

Social skills and cyberbullying behavior among students in Hail from the perspective of social work

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Abstract

This study aimed at identifying social skills and their relationship to cyberbullying behaviors among students in the Hail region in the Kingdom of Saudi Arabia. The study was conducted on a sample of (398) male and female students (191 males and 207 females). The study used the descriptive method and developed two questionnaires as instruments of the study, the first on social skills and the second on cyberbullying. The results of the study indicated that the level of social skills of secondary school students in the Hail region was high. There were differences due to the influence of gender in all areas, except for the area of social participation, and the differences were in favor of females in all fields. The results also showed the existence of differences in the level of "social skills" attributed to the "level of academic achievement," and the differences were in favor of those with higher achievement. The results did not show any differences attributable to "grade" in all areas, except for the field of "social participation," and the differences were between the tenth and eleventh grades. The results found a negative relationship between the level of "social skills" and "bullying behaviors" among secondary school students in the Hail region.

Keywords. Cyberbullying, social skills, teenagers, bullying behaviors.

1. Introduction

Modern communication technology continues its rapid progress and development in a way that changes people's interaction with society. The Internet, mobile phones, and various electronic means of communication provide us with methods of comfort through easy communication with others and saving time and effort. Cyberbullying became a phenomenon associated with the use of the internet and became a concept under investigation recently. The interest in studying this phenomenon began in the Scandinavian countries when the educational authorities carried out many exploratory studies on bullying in schools in Bergen, Norway, in 1983. The investigation continued for two and a half years during which they arrested about (2,500) students accused of bullying. Norway then arranged resistance campaigns to prevent bullying at the level of all primary and secondary schools (Al-Qahtani, 2015).

With the rapid increase in electronic communication and the accompanying tremendous development in social media such as Facebook, Twitter, Instagram, and others, cyberbullies spread harmful content such as abusive pictures, rumors, threats, and others. Other users begin to watch first and then they copy and paste this content. In the case of the bullies' are identified, sometimes they are punished or asked to delete what was published, but after it becomes too late. On the other hand, if the bully's personality is not known, the disaster is greater as the bully in this case publishes several times and practices bullying freely (Hussain, 2016). Abusive content is no longer just words shared by youth across virtual communities, but practices that young people share. These practices carry with them behaviors that may bring harm to youth and their societies (Al-Bahi, 2016).

To develop the individual's social skills, attention should be paid to social interactions, developing effective channels of social communication, starting with the individual, and understanding individuals' abilities. Individuals then should try to acquire some important social skills such as social communication skills, participation with others, building continuous social relationships, interest in friendships, and listening to others (Al-Azza, 2002).

In the field of studying the relationship between social skills and cyberbullying among students, some studies have indicated the inverse relationship between the two variables (Claire & Michael, 2005; Polan, Seiveng & McMorris, 2013). The results of these studies indicate that bullies are distinguished by their lack of social skills and the qualities that develop them. Their bullying behavior weakens their social skills and they lack a sense of humor. Bullies have dangerous hostile behavior that keeps people away from them, in addition to their lack of flexibility in dealing with others.

1.1. Problem Statement

Social service aims to help individuals to be able to depend on themselves or reduce their dependence on others, as well as help them to strengthen social bonds. According to the 2018 report of the United Nations Social Protection Committee, about 5.5 billion people lack adequate social security or social protection around the world. This means that among every eight individuals in the world more than five lack social security. Therefore, this is what prompted the researcher to study cyberbullying and link it to community security from the perspective of social service. The objectives of this study are to clarify the relationship between cyberbullying, community security, and the role of social service in reducing this phenomenon. The study also aims at identifying the preventive role of the social service professionals in the field of community security

1.2. Questions of the Study

This study aimed to answer the following questions:

1. What is the level of social skills among secondary school students in the Hail region?
2. Do cyberbullying behaviors differ according to the variables of "gender", "academic achievement" and "grade" among secondary school students in the Hail region?
3. Is there a correlation between the level of "social skills" and "cyberbullying behaviors" among secondary school students in the Hail region?

