



**Students' Cyber-bullying of Secondary Schools Teachers as
A Form of Social Exclusion in Saudi Arabia since the
Outbreak of COVID-19**

By

Dr. Heba Sobhy Galal Ismail

Assistant professor, Head of self-development skills Department,
Faculty of Preparatory Year, Arar,
Northern Border University, KSA

Faculty of Technology and Development,
Zagazig University, Egypt
h.galal@staff.zu.edu.eg
hsgalal2014@gmail.com

Volume (78) Issue (2) Part (3) April 2020

Abstract

Few previous studies conducted in the USA, UK, and other foreign countries suggest that many teachers worldwide are cyber-bullied by students. However, teachers lack experience and interpretations of the causes of cyber-bullying as well as coping strategies. Therefore, the current study attempted to extensively focus on the nature and manifestation of the phenomenon in Arab countries such as Saudi Arabia. In addition, it aimed to raise awareness of cyber-bullying causes, different forms of cyber-attacks against teachers, consequences, social problems, and harms caused, along with determining the procedures and actions taken by victimized teachers to cope with this phenomenon or overcome its devastating effects on them. In order to shed light on this sensitive experience, the study depended on a structured interview form using the criteria sampling technique and snowball sampling technique in order to get sufficient insight into the phenomenon's causes, types, effects, and coping strategies. Furthermore, a pilot study was conducted on Saudi secondary school students to determine the real motives for their cyber-attacks against teachers. The study's findings are consistent with the previous studies. Teachers in Saudi secondary schools suffer from persistent and repeated cyber-attacks from their students for various reasons and in different forms due to modernization processes on a large scale in Saudi Arabia that caused a radical change in this community and the appearance of new behavioral patterns with adverse effects due to misusing Information Technology. Besides, a variety of social networks (Facebook, Twitter, you tube, and G+) can spread humiliating and defaming materials among millions in seconds.

Keywords: Cyber-bullying; Victimization; Perpetration; Cyber-bully; Cyber-victim; Violence; Secondary school teachers; Social exclusion; COVID -19; Technology.

مستخلص الدراسة باللغة العربية:

تهدف الدراسة الحالية الي تناول ظاهرة التنمر الإلكتروني علي المعلمين من قبل تلاميذهم في المدارس الثانوية بالمملكة العربية السعودية ، والتعرف علي أهم أسبابه ، وأنماطه المختلفة وما يتركه من آثار سلبية ومشكلات اجتماعية علي المعلمين ، والتوصل الي بعض الآليات والإجراءات التي تساعد المعلمين في التكيف مع هذه الظاهرة والتخلص من أثارها السلبية عليهم، وذلك في ضوء ما توصلت إليه بعض الدراسات السابقة التي أجريت في بعض الدول الأجنبية وفي الولايات المتحدة الأمريكية والمملكة المتحدة ، والتي أكدت أن كثيرا من المعلمين يعانون من التنمر من قبل تلاميذهم ولكن هؤلاء المعلمين ليس لديهم المعرفة الكافية حول الظاهرة أو تداعيتها وأهم الآليات للتعامل معها. ولكي يتم فهم هذه الظاهرة فهما جيدا ، اعتمدت الدراسة علي نمط المقابلة المقننة باستخدام تقنيتي المعايير وكرة الثلج في اختيار العينات، بالإضافة الي ذلك أجريت دراسة استكشافية علي بعض تلاميذ المرحلة الثانوية لمعرفة دوافعهم الحقيقية للتنمر الإلكتروني علي معلميه. وتوصلت الدراسة لنتائج مشابهة للدراسات السابقة، أن المعلمين يعانون من هجمات إلكترونية متكررة ومتعمدة من قبل تلاميذهم بأنماط مختلفة وأسباب متعددة لعل أبرزها عمليات التحديث التي أجريت في المملكة السعودية علي نطاق واسع والتي أحدثت تغييرا جذريا في المجتمع السعودي أدي أي ظهور أنماط سلوكية لها آثار سلبية نتيجة إساءه استخدام التكنولوجيا، بالإضافة الي تنوع وتعدد الشبكات الاجتماعية (فيس بوك ، تويتر وغيرها) التي كان لها دورا في تشويه سمعة المعلمين ونجاح التنمر عليهم من خلال نشر الإساءة والتشهير بهم في ثوان معدودة.

