



The Relationship between Cyberbullying and Psychological Status among Al Baha University Students, Saudi Arabia-2023

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Abstract

Background: Cyberbullying is growing in prominence as a serious and harmful social problem that leads to behavioral, emotional, psychological, and physical issues. The most negative effects that are more challenging to recover from are psychological ones, such as decreased self-esteem, elevated anxiety, and a higher level of depression. The study aimed to determine the relationship between cyberbullying and psychological status among Al Baha University students, Saudi Arabia-2023. The study was carried out in the Al-Baha Region at Al Baha University. **Subject:** A convenient sample of 523 male and female university students was enrolled. An online self-administered questionnaire sheet composed of sociodemographic data, (DASS-21) Scale and Cyberbullying Scale was used. **Research Design:** A Descriptive, Cross-sectional study design at Al Baha University at Al-Baha Region. Data collection included Tool (I): Interview questionnaire. Tool (II): Depression, Anxiety, and Stress Scale - 21 Items (DASS-21). Tool (III) Cyberbullying scale. **Results:** Of the students under study, about half (51.2%) were between the ages of 21 and 24. Only 3.1% were older than 24. The majority of students (79.9%) were females and (20.1%) were males. Sexual harassment was the most common kind of cyberbullying (22.7%), followed by mockery and denigration, inconvenience and violation of privacy, Exclusion, insult, and threats respectively (21.6%, 20.7%, 16.1, and 15.5%). 26.2% of the participants in the study experienced stress at varying levels. Regarding depression level, 48.6% of the participants had depression at varying levels. 15.1% of the participants in the study had anxiety to varying levels. The relationship between cyberbullying and psychological status was very significant. **Conclusion:** According to the current study, there was a significant positive correlation between psychological status and cyberbullying. The results of this study show that to stop cyberbullying, awareness programs regarding cyberbullying are necessary.

Keywords: cyberbullying, anxiety, depression, stress, University Students

1. Introduction

Bullying is defined as violent conduct that is purposefully and persistently aimed at people who are weaker than the perpetrator. Bullying can occur in a variety of ways, such as verbal, physical, or social. (Aboujaoude et al., 2015). Bullying manifests physically as shoving, spitting, striking, and other such behaviors. A few examples of verbal bullying are teasing, slurs, and threats. It manifests in society as slanderous rumors, exclusion from peer groups, and other behaviors. Most of the time, these three types of bullying occur face-to-face with the bullies. (Olweus, 2013).

With the speed at which technology is developing, electronic devices have been used by broad audiences in recent years. In particular, Internet-connected communication devices have grown to be indispensable in modern life. Fifty-nine percent of people on the planet utilize the Internet, making it one of the most essential communication tools. Moreover, in industrialized nations, this rate can exceed 95%. (Mesut GÖNÜLTAŞ, 2022). Cyberbullying has increased more than ever due to the rise in knowledge and data

sharing in the rapidly evolving digital world, the rise of social media, and a new era of sociability through digital means. Cyberbullying also happens when there is insufficient adult supervision. (Martín-Criado et al., 2021). 17.9% of teenagers in England reported having experienced cyberbullying, according to a sizable survey. However, a study carried out in the schools of Aswan City, Egypt, revealed a prevalence of 27.4%. (Mahmoud, SA et al., 2021), whereas a Saudi Arabian study reported a frequency of 20.97% (Jaffer M et al., 2021).

Different types of cyberbullying exist. First, there is harassment, which is characterized as repeatedly sending someone threatening emails, SMS texts, or instant messages in chat rooms. The second is denigration, which is the dissemination of false information through electronic messaging. Thirdly, outing and trickery are comparable in that the victim is compromised when a message containing sensitive personal information that they supplied to a trusted party is shared with others. Lastly, exclusion means that you are not allowed to participate in social media activities, which is the same as being excluded in real life. (Brack K, Caltabiano N, 2014) and (Sladjana D, Vladimir C, 2011).

Cyberbullying, which mostly takes place on the internet and social media platforms, harms victims by making them feel afraid, depressed, angry, and unable to succeed in school. It also lowers their self-esteem. (Kalender et al., 2019). Victimization and cyberbullying are well-known among youth. University students, in particular, are more vulnerable to cyberbullying than students in other age groups because they use smartphones, laptops, and the Internet more frequently and can access the Internet more readily. (Qudah et al., 2020 Teenagers use social media to interact with their peers constantly and to share a wide range of experiences, feelings, and private information with one another. Teenagers are therefore most vulnerable to detrimental effects on their mental and physical health, according to research (Alotaibi NB,2019).