1.3. Significance of the Study

The significance of this study stems from the fact that it is one of the very few studies to examine the relationship between cyberbullying and social security from a social service perspective in Saudi Arabia. The study also shows that practicing social service professionals in non-traditional fields increases its scientific importance and value and the level of its practice. The necessity for individuals to have a sense of social security so that they can perform their social role and be more able to participate and provide.

1.4. Definition of Operational Terms

Cyberbullying is one of the traditional and most advanced forms of bullying through modern means of communication such as the Internet and mobile phones. Technological means can be used to send unwanted messages or spread rumors on Internet pages. Cyberbullying can be defined as using technology to support abusive behavior by an individual or group to harm other people. It is also a form of distant harassment using electronic means of communication by a bully intended to create a psychological atmosphere for the victim characterized by threat and anxiety (Hussein, 2016). Cyberbullying is also defined as "any behavior carried out via electronic or digital media with the intent to harm others and creating discomfort to them (Hemphill, Tollit, Kotevski & Heerde, 2015).

Social Skills "is the behavioral inventory of the interpersonal skills of the individual, which help to practice the desired social behaviors and to deal with others appropriately" (Angélico, Alexandre & Loureiro, 2013, 19). It is defined in this study as the scores students obtained as a result of their responses to the developed social skills scale.

2. Literature Review

The individual's social skills grow through verbal and non-verbal social interactions in communicating with others. These skills vary according to different social interaction situations, and their path varies according to the different objectives, and the strategies through which these goals are achieved. The interest in social skills started by associating them with mental abilities, the individual's efficiency and effectiveness in life situations, and the individual's daily interactions with those around him. They are also explained in the failure experienced in some of those situations although some people have high mental abilities, which is represented by not investing in the available opportunities to establish friendly relations with those around them. Therefore, these lead to social isolation, increase shyness in social situations, and constitute an obstacle to expression and self-disclosure (Riggio et al, 1990).

Olweus (2005) defined bullying as negative acts produced by one or more people towards other people that take place repeatedly. These negative acts can be verbal such as threatening, reprimanding, or teasing and insulting. They can also be physical contact such as hitting, pushing, and kicking, and it can be without the use of words or physical exposure such as face grinning, or inappropriate gestures, to isolate the person from the group. Cyberbullying is defined as "a form of aggression that depends on the use of modern means of communication and internet applications (cell phones, computers, video cameras, e-mail,

web pages...etc.) to publish posts or comments that bully the victim or promote affliction" (Beran & Li, 2007, p 17).

2.1. Reasons for cyberbullying

The phenomenon of cyberbullying was not common in Arab societies because of the upbringing based on respect for the old and kindness to the young and other high social values. However, the present era of globalization, and the knowledge explosion, especially the communication and information revolution, have all affected the spread of bullying behavior. This phenomenon was transmitted to society through the means of communication, films, and modern technology in general. This behavior was manifested in the imitation of the children to the bullying characters that the media presented. Also, the weak parental control contributed to the children falling victim to the scenes of violence they saw that turned into bullying behaviors. Studies attribute the reasons for the emergence of cyberbullying to the changes that have occurred in human societies related to the emergence of violence and discrimination of all kinds. Other reasons include the disruption of family relations in society, the influence of the media on adolescents in the secondary and middle stages, the inability of the parents of bullying adolescents to control their behaviors, and modern technology. The impact of cyberbullying was clear on the psychological, physical, and social aspects of individuals' personalities (Al-Barashidiyah, 2020).

2.1.1. School Environment

Violence in contemporary schools has reached unprecedented levels, to the point of verbal and physical abuse of teachers on the part of students and parents. The limits of respect between students and teachers have ceased to exist, which led to a decline in the prestige of teachers and their influence on students and encouraged some of them to bully others. Also, teaching by traditional methods that rely on the centralization of the teacher as the only source of knowledge and his possession of absolute power in the classroom may lead to adopting violence and exclusion as a method for solving problems in the classroom. This eventually created an appropriate environment for the growth of the phenomenon of bullying, in addition to the absence of parallel activities within schools, and reducing school life to the formal activities that are practiced inside the classroom in the context of study programs (Zahraa, 2017).

