The Impact of Cyberbullying on Private High School Teenagers, in Cairo Governorate

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Introduction:

Modern communication technology is one of the most recent revolutions in mass communication. It is now more than ever heavily dependent on mobile networks, creating the potential for higher challenges for the society and incidents of crimes, terrorism acts, Cyberbullying, Deep Web, and Dark Web and many others. This modern communication technology includes several platforms: Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok. Also, Text messaging and messaging apps on mobile or tablet devices. Online forums, chat rooms, and message boards. Such as, Reddit and Email. It is also available on online gaming communities. Furthermore, bullying, sexual harassment, and many other criminal acts became very common in digital media. this created drastic impact on school's teenagers, such as frustration, depression, isolation, anxiety, humiliation, low self-esteem, family problems, academic problems, school violence, delinquent behavior, and many other psychological problems (Patchin & Huinduja, 2008). According to Finkelhor, Mitchell and Wolak (2000) the use of information and communication technologies has become during the first decade of the 21st century an activity that progressively and massively involved young people.

Although bullying is an old phenomenon, Cyberbullying is a new form of bullying. It consists of bullying on digital media. (Abaido, 2019). Teenagers have been bullied for countless generation, but cyberbullying now through the digital media appears to be a universal phenomenon found in most cultures of the world and across all ethnics and socioeconomic lines. The international community became concerned about bullying and started to show interest in the new phenomenon that later came to be known as cyberbullying (Belsey, 2005). Cyberbullying became today one of the most dangerous digital media crimes that can occur from several outlets, including cellular phones, Internet chat rooms, online blogs, e-mails, and instant messaging. Where many high school teenagers find themselves spending countless hours using some form of these digital technologies. Furthermore, the spread of cybercrimes is the result of freedom on the internet, digital forums, and social media. comments, photos, posts, and content shared by individuals can often be viewed by strangers, as well as acquaintances. both their personal content. Also, people have the freedom to share negative, mean, or hurtful content. This is why Cyberbullying became one of the recent societal challenge that can harm the online reputations of everyone involved, not just the person being bullied, but those who are bullying or participating in it. Thus, it is not surprising that teenagers are using these tools to inflict harm on each other.

Digital Media and Cyberbullying:

 Cyberbullying takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where teenagers can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Cyberbullying can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted spreading lies about or posting embarrassing photos of someone on social media, sending hurtful messages or threats via messaging platforms, impersonating someone and sending mean messages to others on their behalf.

According to CTIA-The Wireless Association (2015) wireless use in the United States increased 78% from 2005 to 2009, with 276.6 million subscribers and more than 1.36 trillion text messages. Moreover, social media sites provide

an environment where victims often become targets of cyberbullies. The most common social networking sites where cyberbullying occurs are Facebook, Twitter, and Instagram.

To elaborate, Cyberbullying is defined inflicting harm through the usage of cell phones, computers, and other electronic devices. Also, it is the use of communication technologies in order to bully other people. both bullying and cyberbullying are relatively correlated. On the other hand, other researchers suggested that Cyberbullying could cause more harm than traditional bullying.

Power imbalance, intention, and repetition are three key characteristics in a bully. These three characteristics of the aggressors are needed to be assessed in order to predict the impact of the bullying on the bullied. Firstly, the usage of digital media has an effect on the communication. In digital media, cruelty can happen without or with the bully's intent to focus it or make it repetitive on the weak target. The power, reputation, and intent to harm is challenging in the digital environment (Englander, E., Donnerstein, E., Kowalski, R., Lin, C. A., & Parti, K., 2017).

The negative Effects of cyberbullying:

Many researches suggests that cyberbullying is characterized by a transformation from the traditional bullying forms to online forms (Li, 2007) through social media platforms. Constant exposure to and interaction with online technologies, regardless of the convenience they provide, also, expose the teenagers to certain online connections, that may at some point put their safety, and, emotional, and psychological well-being at risk. Cyberbullying is one of the digital media crimes that faces many of the teenagers, whenever they use and rely on digital media technologies.

the phenomena of cyberbullying on digital media has proved to have a very negative impact on teenagers, such as, poor academic performance, school dropout, physical violence, and suicide, and it is a method of bullying that is frequently hidden from adults (Willard, 2006). exposing teenagers to defamation, slander and libel, rumors, invasion of privacy, fake news, hacking, harassment, bullying, and many other problems. These problems would lead to negative psychological disorders, damage the self-esteem, damaging both the perceptions and the reputation.

Also, Patchin and Hinduj (2008) suggested that cyberbullying is linked to many serious impacts on teenagers, such as low self-esteem, family problems,

academic problems, school violence, and delinquent behavior. However, the worst consequences are suicide and violence.

While cyberbullying has some of the same negative impacts as traditional face-to-face bullying, it can be done without any physical contact or knowledge of the perpetrator's identity (Willard, 2006). These random acts of harassment go well beyond the scope of traditional face-to-face bullying because unlike traditional bullying, cyberbullying can occur not only at school, but in the home and any place where technology is accessible (Sharif & Hoff, 2007). For instance, Studies have suggested that although it may occur less frequently than face-to-face bullying, up to 70% of students in the United States have experienced cyberbullying (Wang, Iannotti, & Nansel, 2009).