There is mounting evidence that, compared to traditional types of bullying, cyberbullying significantly increases feelings of depression, anxiety, and loneliness. (Landstedt E, Persson S,2014). Furthermore, the fact that cyberbullying affects teenagers because of its repetition and tenacity is a serious issue. Cyberbullying in secondary schools and higher education has increased, according to a recent Saudi Arabian survey, from 18% to roughly 27%. (Al-Zahrani, 2015). Therefore, it's important to address university students' experiences with cyberbullying while taking into account any potential drawbacks. In addition, it is anticipated that studying problematic Internet use—which is thought to be connected to cyberbullying and victimization—will advance knowledge of cyberbullying, so this study aims to determine the relationship between cyberbullying and psychological status among Al Baha University Students, Saudi Arabia-2023.

This study aimed To determine the relationship between cyberbullying and psychological status among Al Baha University students, Saudi Arabia-2023

2. Research question

What is The Relationship between Al Baha University Students' Psychological Status and Cyberbullying, Saudi Arabia, 2023

3. Subject and Methods

3.1. Study design

A Descriptive, Cross-sectional study design.

3.2. Setting

The study was carried out in the Al-Baha Region at Al Baha University.

3.3. Subjects

A convenient sample of 523 male and female university students at Al Baha University

Inclusion criteria

All male and female students at Al Baha University who agree to participate in the study

Sample size

A convenience sample of all male and female university students at Al-Baha University from different colleges who agree to participate. The total number who agree to participate was 523.

Sample technique

The total number of male and female students enrolled at Al Baha University was about 2000. Then I contacted the academic advisors from the various colleges and sent them the questionnaire link to send to the students after obtaining their approval. Only 523 male and female students responded. The number of students who responded from the College of Arts and Humanities, the College of Applied Medical Sciences, the College of Medicine, the College of Dentistry, the College of Engineering, and the College of Science was as follows: 258, 128, 44, 44, 31, and 18

3.4. Study instruments

An online self-administered questionnaire sheet was used. It is composed of three instruments: Instrument I: Socio-demographic data as age, sex, and level of education. Instrument II: Depression, Anxiety, and Stress Scale - 21 Items (DASS-21). Three self-report measures are used in the Depression, Anxiety, and Stress Scale-21 Items (DASS-21) to measure the emotional states of stress, anxiety, and depression. Created by Lovibond, S.H. & Lovibond, P.F. (1995). Each of the three DASS-21 scales contains 7 items, divided into subscales with similar content. Dysphoria, hopelessness, devaluation of life, self-deprecation, lack of interest or involvement, anhedonia, and inertia are all evaluated by the depression scale. The anxiety scale evaluates situational anxiety, skeletal muscle effects, autonomic arousal, and the subjective perception of anxious affect. The stress scale evaluates impatience, irritability or over-reactivity, anxious arousal, difficulty relaxing, and being easily irritated or agitated. Scores for depression, anxiety, and stress are calculated by summing the scores for the relevant items. For the conventional severity labels (normal, moderate, and severe), the following cut-off scores are as follows:

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely Severe	28+	20+	34+

NB To determine the final score, DASS-21 scores must be multiplied by 2. Instrument III was cyberbullying scale which is adopted from the Arabic version (Omina El-Shenawy, 2016) [15]. It has 26 items and five subscales: insulted and threatened (3 items), exclusion (5

items), inconvenience and violation of privacy (5 items), sexual harassment (5 items), and mockery and denigration (8 things). The score responses for questions include always (3), sometimes (2), and never (1). According to these answers, the scoring ranges from 26 to

78, with 78 indicating the highest possible score. Total scores were graded as follows:

	No Cyberbullying	Moderate Cyberbullying	High Cyberbullying
Mockery and denigration (8 Items)	below 12	12– 19	20 – 24
Exclusion (5 Items)	below 8	9– 12	13 – 15
Inconvenience and violation of privacy (5 Items)	below 8	9– 12	13 – 15
Insulted and threatened (3 Items)	below 5	5– 8	8 – 9
Sexual harassment (5 Items)	below 8	9– 12	13 – 15
Total cyberbullying (26 items)	below 39	39 – 64	39 – 64

3.5. Validity and reliability of the tool

The validity of the tool was done as previously described (Omina El-Shenawy, 2016). The researchers make a jury for the scale by five professors specialized in the fields of psychology and psychiatric mental health nursing, and psychiatric medicine. Test-retest reliability was used to assess the tool's reliability (Omina El-Shenawy, 2016). reliability at 0.89.

3.6. Ethical considerations

After a brief and straightforward description of the study's goal and significance, the information will be clear for the students participating in the study. Participants are free to decline; participation is entirely voluntary. The researchers stressed that the volunteers would not suffer any harm or conflict and that the information they collected would be kept private and utilized only for the study.

3.7. Pilot study

After the instruments were developed and before data collection began, it was conducted on 10% of the study sample to assess the study instruments' applicability, practicability, consistency, clarity, and feasibility as well as to estimate the time required to fill them out. The design used for the pilot test will be descriptive, a questionnaire will be filled by participants obtained from Students, and Cronbach's alpha (0.862) will be used. The sample of participants will be selected for the pilot test from the same population to be considered for the main study.

