. According to Ben Dada and Frieha (2021), Nocentini and colleagues classified cyberbullying into (p. 226):

- hostile messages and harassment.
- denigration / defamation.
- Impersonation.
- outing and trickery (Spreading Secrets)
- Exclusion.

1.9-Theories Explaining Cyberbullying Behavior:

Given the negative impact of the bullying phenomenon on the personality and well-being of the individual and society, it was necessary to delve into the motives and reasons that make a bully resort to this type of method. Among the explanations reached by theories, according to Toudji and Maamri (2023), are the following:

1.9.1- Social Information Processing Theory (SIPT): Pioneers of this theory assume that interpersonal relationships online may display the same characteristics as relationships occurring in direct reality. Remote communication also helps facilitate interactions that did not occur in a direct context due to geographical factors like long distances, or due to psychological factors like anxiety when present in groups.

1.9.2- General Strain Theory: Proponents of this theory argue that individuals who have suffered high strain will develop violent and frustrated responses, placing them at risk of engaging in malicious behaviors. In schools, for instance, children exposed to bullying engage in planning cyberbullying to manifest their anger and frustration.

1.9.3- Online Disinhibition Effect Theory: Suler described a phenomenon called the online disinhibition effect, where internal restraint is significantly reduced during communication in digital space, encouraging individuals to properly express themselves or encouraging them to be cruel and assault others (Toudji & Maamri, 2023, p. 594).

1.10- Solutions and Strategies to Cope with Cyberbullying:

Cyberbullying has become a widespread behavior recently due to the increasing use of the internet. Consequently, preventive and remedial solutions must be established to curb this behavior, including (Boumechta, 2021, p. 165):

-Digital Literacy: The use of the internet by children and adolescents at an early age requires us to educate them on how to use this technology safely and wisely to avoid falling into cyberbullying as an actor or a victim.

-School Awareness: By making students aware of the seriousness of this behavior and its negative repercussions, reinforcing their relationships with teachers, and encouraging and involving them in reporting these practices that may affect those closest to them.

-Parent Training and Awareness: This training is one component of programs linked to a reduction in online bullying behavior, by training parents on the optimal use of technology and raising their children to use it in positive aspects. It is also necessary to explain and educate parents about this behavior that appeared with the spread of the internet and its applications.

Some see the necessity of developing strategies to confront this phenomenon, which can be mentioned as follows:

-Psychological Strategies: Represented by psychological and social support and controlling negative emotions. Some studies have shown that bullying victims usually resort to consulting one of their friends, teachers, or parents to protect themselves from cyberbullying and confront it effectively.

-Cognitive-Technological Strategies: Rely on certain technological procedures that protect victims from repeated exposure to cyberbullying, such as blocking anonymous profiles, changing the password of the personal account, blocking or deleting anonymous messages, in addition to not making personal photos and data available on the personal web account, and deleting unknown programs on personal computers and smartphone systems.

2- Method and Tools: The descriptive approach was relied upon for research and fact-finding. It is the method that describes and explains phenomena as they are in reality,

helping us identify them and explain the problems they include or answer questions related to them.

2.1–Boundaries of the study:

–**Geographical Boundaries:** The study was conducted at the Faculty of Humanities and Social Sciences, Department of Psychology at the University of 20 August 1955, Skikda.

–**Time Boundaries:** The study was completed in November 2025.

2.2–Sample: The sample is a group of individuals from the study population selected according to organized procedures so that the study sample represents the population in a way that allows for the generalization of results. A random sample was drawn from university students belonging to the Psychology Department at Skikda University, and the sample consisted of 120 students.

