

Bullying Dilemmas: Cyberbullying and Mental Health Strain for University Students in Mount Lebanon

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Abstract

The study investigates the link between cyberbullying and mental health among university students, acknowledging the prevalence of online harassment and its possible influence on people's well-being. Using a cross-sectional research approach, the study examines the frequency of cyberbullying encounters among university students, as well as their understanding of many forms and consequences of cyberbullying. The findings show that respondents have a high degree of awareness about cyberbullying, with a consensus on its definition and acknowledgment of its negative consequences. Furthermore, the study finds a strong link between cyberbullying and negative mental health outcomes such as poor self-esteem, anxiety, despair, social isolation, and trust concerns. This highlights the critical need for preventative measures and support structures to combat cyberbullying and preserve people's psychological well-being. The study recommends comprehensive strategies for combating cyberbullying, such as education and awareness programs, stricter consequences for perpetrators, victim support, parental involvement, collaboration with social media platforms, and the promotion of empathy and responsible internet usage. It also underlines the significance of incorporating cyberbullying prevention education into university courses and working with mental health professionals to provide counseling and assistance to those impacted. Overall, the study emphasizes the crucial need of collaborative efforts from multiple stakeholders, including educators, parents, lawmakers, and mental health experts, in addressing the complex issue of cyberbullying and creating safer online environments for university students.

Keywords: cyberbullying, mental health, university students, online harassment, awareness, prevention, intervention, education, psychological well-being.

With almost a billion Internet users worldwide, the online world has become an integral part of daily life and plays an important role in society. Today's society is largely reliant on technology, and adolescents are increasingly living a digital existence via the Internet. The rapid development of information and communication technologies has had a significant impact on humans. This quick technological advancement has not only brought benefits, but it has also brought up a slew of issues, one of which is cyberbullying. The Internet has proven to be a double-edged sword, providing unparalleled convenience in our everyday lives. On the other hand, the Internet has created grounds for several harmful behaviors, such as cyberbullying, communicated electronically (Shaikh et al., 2020).

Young adults and university students have become sophisticated users of technology and often lead the way in adapting new technologies for everyday use. Sometimes their technological savvy can become a gateway, exposing them to a host of sordid activities including pornography, drugs, violence, and cyberbullying (Kowalski et al., 2008). Although online technologies provide numerous benefits like learning and teaching activities, they also have potentially harmful outcomes (Campbell, 2005). The current study focuses on the harmful consequences of cyberbullying that are serious and far-reaching on individuals (Finn & Banach, 2000). Although cyberbullying is a method of harassment by means of virtual reality, its effects are anything but virtual; they are real and have potentially serious negative consequences (Arıcak et al., 2008).

Overview and the Significance of the Study

The study examines the impact of cyberbullying on the mental health of university students residing in Mount Lebanon, revealing that it poses a significant risk. It suggests that targeted intervention and prevention strategies can be developed to reduce the negative effects of cyberbullying. Due to the widespread use of social media and digital communication, the effects of cyberbullying are not limited to a particular area but rather have an international impact. This highlights the necessity for concerted global efforts to tackle and fight this type of harassment. Understanding and addressing cyberbullying in Lebanon helps the worldwide debate about creating a more safe and friendly online community. Through research, data analysis has proven that many Lebanese adolescents and university students are suffering from cyberbullying and its negative impacts. Moreover, research shows that cyberbullying is clearly a global issue.

Research Objectives

The fundamental goal of this study is to delve into the complexities of the correlation between cyberbullying and mental health strain among university students. The study aims to investigate and uncover the correlation between cyberbullying experiences and mental health strain among Lebanese university students with a detailed examination of the psychological impact of cyberbullying on mental well-being. Also, it examines potential moderating factors that may influence the relationship between cyberbullying and mental health strain while exploring demographic variables, coping mechanisms, and social support networks. Furthermore, it develops practical intervention strategies to mitigate the adverse effects of cyberbullying on mental health among university students, and provides actionable recommendations for educational institutions and policymakers to address cyberbullying effectively.

In essence, the goal of this study is to bridge the gap in understanding the correlation between cyberbullying and mental health strain among university students. The objectives include examining the correlation, exploring moderating factors, and developing intervention strategies to support student well-being.

Research Questions

1. To what extent are university students aware of cyberbullying and possess sufficient knowledge about its various forms and effects, and what are their attitudes towards it?
2. How does the experience of cyberbullying contribute to the manifestation of mental health challenges, and what are the underlying mechanisms that link online victimization to adverse psychological outcomes?
3. What role do parents, schools, and other social institutions play in educating university students about cyberbullying and its effects?

Research Hypothesis

Null Hypothesis (H_01): The experience of cyberbullying among teenagers does not have a significant association with the manifestation of mental health challenges, and there are no underlying mechanisms that connect online victimization to adverse psychological outcomes.

Alternative Hypothesis (H_11): The experience of cyberbullying among teenagers significantly associated with the manifestation of mental health challenges, and there are underlying mechanisms that connect online victimization to adverse psychological outcomes.

Literature Review

Definition and Forms of Cyberbullying

As the number of people using computers and mobile phones has expanded, one type of bullying that has emerged more recently is cyberbullying which can be manifested in several forms (Smith et al., 2006). According to Strom and Strom (2005, p.21), cyberbullying is simply described as “an electronic form of peer harassment.” Also, Faryadi (2011) defines Cyberbullying as an act of violence that occurs online in the virtual sphere.

The Mental Health Effects of Cyberbullying

Because of the wide-ranging implications and harmful repercussions that cyberbullying actions have on victims, cyberbullying should be considered a broad mental and public health concern. As the number of incidents recorded has been growing in the United States, Canada, Japan, Scandinavia, Turkey, the United Kingdom, Australia, Lebanon and New Zealand, further studies in this area are critical for establishing effective preventative and intervention strategies (National Children’s Home, 2008). Studies imply that there is a strong relationship between cyberbullying and mental symptoms among university students, which requires a direct intervention (Myers & Cowie, 2017).

Thomas et al. (2016) state that bullying has several forms which include physical harm, rumor spreading, name-calling, or cyber bullying. Cyberbullying, according to Bauman (2015) has various types like social exclusion, harassment, outing, trickery, cyberstalking, trolling, and many others. Also, Faryadi (2011) points out that cyberbullying exposes a person's personal information, true name, and address to criminals with a goal of causing serious harm to the targeted individual or group. Also, being under a lot of emotional stress, victims of cyberbullying find it difficult to focus on academics, which negatively impacts their academic success (Schenk, 2011). Schenk and Fremouw (2012) state that it leads to low self-esteem, family problems, aggressive behavior and violence. Risky behavioral and psychosocial issues like drug and alcohol abuse, fights, dropping out of school, having suicidal thoughts, and carrying a weapon to school have all been linked to cyberbullying (Goshe, 2016).

Ongoing involvement in cyberbullying may be considered a long-term source of stress. Both instrumental and emotional social support can be valuable tools for young people experiencing bullying since they not only help prevent bullying from starting early on but also provide support when it occurs (Hellfeldt et al., 2020). Also, Kowalski and Limber (2013) mention that bullied children and those who are "bully victims" are more likely to have more psychosomatic issues than their mates that are not exposed to cyberbullying. However, Rivituso (2012) states that students who are cyberbullied will be suffering from more terrible psychological issues that push them to make such miserable actions toward their peers.