Cyberbullying and school's teenagers:

Cyberbullying the digital media has been a problem in many school's teenagers for a long time. There are many students in the high school suffer from being a bully or being bullied. (Katherine Gleason, Spring 2011). As the teenagers are known to be the most segment that use the digital media (Buckingham, 2007). Digital media mainly social media, became one of the latest trends in many societies, and in the Egyptian society as well, and teenagers started using it. They use it for entertainment, interaction, or news viewing.

Definitions:
Digital Crimes.

Digital crimes begin when there is illegal activity. These activities could be done to data or information on computers or networks or harm inflected on others.

Cyberbullying.

Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behavior, aimed at scaring, angering or shaming those who are targeted. Examples include: spreading lies about or posting embarrassing photos of someone's on social media, sending hurtful messages or threats via messaging platforms, impersonating someone and sending mean messages to others on their behalf.

Also cyberbullying include, nasty messages online or on your mobile

phone, comments or replies on your social media posts or posts about you, Being excluded from online group chats on purpose, Embarrassing or harmful photos being put online without your permission, Sending offensive pictures through a messaging app, Embarrassing or harmful photos being put online without your permission, Sending offensive pictures through a messaging app Rumors and lies about you on a website, messaging app or social media platform, Offensive chat or voice communication on an online game. Rumors and lies about you on a website, messaging app or social media platform, Offensive chat or voice communication on an online game.

Forms of cyberbullying.

According to Willard (2004) cyberbullying can take different forms, ranging from slander, libel, defamation, invasion of privacy, fake news, rumors, flaming, Harassment, cyber talking, Denigration (put-downs), Masquerade, Outing and trickery, Exclusion and Sexting Impersonation, to harassment to cyber talking.

1.1 Slander

Means that people make false statements about someone.

1.2 Libel

Means giving a person an unpleasant name.

1.3 Flaming

Sending angry, rude, vulgar messages directed at a person or persons privately or to an online group

1.4 Harassment

Repeatedly sending a person offensive message

1.5 Cyberstalking

Harassment that includes threats of harm or is highly intimidating

1.6 Denigration (put-downs)

Sending or posting harmful, untrue, or cruel statements about a person to other people

1.7 Masquerade

Pretending to be someone else and sending or posting material that makes a person look bad or places the person in potential danger

1.8 Outing and trickery

Sending or posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images, engaging in tricks to solicit embarrassing information to be made public

1.9 Exclusion

Actions that specifically and intentionally exclude a person from an online group

1.10 Impersonation

Posing as the victim and electronically communicating negative or inappropriate information with others as if it were coming from the victim

1.11 Sexting

Distributing nude pictures of another individual without the person's consent.

The Significance of the study:

Teenagers are almost exclusively relying on digital media, which can foster destructive or harmful behaviors on them. Thus, the significance of this research lies in trying to analyses the impact of cyberbullying which became one of the most crucial negative societal, and social phenomena happening in Egypt's today among school teenagers.

Many previous studies have outlined the negative impacts of cyberbullying on teenagers, yet, little research studies have been conducted on the Egyptian English private high school teenagers, considering the fact that reporting incidents of cyberbullying in Egypt is also a big problem, because of the social, and cultural constraints of our society. Thus, this research tries to assess and analyze the negative impact of digital media cyberbullying on English Private high school teenagers in Cairo governorate and tries to provide solutions and recommendations that are both applicable and convenient.

Literature review:

Recent research studies have revealed that cyberbullying and online harassment are considerable problems for users of social media platforms, especially teenagers.

Actually, the growing availability of new technologies has resulted in an increase in cyberbullying cases in recent years. More than one million people worldwide become victims of cybercrime every day; this includes also victims of cyberbullying. According to the 2014 EU Net Children Go Mobile Report, 12% of the 3,500 children aged 9-16 years old were cyberbullied. Similarly, the 2011 EU Kids Online report found that 6% of the 25,142 children between 9 and 16 years of age had been bullied online across Europe and 3 % had carried out cyberbullying. Cyberbullying increased among children aged 11-16 from

7% in2010 to 12 % in 20146. (European Commission, 2009).

A 2016 report of the Cyberbullying Research Centre indicates that 33.8% of middle-and high-school students aged between 13 and 17 are at some point subject to being victims of cyberbullying. Across most of the recent studies conducted in this sphere in the last decade, the prevalence rates of cyberbullying range from 10% to 40% (O'Brennan, Bradshaw, & Sawyer, 2009).

Five different axes:
2.1 Cyberbullying on the Digital Media.