1-Introduction:

The lockdown had a significant impact on the world during the COVID-19 pandemic, including social contacts, online school and college courses, and working from home (Shin & Choi 2020; Kumar 2020). Information and communication technologies are now an integral part of contemporary life (He et al 2020). In the current information and knowledge-based culture, it provides us with a number of benefits. The convenience of online communication is especially advantageous. Online meetings in virtual space can transcend time and location, permitting real-time feedback to be given and received at any time, from any location.(Das et al 2020; Garaigordobil & Larrain 2020; Kula & Akbulut 2020; Boulerice 2020; Agus et al. 2020)

Despite the widely acknowledged benefits of digital communication, these advantages may be accompanied by hazards and perils. (Agus et al. 2021) Due to the growth and expansion of access to cyber-platforms and digital media, cyber-bullying has proliferated; hence, the conditions have been fulfilled to enter a new phase (Jain et al. 2020; Stevenson & Davenport-Kellogg 2020).

The systematic comparative research on bullying began when Olweus (1978) published a book titled *Aggression in the schools: Bullies and whipping boys* (Mascia et al. 2020). In the 1980s, Olweus (1986) developed a self-report questionnaire to analyze bullying following the suicide of three adolescents after severe bullying by peers in Norway (W. Li 2020; Harriman et al. 2020; X.Liu et al. 2020b; Li et al. 2020).

Cyber-bullying was first described in the USA in 2003. American researchers focused mainly on the identity of the individual and social factors and the investigation of young people who had become victims or perpetrators in cyberspace (Safaria & Suyono 2020; Saengprang & Gadavani 2020; Mindrila 2020). Most researchers indicated that instant and chat rooms were the most frequent means of implementing cyber-bullying. Since 2004, research on cyber-bullying has been undertaken (Samara et al. 2020; Hinduja & Patchin 2020).

However, the majority of this study has focused on issues related to individual students or interactions between students (e.g., student bullies, abusers, student victims of bullying, and victims of student attacks on students) (Richard et al. 2020; Liu et al. 2021a;Jun 2020;Ferreira et al. 2020;Jun 2020; Burger & Bachmann 2020; Calatayud & Espinosa 2020;Gündüz et al. 2020). Compared to research on cyber-bullying of students, very few studies have studied assaults and threats against instructors by students or even by parents (Blizard 2015;Kopecký & Szotkowski 2016;Kopecký & Szotkowski 2017; Bester et al. 2017; Küçüksüleymanoğlu, 2019;Sheikh et al. 2020;Ferreira et al. 2020).

According to a survey conducted by the ATL(Association of Teachers and Lecturers) in the United Kingdom, several educators have been the victim of online harassment from their students (Bester et al. 2017). Teachers stated that cyber-bullying may be easier to be committed because of the avoidance of face-to-face interactions and the anonymity that allows for the avoidance of punishment (Alcaine & Sánchez 2020)

According to (Blizard 2015 ; Kopecký & Szotkowski 2016;Kopecký & Szotkowski 2017; Bester et al. 2017; Küçüksüleymanoğlu 2019;Sheikh et al. 2020), cyber-bullying by students may have disastrous impacts on teachers' health, reputation, self-esteem, and job advancement. According to Kopecký & Szotkowski (2017), teachers who are constantly threatened and exposed to various forms of aggression from students may experience serious personal, mental, and professional difficulties, such as anxiety, depression, stress, and psychosomatic symptoms, along with apathy and poor professional performance (Kopecký & Szotkowski 2016;Kopecký & Szotkowski 2017). They are at a higher risk for post- traumatic stress disorders, exhaustion, severe damage to their professional and personal relationships, and suicide (Bester et al. 2017; Küçüksüleymanoğlu 2019;Sheikh et al. 2020). In several instances, teachers felt driven to retire early or abandon the teaching profession as a result of cyber-bullying. Many educators believe that their reputations have been seriously harmed, and they feel tremendously wounded (Bester et al. 2017)