2.1.2. Family factors

Family factors constitute a variety of practices and behaviors that affect an individual's experiences, including exposure to bullying. Adolescents who live in a family environment characterized by violence and conflict, and are treated poorly, are more likely to be bullied. The life of a child and adolescent with parents suffering from disorders of any level may lead to them being bullied. Studies have indicated the role of some family factors in bullying behavior, as they found that some bullying individuals are in fact victims in their homes, and come from families that suffer from difficulties in the relationship between the father and children and social and financial difficulties (Al-Bantan, 2019).

2.1.3. Peer groups

Peer group influences an individual's exposure to bullying, through the quality of relationships between the peer group and their characteristics, peer rejection, and hatred. One of the proven results is that association with peers who have antisocial practices can increase the chances of violence and antisocial behavior (Sheryl & Hemphill, 2015).

2.1.4. *Media and the technical revolution*

Electronic games, which usually depend on concepts such as superpower, crushing opponents, and using all methods to obtain the highest points and victory without any educational goal have a great impact on children. Adolescents become addicted to this type of game and consider daily life, including school life, an extension of these games, so they practice such behaviors with those around them in the same way (Abu Ghazaleh, 2009).

2.2. *Forms of cyberbullying*

Cyberbullying includes many forms, such as harassment by sending offensive and insulting messages to the person via e-mail. Defamation by sending or spreading rumors about a specific person is also another form. Impersonation also happens when the bully pretends to be another person and sending or publishing electronic materials to put someone in danger that threatens their reputation. Deception is another form of cyberbullying when the bully talks with someone in revealing secrets or embarrassing information, then the electronic bully forwards the messages to many friends and then shares them on the Internet. Electronic harassment is repeated harassment and defamation that includes a threat or creates a great fear when the bully penetrates someone's account and send offensive rumors to that person's friends (Hussein, 2016).

2.3. *Previous Studies*

Al-Qadeeb (2020) identified the level of cyberbullying and exposure to cyberbullying and their relationship to mental health from the perspective of gender, age, educational level, and exposure to cyberbullying on a sample of social media users, The sample was chosen by the stratified randomized method, which consisted of (922) individuals who used social media in the Kingdom of Saudi Arabia. To achieve the objectives of the study, the electronic bullying scale, the electronic bullying scale from the victim's point of view, and the mental health disorders scale were used. The results showed a low level of electronic bullying and exposure to electronic bullying among the sample. The results revealed a positive relationship between each of the electronic bullying, exposure to electronic bullying, and mental health disorders. The results showed statistically significant differences between males and females. The age variable also affected the results, as the age groups between (18-25) years are the highest affected.

Ibrahim (2020) conducted a study aimed at revealing the effectiveness of a cognitive-behavioral counseling program in using strategies to confront cyberbullying among high school students. The sample consisted of (127) male and female secondary school students whose ages ranged between (15-17). They were divided into two groups, an experimental group (72) and a control group (65). the study used the scale of cyberbullying strategies and a cognitive-behavioral program. The results indicated that there are statistically significant differences between the mean scores of the experimental group in the degree of strategies to confront cyberbullying in the pre and post measurements. The results also showed statistically significant differences between the experimental group and the control group in the strategies for facing electronic bullying in favor of the post-measurement of the experimental group. This indicated the effectiveness of the training program and the extension of its impact.

Medhat (2020) identified the mediating role of gender (male-female) in the relationship between emotional intelligence and cyberbullying among middle school students. The final sample of the study consisted of (310) students (160 females and 150 males), representing students from grades four, five, and six, whose ages ranged between (15 and 17) years. The

study followed the quantitative correlational approach. The results indicated that deficiencies in emotional intelligence and its dimensions were positively associated with falling victim to cyberbullying of both genders, but it was stronger in females. Moreover, it was found that there is a significant correlation between emotion regulation and gender (male-female) in explaining the experiences of falling victim to cyberbullying. Despite the absence of interaction among males, the deficiency in regulating emotion for females is significantly related to an increase in falling victim to cyberbullying.