The first study on cyberbullying reproduced the schema followed by that on traditional bullying, considering cyberbullying a concrete form of indirect bullying, and its study was very focused on the impact of technological devices. However, cyberbullying is a social problem involving harassment, intimidation, bullying and unjustified aggressiveness undertaken through the use of digital devices by a person or group upon another person (the victim), but whose harassment effects remain and are diffused exponentially (Tokunaga, 2010). Cyberbullying can occur at different age levels, with any gender, and can relate to physical, cultural, racial, and even religious biases. The psychological harm inflicted by cyberbullying is considered more damaging than traditional bullying, as harmful material can be preserved and quickly circulated. Patchin and Hinduja (2010) concluded that peer harassment and cyberbullying is one of the main concerns of the society. Also, the adolescents and teenagers are the ones that suffer the most from this issue.

Zubiaga et al. (2017) it was stated that people have motives. Such as, fun, attention, and hatred. Thus, apathy occurs. According to Oh and Syn (2015) said that people use digital media for positive motives. For instance, People use social media just to deliver information, interact, and communicate. On the contrary people do not have the same motivation, and incentive when using a specific media. Cross (2013) argued that people's personal lives and other information could be leaked because of negative motives, bulling, and other crimes could occur. Such as, rumors. Also, people can change the content of a post and share them to damage other people's reputation.

According to Warner-Soderholm et al. (2018) elders who use Facebook and other platforms do not trust the content and the information shared by other people. But the young adults are the most considered to have trust in sharing content, spreading rumors, and share content to gain people's empathy and goodwill no matter how unlikelihood the content is.

2.2 Previous studies on Cyberbullying in Digital Media teenager's users and its effect.

According to Patchin and Hinduja (2010) a study by the national institute of teenager health, and human development concluded that 17% of the students suffer from bullying. 19% said that others bully the people around them. Cyberbullying is one of the forms of bullying and gained a great amount of attention. Cyberbullying became of the most common digital media crimes. Teenagers who encounter cyberbullying being a victim or an offender, tend to suffer from suicidal thoughts and attempt to commit suicide. This act is considered to be a form of aggression. Additionally, the victims are the ones strongly directed towards the suicidal behaviors and thoughts than the offenders. Thus, the teenagers peer aggression should be taken into consideration either at home or at schools. Moreover, Cyberbullying is related to the self-esteem in different ways. In which the teenagers in this period tend to be developing an identity. Thus, they are easily affected by the social environment. Bullying has an effect on the development of the teenagers. Studies have shown that cyberbullying tends to cause a lower self-esteem. The feeling of being victimized lowers the self-esteem. Also, those who suffer from a low self-esteem tend to be targets of bullying. Another form is also known as online harassment. These are considered as inflected harm through social media and technology. They include using communication technology to harass, threaten, intimidate, or harm others. Additionally, it includes invading the privacy and spreading libelous and malicious words or pictures. It is related to psychological and relational forms of bullying (Patchin & Hinduja, 2010).

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For individuals, the experience of cyberbullying has also been linked with significant negative outcomes such as anxiety, depression, substance abuse, sleeping and eating disorders, and decreased academic performance (Privitera & Campbell, 2009). Also, previous research has found different correlates and consequences associated with specific forms of cyberbullying (Waasdorp & Bradshaw, 2011). Physical and psychological health-related and academic

performance-related impacts have been cited as major correlations in both traditional and cyberbullying (Kowalski & Limber, 2013).

Cyberbullying can include poor academic performance, school dropout, physical violence, and suicide, and it is a method of bullying that is frequently hidden from adults (Willard, 2006). According to Patchin and Hinduja, (2008), cyberbullying is linked to serious effects such as low self-esteem, family problems, academic problems, school violence, and delinquent behavior. However, the worst consequences are suicide and violence. While cyberbullying has some of the same negative impacts as traditional face-to-face bullying, it can be done without any physical contact or knowledge of the perpetrator's identity (Willard, 2006). These random acts of harassment go well beyond the scope of traditional face-to-face bullying because unlike traditional bullying, cyberbullying can occur not only at school, but in the home and any place where technology is accessible.

Studies have suggested that although it may occur less frequently than face-to-face bullying, up to 70% of students in the United States have experienced cyberbullying (Shariff & Hoff, 2007). Therefore, there is a need for further studies to obtain a conceptualized view on the number of students across the United States and beyond who have experienced some form of cyberbullying (Juvonen & Gross, 2008).

2.3 Social Media Platforms, Cyberbullying, and the Demographic Segmentation.

Cyberbullying on smartphones application and social media platforms can occur at different age levels, with any gender, and can relate to physical, cultural, racial, and even religious biases. The psychological harm inflicted by cyberbullying is considered more damaging than traditional bullying, as harmful material can be preserved and quickly circulated, that is why it can now occur within any demographic criteria, adults, and teenagers are important sample that warrants the recent attention of most parents, school teachers and psychologists and several studies on cyberbullying have focused on adolescent young people in middle and high schools.

Patchin and Hinduja (2006) conducted an online survey involving 384 respondents under the age of 18. Their results indicate that various forms of bullying occur online, including being ignored (60.4%), being disrespected (50%), being called names (29.9%), being threatened (21.4%), being picked on (19.8%), being made fun of (19.3%), and having rumors spread (18.8%).

Some scholars have cautioned against the findings of the aforementioned study, citing it to possess a convenient sample (Wilkins, Hoover, Miltenoff, & Downing, 2007).