In Lebanon, Fekih-Romdhane et al. (2023) state that almost one in four Lebanese teenagers are thought to have engaged in bullying, making Lebanon appear to have one of the highest rates of bullying in the Arab world. Given the high frequency of local incidents, it is worrying that there are currently few researches evaluating the individual and social variables linked to cyberbullying perpetration in Lebanon (Awad et al., 2021).

Methodology

Research methodology is a critical aspect guiding the systematic strategy and protocols of studies. The methodological approach employed in this study is aligned with its objectives of investigating the correlation between cyberbullying and mental health strain among university students. Just as emphasized by Flick (2015), the research methodology is designed to ensure the quality and dependability of the study's findings, thereby enhancing the validity of the results. A rigorous research approach encompassing study design, data collection techniques, sampling tactics, data analysis, ethical considerations, data validation, and resource planning is pivotal in establishing the reliability of the study (Zohrabi, 2013).

The comprehensive exploration of research methodology discusses the design and measures of the survey questionnaire. Statistical methodologies and data analysis

strategies employed in the study process are also outlined. The overarching goal of this comprehensive approach is to uphold the validity and reliability of the study's conclusions, directly addressing the need to understand the correlation between cyberbullying and mental health strain among university students.

Survey Method: Design and Administering of a Survey

Quantitative Approach

This research article adopts an exploratory and explanatory approach, utilizing a quantitative research method to address the study's research questions. As emphasized by Nardi (2018), employing quantitative methods necessitates careful consideration of various factors such as reliability, appropriateness, and cost. A systematic survey was designed to collect quantitative data on cyberbullying experiences, mental health outcomes, and related factors among university students. The survey utilized closed-ended questions to measure students' experiences and perceptions. The survey encompassed sections capturing demographic information, cyberbullying experiences, mental health indicators, coping mechanisms, and social support networks. Clear instructions were provided at the beginning of the survey to ensure participant confidentiality and comprehension.

Random Sampling

The survey was conducted during a specific period, the second week of February 2024, considering the prevalence of cyberbullying incidents among university students. Random sampling was employed to ensure the inclusion of a diverse range of university students, minimizing bias and enhancing the representativeness of the sample. Outreach strategies included distributing the survey link via emails and various social media platforms to reach a broad spectrum of students. The sample size comprised 100 university students mainly from Aley Campus-Mount Lebanon.

Data Analysis Method with SPSS

All survey responses were analyzed using the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics, including mean, median, mode, range, and standard deviation, were computed to summarize the data.

In summary, the research methodology employed in this study aims to systematically investigate the correlation between cyberbullying and mental health strain among university students, employing quantitative research methods to achieve robust and reliable findings.

Results

Participants were 100 undergraduate university students (70 Females and 30 Males) from different programs and faculties of Education at the Modern University for Business and Sciences -Aley Campus. Most of the Students' ages ranged from 19 to 21 years ($M = 2.37$, $SD = 1.002$).

Figure 1

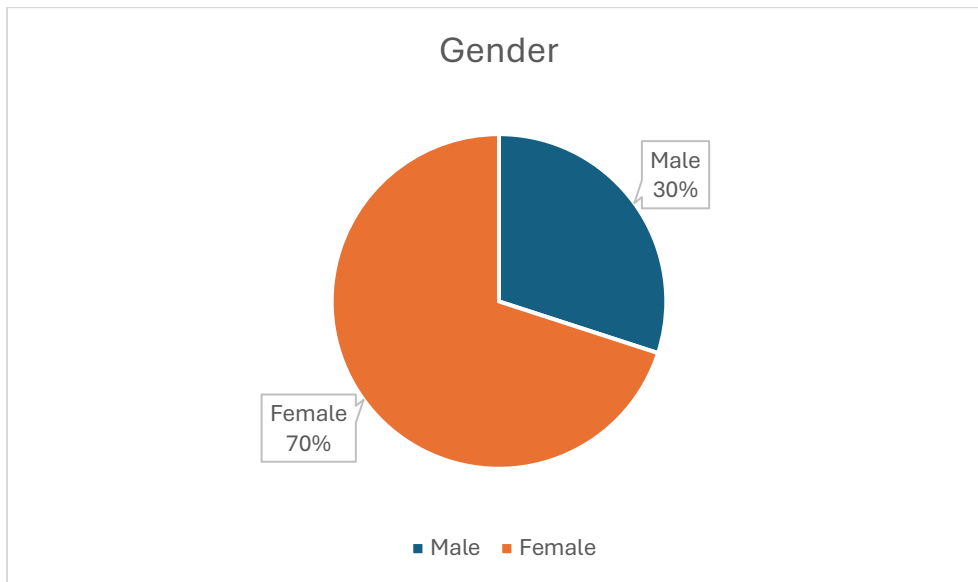
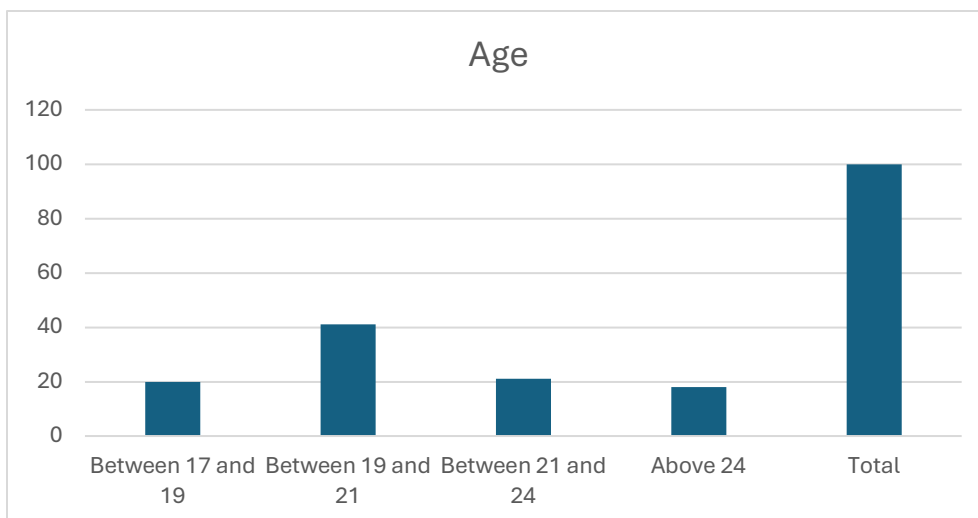
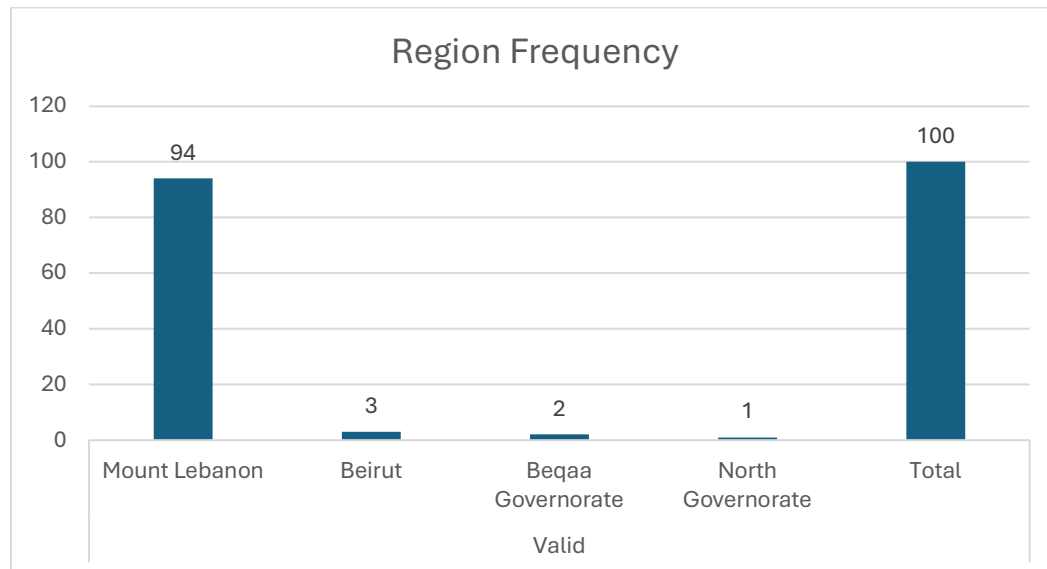


