

INVOLVEMENT OF TEENAGERS IN THE BEHAVIOR OF BULLYING & CYBER VIOLENCE

Ali ANWER, Ph.D.,
Assistant, Prof, PhD, Department of Psychology, Faculty of Arts,
University of Mustansiriyah
anw_i888@uomustansiriyah.edu.iq

Henrietta TORKOS, Ph.D.,
lecturer, PhD, Aurel Vlaicu University Arad
torkos_henriette@yahoo.com

Abstract: *The terms of bullying and cyberbullying have been more and more present in the educational systems all over the world. The changing social life and the increase of technological resources, has brought to different forms of aggressiveness within children and teenagers. Bullying is a form of aggressive behavior in which someone intentionally and repeatedly assaults, harasses, harasses or intimidates another person. Bullying can be physical, verbal or in the form of more subtle actions. It involves an imbalance of power between two people, most often children or teenagers. Cyberbullying means bullying through the use of digital technologies. It can happen on social networks, messaging platforms, gaming platforms and mobile phones. It is a repeated behavior in order to scare, anger or humiliate those targeted. Face-to-face bullying and online bullying can occur simultaneously. Cyberbullying leaves recordings that can prove useful and provide the evidence needed to end the aggression. Schools, have to find new ways to fight this trend. The present article, shows a brief theoretical approach on the main concepts, and deeper research on the situation of cyber violence in public schools from Iraq, Baghdad.*

Key words: *bullying; cyberbullying; violence; teenagers; education.*

Introduction

Protecting children of all ages, from all forms of violence is a topical issue on both the national and international agendas, being developed and adopted a set of international standards, policy documents, strategies, legislation and instruments that promote the protection of children against all forms of violence, including in the school environment, also recommends that all those involved respond promptly to such situations and implement measures to prevent this phenomenon. The school is a social institution that raises, educates, and develops our children over the course of their lives.

Schools, as mandatory institutions, have undergone constant development, transformation, and change fast over time. School is now regarded as a place for learning, personal development, and knowledge transfer, as well as an educational institution, a safe and social environment, and a place to live and learn. Without a doubt, school is the key to children's cognitive development as well as their mental and emotional health. Every day, however, children are threatened, teased, and bullied at school. Bullying frequently results in more severe and prolonged violence. It not only harms the children who are bullied, but it also has a negative impact on the school climate and opportunities for all students to learn and achieve in school. (Brank et al, 2012)

Bullying and cyberbullying in schools has been the subject of extensive media coverage and numerous societal debates in recent years, gradually becoming a public issue. Teachers, parents, psychologists, non-governmental or charitable organizations, vloggers or important media figures, and even politicians, have all been involved in campaigns to prevent the phenomenon's spread, with varying interpretations and attitudes. This phenomenon has a negative impact on everyone, including the "aggressor", the child who is the "target", those who witness the conflict, and everyone who is connected to the phenomenon in some way. Bullying, according to experts, is a community issue that requires a community solution. (Rad & Demeter, 2019)

Bullying is defined in the specialty literature as intentional and repeated actions that occur through physical, verbal, or relational forms in situations where there is a power difference. Cyberbullying is defined as an aggressive, intentional act performed by a group or individual, repeatedly and over time, using electronic contact forms against a victim who cannot defend himself or herself.

Theoretical approach

Bullying is one of the most complex forms of aggressive behavior that manifests itself in student relationships. However, not all aggressive behavior is bullying. Bullying is defined as intentional, repeated, offensive actions manifested by words or behaviors, such as naming, threatening and/or intimidating, committing one or more children against another, spreading rumors, physically or verbally assaulting or intentionally excluding a child

from a group, and so on. Bullying is characterized by a real or perceived power imbalance, and the behavior is repeated or has the potential to be repeated in the future. The person who bullies gains pleasure, good mood, power, status, and respect from the situation; the person who is injured not only does not gain any social benefits, but also suffers numerous losses (image, self-esteem, status, popularity, etc.). However, both children, the victim and the perpetrator, may experience serious and long-term consequences. (Velicu, 2014)

The asymmetric and unbalanced power relationship between those who aggress and those who are aggressed is the most important feature of bullying. Furthermore, bullying is a behavioral pattern that repeats itself over time against the same person with a clear power differential. The stronger student (e.g., physically, socially, belonging to a group, knowing aspects of personal vulnerabilities, etc.) systematically, cruelly, and intentionally injures, frightens, or intimidates the weaker person through various acts of bullying. The bully's power stems from the audience / witnesses who witness the bullying situation. Injured teenagers require an audience in order to achieve a certain status or demonstrate their power. Bullying involves a dynamic interaction between the person who intentionally hurts and the person who is hurt. The person who hurts gains strength, while the person who is hurt loses it. (Grigore, 2016)