When gender is considered in bullying-related behaviors, empirical research findings show that males and females show different patterns of bullying (Borg, 1999). In addition, it has been suggested that females prefer to use electronic devices such as chat rooms and emails to bully others (Thorp, 2004).

Another relatively important finding is that anonymity is inherent in many cyberbullying situations, which may create a sense of powerlessness on the part of the victim (Dooley, Pyżalski, & Cross, 2009). Anonymity seems to be a unique characteristic of technology that works well for bullies but against victims.

2.4 Cyberbullying and Legal Aspects.

Another manuscript entitled 'Investigating legal aspects of cyberbullying(Paul, Smith, & Blumberg, 2012) explored the cyberbullying in British secondary-level schools from the students' perspective using a qualitative method of enquiry. The level of awareness and understanding of the legal aspects of cyberbullying were investigated; consideration was also given to views expressed by young people on children's rights, school sanctions, and safeguarding responsibilities. The results indicate that students do not really accept the sanctions in place to prevent cyberbullying. However, when asked to consider alternatives, they provided similar suggestions to the already existing ones. Students are aware of their rights, yet they take responsibility for the occurrence of cyberbullying considering their role in prevention to be more prominent than that of adults.

Reed, Cooper, and Nugent (2016) this study explores high school students' beliefs and behaviors associated with cyberbullying. Specifically, it examines this new phenomenon from the following four perspectives: what happens after students are cyberbullied, what do students do when witness cyberbullying, why do victims not report the incidents, and what are students' opinions about cyberbullying. Data were collected from 269 Grade 7 through 12 students in 5 Canadian schools. Several themes have emerged from the analysis, which uncovers some important patterns. One finding is that over 40% would do nothing if they were cyberbullied, and only about 1 in 10 would inform adults. Students feel reluctant to report cyberbullying incidents to adults in schools for various reasons, which are discussed in depth.

According to Elizabeth Whittaker et al., (2015) three studies examined prevalence rates of cyberbullying among college-age students, venues through which cyberbullying occurs, with a particular focus on social media, and perceptions of cyberbullying as a function of features of the target (e.g., peer, celebrity, groups).

Study 1 found texting and social media to be the most commonly used venues for cyberbullying victimization. Study 2 determined that features of the target of cyber aggressive comments influenced perceptions of cyberbullying. Online aggressive comments directed toward peers were perceived most negatively whereas those targeted toward random people known only online were evaluated least negatively. Using an innovative methodology for examining cyberbullying, Study 3 found that venue (e.g., Facebook, comments, forum posts) and features of the target influenced the nature of online exchanges. Implications for prevention and intervention are discussed.

2.5 Cyberbullying in Egypt.

Internet subscriptions had been increasing which gave the space for new ways of abuse, like Cyberbullying. When emerging it was known as a noisy public health issue that has an effect on the psychological, mental, and emotional health (Arafa, Mahmoud, & Senosy, 2015). According to, Tarek and Hesham, 2020, cyberbullying became a trend in Egypt where people believe that they have the right to say anything online even if it has a negative effect on the others. Thus, the cyberbullying rates in Egypt is increasing day by day. It has now caused several dangerous impacts on the Egyptian society. People tend to make fun of others and joke around to hurt the people around them.

Theoretical framework:

One be applied in this research paper to direct the researcher in their study. The Spiral of Silence Theory.

The Spiral of silence:

The spiral of silence theory was primarily applied to political science and public opinion studies. It states that people tend to remain silent when they fear that their views don't lie with the majority opinion. The reasons for such silence are the fear that they will be rejected and the fear of isolation. The longer people remain silent, the more likely they are to spiral into a state of

total silence where they are reluctant to voice their opinions. This theory posits that the fear of social isolation is a fundamental part of the public opinion process. In this theory, public opinion is defined as controversial viewpoints that people can publicly express without becoming isolated. The definition of public opinion applies to both malleable subjects (influx opinions) and fixed customs (cultural values).

Chaffee and Metzger (2001) suggest that the 'spiral of silence' in its original form may have little predictive power in the new media environment. Further, Schulz and Roessler (2012) theorize that as individuals can select the information they receive online, they believe they are surrounded by more like-minded people online than in real-world contexts. Thus, the projection effect will decrease the fear of isolation, and individuals will be more likely to express their opinions online, minimizing the spiral of silence effect on the internet. Other early critics draw attention to two more aspects of the internet that can reduce the spiral of silence effect: anonymity and lack of interpersonal presence. However, empirical studies have since found support for the spiral of silence effect in online social environments, even those with anonymity (Woong Yun & Park, 2011).

The spiral of silence theory helps to explain why individuals sometimes feel unable to speak up when bullied. The theory indicates that bullying victims tend to become further isolated, as they have nowhere to escape. On the other hand, some scholars believe that the spiral of silence effect does not exist or is very weak in online communication contexts.