Figure 2



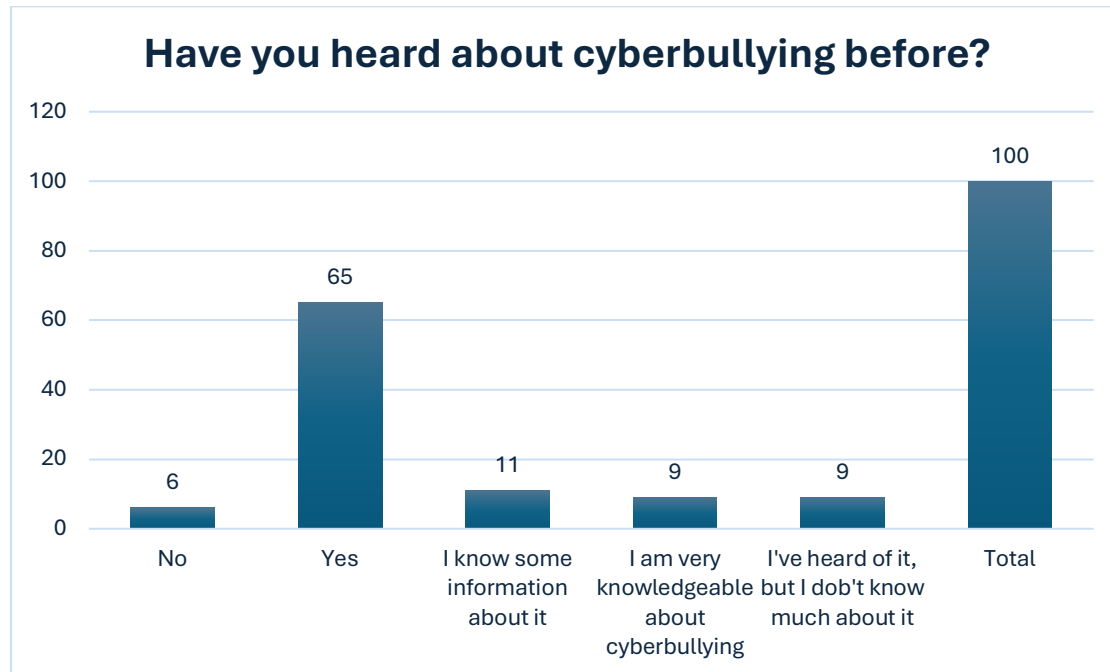
Overall, the sample exhibits a skew towards females and is predominantly composed of individuals between the ages of 19 and 24, with a significant portion falling between 19 and 21.

Figure 3



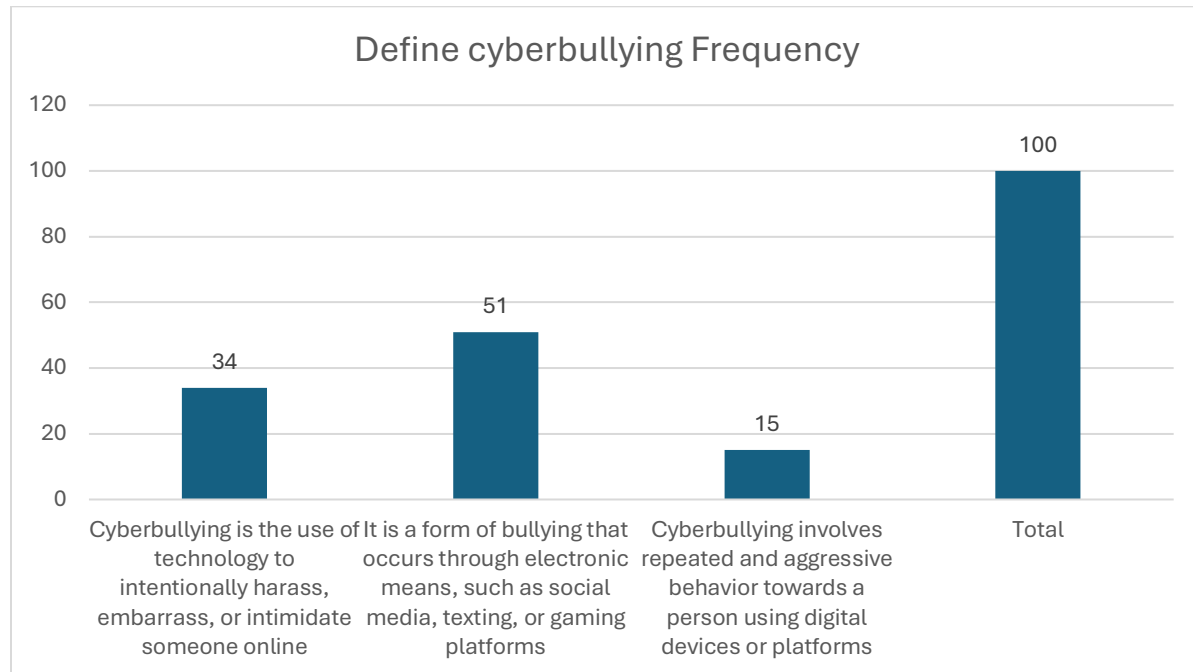
The majority of participants, 94 out of 100, are from Mount Lebanon. 3 participants come from Beirut, while 2 and 1 participant(s) come from the Beqaa Governorate and North Governorate, respectively. participants, while the Beqaa Governorate and North Governorate each have 2 and 1 participant(s) respectively. This indicates a significant concentration of participants from Mount Lebanon, with smaller representation from other regions.