Bullying can be:

- direct or indirect - direct contact involves the child being bullied, for example, a student throwing something at a colleague or shouting insulting words at a colleague, etc. Indirect bullying does not involve direct contact between the target child of the bullying and the bullying behavior, such as spreading rumors about a classmate, etc.;
- physical - always involves physical contact with the other person. This can include physical contact, but it can also include throwing objects, preventing or provoking others to physically assault a student (e.g., hitting, obstructing, pushing, destroying / stealing personal items, etc.)
- verbal - the use of any form of language to inflict pain on another person (e.g., nicknames, humiliation, threats, insults, intimidation, teasing, etc.);
- Emotional - involves causing injury or emotional distress to another person. This can include saying or writing hurtful things, convincing others to join one person, purposefully ignoring another, or spreading rumors. (For example, exclusion from a group, spreading lies, rumors, gossip, and so on);
- sexual - any type of bullying committed in any way that is related to a person's sex or sexuality. Forcing someone to commit intimate acts,

making nuanced sexual or unwanted touch comments, and so on are examples.

- cyberbullying - any type of bullying that occurs online using modern technology; it can manifest itself through humiliating comments on social networks, for example, images or personal information transmitted on the Internet, as well as misleading private messages, etc. (Rad et al, 2019)

Prevention and recent perspectives in education

Child protection is a broad term that encompasses both preventive measures to reduce the likelihood of harm / harm and actions to ensure that when certain problems arise, they are addressed properly. This approach addresses the need to consider the child's best interests in all actions involving children and to act in accordance with international and national law standards, particularly where suspected cases of abuse may constitute criminal offenses. Bullying prevention is a process in which all of the main actors involved, namely parents, teachers, and other qualified individuals, must contribute to the child's education (school psychologist, school doctor, etc.). Most bullying prevention methods are based on their commitment to creating the conditions necessary for a safe and prosperous environment.

Bullying and cyberbullying, can endanger children' physical and emotional safety at school and have a severe influence on their ability to learn. The greatest method to deal with bullying is to prevent it from occurring in the first place. There are several things that school personnel can take to make schools safer and more secure in order to minimize bullying and other forms of school violence. Bullying prevention efforts can be sustained over time by training school staff and students in preventing and dealing with bullying. When a kid watches an adult performing these behaviors in relation to others, learning becomes more effective. (Runcan, 2016)

The following programs were elaborated in the process of prevention of bullying and cyberbullying within teenagers:

- Olweus prevention program, which is based on 4 main rules:
 - Teenagers will not assault classmates
 - Teenagers will make every effort to assist pupils who are being bullied.
 - Teenagers will make an effort to include pupils who are now excluded.
 - If children or teenagers suspect someone is being bullied, they will inform an adult at school as well as an adult at home.
- Comprehensive approach
 - School interventions
 - Individual interventions
 - Home interventions

- Classroom activities
- Involvement of the society
- WIN-WIN Classroom by Jane Bluestein
- Proof-based program
- Respect Steps program
- Social and emotional development and learning program
- Positive school environment program.

These programs are built on specific plans that have objectives to follow. It starts by data collecting, the involvement of pupils, families, society, monitoring, and also by elaborating a well-done response plan which tracks the incidence of bullying behavior; supports students who are bullied; supports students who engage in bullying behavior, responds with logical consequences and predictable behaviors that promote positive behaviors and provide opportunities for students to understand the impact of their behavior supporting students who witness bullying behavior. Bullying prevention is a collaborative strategy that focuses on kid safety and protection concerns. This means that the child's safety and protection will be considered in everyday work, as well as the record of pupils and class hours, human resources, or finances. Success in guaranteeing a child's safety and protection necessitates collaboration - at the level of school administration, teachers, parents, students, and the local community; if a key player is absent, the entire process suffers.