3.8. Data analysis

Data will be categorized, coded, and analyzed collected data according to the appropriate Statistical method by using the Statistical Package for Social Sciences (SPSS) program version 26. The descriptive statistic will be used to describe the sample's major variables.

4. Results

Table 1 illustrates that about half of the studied sample (51.2%) was aged between 21 and 24 years old but only 3.1% were aged above 24 years and the highest percentage of them were females (79.9%), and (20.1%) were males. The largest percentage (49.7%) of the studied sample was in the fourth year.

Figure 1 displays the number and distribution of the study sample's general social media use characteristics. As observed, 49.3% of the total sample used more than one, 29.8 % used WhatsApp, 8.8% used Twitter, 7.6 used insta, 3.6% used TikTok and only 0.8 % used Facebook.

Figure 2 portrays the number and distribution of the study sample's general characteristics regarding Faculty. As observed, 49.3% of the total sample was in the Faculty of Arts and Humanities, 24.5 % was in applied medical sciences, 5.9% was in the Faculty of Engineering, and only 3.4 % were in the Faculty of Science. Regarding the faculty of medicine and dentistry number of students was the same percentage 8.4% in both of them.

According to Figure 3, sexual harassment was the most common kind of cyberbullying (22.7%), followed by mockery and denigration, inconvenience and violation of privacy, Exclusion, insult, and threats respectively (21.6%, 20.7%, 16.1, and 15.5%), in that order. On the other hand. the total percentage of cyberbullying was 19.3%.

Figure 4 shows that 26.2% of the participants in the study experienced stress at varying levels, with 13.4% reporting moderate stress, 11.7% reporting mild stress, and 1.1% reporting severe stress. Regarding depression level, 48.6% of the participants had depression in varying levels, with 19.1% experiencing moderate depression, 15.9% experiencing severe depression, 12% experiencing mild depression, and just 1.5% experiencing extremely severe depression. 15.1% of the participants in the study had anxiety to varying levels 10.7% had mild anxiety and only 4.4% had moderate anxiety.

According to Table 2, there is a strong positive correlation between psychological status and cyberbullying; that is, students who experience cyberbullying are more likely to experience stress, anxiety, and depression. Table 3 shows that, concerning cyberbullying, there was a highly statistically significant difference between age, gender, and educational level. As shown in Table 4, age, gender, and educational level did not differ significantly regarding stress. Table 5 shows that, concerning depression, there was a highly statistically significant difference between age, gender, and educational level. According to Table 6, there was a highly statistically significant difference in anxiety regarding age, gender, and educational level.

As shown in Table 7, anxiety, depression, stress, and cyberbullying were all significantly correlated with the gender of the

students, as shown in Table 8, a very statistically significant difference was found between the student's field of study and anxiety, depression, stress, and cyberbullying,

Table 1. Number and distribution of the general characteristics of the study sample		
	N	%
Age (Years)		
18 – 20	239	45.7
21 – 24	268	51.2
> 24	16	3.1
Gender		
Male	105	20.1
Female	418	79.9
Educational Level		
Year 1	47	9.0
Year 2	78	14.9
Year 3	138	26.4
Year 4	260	49.7