2.3– Study Tools: The Cyberbullying Coping Questionnaire (CWCBQ) by "Fabiostika" was developed to examine how adolescents and young people deal with virtual experiences of online bullying. The questionnaire underwent a series of developmental stages since 2010 through a longitudinal study conducted in Switzerland and through data from its use in several countries including Ireland, Germany, and Italy. It has proven high validity and reliability. The scale contains 36 items distributed across seven subscales, answered on a four-point Likert scale according to the following alternatives: (*Definitely No, Probably No, Probably Yes, Definitely Yes*). The questionnaire was translated via back-translation from English to Arabic by an English language professor, then translated from the English translation back to Arabic by another English language professor, and finally, the two translations were compared and were largely identical. The scale consists of the following dimensions:–**Active Ignoring:** Consists of 5 items.

–**Close Support (Support from a Close Person):** Consists of 5 items.

–**Technical/Technological Confrontation:** Consists of 6 items.

–**Self-Blame:** Consists of 5 items.

–**Retaliation/Revenge:** Consists of 5 items.

–**Remote Advice:** Consists of 5 items.

–**Self-Assertion:** Consists of 5 items.

– **Questionnaire Reliability:** Reliability was calculated using Cronbach's alpha and was estimated at 0.81, which indicates strong reliability.

Reliability Statistics	
Cronbach's Alpha	N of Items
.816	36

Source: researcher

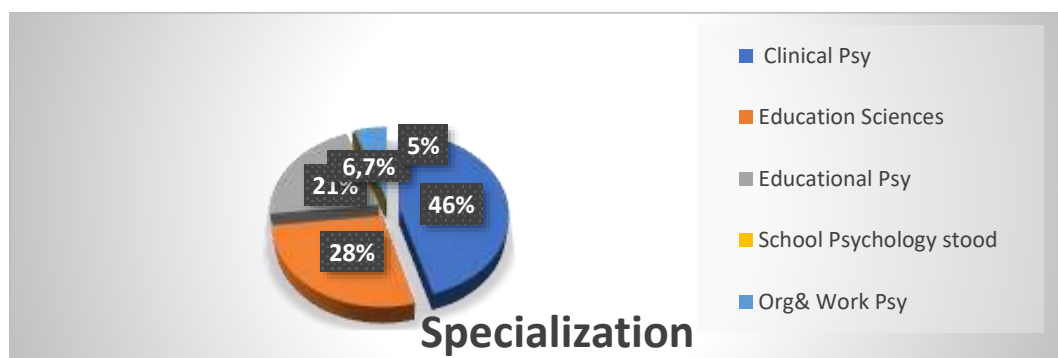
– **Questionnaire Validity:** The internal consistency validity was verified for each subscale/dimension individually, which demonstrates that the questionnaire effectively measures what it was designed to measure.

2.4– Statistical Methods: Frequencies, percentages, arithmetic mean, and standard deviation were utilized, in addition to the One-Way ANOVA test to calculate differences.

3– Results and Discussion:

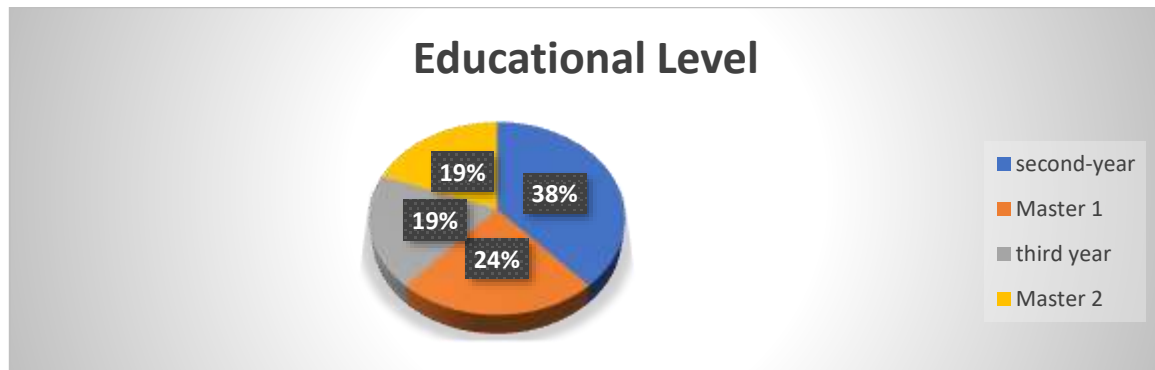
3.1– Primary Data Entry:

Figure (1): Distribution of Students according to Specialization



Source: researcher

From the figure, it is clear that 42.5% is for the Clinical Psychology specialization, followed by 25.8% for Education Sciences, then Educational Psychology at 20%, while School Psychology stood at 6.7%, and finally, Organizational and Work Psychology at 5%.

Figure (2): Distribution of Students according to Educational Level

Source: researcher

From Figure 2, it is clear that the largest percentage, 38.3%, belongs to the second-year level, followed by the Master 1 level with a percentage estimated at 23.3%, and finally, a percentage of 19.2% was for the third-year and Master 2 levels.

3.2– Data Processing and Discussion of Hypotheses:

It was hypothesized that:

- University students rely on psychological strategies to cope with cyberbullying.
- University students rely on cognitive-technological strategies to cope with cyberbullying.

Table (1): First Dimension: Active Ignoring

Item	Definitely No	Percentage	Probably No	Percentage	Probably Yes	Percentage	Definitely Yes	Percentage	Mean	SD
1	10	8.3%	15	12.5%	21	17.5%	74	61.7%	3.32	0.98
2	8	6.7%	9	7.5%	23	19.2%	80	66.7%	3.45	0.89
3	42	35%	14	11.7%	31	25.8%	33	27.5%	2.45	1.22
4	16	13.3%	10	8.3%	26	21.7%	68	56.7%	3.21	1.07
5	4	3.3%	9	7.5%	38	31.7%	69	57.5%	3.43	0.77
									3.17	0.98

Source: researcher

From the table above, it appears that the responses of the study sample confirm with "Yes" on items 1, 2, 4, and 5, which are as follows: *I avoid any further contact with the bully, I walk away, I avoid dealing with the bully, and I ignore all offensive messages and*

pictures directed at me so the bully loses interest, and I try not to think about the matter. Percentages varied between 57.1% and 64.3%, while item 3 (*I pretend that the bullying situation does not bother me at all*) was answered with a definitive negative response at a rate estimated at 35.7%.

Table (2): Second Dimension: Close Support

Item	Definitely No	Percentage	Probably No	Percentage	Probably Yes	Percentage	Definitely Yes	Percentage	Mean	SD
1	22	18.3%	14	11.7%	40	33.3%	44	36.7%	2.88	1.10
2	17	14.2%	15	12.5%	46	38.3%	42	35%	2.94	1.02
3	39	32.5%	23	19.2%	35	29.2%	23	19.2%	2.35	1.12
4	5	4.2%	6	5%	34	28.3%	75	62.5%	3.49	0.77
5	4	3.3%	3	2.5%	20	16.7%	93	77.5%	3.68	0.68
total									3.06	0.93

Source: researcher

It is clear from the responses of the sample members above that they confirmed with "Yes" on receiving close support through items 2, 4, and 5, which are: *I go to someone who listens to me and comforts me, I resort to someone who accepts me as I am, I go to someone I can trust*, with percentages ranging between 39.3% and 78.6%. Meanwhile, they favored *I spend some time with my friends to take my mind off the bullying situation* by 44%, and the last item they answered with a definitive negative response by 32.1%, which is *I talk to my colleagues about the matter*.