Involvement of teenagers in the process

To ensure that bullying prevention efforts are successful, all school staff must be trained about what bullying is, what the school's policies and rules are and how they are implemented. Training can take many forms: staff meetings, one-day training sessions, modeling teaching behavior etc. Schools can choose any combination of these training options based on available funding, staff resources and time. Training can be successful when staff are hired in the development of messages and content and when he feels that their voices are heard. Their education should be applicable to their duties and responsibilities. Formal programs are not usually required in schools to assist pupils learn about bullying prevention. Bullying prevention can be integrated into existing classes and activities in schools. (Nectarie, 2020)

Teenagers can get involved in the process of prevention and healing, by the following familiarization activities that can be proposed by formal educational institutions:

- ✓ research, reports on the types of bullying, how it can be prevented and how children should respond;
- ✓ presentations, such as a speech or a role-playing game, theater forum on stopping bullying;
- ✓ discussions on topics such as reporting cases of bullying;

- ✓ creative / artistic writing, such as anti-bullying poetry or a story or a skit that teaches viewers how to come to the rescue;
- ✓ artwork, such as a collage about respect or the effects of bullying;
- ✓ meetings / class meetings to talk about relationships between colleagues.

When a classmate is being bullied or when they too are being bullied, students may be unsure what to do. Class discussions and exercises can assist students in developing a number of skills and actions to take when observing or experiencing bullying behavior. The involvement of the entire community in the prevention of bullying ensures that not just students, teachers, and parents work together to achieve similar goals to ensure child safety and protection. This strategy begins with parent education and progresses to community involvement in the school. Finally, the school's connection in the community presents a bigger chance for transformation. When adults respond to bullying conduct swiftly and consistently, they transmit the message that such behavior is not acceptable. According to research, this can reduce bullying over time. Simple methods that adults can do to prevent bullying and keep children safe are available. In most cases, intervening in a bullying situation stops the conduct and delivers the message that it is unacceptable. It is critical that the individual participating in bullying conduct realize the consequences of their actions. Schools must develop clear internal procedures for reporting violations so that children can face acceptable punishments when the rules are broken. Individual occurrences and replies, as well as trends over time, can be tracked via reporting systems. (Rad et al, 2020)

At the European level, Romania ranks 3rd in the ranking of the 42 countries in which the phenomenon was investigated, according to a report by the World Health Organization (WHO), with 17% of 11-year-olds who admitted to assaulting other students at least three times in the previous month, the percentage of those aged 13 and 15, respectively, being 23%. The latest data processed at the level of the Ministry of National Education (MEN) for the 2014-2015 school year speak of 18,783 cases of violence at the national level. Bullied teenagers who told an adult about their condition were more likely to be bullied the next year than unreported children. When no one reports bullying, teenagers who engage in bullying believe they may continue without consequence. Teenagers that are abusive are encouraged by the secret. Most adolescents do not report bullying to adults at school. This could be due to a fear of penalties, an unwillingness to worry about the parents, humiliation at not being able to defend themselves, a belief that nothing can improve the situation, and a fear that the instructor or parent will exacerbate the problem. For identical reasons, he is hesitant to report that he witnessed an occurrence. Bullying reporting will grow as students gain confidence in their own ability

to intervene and the school's ability to respond, making the difference. Teenagers should be encouraged to report bullying and provided more skills for doing so. Responsible adults must provide the message that they want to know about their children's experiences and that it is an adult's responsibility to assist stop bullying.

Methods

Participants

The research sample consisted of preparatory stage students In the schools of the Public Education in the city of Baghdad, Iraq. of which (244) students from male schools and (256) students from female schools were chosen, They were chosen randomly, and by The sample size reached (500) male and female students, whose ages ranged from 13-17 years, with an average age of 14 years.

Measurement

The scale of the bully consists of (14) items, and the scale of the victim of bullying consists of (12) items. As for the scale of cyber violence, it consists of (10) items, according to Likert's method (the five-step gradient) in psychological measurement, and the psychometric properties of both three measures have been calculated and reached The degree of reliability of the Cronbach's alpha equation for the bully scale (0.29). Either the victim of bullying has reached the coefficient of stability (0.43), and for the cyber violence scale (0.51), Table (1).

Table (1): Participants and procedure

Characteristics	N	%	Alpha
Sample	500		
Gender			
Male	244	48.8	
Female	256	51.2	
cyberbullying			0.29
a victim of bullying			0.43
cyber violence			0.51

Results

Identify the level of cyberbullying. Targeting as a victim of cyberbullying. Find the meaning of the differences in (the behavior of the bully) - (victim of bullying) according to gender (male-female). As well as to identify the level of cyber violence, and to identify the significance of the differences in cyber violence according to gender (male-female). In addition to finding the correlation between the behavior of the bully and targeting as a victim of bullying and cyber violence.