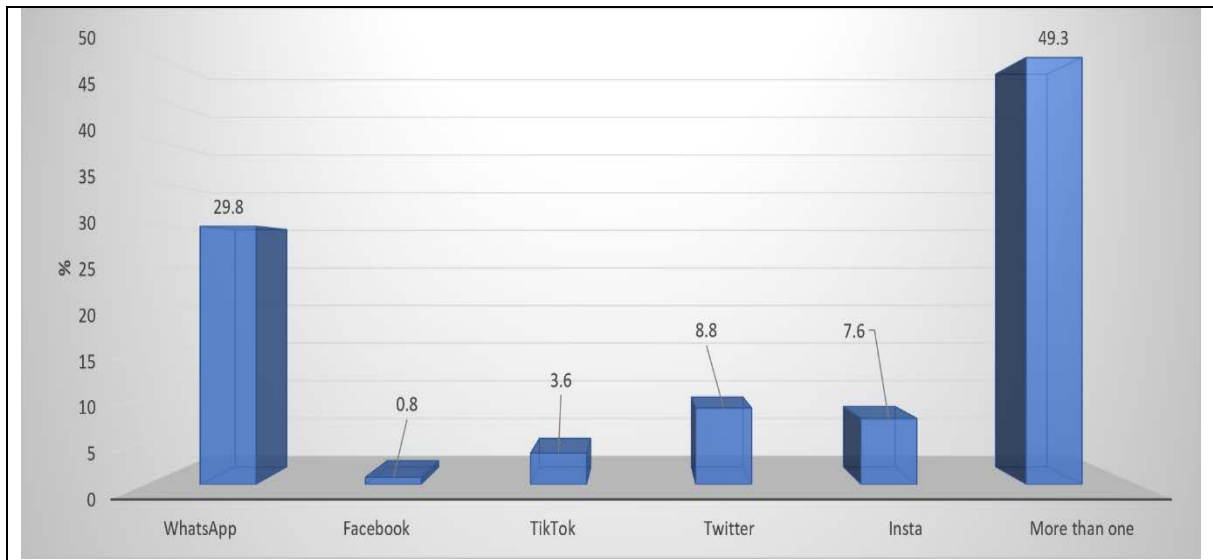


Figure 1. Number and distribution of the general characteristics of the study sample regarding social media use

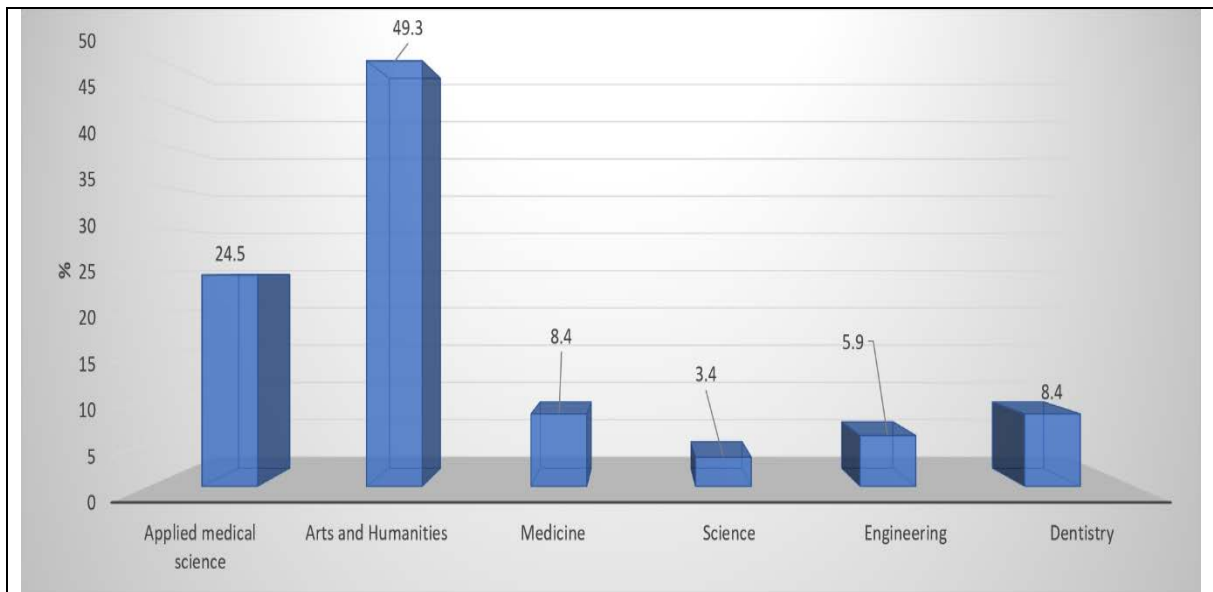


Figure 2. Number and distribution of the general characteristics of the study sample regarding Faculty