Table (3): Third Dimension: Technical Confrontation

Item	Definitely No	Percentage	Probably No	Percentage	Probably Yes	Percentage	Definitely Yes	Percentage	Mean	SD
1	27	22.5%	19	15.8%	26	21.7%	48	40%	2.79	1.19
2	59	49.2%	17	14.2%	16	13.3%	28	23.3%	2.10	1.24
3	8	6.7%	14	11.7%	19	15.8%	79	65.8%	3.40	0.93
4	8	6.7%	9	7.5%	28	23.3%	75	62.5%	3.41	0.89
5	26	21.7%	21	17.5%	25	20.8%	48	40%	2.79	1.18
6	18	15%	11	9.2%	30	25%	61	50.8%	3.11	1.09
total									2.93	1.06

Source: researcher

The responses of the study sample show a majority confirming items 1, 3, 4, 5, and 6, with percentages varying between 38.1% and 63.1%. These items are: *I report the incident*

to the page administrator or the site owner, I pay more attention to who can access my personal data, I block the bully so they cannot contact me again, I post less personal information on the internet, I save messages and images as evidence of bullying (e.g., screenshots). Conversely, there was a definitive negative confirmation by 57.1% on item 2, which is *I change my user details (phone number, email, chat name)*.

Table (4): Fourth Dimension: Self-Blame

Item	Definitely No	Percentage	Probably No	Percentage	Probably Yes	Percentage	Definitely Yes	Percentage	Mean	SD
1	74	61.7%	23	19.2%	17	14.2	6	5%	1.62	0.90
2	89	74.2%	10	8.3%	16	13.3%	5	4.2%	1.47	0.87
3	62	51.7%	22	18.3%	14	11.7%	22	18.3%	1.96	1.17
4	44	36.7%	19	15.8%	37	30.8%	20	16.7%	2.27	1.12
5	52	43.3%	24	20%	39	32.5%	5	4.2%	1.97	0.96
total									1.85	1.00

Source: researcher

From the results of the table above, a consensus appears among the study sample with a definitive negative response to all items of this axis (meaning no self-blame), with percentages varying between 41.7% and 77.1%. The items are: *I feel desperate and completely upset, I think it is my fault, I accept the situation as it is because I cannot stop the bullying against me, I ask myself why this happens only to me, I do not know what to do.*

Table (5): Fifth Dimension: Retaliation / Response

Item	Definitely No	Percentage	Probably No	Percentage	Probably Yes	Percentage	Definitely Yes	Percentage	Mean	SD
1	63	52.5%	26	21.7%	17	14.2%	14	11.7%	1.85	1.05
2	66	55%	23	19.2%	17	14.2%	14	11.7%	1.82	1.06
3	63	52.5%	18	15%	19	15.8%	20	16.7%	1.96	1.16
4	75	62.5%	21	17.5%	17	14.2%	7	5.8%	1.63	0.93
5	76	63.3%	26	21.7%	12	10%	6	5%	1.56	0.86
total									1.76	1.01

Source: researcher

From the results of the table above, a consensus appears among the study sample with a definitive negative response to all items of the axis, meaning they do not respond to or

retaliate against the bully, with percentages ranging between 48.8% and 70.2%. That is, they do not: *write mean things and threats to the bully, take revenge on the bully in the real world (at the university, in the street...), take revenge on the bully personally and by force, take revenge on the bully with a group of my friends, take revenge on the bully in digital space (Facebook, Instagram...).*

Table (6): Sixth Dimension: Remote Advice

Item	Definitely No	Percentage	Probably No	Percentage	Probably Yes	Percentage	Definitely Yes	Percentage	Mean	SD
1	39	32.5 %	29	24.2%	33	27.5%	19	15.8%	2.26	1.08
2	41	34.2 %	22	18.3%	43	35.8%	14	11.7%	2.25	1.05
3	34	28.3 %	20	16.7%	37	30.8%	29	24.2%	2.50	1.14
4	26	21.7 %	22	18.3%	44	36.7%	28	23.3%	2.61	1.07
5	40	33.3 %	33	27.5 %	34	28.3%	13	10.8%	2.16	1.01
total									2.35	1.07

Source: researcher

The responses of the study sample show a majority confirming with "No" on items 1, 2, 3, and 5, with percentages varying between 34.5% and 40.5%, meaning they do not seek remote advice. The items express that they do not: *go to the police, seek advice on the internet via psychological support platforms, inform the professor responsible for the department or the head of the department at the university, call the psychological assistance hotline.* Meanwhile, item 4 (*I look for specialized and professional help*) was favored by 39.3%.