The spiral of silence remains one of the theories aiming to rationalize the effects of socialization as well as individuals' behaviors. It helps to explain why students feel unable to speak up when bullied. As bullying has become an online phenomenon, bullies can now remain anonymous and harass their victims every day at any given hour. This forces the bullied into a perpetual state of silence because it is increasingly hard for them to fight back. So even if alone, victims still must withstand the pressure of online bullies.

The Problem Statement:

The teenagers' use of the digital media that became a channel that help increase their freedom of expression. Where people are free write anything they want. Also, the lack of restrictions on the users of the digital media caused many teenagers to start to create trends that humiliates and causes emotional harm to other people. Many examples of cybercrimes. Such as,

defamation started to evolve among the users, including slander, libel, and spreading rumours and bullying others that damage teenager's reputation, and mental health. It also created a negative psychological impact on teenagers. accordingly, teenager became the main victims of the digital media crimes, specially cyberbullying.

Hypothesis:
Hypothesis 1.
There is a correlation between the apathy of the users of the digital media and the spread of cyber bullying crimes.
Hypothesis 2.
There is a correlation between lack of restriction of the users of digital media and the spread of cybercrimes in the digital platforms.
Hypothesis 3.
There is a significant correlation between exposure of teenagers to digital media crimes, cyberbullying that lead to teenager's frustration, anxiety, depression and many other psychological problems.

Methodology:
Research type.
The researchers used the Analytical Descriptive Study to assess and analyse the negative impact of digital media cyberbullying on high private English school's teenagers in Cairo governorate. A questionnaire was designed and used to explore teenager's experiences and express their point of views regarding cyberbullying and its negative impact on them. The theoretical framework and the existing literature guided the development of this study. Also, the research type that is chosen is quantitative research in order to analyze and test the variables.
Method of Data Collection.
An electronic survey was used to decrease the cost and to be convenient for teenagers at English private high schools in Cairo governorate who encourage them to participate. They were told that the surveys will not take more than 10 minutes to answer. It would help the researchers collect a significant amount of responses. Also, the target prefers to use online.
Population and sample.
The sample size was 250 respondent's teenagers', both male and female, age from 15-18, social class, A and B. Geographical location, Cairo governorate, as

it has the highest population in Egypt. The survey questions that were posed asked specific questions about how the participants dealt with cyberbullying on digital media and its impact on them.

The rational for choosing English private high schools teenagers, because this segment of the society can afford to have smart phones and Laptop, as well as, they have the ability to communicate easily in English, and use the digital media extensively, they are much more eager to take the risk to discover anything around them, as they are more acquainted with different cultures.

Also, the researcher will use another instrument to gather data for this study which is the in-depth interviews. The researcher will use interviews with Media Psychology instructor, teacher from a private English high school, and parents who have teenagers from both gender male and s female.

In depth Interview with one teacher, two parents and one instructor of media psychology:

Interview with private high school teachers' findings:

Firstly, it should be reinforced that the message that cyberbullying is wrong, and reinforce school values and clearly defines unacceptable behaviours and its negative consequences. Also, conduct classroom activities around cyberbullying, and discuss the impact of that cyberbullying and how it was, could be resolved. Hold class meeting in which students can talk about cyberbullying and peer relations. Let students know that I am available to listen and help them

Secondly, it is important to report on the person who act as a bully, and declare their names in front of the whole class. And block their sites, and also impose strict disciplinary sanctions on the person identified as responsible for the cyberbullying.

Thirdly, Cyberbullying is an enormous problem, and we must all do our part to impact it. First make sure your teenager student understands cyberbullying and explicitly explain what it is and that it is not normal or tolerable for them to bully, be bullied, or stand by and watch other students be bullied. Create healthy Anti -cyberbullying- habits for example tell the students what to do and what not to do. Implies strict rules and regulations condemning the act of cyberbullying. Take immediate action, failure to act provides tacit approval of the behaviour and can cause it to spread.

Interviews with Parents of the victims:

It was found that the parents would talk with and listen to their teenagers every day, will tell them walk away to completely ignore the person who is bulling them, to be confident of themselves, and do not pay attention to this silly bad behaviour.

Additionally, they would tell them to ignore the person who is bulling them, and avoid him completely. Also that they should not pay attention to this act of bullying others, have self-confidence, and go directly to the teachers to tell them about the person who is bulling them.

It is important to block the site of the person who is bullying others. And to reveal the names of those who are performing this aggressive act of bullying.

Furthermore, it is advised to block the site that the person is being bullied on. Also, tell the teacher of the bully to bring the teenager student who is bullying his friends, face him with what he did, and reprimand him on his behaviour in front of the whole class.

Interview with Instructor of media psychology:

As an advice to teenagers is to express their feelings if they felt that they were bullied to express that they don't accept this treatment. They should be able to set healthy boundaries for themselves either by standing for themselves by expressing what they like and what they dislike.

They shouldn't be ashamed of seeking help from trusted people who can support them. They should have a clear goal, and to keep on working to reach it. They should know that each person is unique and that God gifted each one a talent that doesn't exist in any other person.