Abu Hilal (2020) aimed at identifying the correlation between psychological needs and cyberbullying among students of the higher basic stage in the schools of Nablus governorate. To achieve these goals the relational descriptive approach was used and two measures were used as tools after confirming their psychometric characteristics. The study consisted of (220) male and female students (156 males and 64 females) from the schools of Nablus governorate. The results revealed that the spread of the phenomenon of cyberbullying is greater among students in the tenth grade, followed by the ninth grade and the eighth grade. The results showed the existence of a statistically significant negative correlation between the following psychological needs (satisfaction of the need for love and belonging, the need for self-esteem, the satisfaction of the need for achievement, the satisfaction of the need for curiosity, satisfying the need for security) and cyberbullying.

McCabe and Strauss (2020) found that adolescent girls with asthma are at increased risk of bullying, yet the relationships between school bullying, cyberbullying, demographics, mental health issues, and substance abuse have not been specifically studied. The purpose of this research was to examine these relationships among adolescent girls with asthma. The study sample included 1634 teenage girls and data from the Youth Behavior Monitoring System (YRBSS) were used. Complex sampling software was used for frequency extrapolation and W2 analyzes. In this sample young age, mental health issues, and substance abuse were significantly associated with school bullying and cyberbullying. Race and grade in school are highly related only to bullying in school.

These studies showed that there is a correlation between the behavior of cyberbullying and the impulses of revenge and impersonal anger of the bully. Experiences of exposure to cyberbullying are related to feelings of hopelessness, sleep difficulties, emotional problems, and symptoms of depression, substance abuse, suicidal ideation, and deviant behavior.

3. Methodology

The study used the correlational descriptive method. This method is based on the descriptive study of social skills, the phenomenon of bullying among secondary school students, and identifying the correlation between them.

3.1. Sampling

The population of the study consisted of (2,100) male and female students in high school in the tenth, eleventh, and twelfth grades in Hail City schools. The number of males was (847) students and (1253) females as shown in Table (1).

Table 1. Distribution of the study population of high school students in the city of Hail according to school, grade, and gender

School	Grade	Males	Females	Total
Ibn Hazm School	Tenth	97	144	241
	Eleventh	88	143	231
	Twelfth	89	140	229
	Tenth	95	142	237
	Eleventh	98	136	234
	Twelfth	94	137	231
Al-Thaqafah School	Tenth	99	138	237
	Eleventh	92	141	233
	Twelfth	95	132	227
Total		847	1253	2100

The study sample was chosen randomly from high school students in Hail city schools, with a percentage (19%) of the size of the study population. 135 male and female students were selected from each school and the total number was (405) male and female students. seven questionnaires were excluded for not completing the required data. The number of the sample after excluding the questionnaires was (398) male and female students distributed according to gender, achievement, and grade. Table 2 demonstrates the study sample.

Table 2. Distribution of the study sample of high school students in Hail according to the variables of gender, academic achievement, and grade.

Variable	Category	Frequency	Percentage
Gender	Male	191	48.0
	Female	207	52.0
academic achievement	Excellent	148	37.2
	Very good	166	41.7
	Good	69	17.3
	Pass	15	3.8
grade	Tenth	149	37.4
	Eleventh	145	36.4
	Twelfth	104	26.1
Total		398	100.0

3.2. Tools of the Study

This study aimed at identifying social skills and their relationship to bullying behaviors of high school students. To achieve this goal, the current study includes two measures that have been developed after reviewing previous studies in this field.

3.2.1. Social Skills Scale

The social skills scale was developed after referring to the theoretical literature and previous studies that dealt with the subject of social skills. The scale's paragraphs were developed in its initial form to include (32) items distributed into three dimensions, perceiving the feelings of others (items 1-11), social communication (items 12-22), and social participation (items 23-32). All paragraphs have been formulated in a positive direction.

The validity of the social skills scale

The validity of the social skills scale was verified by presenting the scale to (10) judges from the faculty in the social service, special education, measurement and evaluation majors at the University of Hail, and psychotherapists in the Hail region. They received a concept note including the arbitration criteria, such as the relevance of the paragraphs to the scale, the relevance of the paragraphs to the dimension, and the linguistic phrasing. The percentage of (80%) was adopted as a percentage of the arbitrators' agreement to amend the paragraphs of the scale.

Reliability of the social skills scale:

The reliability of the social skills scale was calculated by selecting an exploratory sample of high school students in the Hail region from outside the study sample, consisting of (35) male and female students in the secondary stage. The scale was applied to an exploratory sample twice with a time difference of two weeks between the two applications. Then the reliability was calculated using two methods, Test-Re-Test and Cronbach Alpha as shown in Table 3.