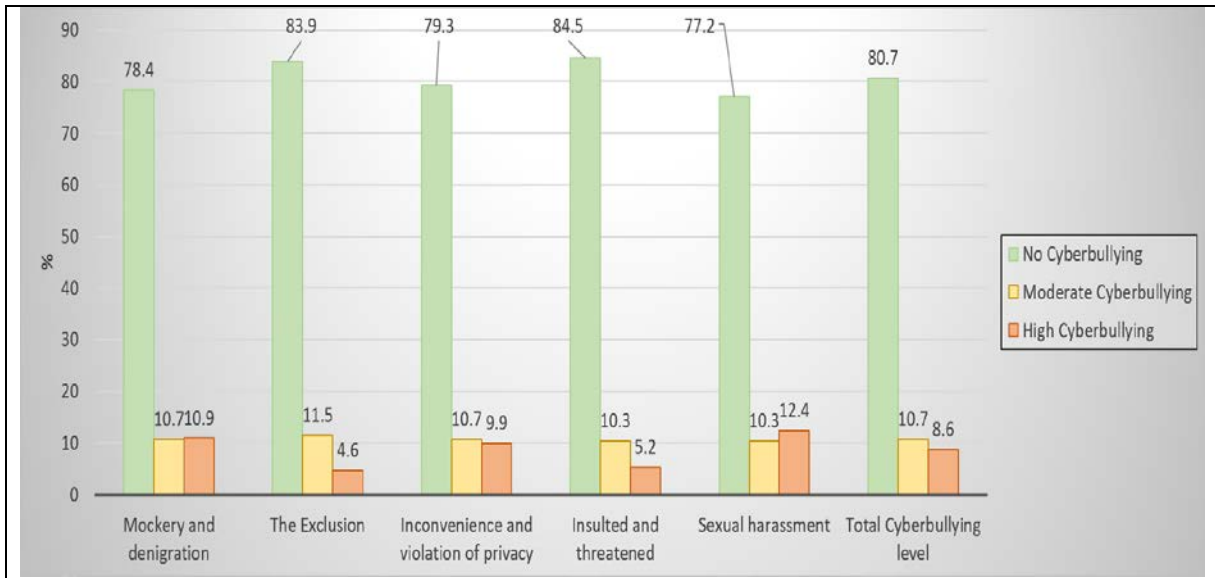


Figure 3. Number and distribution of the Cyberbullying domains and total level

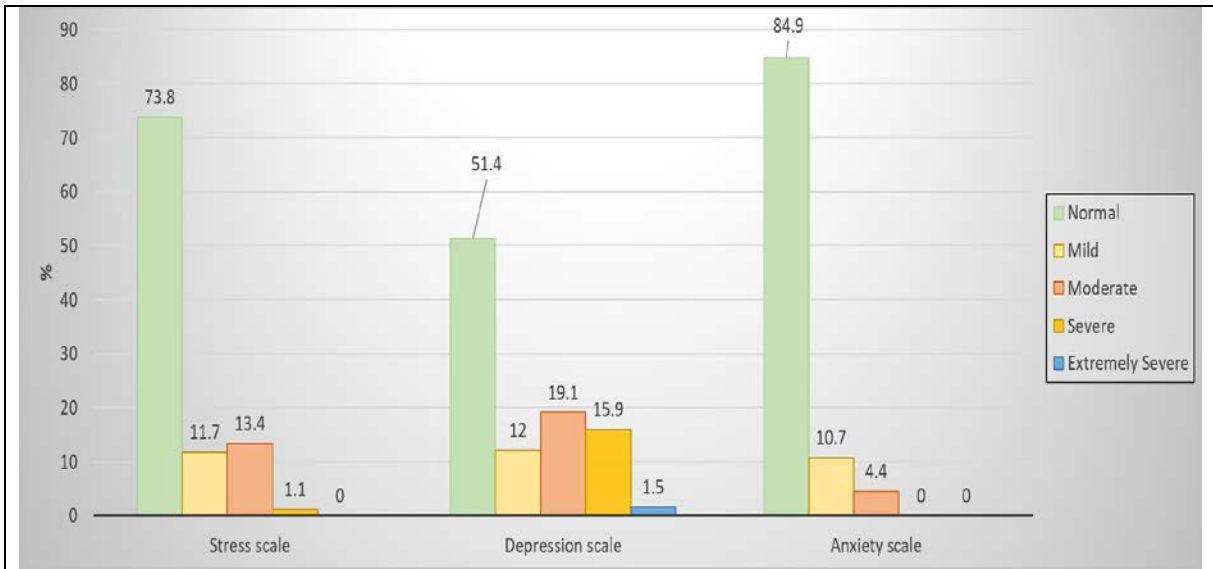


Figure 4. Number and distribution of the DASS-21 domains

Table 2. Association between the total Cyberbullying level and DASS 21

	No Cyberbullying		Moderate Cyberbullying		High Cyberbullying		Chi-Square / Fisher's exact test	
	n	%	N	%	n	%	X ²	P
Stress								
Normal	356	84.4	30	53.6	0	0.0		
Mild	38	9.0	8	14.3	15	33.3		
Moderate	28	6.6	14	25.0	28	62.2		
Severe	0	0.0	4	7.1	2	4.4	190.546	<0.001**
Depression								
Normal	253	60.0	16	28.6	0	0.0		
Mild	55	13.0	8	14.3	0	0.0		
Moderate	76	18.0	14	25.0	10	22.2		
Severe	34	8.1	14	25.0	35	77.8		
Extremely Severe	4	0.9	4	7.1	0	0.0	183.302	<0.001**
Anxiety								
Normal	392	92.9	42	75.0	10	22.2		
Mild	24	5.7	6	10.7	26	57.8		
Moderate	6	1.4	8	14.3	9	20.0	173.550	<0.001**

Table 3. Association between the general characteristics of the study sample and total Cyberbullying level

	No Cyberbullying		Moderate Cyberbullying		High Cyberbullying		Chi-Square / Fisher's exact test	
	n	%	n	%	n	%	X ²	P
Age (Years)								
18 – 20	178	42.2	18	32.1	43	95.6		
21 – 24	232	55.0	34	60.7	2	4.4		
> 24	12	2.8	4	7.1	0	0.0	53.727	<0.001**
Gender								
Male	46	10.9	16	28.6	43	95.6		
Female	376	89.1	40	71.4	2	4.4	184.436	<0.001**
Educational Level								
Year 1	28	6.6	2	3.6	17	37.8		
Year 2	46	10.9	14	25.0	18	40.0		
Year 3	116	27.5	14	25.0	8	17.8		
Year 4	232	55.0	26	46.4	2	4.4	95.820	<0.001**