They should work on themselves to discover this unique gift that God gifted him or her and to work hard to develop it. Through working on themselves and taking care of themselves they will have a clear purpose which will strengthen their self-esteem and when others bully them they will be aware of their real worth and won't be affected by others' negative opinions in them.

Teenagers should be aware that no one is perfect, however, being aware of your strengths and weakness is crucial to know what will help you to succeed and what needs more work to develop.

It is also important to know that those who attack others through bullying them are having problems in accepting others which may reflect their unacceptance to their own flaws as well which mean they are suffering too, so don't evaluate your worth based on others' opinion in you. You should know

your self-worth and accept yourself as it is with all its strength and weakness and to work on improving yourself.

The best mechanism is to solve the issue Through law and regulations, also through applying strict punishment against anyone who violate others' right e.g. anti- bullying laws should be strictly implemented by the government.

Research findings and analysis:

Which of the following social media platform present the acts of cyberbullying from your own point of view?

Table (1)
Social Media platforms that present the act of cyberbullying

Social Media platforms that present the act of cyberbullying		N	%
Which of the following social media platform present the acts of cyberbullying from your own point of view?	Facebook	123	51.2%
	Instagram	43	17.2
	Snapchat	42	16.8
	TiKTok	26	10.4
	WhatsApp	11	4.4
		N=250	

Table (1) shows that 51.2% perceive Facebook as the main platform that presents the acts of cyberbullying. As it includes a lot of interactivity, while 17.2% think that Instagram is the main platform that includes cyberbullying. Also, 16.8 think that Snapchat is the platform that present the acts of cyberbullying. Finally, Facebook has the highest percentage, while WhatsApp has the least percentage (4.4%).

The answer to this question indicates that Facebook is considered to be the main source of cybercrime.

In Hypothesis 2, the dependent variable which is spread of cybercrimes on digital platforms is defined as the expansion of cybercrimes in digital media platforms, especially Facebook. It is tested through this question.

2) Which type of cybercrimes do you think is the worst?

Table (2)
Type of cybercrimes

Worst type of cybercrimes		N	%
RQ2: Which type of cybercrimes do you think is the worst? Choose only one	Information and website hacking	21	8.4
	Cyberbullying	48	19.2
	Rumors	47	18.8
	Invasion of privacy	74	29.6
	Hacking	26	10.4
	Deep web risks	17	6.8
	Defamation: Slander and Libel	21	8.4
		N=250	

Table (2) shows that 29.6% believe that invasion of privacy is the worst type cybercrime, while 19.2 believe that cyberbullying is the worst cybercrime. Also, 18.8% believe that rumours is considered to be the worst cybercrime. Deep web risks is considered as the least (6.8) because of the lack of knowledge in regards of the deep web.

This answer shows that invasion of privacy is considered to be the worst type of cybercrime among teenagers.

In hypothesis 3, the independent variable the exposure to digital media crimes and is defined as people getting exposed to defamation, hacking, rumours, and other crimes. It is measured through this question.

3) What are the negative effects when you experience bulling in the digital media?

Table (3)
Negative effects of cyberbullying

The negative effects when facing cyberbullying		N	%
RQ3: What are the negative effects when you experience bulling in the digital media?	Frustration	38	15.2
	Depression	90	36
	Isolation	42	16.8
	Anxiety	41	16.4
	Suicide	39	15.6
		N=250	

Table (3) shows that 36% get depression as a negative effect when experiencing bullying. because depression is considered as one of the main effects of cyberbullying, while 16.8% suffer from Isolation. Also, 16.4% suffer from anxiety. The least is 15.2% which is frustration.

This answer shows that depression is one of the main effects of cyberbullying.

In hypothesis 3, the dependent variable cyberbullying lead to depression, frustration, isolation, and other mental health issues. Is measured through this question.

This means that Hypothesis 3 is supported.

4) Did you try to defend yourself when someone bullied you on the digital media?

Table (4)
Self-defend when bullied

People try to defend themselves		N	%
RQ4: Did you try to defend yourself when someone bullied you on the digital media?	Yes	148	59.2
	No	102	40.8
		N=250	

Table (4) shows that the majority try to defend themselves against bullying (59.2%0, while 40.8% do not defend themselves. This is due to the increase of awareness about bullying.

This answer shows that teenagers defend themselves against bullying.

5) Do you know the difference between digital media cyberbullying and face to face bulling among teenagers and school students?

Table (5)
The difference between traditional bullying and cyberbullying

Knowledge about the difference between traditional bullying and cyberbullying		N	%
RQ 5: Do you know the difference between digital media cyberbullying and face to face bulling among teenagers and school students?	Yes	172	68.8
	No	78	31.2
		N=250	

Table (5) shows that 68.8% which is the majority, knows the difference between cyberbullying and traditional bullying. On the other hand, 31.2% which is the minority do not know the difference. This is because of the

increase of technology which helped the people understand the differences. This answer indicates that people are aware of the different types of bullying.

6) Do teenagers prefer to remain silent after being cyberbullied, or do they report such incidents?