Figure 4



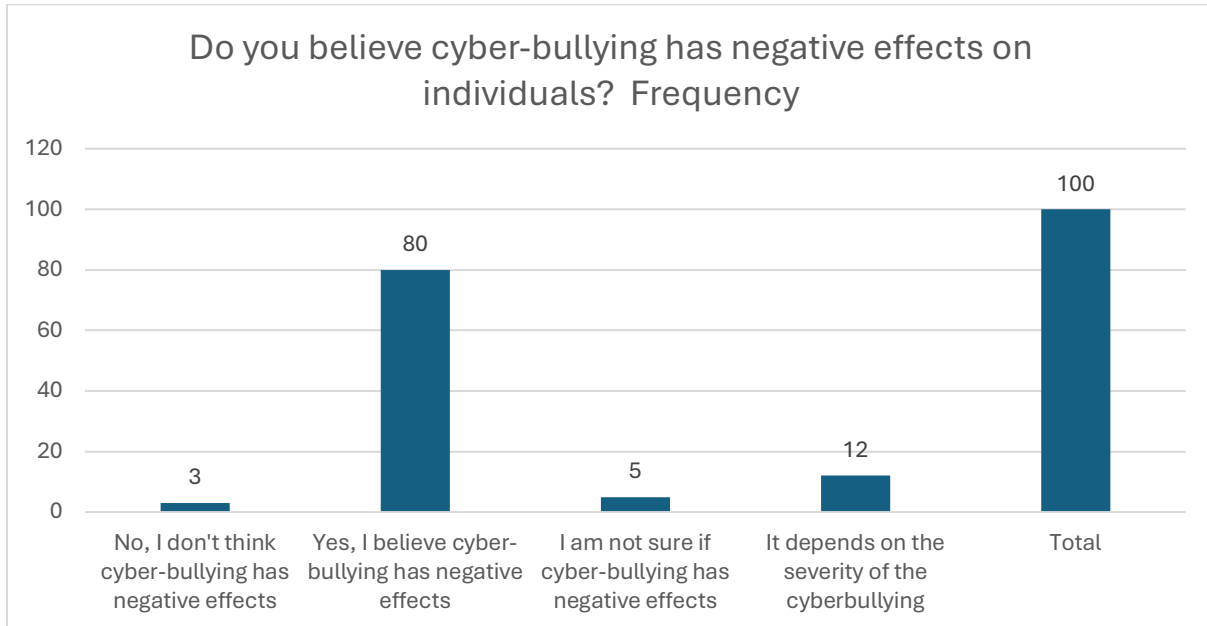
The results indicate that the majority of respondents (65%) have heard about cyberbullying, while 6% have not. Additionally, 11% claim to know some information about it, and 9% consider themselves very knowledgeable about cyberbullying. A further 9% have heard of it but do not know much about it. Overall, the findings suggest that cyberbullying awareness is relatively high among the surveyed group, with a significant portion indicating some level of familiarity or knowledge about the issue.

Figure 5



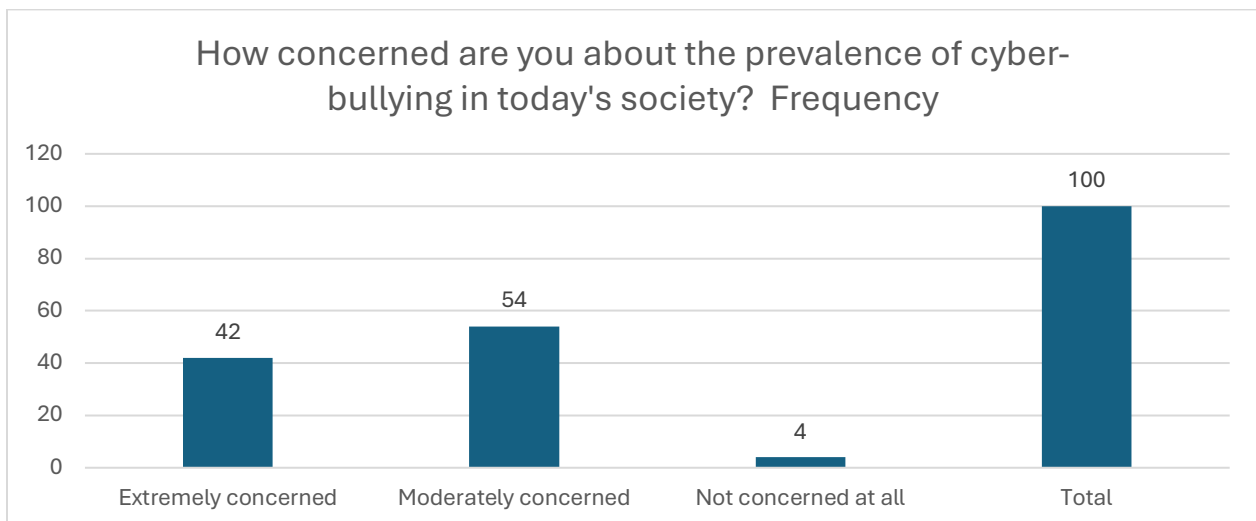
The results indicate that there is a consensus among the respondents regarding the definition of cyberbullying. The majority (51%) define cyberbullying as a form of harassment, embarrassment, or intimidation perpetrated through electronic means such as social media, texting, or gaming platforms. A significant portion (34%) also emphasizes the intentional aspect of cyberbullying, highlighting that it involves purposeful actions to harm others online. Additionally, a smaller percentage (15%) emphasize the repetitive and aggressive nature of cyberbullying, emphasizing that it occurs repeatedly over digital devices or platforms. Overall, these findings underscore the multifaceted nature of cyberbullying as a phenomenon involving intentional, repetitive, and aggressive behaviors carried out through technology to harm or intimidate others.

Figure 6



The survey results indicate a strong consensus regarding the negative effects of cyberbullying on individuals. A significant majority, 80%, firmly believe that cyberbullying does have detrimental impacts. Only a small minority, 3%, hold the opposite view, while 5% are uncertain. Additionally, 12% recognize that the severity of cyberbullying plays a role in its effects. Overall, the overwhelming sentiment is that cyberbullying is indeed harmful to individuals.

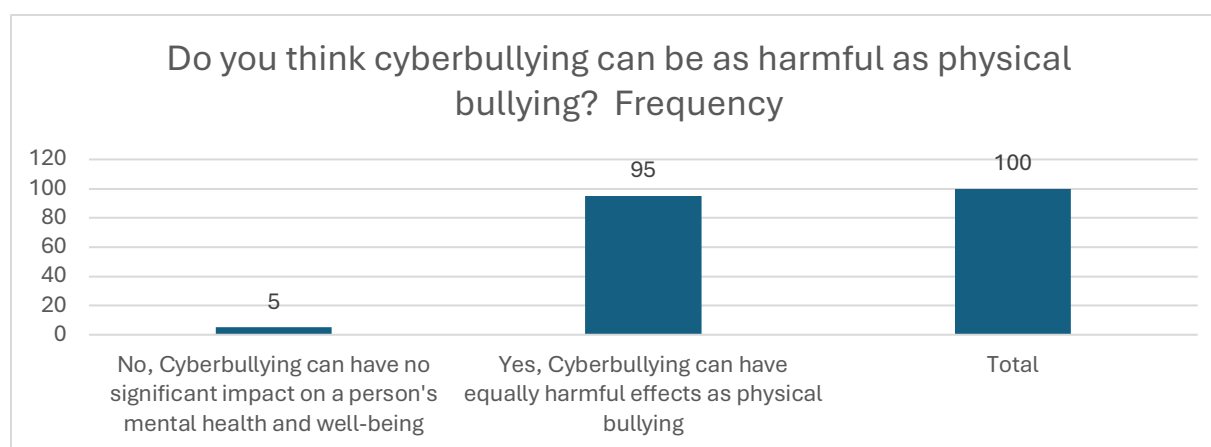
Figure 7



From these results, we can see that the majority of respondents are either extremely concerned (42%) or moderately concerned (54%) about the prevalence of cyberbullying in today's society. This indicates that a significant portion of the sample population perceives cyberbullying as a serious issue.

Overall, the end result indicates that there is a notable level of concern regarding cyberbullying in today's society among the surveyed individuals. This suggests that addressing cyberbullying may be important for both policymakers and community leaders.