Table 4. Association between the general characteristics of the study sample and DASS-21 regarding Stress

	Normal		Mild		Moderate		Severe		Chi-Square / Fisher's exact test	
	n	%	n	%	n	%	n	%	X ²	P
	Age (Years)									
18 – 20	162	42.0	37	60.7	40	57.1	0	0.0		
21 – 24	216	56.0	24	39.3	24	34.3	4	66.7		
> 24	8	2.1	0	0.0	6	8.6	2	33.3	44.499	
Gender										
Male	52	13.5	23	37.7	26	37.1	4	66.7		
Female	334	86.5	38	62.3	44	62.9	2	33.3	43.132	
Educational Level										
Year 1	16	4.1	15	24.6	16	22.9	0	0.0		
Year 2	56	14.5	4	6.6	18	25.7	0	0.0		
Year 3	104	26.9	20	32.8	10	14.3	4	66.7		
Year 4	210	54.4	22	36.1	26	37.1	2	33.3	66.498	

Table 5. Association between the general characteristics of the study sample and DASS-21 regarding Depression

	Normal		Mild		Moderate		Severe		Extremely Severe		Chi – Square / Fisher's exact test	
	n	%	n	%	N	%	n	%	n	%	X ²	P
	Age (Years)											
18 – 20	103	38.3	39	61.9	50	50.0	47	56.6	0	0.0		
21 – 24	158	58.7	24	38.1	48	48.0	32	38.6	6	75.0		
> 24	8	3.0	0	0.0	2	2.0	4	4.8	2	25.0	37.578	<0.001**
Gender												
Male	22	8.2	12	19.0	36	36.0	35	42.2	0	0.0		
Female	247	91.8	51	81.0	64	64.0	48	57.8	8	100.0	66.832	<0.001**
Educational Level												
Year 1	10	3.7	8	12.7	10	10.0	19	22.9	0	0.0		
Year 2	36	13.4	6	9.5	22	22.0	14	16.9	0	0.0		
Year 3	85	31.6	17	27.0	18	18.0	16	19.3	2	25.0		
Year 4	138	51.3	32	50.8	50	50.0	34	41.0	6	75.0	43.889	<0.001**

Table 6. Association between the general characteristics of the study sample and DASS-21 regarding Anxiety

	Normal		Mild		Moderate		Chi – Square / Fisher's exact test	
	n	%	N	%	n	%	X ²	P
	Age (Years)							
18 – 20	196	44.1	34	60.7	9	39.1		
21 – 24	238	53.6	18	32.1	12	52.2		
> 24	10	2.3	4	7.1	2	8.7	14.075	<0.001**
Gender								
Male	68	15.3	28	50.0	9	39.1		
Female	376	84.7	28	50.0	14	60.9	42.727	<0.001**
Educational Level								
Year 1	30	6.8	8	14.3	9	39.1		
Year 2	68	15.3	10	17.9	0	0.0		
Year 3	120	27.0	16	28.6	2	8.7		
Year 4	226	50.9	22	39.3	12	52.2	35.543	<0.001**

Table 7. Association between Psychological parameters and student’s gender

	Male		Female		Chi – Square / Fisher’s exact test	
	n	%	n	%	X ²	P
Cyberbullying						
No Cyberbullying	46	43.8	376	90.0		
Moderate Cyberbullying	16	15.2	40	9.6		
High Cyberbullying	43	41.0	2	0.5	184.436	<0.001**
Stress						
Normal	52	49.5	334	79.9		
Mild	23	21.9	38	9.1		
Moderate	26	24.8	44	10.5		
Severe	4	3.8	2	0.5	43.132	<0.001**
Depression						
Normal	22	21.0	247	59.1		
Mild	12	11.4	51	12.2		
Moderate	36	34.3	64	15.3		
Severe	35	33.3	48	11.5		
Extremely Severe	0	0.0	8	1.9	66.832	<0.001**
Anxiety						
Normal	68	64.8	376	90.0		
Mild	28	26.7	28	6.7		
Moderate	9	8.6	14	3.3	42.727	<0.001**

Table 8. Association between Psychological parameters and student’s field of study