Table 3. The coefficient of internal consistency "Cronbach-alpha" and the stability of repetition of dimensions and the overall score of the social skills scale

Dimension	Internal consistency	stability of repetition
perceiving the feelings of others	0.77	0.87
Social communication	0.78	0.89
Social participation	0.83	0.86
The overall stability of the social skills scale	0.90	0.88

A five-point grading was set for the level of social skills among students as follows, always (5 points), often (4 points), sometimes (3 points), rarely (2 points), and never (1 point). The researcher decided to divide the levels of the social skills scale into three levels, low, medium, and high, according to the following statistical standard, the upper value of the alternative, which is (5), minus the minimum value of the alternative, which is (1) divided by (3). The low level of social skills has a mean score from 1-2.33. The medium level of social skills has a mean score from 2.34-3.67. The high level of social skills has a mean score from 3.68 - 5

3.2.2. Bullying Scale

The bullying scale was developed after referring to the theoretical literature and previous studies that dealt with the subject of bullying. The bullying scale was developed in its initial form to include (24) items.

The validity of the Bullying Scale

The validity of the bullying scale was verified by presenting the scale to (10) judges from faculty members in the fields of psychology and special education, measurement and evaluation at Hail University, and psychotherapists in the Hail region. They received a concept note including arbitration criteria such as suitability for paragraphs for the scale, the paragraphs' relevance to the dimension, and the linguistic wording. (80%) was adopted as a percentage of the arbitrators' agreement to amend the scale's paragraphs.

Reliability of the Bullying Scale

The reliability of the bullying scale was calculated by choosing an exploratory sample (35 students) of high school students in the Hail region from outside the study sample. The scale was applied to the sample twice with a time difference of two weeks between the two applications. The stability was calculated by two methods, the Test-Re-Test and Cronbach Alpha as presented in Table 4.

Table 4. The coefficient of internal consistency "Cronbach-alpha" and the stability of repetition of dimensions and the overall score of the bullying scale

Dimension	Internal consistency	stability of repetition
Physical bullying	0.93	0.90
Verbal and moral bullying	0.91	0.92
The overall stability of the bullying scale	0.95	0.90

The same criteria used to correct the social skills scale was used also to correct the bullying scale.

4. Results and Discussion

This part deals with the findings of the study through the process of applying the two measures of social skills and bullying behaviors on high school students in the city of Hail. The results were presented according to the sequence of questions, as follows:

4.1. Results of the first question

“What is the level of social skills among secondary school students in the Hail region?”

To answer this question, mean scores and standard deviations of the level of social skills of secondary school students in the Hail region were extracted as illustrated in Table 5.

Table 5. Mean scores and standard deviations of the level of social skills among secondary school students in the Hail region arranged in descending order according to the mean scores

Rank	No.	Dimension	Mean score	St. Dev	Level
1	2	Social communication	4.26	.538	High
2	1	Perceiving the feelings of others	4.04	.533	High

Rank	No.	Dimension	Mean score	St. Dev	Level
3	3	Social participation	3.93	.666	High
The whole scale			4.07	.496	High

Table (5) shows that the mean scores ranged from (3.93-4.26). The dimension of social communication came in the first rank with the highest mean score (4.26), while the dimension of social participation came in the last rank (3.93), and the mean score for the tool as a whole was (4.07).

The mean score and standard deviations of the responses of the study sample for the paragraph of each dimension were calculated as follows:

First dimension: Perceiving the feelings of others

Table 6. The mean scores and standard deviations of the paragraphs of the dimension of perceiving the feelings of others, arranged in descending order, according to the mean score