Figure 8

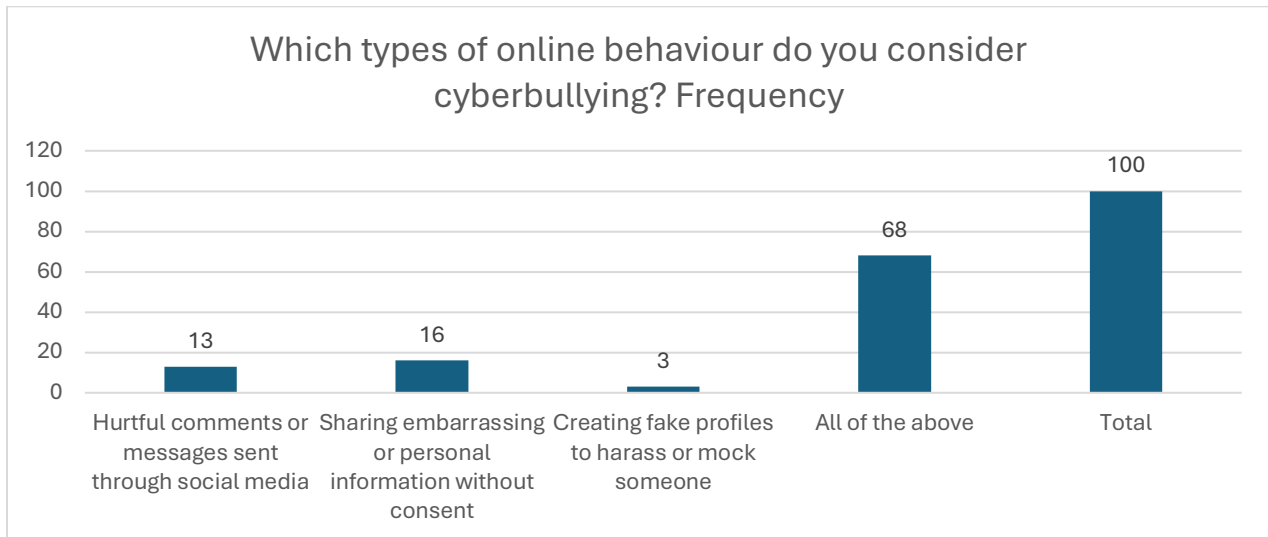


Based on the provided results, it's evident that a significant majority, 95 out of 100 respondents, believe that cyberbullying can have equally harmful effects as physical bullying. Only 5 respondents believe that cyberbullying cannot have a significant impact on a person's mental health and well-being.

This indicates a strong consensus among the respondents that cyberbullying can indeed be as harmful as physical bullying. The perception is that the psychological and emotional toll inflicted by cyberbullying can be comparable to that of physical bullying, despite the absence of physical contact.

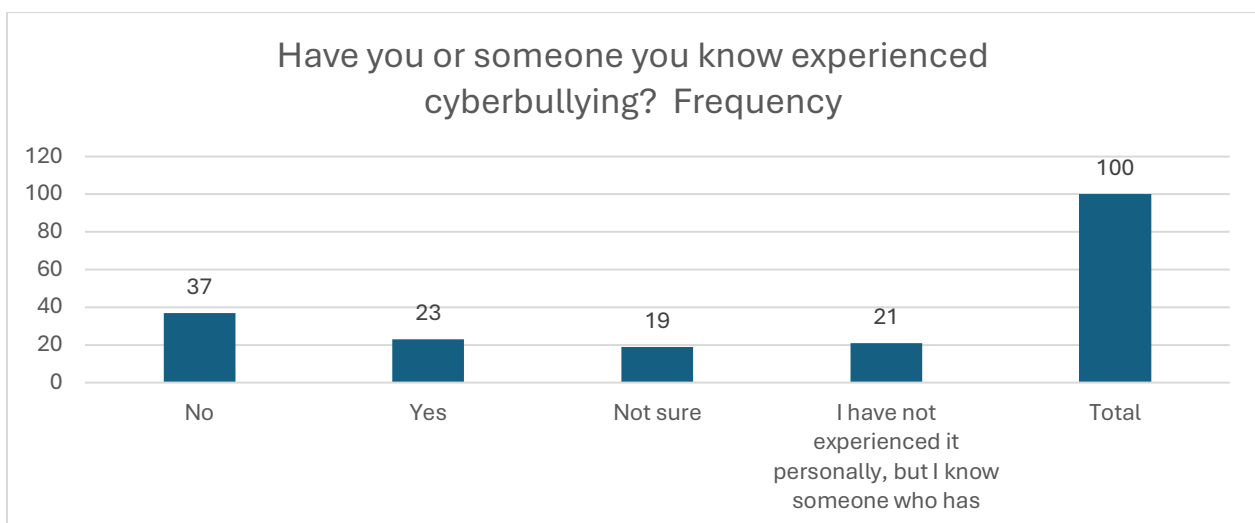
This sentiment underscores the growing recognition of the severity of cyberbullying and its potential to cause profound harm to individuals' mental health and well-being. As a result, it emphasizes the importance of addressing and combating cyberbullying effectively, both at the individual and societal levels, to ensure the safety and well-being of individuals, particularly in the digital age where online interactions are increasingly prevalent.

Figure 9



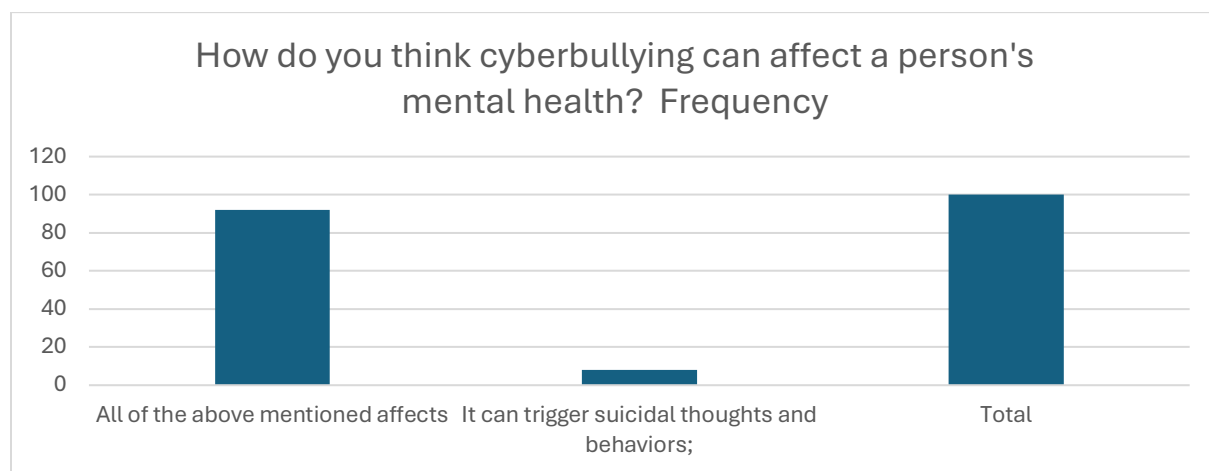
From these results, we can see that the majority of respondents (68%) consider all three behaviors mentioned (hurtful comments/messages, sharing personal information without consent, and creating fake profiles for harassment) to be forms of cyberbullying. Sharing embarrassing or personal information without consent had the second-highest frequency at 16%, while creating fake profiles had the lowest frequency at 3%. However, it is essential to note that all three behaviors are considered forms of cyberbullying, with a significant majority of respondents acknowledging this.

Figure 10



This data suggests that cyberbullying is not uncommon, affecting nearly a quarter of the respondents, and a significant portion are uncertain about its occurrence. Additionally, a notable proportion of respondents know someone who has experienced cyberbullying, indicating its prevalence in their social circles.