Table (7): Seventh Dimension: Self-Assertion

Item	Definitely No	Percentage	Probably No	Percentage	Probably Yes	Percentage	Definitely Yes	Percentage	Mean	SD
1	8	6.7%	17	14.2%	26	21.7%	69	57.5%	3.30	0.94
2	11	9.2%	7	5.8%	25	20.8%	77	64.2%	3.40	0.95
3	9	7.5%	7	5.8%	25	20.8%	77	64.2%	3.37	0.89
4	38	31.7%	18	15%	29	24.2%	35	29.2%	2.50	1.21
5	21	17.5%	12	10%	40	33.3%	47	39%	2.94	1.09
total									3.10	1.01

Source: researcher

The responses of the study sample show a majority confirming with "Yes" on items 1, 2, 3, and 5, with percentages varying between 44% and 58.3%, which are: *I tell the bully to*

stop, I tell the bully that this is completely unacceptable, I tell the bully that their bullying against me is not a joke at all, I ask the bully why they are doing this. Conversely, negative confirmation was found for item 4 (*I tell the bully that their behavior hurts me*) at a rate of 34.5%.

Through the arithmetic mean of the sample members' responses across the scale axes, the ranking of the dimensions is as follows:

1. **First Dimension: Active Ignoring** (3.17)
2. **Seventh Dimension: Self-Assertion** (3.10)
3. **Second Dimension: Close Support** (3.06)
4. **Third Dimension: Technical Confrontation** (2.93)
5. **Sixth Dimension: Remote Advice** (2.35)
6. **Fourth Dimension: Self-Blame** (1.85)
7. **Fifth Dimension: Retaliation / Response** (1.76)

This indicates that sample members rely on **active ignoring** to cope with cyberbullying. Consequently, the first hypothesis is validated: *University students rely on psychological strategies to cope with cyberbullying, represented by active ignoring.*

3.3– Discussion of the Null Hypotheses:

Hypothesis: There are statistically significant differences at the $\alpha = 0.05$ level among university students in the adopted method to cope with cyberbullying attributable to the specialization variable.

Table (8): F-value for the Significance of Differences among Students Regarding Specialization

Specialization / Dimensions	F	Sig
Dimension 1	1.59	0.29
Dimension 2	0.63	0.48
Dimension 3	5.76	0.07
Dimension 4	0.56	0.50
Dimension 5	0.60	0.49
Dimension 6	3.34	0.16
Dimension 7	0.08	0.79

Source: researcher

From the table above, it is clear to us that the significance level (Sig) for all dimensions is greater than the $\alpha = 0.05$ significance level. Therefore, there are no differences among university students in the adopted method to cope with cyberbullying attributable to the specialization variable.

Hypothesis: There are statistically significant differences at the $\alpha = 0.05$ level among university students in the adopted method to cope with cyberbullying attributable to the university level variable.

Table (9): F-value for the Significance of Differences among Students Regarding Educational Level

Educational Level / Dimensions	F	Sig
Dimension 1	1.59	0.29
Dimension 2	0.63	0.48
Dimension 3	5.76	0.07
Dimension 4	0.56	0.50
Dimension 5	0.60	0.49
Dimension 6	3.34	0.16
Dimension 7	0.08	0.79

Source: researcher

From the table above, it is clear to us that the significance level (Sig) for all dimensions is greater than the $\alpha = 0.05$ significance level. Therefore, there are no differences among university students in the adopted method to cope with cyberbullying attributable to the university level variable.