Rank	No.	Dimension	Mean score	St. Dev	Level
1	2	I feel comfortable when I can help my classmates.	4.47	.817	High
2	8	I like my classmates what I like for myself.	4.24	.905	High
3	10	I feel appreciated by people.	4.22	.882	High
4	4	I avoid hurting my classmates' feelings.	4.13	1.072	High
5	9	I feel comfortable when I am close to others.	4.10	.926	High
6	5	I speak quietly with my classmates.	4.07	.909	High
7	1	I sympathize with my classmates' problems.	4.04	1.034	High
8	7	I take into account the needs of my classmates.	4.01	.943	High
9	6	I participate in solving my classmates' problems.	3.88	.996	High
10	11	I can control my emotions.	3.70	1.078	High
11	3	I forgive my classmate if he did something that upset me.	3.58	.921	Medium
The whole dimension			4.04	.533	High

Table 6 shows that the mean scores were from (3.58-4.47). Paragraph No. 2 which states, "I feel comfortable when I offer help to my classmates" came in the first place, with a mean score of 4.47. Paragraph No. 3, which states, "I forgive my classmate if he did something that

upset me,” ranked last, with a mean score of 3.58. The mean score for the dimension as a whole was 4.04.

Second dimension: social communication

Table 7. The mean scores and standard deviations of the paragraphs of the dimension of social communication, arranged in descending order, according to the mean score

Rank	No.	Dimension	Mean score	St. Dev	Level
1	13	I maintain good relations with my classmates.	4.64	.617	High
2	15	I maintain good relations with the teachers.	4.46	.798	High
3	18	I act kindly in social situations.	4.43	.815	High
4	14	I seek to communicate with my classmates.	4.36	.773	High
5	17	Most of the students in the class are my friends.	4.28	.944	High
6	16	I initiate conversations with my classmates.	4.20	.890	High
7	20	I can deal with different social levels of students.	4.10	.909	High
8	12	I seek to make new friends.	4.05	1.105	High
9	19	I can influence my classmates.	3.80	1.050	High
The whole dimension			4.26	.538	High

Table 7 shows that the mean scores ranged from (3.80-4.64). Paragraph No. (13) which states “I maintain good relations with my classmates” came first, with a mean score of (4.64), while paragraph No. (19), which states "I can influence my classmates", ranked last, with a mean score of (3.80). The mean score for the dimension as a whole was (4.26).

Third dimension: social participation

Table 8. The mean scores and standard deviations of the paragraphs of the dimension of social participation, arranged in descending order, according to the mean score

Rank	No.	Dimension	Mean score	St. Dev	Level
1	22	I help my classmates with everything I can.	4.34	.845	High
2	28	My friends miss me when I am absent.	4.19	1.030	High
3	30	Sharing with my classmates is a source of happiness.	4.18	1.006	High

Rank	No.	Dimension	Mean score	St. Dev	Level
4	29	I adapt to different social situations.	3.95	.930	High
5	21	I share with people their social events.	3.88	.957	High
5	27	I like to be the concern of others.	3.88	1.179	High
7	25	I enjoy school parties.	3.79	1.182	High
8	24	I actively participate in group discussions.	3.74	1.118	High
9	23	I actively participate in school activities.	3.69	1.163	High
10	26	My classmates share their problems with me.	3.62	1.091	Medium
The whole dimension			3.93	.666	High

Table 8 shows that the mean scores ranged from (3.62-4.34). Paragraph No. (22), "I help my classmates with everything I can," came in the first rank, with a mean score of (4.34), while paragraph No. (26), "My classmates share with me their problems," came last, with a mean score of (3.62). The mean score for the dimension as a whole was (3.93).

These findings show that high school students in the city of Hail have high social skills, as their social communication with each other, and with other members of society, and their participation with others in social events had high levels. These findings indicate the existence of a distinct state of social communication among community members in the environment in which the study tool was applied.

These results could be explained by the coherence of the Arab culture in the research sample despite the great challenges they face, especially the presence of various cultures in their home. This diversity had a positive role in improving the processes of social communication between them, to preserve their customs, traditions, and religious rituals, which raised the level of social skills of their high school children.

The reason also could be due to the high level of social skills among secondary school students. This category includes adolescents and they are ready to assume social responsibilities. Therefore, the student at this stage feels social responsibility, and his duty towards his friends, family, and society, and thus, his social skills rise.

4.2. Results of the second question

"Do cyberbullying behaviors differ according to the variables of gender, academic achievement, and grade among secondary school students in the Hail region?"

To answer this question, mean scores and standard deviations of bullying behaviors were extracted according to the variables of gender, academic achievement, and grade for high school students in the Hail region as shown in Table 9 below.