	Medical		Non-Medical		Chi-Square / Fisher’s exact test	
	n	%	n	%	X ²	P
Cyberbullying						
No Cyberbullying	152	70.4	270	87.9		
Moderate Cyberbullying	28	13.0	28	9.1		
High Cyberbullying	36	16.7	9	2.9	34.403	<0.001**
Stress						
Normal	150	69.4	236	76.9		
Mild	28	13.0	33	10.7		
Moderate	38	17.6	32	10.4		
Severe	0	0.0	6	2.0	10.571	0.014*
Depression						
Normal	91	42.1	178	58.0		
Mild	31	14.4	32	10.4		
Moderate	58	26.9	42	13.7		
Severe	36	16.7	47	15.3		
Extremely Severe	0	0.0	8	2.6	25.097	<0.001**
Anxiety						
Normal	182	84.3	262	85.3		
Mild	32	14.8	24	7.8		
Moderate	2	0.9	21	6.8	15.901	<0.001**

5. Discussion

Information and communication technology has become widely used, especially by younger generations, and this has had a profound impact on how our society consumes information and, consequently, interacts with one another (Albi Kawi, Z.F. 2023). cyberbullying is a global issue that is developing quickly. While traditional types of bullying, such as physical or verbal harassment, are slightly declining, cyberbullying is increasing and spreading. There is evidence that the

number of cyber victims worldwide is increasing quickly. (Vismara M et al., 2022). The psychological, social, and emotional health of victims is negatively impacted by cyberbullying practices. Being a victim in a virtual setting can lead to feelings of loneliness, despair, anxiety, and low self-worth. Moreover, victims of cyberbullying may have behavioral changes as a result of the harmful impacts, which are not just restricted to psychological and emotional aspects. (Gönültaş, M. 2022). Therefore, this study aims to determine The Relationship between Cyberbullying and Psychological Status among Al Baha

University Students, Saudi Arabia-2023

The study's findings indicate that students' most popular social media sites were WhatsApp, which was utilized by over one-third of the sample overall, followed by Twitter (8.8%), Instagram (7.6%), and TikTok (3.6%). Just 0.8% of the sample utilized Facebook. This may be due to the present digital revolution; social media is rapidly becoming one of the main sources of news and information and offers a platform for communication, entertainment, and education. Conversely, a study by (Mahmoud, SA et al., (2021). found that teenage students used Facebook (98.2%), WhatsApp (82.3%), and Instagram (80.9%). These results also ran counter to those of Saied et al. (2016), who found that Facebook, WhatsApp, and Instagram were the three most popular social media sites in Egypt.

The results of the current study indicated the prevalence of cyberbullying was 19.3%. This result is consistent with a study conducted by Albikawi, Z.F. (2023) that was carried out in Khamis Mushait, Saudi Arabia, and revealed that the prevalence of cyberbullying was 20.67%. Also, this outcome matched that of a Saudi Arabian study (Jaffer M et al., 2021). that portrayed a 20.97% prevalence of cyberbullying. On the other hand, a study conducted in Aswan City, Egypt's schools found a prevalence of 27.4%. ((Mahmoud, SA et al., 2021). In contrast, a recent study by Sayed, S et al. (2023). found that over two-thirds (66.5%) of the students had experienced cyberbullying. Furthermore, the findings of Ali, S.I. and Shahbuddin, N.B., (2022). reveal that approximately 49.1% of college students report having experienced cyberbullying. Furthermore, Gohal et al. (2023). indicated that the total prevalence of cyberbullying in the Jazan region was 42.8%.

according to the results of the present study. The most frequently reported form of cyberbullying was sexual harassment (22.7%), which was followed by mockery and denigration, inconvenience, violation of privacy, Exclusion, insult, and threats (21.6%, 20.7%, 16.1, and 15.5%). Correspondingly. In contrast to the current findings, a study by Mahmoud, SA et al., (2021). in schools in Aswan City, Egypt, revealed that the most frequent types of cyberbullying that these people encountered were denigration and mockery (27.2%), followed by inconvenience and violation of privacy, insulted and threatened, exclusion and finally sexual harassment (25.8%, 24.1%, 24%, and 19.1%, respectively).

Numerous negative emotional, psychological, and behavioral consequences have been connected to cyberbullying. Cyberbullying has different effects on different people, but some of the repercussions are low self-esteem, anxiety, sadness, fear, shame, melancholy, anger, absenteeism, decreased academic accomplishment, a greater propensity to violate others, violence in schools, and even suicide. The negative effects of cyberbullying include despair, anxiety, and low self-esteem, among other things. Furthermore, those who are bullied experience elevated anxiety. It is an emotional state characterized by anxiety, fear, and unease that is typically broad and unfocused, an overreaction to something that is only perceived as frightening in one's mind. The robust association between depression and bullying is an additional possible risk factor. shown that those who are the targets of cyberbullying are more likely to experience depression. (Himakshi Baruah et al., 2017).