Figure 11

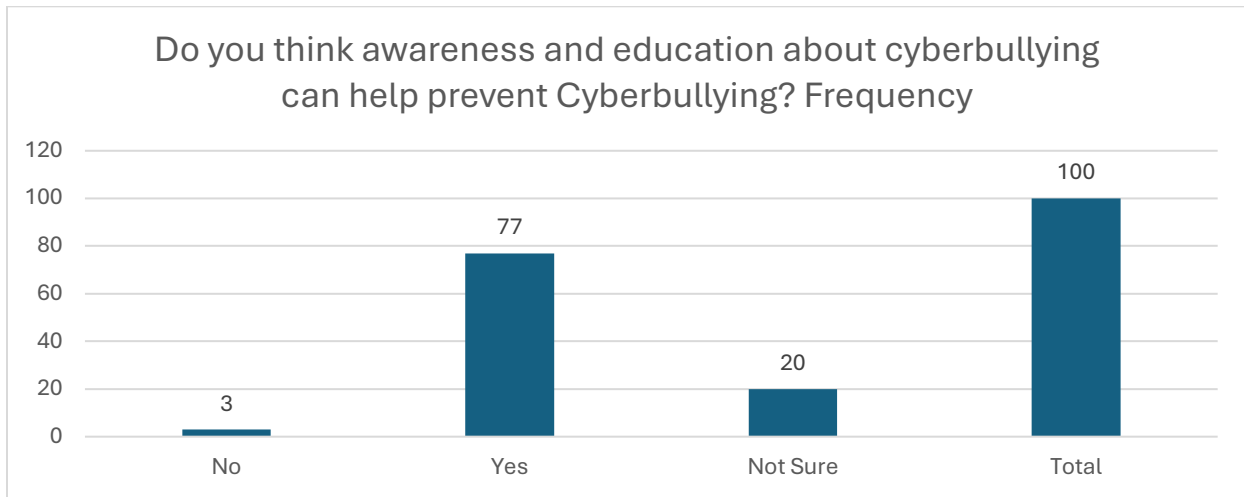


The results suggest that a vast majority (92 out of 100) of respondents believe that cyberbullying can lead to various negative impacts on a person's mental health, encompassing a range of effects. These effects likely include emotional distress, anxiety, depression, low self-esteem, and feelings of isolation, among others.

Additionally, a smaller portion of respondents (8 out of 100) specifically highlighted the potentially severe consequence of cyberbullying: triggering suicidal thoughts and behaviors. This underscores the gravity of the issue and the potentially life-threatening implications of online harassment.

In summary, the analysis of these results indicates a widespread recognition of the detrimental effects of cyberbullying on mental health, with particular emphasis on the significant risk of suicidal ideation and behavior. This underscores the urgency of addressing and combating cyberbullying to safeguard individuals' psychological well-being.

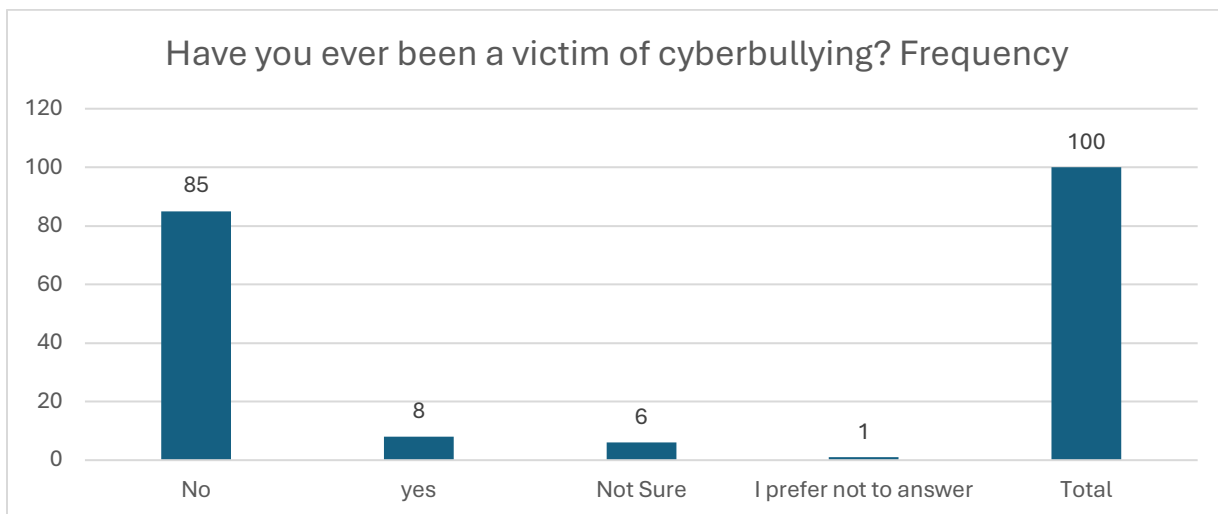
Figure 12



The overwhelming majority of respondents (77%) believe that awareness and education about cyberbullying can indeed help prevent it. This indicates a high level of confidence in the efficacy of educational efforts in combating cyberbullying.

Overall, the results indicate a general consensus among the respondents that awareness and education are valuable tools in the prevention of cyberbullying. However, further research or exploration could be warranted to understand the reasons behind the uncertainty among some respondents and the perspectives of those who do not believe in the efficacy of awareness and education.

Figure 13

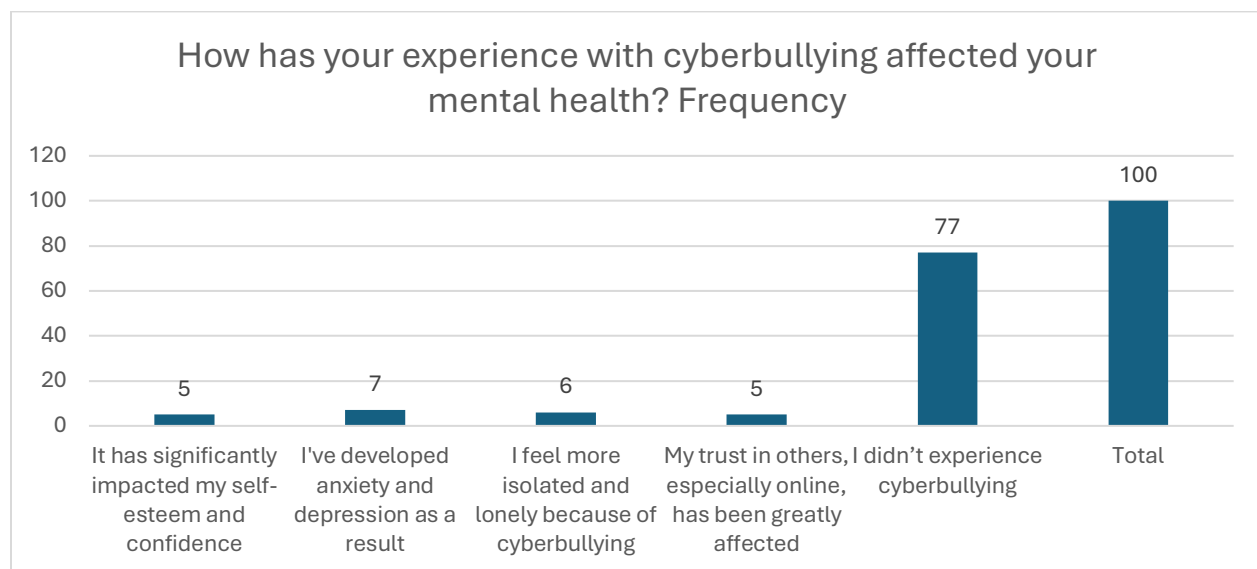


The provided data represents responses to a question regarding experiences with cyberbullying. Here is an analysis of the results:

The majority of respondents (85%) reported that they have not been victims of cyberbullying. This suggests that cyberbullying might not be a widespread issue among the surveyed population. However, it is worth noting that a small proportion (8%) of respondents did indicate that they had been victims of cyberbullying.