Table 9. Mean scores and standard deviations of bullying behaviors for the variables of gender, academic achievement, and grade of secondary school students in the Hail region

Variable	Category		Physical bullying	Moral and verbal bullying	Bullying behavior
Gender	Male	M	1.87	1.58	1.74
		St. Dev	.932	.860	.859
	Female	M	1.13	1.16	1.14
		St. Dev	.267	.334	.253
Academic achievement	Excellent	M	1.43	1.36	1.40
		St. Dev	.848	.820	.809
	Very good	M	1.45	1.32	1.39
		St. Dev	.673	.497	.555
	good	M	1.62	1.44	1.54
		St. Dev	.757	.714	.695
	pass	M	1.82	1.50	1.68
		St. Dev	.871	.650	.724
Grade	Tenth	M	1.39	1.28	1.34
		St. Dev	.649	.584	.584
	Eleventh	M	1.65	1.50	1.58
		St. Dev	.882	.766	.797
	Twelfth	M	1.40	1.29	1.35
		St. Dev	.721	.638	.642

M= mean score

St. Dev= standard deviation

Table (9) shows a clear variation in the mean scores and standard deviations of bullying behaviors due to the different categories of the variables of gender, academic achievement, and grade of secondary school students in the Hail region.

To demonstrate the significance of the statistical differences between the mean scores, three-way ANOVA analysis was done on the dimensions and the instrument as a whole as shown in Table (10).

Table 10. Three-way ANOVA analysis of the effect of gender, academic attainment, and grade on the dimensions of the study

Source of variance	Dimensions	Squares sum	Freedom value	Mean square	F value	Sig.
Gender	Physical bullying	49.682	1	49.682	110.560	.000
	Moral and verbal bullying	17.254	1	17.254	42.481	.000
Academic	Physical bullying	2.222	3	.741	1.648	.178

Source of variance	Dimensions	Squares sum	Freedom value	Mean square	F value	Sig.
achievement	Moral and verbal bullying	2.387	3	.796	1.959	.120
Grade	Physical bullying	2.867	2	1.433	3.190	.042
	Moral and verbal bullying	3.109	2	1.554	3.827	.023
	Physical bullying	175.702	391	.449		
	Moral and verbal bullying	158.805	391	.406		
	Physical bullying	233.793	397			
	Moral and verbal bullying	181.262	397			

Table 10 shows that there were statistically significant differences due to the effect of gender in the dimensions of physical bullying and verbal and moral bullying. There were no statistically significant differences due to the effect of academic achievement in the dimensions of physical bullying and verbal and moral bullying. There were statistically significant differences due to the grade effect in the dimensions of physical verbal and moral bullying.

Table 11. Three-way ANOVA analysis of the effect of gender, academic achievement, and grade on the level of social skills among secondary school students in Hail region

Source of variance	Dimensions	Squares sum	Freedom value	Mean square	F value
Gender	33.523	1	33.523	87.819	.000
Academic achievement	2.279	3	.760	1.990	.115
Grade	2.967	2	1.483	3.886	.021
Error	149.257	391	.382		
Total	189.456	397			

Table 11 shows that there were statistically significant differences due to the effect of gender, as the F-value was 87.819, with a statistical significance of 0.000. There were no statistically significant differences due to the effect of academic achievement, as the F-value was 1.990, with a statistical significance of 0.115. There were no statistically significant differences due to the grade effect, as the F-value was 3.886 and with a statistical significance of 0.021. To identify the statistically significant differences between the mean scores, the Scheffe method was used as shown in Table (12).

Table 12. Results of Scheffe test for the effect of grade

Dimension	Category	Mean score	Tenth	Eleventh	Twelfth
Physical bullying	Tenth	1.39			
	Eleventh	1.65	.26*		
	Twelfth	1.40	.02	.24*	
Moral and verbal bullying	Tenth	1.28			
	Eleventh	1.50	.22*		
	Twelfth	1.29	.01	.21	
Bullying behavior	Tenth	1.34			
	Eleventh	1.58	.24*		
	Twelfth	1.35	.01	.23*	

*significant at ($\alpha \leq 0.05$)

Table 12 shows that there were statistically significant differences between the eleventh grade, on the one hand, and each of the tenth and twelfth grades on the other hand, and the differences came in favor of the eleventh grade in physical bullying and bullying behaviors as a whole. There were statistically significant differences between the eleventh and tenth grade, and the differences came in favor of the eleventh grade in verbal and moral bullying.