Table (6)
Teenagers report cyberbullying

Teenagers report cyberbullying		N	%
RQ 6: Do teenagers prefer to remain silent after being cyberbullied, or do they report such incidents	They report it	141	56.4
	They do not report it	109	43.6
		N=250	

Table (6) shows the majority (56.4%) believe that teenagers report being cyberbullied, while 43.6% believe that they do not report it. This is because teenagers started to feel support.

This indicates that most teenagers started to report being bullied on digital media.

7) Do you put yourself in the place of other people who use digital media when writing a post or a comment?

9) Do you think that there is a lack of restrictions on digital media?

Table (9)
Lack of restrictions

Lack of restrictions		N	%
9) Do you think that there is a lack of restrictions on digital media?	Yes	198	79.2%
	No	52	20.8%
		N=250	

Table (9) shows that 79.2% believe that there is a lack of restrictions on digital media, while 20.8% believe that digital media has good restrictions. This answer shows that digital media lacks restrictions.

In hypothesis 2, the independent which is lack of restrictions and policies and is defined as digital media lacking the rules, polices, and punishments that would set a limit for the users. It is measured by this question.

This means that hypothesis 2 is supported.

Q 10: Do you think that cyberbullying is spread widely in the digital media as a result of the freedom of expression and lack of strict regulations?

Table (10)
Spread of cyberbullying

Spread of cyberbullying		N	%
Q 10: Do you think that cyberbullying is spread widely in the digital media as a result of the freedom of expression and lack of strict regulations?	Yes	164	65.6
	No	86	34.4
		N=250	

Table (10) concludes that 65.6% believe that cyberbullying is spread widely,

widely 34.4% believe that it is not spread. This is due to the lack of strict regulations.

In hypothesis 1, the dependent variable increase of cybercrime and is defined as increase in spreading rumours, bullying, invading privacy, and more crimes. It is measured through this question.

This means that hypothesis 1 is supported.

11) From your own point of view what are the most effective mechanisms to combat cyberbullying on the digital media?

Table (11)
Effective mechanisms to combat cyberbullying

Effective mechanisms to combat cyberbullying		N	%
11) From your own point of view what are the most effective mechanisms to combat cyberbullying on the digital media?	Strict rules, policies, and regulations	174	69.6
	Create awareness campaigns about the negative consequences of bullying	208	80.4
	Provide cyber police	103	41.2
	N=250		

Table (11) shows that the highest two chosen mechanisms to combat cyberbullying are creating awareness campaigns about the negative consequences of bullying (80.4%) and imposing strict rules, policies, and regulations (69.6%). The least chosen was provide cyber police (41.2).

This indicates that the best solutions are creating awareness and creating strict rules and policies.

Appendix 1.
Interview with private high school teachers:
Q1: What is your responsibility as a teacher to prevent the act of cyberbullying in the digital media?
Q2: How would you deal with teenagers who have reported to you that they have been bullied at school through the digital media?

Q3: Would you suggest some mechanism to combat cyberbullying on the digital media?

Interviews with Parents of the victims:

Q 1. How would you deal with your teenager who has been bullied through the digital media whenever he/she complains about this matter with you?

Q2: Would you suggest some mechanism to combat cyberbullying on the digital media?

Interview with Instructor of media psychology:

Q1: What is your advice to teenagers whenever they have been bullied through the digital media?

Q2: From your own point of view would you suggest some mechanism to combat cyberbullying on the digital media?

Conclusion:

To conclude, this paper aimed to scientifically analyse the effect of digital cybercrimes on the high school teenagers.

Firstly, technology is known as one of the modern communication revolutions. Where Mass communication now started to depend heavily on it. This helped create new incidents and problems. Such as, cyberbullying and hacking. These incidents could take place in different platforms, like Facebook. Messages, email, online gaming, and other platforms. This could have an effect on users in which it affects the mental health of the users. Secondly, one of the most common crimes is the cyberbullying which created societal challenges. Cyberbullying could be in deferent forms. Also, some of its effects are: weak academic performance, frustration, suicide, and violence. Thirdly, this study is important in which it tries to analyse the impact of cyberbullying which became a common issue. Also, provide several mechanisms to reduce the cyberbullying rates.

Fourth, there were several studies that provided different discoveries in regards of this topic. One of the main discoveries included that cyberbullying and harassment are considered as one of the main concerns of the society and are known as the most common cybercrimes which teenagers face. Also, it was found that in Egypt, cyberbullying spread rapidly throughout the years. Fifth, the Spiral of Silence Theory was applied on the cyberbullying issue. Sixth, the problem statement is that usage of digital media increased. Also, the lack of restrictions caused the teenagers to start using digital media as way to

humiliate other people, as an example, defamation started to spread.

Seventh, the methodology that was used were both primary and secondary research and an analytical descriptive study was used too. A survey was done where 250 school teenagers filled the survey. Also, an in-depth Interview with one teacher, two parents and one instructor of media psychology was done. The population that was chosen in the survey was composed of: high school teenagers, both male and female, age from 15-18, social class, A and B. Geographical location, Cairo governorate, as it has the highest population in Egypt.