After conducting the statistical treatment of the research data using SPSS, the results (for the bully's scale) showed that the mean of the sample scores of the number of students (numbering 500) students on this scale was (55.34) and a standard deviation of (7.75). The T value was (3.87) and the significance level was (0.01). As for the (victim of bullying), the mean (54.78) was calculated with a standard deviation of (7.03). The T value was (7.04) and the significance level was (0.01).

The mean score for a male sample on the (bully's scale) was (51.07) with a standard deviation of (6.02), and the mean females on the scale (51.04) scored a standard deviation of (5.24). The T value (1.46) and the significance level was (0.05). As for the mean male on the scale (victim of bullying) (54.88) with a standard deviation of 7.82, and mean of females on the scale (54.68) and a standard deviation of (6.03). The T value was (0.30) and the significance level was (0.05). With regard to the (cyber violence scale), it was found that the mean (57.42) with a standard deviation of (7.40) and the T value (10.31) at the level of significance (0.01).

The arithmetic means according to (the measure of cyber violence) for the male sample (57.56) and with a standard deviation of (7.19) and the average of the female sample (57.29) and a standard deviation of (7.59). The T value was (0.41) at the significance level (0.05). The results also indicated the existence of a correlation relationship, between the cyberbullying and the victim of bullying (0.71) and between the cyberbullying and cyber violence (0.69). As for the correlation between the victim of bullying and cyber violence (0.46), Table (2).

Table (2): means, standard deviations, T, for the measured variables.

Variables	cyberbullying	A victim of bullying	Cyber Violence
N=(500)	M= 55.34	M = 54.78	57.42
	SD= 7.75	SD = 7.03	7.40
	T= 3.87	T = 7.04	T = 10.31
	Sig=.001	Sig = .001	Sig = .001
Gender			
Male	M= 51.07	M = 54.88	57.56
N=(244)	SD= 6.02	SD = 7.82	7.19
Female	M= 51.04	M = 54.68	57.29
N=(256)	SD= 5.24	SD = 6.03	7.59
	T= 1.46	T = 0.30	T = 0.41

	<i>Sig</i> =.005	<i>Sig</i> = .005	<i>Sig</i> = .005
Pearson Correlation (cyberbullying & A victim of bullying Cyber Violence)	0.71	0.71	0.69
	0.69	0.46	0.46
		<i>Sig</i> = .000	

Discussion

This study examined whether teens experienced bullying or cyber violence, The result of this study presents that adolescents use the Internet frequently. This means that exposure to computers and mobile phones increases the prevalence of internet use and therefore, cyberbullying. This confirms the findings of (Kim et al., 2004) who argue that with the development and increased accessibility of electronic technology in the form of computers and mobile phones, the chances of peer victimization have increased dramatically. The study also showed participants used their cell phones to share a secret with friends about another person and received threatening information through their cell phones. This means that a learner can be a bully in one situation and a victim in another and this finding is consistent with the study (Odora & Matoti, 2015). The bottom line is that the vast majority of students who engage in cyberbullying, whether it is in a bully job or In the function of the victim, they play the same role.

We believe that cyberbullies engage in “entertainment”: “They may just want to have a little fun, so they use technology rather than face-to-face communication. Teens often use fun by teens who bully others See for example (Smith, Talamelli, Cowie, Naylor, & Chauhan, 2004). While this may be true, it raises the question of why some teens think it is “fun” to bully others. In the case of cyberbullying, they are less likely to see the offender as any direct response from the victim. This may reduce direct gratification for adolescents who enjoy witnessing pain inflicted on others but may also reduce any inhibition of pain resulting from empathy for seeing the victim's distress (photo/video bullying).

The results of this study showed that gender and age are associated with cyberbullying. This means that the gender and age of participants should not be taken separately when influencing online bullying behavior. According to the results, both males and females have higher degrees of exposure to cyberbullying. See (eg, Li, 2006). Her study of 264 high school students found that 25% of both females and males had experienced cyberbullying without

any age differences. This indicates that cyberbullying is an important issue of concern because regardless of age and gender, teens may have the potential to be the target of cyberbullying.