The results of this question revealed statistically significant differences due to gender influence in the dimensions of physical bullying and verbal and moral bullying, and the differences were in favor of males. The reason for this result is the difference in the physiology of the male and the female, as males are more masculine and females are more tender and do not use violence. Therefore, the presence of physical, verbal, or moral bullying is more apparent in males than females, which is a normal state.

The results showed the absence of statistically significant differences attributed to the impact of academic achievement in the dimensions of physical bullying and verbal and moral bullying. The reason may be due to the existence of other social reasons and school conditions that had a greater impact than achievement. School order and discipline prohibit bullying in all its forms. There are several kinds of punishment for bullies regardless of their academic achievement.

The results also showed the presence of statistically significant differences due to the grade effect in the dimensions of physical bullying, verbal and moral bullying. The differences came in favor of the eleventh grade in verbal and moral bullying. The reason for this result may be due to the age factor between the tenth and eleventh grades. Students in the eleventh grade have more physical strength. The twelfth-grade students become busy with their studies because this stage is very important in their life, become less aggressive, and reduce bullying behaviors.

4.3. Results of the third question

“Is there a correlation between the level of social skills and cyberbullying behaviors among secondary school students in the Hail region?”

To answer this question, Pearson's correlation coefficient was extracted between the level of social skills and bullying behaviors of secondary school students in the Hail region as shown in Table (13).

Table 13. Pearson correlation coefficient for the relationship between the level of social skills and bullying behaviors of secondary school students in the Hail region.

Dimensions	Correlation	Physical bullying	verbal and moral bullying	Bullying behaviors
Perceiving the feelings of others	Correlation coefficient	-.268**	-.251**	-.275**
	Sig.	.000	.000	.000
	No.	398	398	398
Social communication	Correlation coefficient	-.201**	-.188**	-.206**
	Sig.	.000	.000	.000
	No.	398	398	398
Social participation	Correlation coefficient	-.147**	-.104*	-.136**
	Sig.	.003	.039	.006
	No.	398	398	398
Level of social skills	Correlation coefficient	-.237**	-.207**	-.237**
	Sig.	.000	.000	.000
	No.	398	398	398

* Statistically significant at (0.05).

** Statistically significant at (0.01).

Table (13) shows that there is a negative statistical relationship between the level of social skills and bullying behaviors of secondary school students in the Hail region. This result is compatible with the practical social reality, the school academic reality, and the rationality of the relationship from the mental point of view. Students with high social skills participate with people, interact with them and with their events, understand the feelings of others, sympathize with them, communicate with the largest segment of society, and show them friendliness. These skills are available in the individual lead to controlling bullying behaviors. Moreover, human nature refuses to combine social skills with bullying behaviors because the bullying individual is usually a spiteful individual and angry with others. The bully does not like to be flirtatious and has negative attitudes towards others. The bully also does not care about social behavior towards others and lacks communication with them. The reason for the negative correlation between social skills and bullying is due to the nature of these human behaviors contradicting each other, so love cannot meet hate, Social skills, love of

society, people and being close to them, realizing their feelings, and communicating with them do not coincide with bullying behaviors.

5. Conclusion and Recommendations

This study aimed at clarifying the relationship between cyberbullying, community security, and the role of social service in reducing this phenomenon. The study also aims at identifying the preventive role of the social service professionals in the field of community security. The results of the study showed no correlation between social skills and bullying behaviors among the sample of the study. The study concludes that the existence of normal social skills, such as perceiving the feelings of others, communication, and participation, reduce the tendency toward practicing bullying. The study recommends educators, teachers, and counselors to focus on the social skills of students because they are important in treating problems and behavioral disorders among students. The results showed that males practice bullying behaviors more than females. Therefore, it is recommended to investigate this trend among males by conducting more studies by counselors and specialists and to develop counseling programs to reduce these behaviors among males.

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