Overall, while the majority of respondents have not experienced cyberbullying, the data suggests that it remains a relevant issue for a minority of individuals. Additionally, there is a portion of uncertainty and a small group who choose not to disclose their experiences, indicating the complexity and sensitivity surrounding this topic.

Figure 14

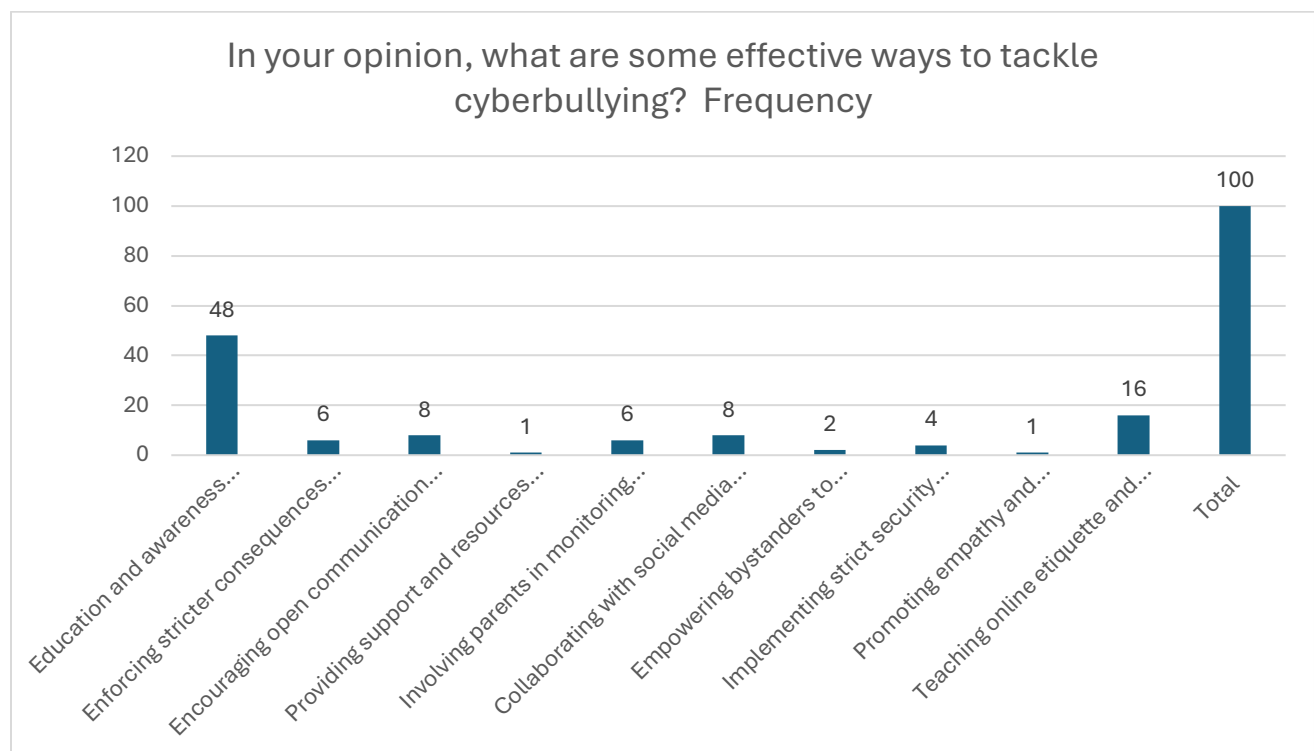


The results indicate a significant impact of cyberbullying on mental health among the respondents surveyed; 5 respondents reported that cyberbullying significantly impacted their self-esteem and confidence. This suggests that being subjected to cyberbullying has led to feelings of inadequacy and lowered self-worth among these individuals. Seven respondents indicated that they have developed anxiety and depression as a result of cyberbullying. This finding highlights the serious mental health consequences of cyberbullying, as anxiety and depression are significant psychological disorders that can greatly affect an individual's well-being. Six respondents reported feeling more isolated and lonely because of cyberbullying. This suggests that being targeted by cyberbullies has resulted in social withdrawal and feelings of alienation among these individuals. Five respondents stated that their trust in others, especially online, has been greatly affected by cyberbullying. This indicates that the experience of being cyberbullied has eroded their

trust in both online and offline social interactions. Interestingly, 77 respondents reported that they did not experience cyberbullying. While this is a significant portion of the sample, it is important to note that the impact of cyberbullying on mental health is still evident among those who did report experiencing it.

Overall, the results underscore the serious negative consequences of cyberbullying on mental health, including effects on self-esteem, anxiety, depression, social isolation, and trust. These findings emphasize the importance of addressing and preventing cyberbullying to safeguard the mental well-being of individuals, particularly in online environments where such behaviors are prevalent.

Figure 15



Forty-eight participants suggest that education and awareness programs in schools can tackle cyberbullying. This suggests that there is a recognition of the importance of educating students about cyberbullying and its consequences. Such programs likely aim to raise awareness, promote empathy, and equip students with skills to prevent and address cyberbullying incidents.

And a portion (16 participants) suggest that teaching online etiquette and responsible internet usage can bring down cyberbullying. This received a significant number of

responses, indicating a recognition of the importance of educating students about appropriate online behavior and the responsible use of the Internet.

In conclusion, tackling cyberbullying requires a comprehensive approach that involves education, enforcement, support, collaboration, and empowerment. No single strategy is sufficient on its own, but rather a combination of these approaches tailored to the specific needs of the community is necessary to effectively address cyberbullying.

Discussion

The presented results shed light on various aspects of cyberbullying, its prevalence, impact, and potential preventive measures. The sample predominantly comprises females and individuals aged 19 to 24, indicating a specific demographic focus in the study. This aligns with previous research indicating that young adults, particularly females, are more likely to experience cyberbullying due to their increased use of digital platforms for communication and social interaction (Shaikh et al., 2020).

The majority of respondents demonstrate a high level of awareness regarding cyberbullying, with a consensus on its definition as a form of harassment or intimidation perpetrated through electronic means. This aligns with previous studies highlighting the pervasive nature of cyberbullying and the need for a clear understanding of its definition among the public (Zhang et al., 2010).

Respondents overwhelmingly believe that cyberbullying has detrimental effects, with a significant level of concern about its prevalence in society. This underscores the seriousness of cyberbullying as a social issue and emphasizes the importance of addressing it effectively to mitigate its impact on individuals' well-being.

There is a strong consensus among respondents that cyberbullying can have equally harmful effects as physical bullying. This highlights a shift in societal perceptions, recognizing the severity of online harassment and its potential to cause significant psychological harm comparable to traditional forms of bullying. Various behaviors, including hurtful comments/messages and sharing personal information without consent, are widely recognized as forms of cyberbullying (Ndiege, et al., 2020). The data also indicates a significant prevalence of cyberbullying experiences among respondents, underscoring the need for preventive measures and support mechanisms.

Cyberbullying is shown to have profound negative effects on mental health, including lowered self-esteem, anxiety, depression, social isolation, and trust issues (Zhang et al., 2010). The findings emphasize the urgent need to address cyberbullying to protect individuals' psychological well-being and prevent potentially severe consequences, such as suicidal ideation.