2-The statement of the problem:

Cyber-bullying is a serious issue that should be given importance in schools and communities due to the emotional, psychological, professional and even physical harm that victims may experience (Jain et al. 2020; Padır et al. 2020; Gündüz et al. 2020).

Cyber-bullying is becoming pervasive and pervasive in contemporary communities. It is a global epidemic; however, the number of victims and perpetrators varies. Latin America, for instance, has the greatest rate of social media abuse at 76%. North America is in second place with 67%, followed by Europe with 65%, the Middle East/Africa with 61%, and Asia Pacific with 53%. As for specific nations, Peru ranks first with a 80% prevalence of social media bullying. Argentina comes second at 74%, followed by Mexico (73%), Brazil (70%), Malaysia (71%), Great Britain (69%), Canada (68%), and the United States (67%) (Xu & Trzaskawka 2020).

Cyber-bullying is particularly deadly because anybody may engage in it anywhere and at any time without confronting the victim. The bully needs only a mobile phone or computer and a propensity to terrify in order to be effective (Burger & Bachmann 2020; González-Calatayud & Prendes Espinosa 2020; Shin & Choi 2020; Roman et al. 2020; Salman 2020; Boulerice 2020)

During COVID-19 , schools and universities transitioned to distance learning. The majority of schools were unprepared for the stay-at-home edict and the huge exodus from school. To deploy high-quality digital learning environments, few electronic learning systems and platforms, such as Google Classroom and Canvas, were fully built (Escortell et al. 2020; Bester et al. 2017).

Since then, cyber-bullying increased. The majority of cyber-bullying literature focuses on the student, whether as offender or victim .However, although rarely studied, teachers are also susceptible to similar bullying. Offenders are frequently their pupils but can also be their parents. Cyber-bullying is increasingly a concern for teachers' occupational health (Burger & Bachmann 2020)

A survey of international and domestic literature covering the experiences of teachers as cyber-bullying victims is insufficient (Escortell et al. 2020; Bester et al. 2017). The following research hiatuses are highlighted: (a) The examined international studies presented data acquired through quantitative survey research. (b) There are no qualitative studies that employ in-depth interviews and content analysis. (c) The Arabian study on cyber-bullying of educators is quite weak, if it exists at all, compared to worldwide studies. (d) There aren't any studies done about cyber-attacks against teachers in Saudi secondary schools. Hence, this study tried to address these research gaps by describing the personal experiences of a Saudi Arabian secondary school teacher who was a victim of cyber-bullying by students.

3-Research Questions:

The purpose of this search is to study students' cyber-bullying towards teachers in Saudi secondary schools and how it leads to devastating harms for teachers. For this reason, the responses to the following questions were requested:

- a. What are the main causes of students' cyber-bullying for their teachers?
- b. What kinds of cyber-bullying are students committing against their teachers in Saudi secondary schools using ICT tools?
- c. What impact did target teachers' most serious cyber-bullying experiences have on them?
- d. How do targeted teachers respond to their most serious cyber-bullying experience?
- e. What support procedures do cyber-bullied teachers need to effectively manage cyber-bullying and avoid various harms and exclusion?

4-Purpose of Study:

The main aim of the present study is to determine students' cyber-bullying towards teachers in Saudi secondary schools how it leads to devastating harms for teachers. For this objective, the following aims were sought:

- a. Understanding the main causes of students' cyber-bullying for their teachers at Saudi secondary schools.