The results also found that male and female sample members are wary and apprehensive that they will become victims of bullying, which is the nature of Iraqi society, which forces individuals to beware of falling into scandals related to the Internet and other means of communication, such as spreading rumors or publishing false information, or offensive messages, or comments. or embarrassing photographs, or excluding someone from online or other social networks. It can cause very serious harm, as it can affect the victim at any time, quickly reaching a very wide audience. Therefore, individuals register with fake names and accounts in order to remain anonymous, thus avoiding adolescents being victims of bullying.

The results of the study also indicated that adolescents are more affected by electronic violence. Adolescents can learn violent behavior by watching media such as television, electronic games, and engaging in social media, and all of these means contain a lot of violence in their content. These violent scenes work to develop their violent behavior, and continuing exposure to such programs leads to the formation of Adolescent emotions including a lot of cruelty, and thus make adolescents practice violence as a successful lifestyle to address social and psychological problems that may encounter them. By learning and observing scenes of violence, the adolescent works after witnessing violent behavior to take on roles through the emotional discharge in which he tends to be drawn to the drivers of violent behavior, as well as physiological or emotional changes through response to scenes of violence. As people can assume multiple and different identities in order to harass others, electronic violence takes many forms, such as hacking someone's email, hijacking their account on a site, then sending obscene messages or unacceptable pictures, posting modified pictures, or disclosing them. illegally discussing someone's privacy, stealing important information, publishing someone's phone number without their permission, spreading bad and false rumors, sending viruses for the purpose of destroying data on someone's device, and other forms and goals, which give the teenager the pleasure of ecstasy And a sense of happiness through controlling others.

The correlation coefficients indicated that there is a correlation between bullying behavior and being a victim of bullying and electronic violence, which indicates that following up on what is broadcast by the means of communication and electronic games has a significant impact on the emergence of bullying behavior among the participants. We believe that violence in the media increases the likelihood of bullying behavior in recipients not only by providing them with opportunities to teach aggression and directing it towards others in the form of the bullying behavior but also by

presenting evil characters that provide behavioral models for adolescents, leading to learning new forms of violent behavior. By observing and modeling those characters that appear in social media, in addition to the violent and aggressive games involved in electronic games. This result is consistent with the findings of a study (Kim, Colwell, Kata, Boyle, & Georgiades, 2018).

References

- Brank, E. M., Hoetger, L. A., & Hazen, K. P. (2012). Bullying. *Annual Review of Law and Social Science*, 8, 213-230.
- Grigore, Ana-Nicoleta, (2016), *Violența în context educațional. Forme actuale*, Ed. „Universității Alexandru Ioan Cuza”, Iași.
- Kim YS, Koh YJ, Levethal BL (2004). Prevalence of school bullying in Korean middle school students. *Arch Pediatr Adolesc Med*, 158: 737-741.
- Kim, S., Colwell, S. R., Kata, A., Boyle, M. H., & Georgiades, K. (2018). Cyberbullying victimization and adolescent mental health: Evidence of differential effects by sex and mental health problem type. *Journal of Youth and Adolescence*, 47(3), 661–672.
- Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International*, 27, 157-170.
- Nectarie, Mitropolitul Argolidei, (2020), *Adolescența: călătoria care te formează: pentru o mai bună cunoaștere a adolescenței*, traducere din limba greacă Cristian Spătăreanu, Galați, Egumenița.
- Odora, R & Matoti, S (2015). The Nature and Prevalence of Cyber Bullying Behaviors among South African High School Learners. *Int J Edu Sci*, 10(3): 399-409.
- Rad, D., & Demeter, E. (2019). Youth Sustainable Digital Wellbeing. *Postmodern Openings/Deschideri Postmoderne*, 10(4).
- Rad, D. T., Dughi, T., Roman, A., & Ignat, S. (2019). Perspectives of consent silence in cyberbullying. *Postmodern Openings*, 10 (2), 57-73.
- Rad, D., Roman, A., Dughi, T., Demeter, E., & Rad, G. (2020). The dynamics of the relationship between just-for-fun online harassment and perceived school safety.
- Runcan, R., (2016), *Capcanele facebook-ului- Comunicarea virtuală și efectele ei asupra relațiilor umane*. Ed. Didactică și pedagogică, Timișoara.
- Smith, P.K., Talamelli, L., Cowie, H., Naylor, P., & Chauhan, P. (2004). Profiles of non-victims, escaped victims, continuing victims and new victims of school bullying. *British Journal of Educational Psychology*, 74, 565–581.
- Velicu, A. (2014) "Bullying-ul online și offline: victime versus agresori", *Revista Română de Sociologie*, nr. 1-2, p. 19–36.