Various preventive measures, including education and awareness programs, stricter consequences for perpetrators, encouraging open communication and reporting, providing support for victims, involving parents, collaborating with social media platforms, empowering bystanders, and promoting empathy and responsible internet usage (Ndiege et al., 2020).

Overall, from university students' perspectives, our study assumes that the experience of cyberbullying among teenagers is significantly associated with the manifestation of mental health challenges, and there are underlying mechanisms that connect online victimization to adverse psychological outcomes.

Study Limitations

While the study provides valuable insights into university students' perspectives regarding cyberbullying and mental health strain, it is essential to acknowledge its limitations. A larger sample size could provide more robust results and allow for a deeper analysis of subgroups within the population. The majority of participants come from Mount Lebanon, with smaller representation from other regions. This regional imbalance may affect the generalizability of the findings to other geographic areas with different socio-cultural contexts.

Conclusion and Recommendations

In conclusion, the findings of this study demonstrate the enormous impact of cyberbullying on individuals' mental health and well-being, emphasizing the critical need for effective preventive and intervention techniques from the perspective of university students. Addressing cyberbullying involves a multidimensional strategy that includes education, enforcement, support, collaboration, and empowerment. By implementing comprehensive solutions customized to the individual requirements of communities, politicians, educators, and stakeholders may collaborate to build safer online environments and alleviate the negative consequences of cyberbullying.

To successfully combat cyberbullying among university students, comprehensive training programs for educators, parents, and students should be devised and executed simultaneously. These initiatives should focus on raising awareness of cyberbullying, educating people about its consequences, and offering effective response techniques. Furthermore, peer support networks inside educational institutions can provide students with a secure environment in which they can discuss their experiences, seek guidance, and get emotional support from their peers, reducing feelings of loneliness and increasing resilience.

Collaboration with mental health specialists is required to provide counseling and support services to persons affected by cyberbullying. This partnership may include individual counseling sessions, group therapy, and workshops on coping strategies and resilience

development. Furthermore, engaging local communities through community engagement projects such as campaigns and seminars can help to increase awareness of cyberbullying and foster a culture of respect and inclusion.

Moreover, integrating cyberbullying prevention education into university curricula is critical to ensuring that children hear consistent messages about appropriate online conduct and the repercussions of cyberbullying. This may be accomplished by integrating cyberbullying prevention instruction into a variety of courses, including health, social studies, and technology programs. Furthermore, ongoing study and assessment of cyberbullying prevention initiatives is critical for determining their success, identifying best practices, and addressing emerging trends and issues.

Parental participation and education have an important role in combatting cyberbullying. Providing tools and workshops to parents to educate them on cyberbullying, online safety, and effective monitoring tactics will help them assist their children as they navigate the digital world. Furthermore, lobbying for the creation and implementation of comprehensive policies at the municipal, state, and national levels is critical. These rules should contain clear reporting standards, disciplinary measures for abusers, and victim support systems, thus establishing a climate favorable to effectively tackling cyberbullying.

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Appendix

A. Questionnaire

Section 1: Demographic Information

1. What is your gender?

- Male
- Female
- Other

2. What is your age?

- 13 years old
- 14 years old
- 15 years old
- 16 years old
- 17 years old

3. In which region do you currently reside in Lebanon?

- Beirut
- Mount Lebanon
- North Governorate
- South Governorate
- Beqaa Governorate
- Nabatieh Governorate
- Akkar
- Baalbek-Hermel

Section 2: Knowledge

1. Have you heard before of cyberbullying?

- Yes
- No
- I've heard of it, but I don't know much about it
- I know some information about it
- I am very knowledgeable about cyberbullying.

2. How would you define cyberbullying?

- Cyberbullying is the use of technology to intentionally harass, embarrass, or intimidate someone online
- It is a form of bullying that occurs through electronic means, such as social media, texting, or gaming platforms
- Cyberbullying involves repeated and aggressive behavior towards a person using digital devices or platforms

3. Do you believe cyberbullying has negative effects on individuals?

- Yes, I believe cyberbullying has negative effects
- No, I don't think cyberbullying has negative effects
- I am not sure if cyberbullying has negative effects
- It depends on the severity of the cyberbullying

4. How concerned are you about the prevalence of cyberbullying in today's society?

- Extremely concerned
- Moderately concerned

- Not concerned at all

5. Do you think cyberbullying can be as harmful as physical bullying?

- Yes, cyberbullying can have equally harmful effects as physical bullying
- No, cyberbullying can have no significant impact on a person's mental health and well-being

6. Which types of online behavior do you consider cyberbullying?

- Hurtful comments or messages sent through social media
- Sharing embarrassing or personal information without consent
- Creating fake profiles to harass or mock someone
- All of the above

7. Have you or someone you know experienced cyberbullying?

- Yes
- No
- Not sure
- I have not experienced it personally, but I know someone who has

8. How do you think cyberbullying can affect a person's mental health?

- It can lead to depression and anxiety
- It can cause low self-esteem and self-worth
- It can result in social isolation and loneliness
- It can trigger suicidal thoughts and behaviors
- It can lead to a lack of trust and fear of others
- It can result in changes in behavior and mood
- It can affect academic performance and school attendance
- It can lead to self-harm and other harmful coping mechanisms
- It can cause long-term psychological damage
- It can have a significant impact on relationships and social interactions
- All the above-mentioned affect

9. Do you think awareness and education about cyberbullying can help prevent Cyberbullying?

- Yes
- No
- Not sure

Section 3: Cyberbullying Experience

1. Have you ever been a victim of cyberbullying?

- Yes
- No
- Not sure
- I prefer not to answer

2. How has your experience with cyberbullying affected your mental health?

- It has significantly impacted my self-esteem and confidence
- I've developed anxiety and depression as a result
- I feel more isolated and lonely because of cyberbullying
- My trust in others, especially online, has been greatly affected
- I didn't experience cyberbullying

3. In your opinion, what are some effective ways to tackle cyberbullying?

- Education and awareness programs in schools
- Enforcing stricter consequences for cyberbullying
- Encouraging open communication and reporting of incidents
- Providing support and resources for victims
- Involving parents in monitoring their child's online activities
- Collaborating with social media platforms to remove harmful content
- Empowering bystanders to intervene and stand up against cyberbullying
- Implementing strict security measures to prevent cyberbullying
- Promoting empathy and understanding in schools
- Teaching online etiquette and responsible internet usage

Author Notes

Nermine Abi Farraj graduated from MUBS with a BS in Public Health. She has a strong interest in research and has actively participated in various university research projects, earning valuable experience in studying crucial themes and contributing to important studies. Nermin is firmly committed to community development and education, working to promote positive change and address important societal issues. Nermin's current research on cyberbullying reinforces her enthusiasm for developing a safer and more inclusive digital environment.

Sawsan Hassan holds a Bachelor's degree in Business Management from the Modern University of Business and Science (MUBS) and is currently pursuing a Teaching Diploma in Math and Science at MUBS. She is passionate about management and organizing social events, bringing a dynamic perspective to her academic and professional endeavors.

Ghina Nassar is a Business Information Systems student with a strong passion for entrepreneurship, community engagement, and cultural exchange. She serves as the president of an entrepreneurship club at MUBS University, where she organizes workshops and events. With international experience through the Erasmus+ program in Poland and a virtual exchange program with a school in South Carolina, Ghina has developed a global perspective and strong communication skills. Her dedication to raising awareness on social and environmental issues reflects her commitment to addressing societal challenges, including cyberbullying and community well-being.