The results of the present study, which corroborate the aforementioned claim, show that approximately one-quarter of students reported feeling stressed, less than a quarter reported feeling anxious, and roughly half reported feeling depressed. This may be because cyberbullying negatively impacts students' general well-being, academic performance, and mental health. The findings are consistent with a study conducted by Martínez-Monteagudo MC et al., (2020), which illustrated that approximately fifteen percent (14.17%) and seven percent (6.67%) of respondents, respectively, had engaged in cyberbullying during their lifetime in the previous 30 days. The study participants had poor psychological health, as evidenced by moderate levels of anxiety and despair as well as low self-esteem. However, Arrieta et al. (2013). discovered that among Colombian university students, the prevalence of stress, anxiety, and depressive symptoms was 45.4%, 56.6%, and 37.4%, respectively.

Additionally, this is consistent with research by Albikawi, Z.F. (2023), which found that 30.17% of students reported depression, 49.16% reported Internet addiction, 34.64% reported anxiety, 20.67% reported cyberbullying, 17.32% reported cyber victimization, and 19.55% reported low self-esteem. Furthermore, Beiter et al. (2015). found that among 374 American university students, 11%, 15%, and 11%, respectively, experienced high or extremely severe levels of stress, anxiety, and depression. Dalkey and Gharaibeh's (2018). sample of 600 college students revealed even higher prevalence rates.

according to the study's findings, which revealed a highly significant positive association between psychological status and cyberbullying. meaning that students who are subjected to cyberbullying are more likely to suffer from stress, anxiety, and depression This may be due to cyberbullies being motivated to hurt others, which lowers self-esteem and negatively impacts mental health. The victims of cyberbullying have been hurt, mistreated, and impacted by the bullies, which has left them feeling powerless. This result was in line with the findings of (Ali, S.I.; Shahbuddin, N.B., 2022), who found a strong link between cyberbullying and mental health. Also, the result was the same. (Himakshi Baruah et al., 2017), which found a strong link between cyberbullying and psychological wellness. Anxiety and depression were positively correlated, but self-esteem was negatively correlated. This result is also consistent with a study by Maurya et al. (2022), which discovered that teenagers who experienced cyberbullying had a 2.07-fold increased risk of developing depressive symptoms compared to those who did not.

The results of the current study on demographic characteristics showed that the relationship between cyberbullying and gender was extremely statistically significant. This might be a result of, in comparison to women, men are more likely to be violent and aggressive, engage in bullying more frequently, and show less empathy for cyberbullying. Males also exhibit higher rates of Internet addiction, spend more time online, and use the Internet more problematically. Finally, the ease of access to the Internet and its emphasis on usability over physical prowess may contribute to a decline in gender disparities. This result is identical to Gönültaş (2022). demonstrates a significant gender-based variation in cyberbullying ratings. Several studies in the literature (Wang, Wang & Lei, 2021; Erdur-Baker & Kavşut, 2007; Li, 2006; Arıca et al., 2008) have results that are similar to the current study's findings. However, our results differ from those of other researchers who reported no significant gender differences in cyberbullying (Patchin

& Hinduja, 2006; Slonje & Smith, 2008).

The findings of the current study revealed a highly statistically significant difference between age and educational level concerning cyberbullying. Similar to the findings of the current study, certain research concluded that a significant difference in age/year level (Slonje & Smith, 2008; Wade & Beran, 2011). As far as is known, cyberbullying occurs among people of all ages. This idea can be explained by the simplicity of use of communication technologies. In addition to their extensive use, cyberbullying is getting easier to commit over time. However, according to many studies, age and year level have no difference in cyberbullying. (Gönültaş, 2022; Patchin & Hinduja, 2006).

The results of the current study demonstrated a highly statistically significant correlation between the student's gender and the following variables: cyberbullying, stress, anxiety, and depression. Additionally, a very statistically significant difference was found between the students' field of study and stress, anxiety, depression, and cyberbullying. According to this research (Ali, S.I.; Shahbuddin, N.B., 2022), who revealed that the following variables showed significant differences in family economic position ($p = 0.038$), medical students ($p = 0.0001$) non-medical ($p = 0.005$), and sex ($p = 0.0001$). Women ($p = 0.009$) report higher levels of stress than men ($p = 0.007$) when it comes to cyberbullying.

6. Conclusions

The current study aimed to determine the relationship between psychological status and cyberbullying among Saudi Arabian students at Al Baha University in 2023. Thus, the results of this study demonstrated an extremely positive correlation between cyberbullying and psychological status. Cyberbullying and mental health were found to be strongly correlated across age, gender, academic level, and field of study.

7. Recommendations

The following recommendations are made in light of the current study's findings:

- Providing awareness programs regarding cyberbullying to prevent this behavior
- Giving counseling and psychological support to victims of cyberbullying
- Constructing special units in educational institutions to provide support for people who have been the target of cyberbullying?

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Data availability statement

Data that support the findings of this study are available from the corresponding author upon reasonable request

Conflict of interest

The author declares that there is no conflict of interest

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