Finally, it is recommended that further studies and researches should be done in regards of this topic, creating cybercrimes police departments in Egypt, create strategies that would help reduce the spread of cyberbullying, provide support and help for the bullied, provide policies and restrictions for the privacy on digital media, modify technology to limit the crimes, and create laws for cyberbullying. On the other hand, the limitation of the study is that there was a limited number of respondents.

Recommendations:

This research supports the importance of conducting more research to investigate further the causes and effects of cyberbullying on digital media users in Egypt among different ages, gender, and life style, level of education, economic standard, social class, and different geographical locations, that are unexplored due to the cultural and social factors in the Egyptian community.

Despite that Egypt having a transparent policy in place and being one among other Arab countries to establish a unit in its police departments for cybercrimes, victims need to be further encouraged to report any acts of cyberbullying that can affect their psychological or mental health. Further qualitative research is required to assess the socio-psychological impacts of cyberbullying on victims in the Egyptian community.

Also, this research has demonstrated that teenagers today have changed radically due to the rapid transformation, and diffusion of technology. As technology is an integral part of their lives, restricting access to such platforms will profoundly affect them. These effects need to be taken into consideration when formulating strategies for the prevention and intervention of cyberbullying and many other digital media crimes.

Another important aspect for consideration is to help victims of cyberbullying, they should be able to reach out for help without feeling scared or

intimidated by any consequences. Schools and staff of educational institutions can hold seminars or sessions to educate teenagers on the negative impacts of cyberbullying. These should not be one-time awareness sessions, rather comprehensive, detailed programs to help combat cyberbullying. Counselling is also a remedial approach to help victims of cyberbullying. (Abaido, 2019),

 Confidentiality is also an important element likely to decrease the silence taboo. Establishing a hotline or a mobile application can provide alternatives to victims to voice themselves and report any incidents of online bullying. (Abaido, 2019), aggressors should also be targets of educational and professional attention to rectify their toxic behaviors. Victims of bullying and cyberbullying should receive emotional and psychological help.

 Additionally, technologies need to be monitored and modified to manage cyberbullying and enable the direct-reporting of any bullying incidents; therefore, more attention needs to be given towards promoting the responsible use of technology. Social media platforms such as Facebook, Instagram, and Twitter should adopt control measures to ensure safe user experience of social media and filter offensive comments or hate speech.

 The researcher suggest that a major mechanism to combat cyberbullying it should include prevention, and intervention programs at the community, school, and family levels. Professional counselling and mental help should be considered as proactive measures that need to be more culturally and socially accepted in the Egyptian society. The Egyptian Government should also pay more attention to problems that teenagers encounter when using social media networks, with stricter measures on those who violate internet policies.

 Schools may take action either as required by law, or with local or school policies that allow them to discipline or take other action.

 Internet and social media networks such as Facebook, and Twitter have recently made policy and privacy changes to ensure safe user experience. However, the effectiveness of these tools and efforts in curbing abuse and cyberbullying needs constant monitoring and research (Abaido, 2019).

 Teenager who bullied others should also be targets of educational and professional advice and attention to correct their negative behaviors. Victims of bullying and cyberbullying in both public and private schools should receive emotional and psychological help and support to help them gain their self-confidence.

 Significantly, a need exists for additional research to examine the characteristics of cyberbullying in the Egyptian community due to its profound

effects. The teenagers in the Egyptian society suffers from different forms of bullying in silence due to social and cultural constraints.

Finally we can say that digital media crimes, especially cyberbullying cannot be stopped completely. But sometimes it can be prevented with practicing good online safety habits. Several methods can be used to safeguard against digital media crimes, threats and criminals.

for exam make sure your security software is current – and update it regularly for protection from online threats, lock or log off your computer when you step away to ensure that no one else will have access to all your information, go offline when you don't need an internet connection to reduce the chances of hackers and virus scans invading your computer.

Take advantage of security settings by using PINs or passcodes to protect someone from easily accessing all your information, consider sharing less online. Your birthdate and the city where you live on your social_media_profiles can give criminals a more complete picture and make it easier for them to steal your identity.

Think twice about using public Wi-Fi. Avoid entering private information and using apps that have passwords when you are on public Wi-Fi. Delete tweets, posts and online advertising, in addition to emails, if it looks suspicious.

It is important for the parents to start talking to their children more often to ask about their experience online and if there is a problem online. Also, to respond to their children's social problem with actions that supports them. Moreover, teacher should cooperate with parents to keep an eye on the teenagers.

Finally, effective programming is important in order to reduce cyberbullying (Englander, Donnerstein, Kowalski, Lin, & Parti, 2017).

Limitations of the study:

Since this study is a pioneer study applied on one governorate in Egypt, (Cairo governorate) the data collected was limited to only 300 private English high school teenagers in Cairo governorate. Thus, caution should be used in generalizing teenagers on all other English private high school in different governorate in Egypt.

Another limitation of the study was using an online survey. Online Surveys are limited in that they typically have a low response rate. however, Due to size of the population, this method was the most efficient and convenient.

Also, another limitation is that survey responses are sometimes not generally accurate predictors of actual behaviors.

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