3.4-General Discussion :

Cyberbullying takes different and varied forms practiced by the bully against their victims by exploiting technology, the internet, and various means of communication. Cyberbullying has recently become a widespread behavior among individuals, especially youth and adolescents, and specifically among university students. This is what the results of the study by Boudraa and Aghmine (2024) reached, where the level of prevalence of cyberbullying among students was moderate, and exclusion was considered the most widespread form of cyberbullying, alongside the presence of statistically significant differences in the level of prevalence of cyberbullying among students attributable to the gender variable in favor of males. This calls for sounding the alarm due to its negative

effects on the psychology of those bullied, which far exceed traditional bullying; traditional bullying ends with the end of the situation or encounter, unlike cyberbullying, which pursues the victim inside their home whenever they use a phone or computer. According to the study by Sticca, Perren, and Castro (2014), bullying that occurs in front of a real, physical audience is worse, while cyberbullying is worse in its speed of dissemination and equals traditional bullying if it occurs through individual or private messages. Furthermore, bullying that occurs by anonymous persons is worse than cases of bullying that occur by known persons. Psychological, social, and even physical effects vary from one person to another. Likewise, the methods and strategies they follow, as well as preventive and curative solutions to curb and get rid of this behavior, vary. Through the results of the current study, which show that students of the Psychology Department at Skikda University rely on psychological strategies to cope with cyberbullying, represented by active ignoring—by avoiding any further contact with the bully, moving away, avoiding dealing with them, and also ignoring all offensive messages and images so that the bully loses interest, while trying not to think about the matter—by seeking support from close individuals (i.e., someone who listens to them, comforts them, accepts them, and whom they can trust). This strongly converges with the findings of the Touji and Maamri (2023) study, which indicated that students of the Department of Psychology and Education Sciences at the University of Ghardaia utilize cyberbullying coping mechanisms to a high degree, with "active ignoring" being the most frequently deployed method. This alignment is highly significant; it reflects a distinct level of awareness among university students in managing such situations and encounters effectively. Furthermore, the absence of statistically significant differences among university students in their cyberbullying coping mechanisms based on academic specialization and educational level underscores that these coping frameworks are largely consolidated across the student population, irrespective of their specific academic tracks or progression.

4–Conclusion:

The phenomenon of cyberbullying has witnessed widespread proliferation recently, taking a dangerous turn among youth and adolescents. In severe cases, it has escalated to self-harm and suicidal ideation, as demonstrated by the Chouial and Smaa (2023) study. This escalation has been systematically fueled by the rapid expansion of technology, the ubiquity of social media platforms, and the ease of internet access.

Among the numerous mechanisms deployed to confront bullies, active ignoring, assertiveness, and seeking social support stand out. However, the most critical countermeasures remain technological interventions. These include immediate blocking, reporting incidents directly to social media networks and platforms, adjusting privacy settings, and restricting public following or posting to successfully mitigate the risk of falling victim to such perpetrators.

Recommendation:

Based on the study findings, the following recommendations are proposed:

-Leveraging University Clubs: Utilizing campus clubs and organizations to raise awareness about the severe psychological and behavioral consequences resulting from cyberbullying.

-Educating Individuals on Coping Strategies: Conducting proactive awareness campaigns to instruct individuals on the optimal strategies and technical adjustments required to avoid falling victim to cyberbullies.

-Enacting Deterrent Legislation: Developing strict, robust legal frameworks and preventative laws to penalize perpetrators of cyberbullying behavior.

-Strengthening Cyber-Security Monitoring: Encouraging serious and active monitoring of social media networks by law enforcement and cyber-security divisions.

-Instilling Moral and Religious Values: Fostering awareness and embedding moral and religious values—particularly within younger age demographics such as adolescents—through schools, community centers, and youth clubs.

-Utilizing Digital Platforms for Advocacy: Exploiting modern technology and social media networks to launch periodic, widespread educational campaigns regarding the hazards of cyberbullying.

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