- b. Recognizing the types of cyber-bullying perpetrated by secondary school students against teachers using ICT means.
- c. Determining the serious impacts of cyber-bullying experiences on the targeted teachers.
- d. Knowing the targeted teachers' responses to their most serious cyber-bullying experiences.
- e. Determining the support measures and suggesting some recommendations that cyber-bullied teachers need in order to effectively manage cyber-bullying to avoid exclusion.

5-The Importance of Study:

** Internet and other digital technologies are becoming increasingly prevalent in daily life, particularly among young people, making cyber-bullying simple to propagate (Alotaibi 2020).

** In contrast to western societies, Arab communities do not handle this subject comprehensively, despite the fact that cyber-bullying has become increasingly frequent in schools (Sophie 2017).

** With the development and the increasing use of social media, cyber-bullying poses more challenges and becomes a more critical issue. Therefore, analyzing cyber-bullying through new frameworks, new perspectives and new variables is important and timely.

** In spite of the growing body of literature advancing the study of cyber-bullying, this is still disparate and limited, leaving some oversights, including the relationship between cyber-bullying and social exclusion in a different cultural background.

** This study focuses on teenage pupils as cyber-bullies because 75% of adolescents utilize smart phones and their numerous applications and the spread of phenomenon among them reached

93%, (Jystad et al. 2020; Alshawareb & Alnasraween 2019; Alzamil 2020)

6- Methodology of study:

The nature of the study necessitates using descriptive method, which is employed to give an accurate descriptions of the phenomenon ,in contrast to ascertaining what caused it or what its significance and value is depending on the facts and data collection, compilation, processing and analysis in depth in an attempt to draw generalizations with reinforced lead to the advancement of knowledge, as well as predictions of future events(Shan 2020).

7-Limits of Study:

The research is constrained by the following parameters:

- **Human boundaries:** The research was conducted on a twenty (male- female) teachers at Saudi secondary schools, besides; a sample of eleventh to thirteenth grade students.
- **Time boundaries:** The research was done between the second and third semesters of the school year (2019-2020).
- **Spatial boundaries:** General Directorate of Education for the Northern Border Region, Arar, Saudi Arabia.

8- Terms of Study:

Cyber-bullying is generally understood to be an intentional, repeated, and potentially coordinated attack or aggressive behavior perpetrated by an individual or group using information and communication technology as a tool of aggression .(Jain et al. 2020; Jun 2020; X. Li et al. 2020 ;Mascia et al. 2020)

Social Exclusion is the absence or denial of resources, products, rights, and services, as well as the inability to engage in the usual interactions and activities available to the majority of individuals in a society, whether in the social, economic, political, educational or cultural spheres. (Graham et al. 2019; Raufelder et al. 2020)

It is operatively defined as another person ignoring and avoiding the individual (s).

9- Theoretical Frame of The Study:

9-1-Social exclusion:

Humans are social beings that require social relationships to fulfill their needs. Living in social exclusion is one of the most significant obstacles to forming and sustaining meaningful relationships in society (Mazzone et al. 2020).

Exclusion from society is not a new phenomenon. It has accompanied societies since the start of humanity (Polat Hüsrevşahi 2020; Ibraheem & Ahmed 2018). Exclusion is a possibility at all stages of a person's life, as it can occur in a variety of social groupings and circumstances (Mazzone et al. 2020; Kalinowski & Rosa 2020). In 1974, René Lenoir, the then Secretary of State for Social Action, popularized the concept of “social exclusion” in France for the first time. It was used to describe the “mentally disabled”, the “physically disabled”, and the “socially maladjusted” (Kalinowski & Rosa 2020; Mulvey et al. 2017).

In contemporary usage, the idea of social exclusion has broadened to encompass persons with disadvantages and has taken on a more nuanced connotation in France and beyond. Due to the threat that social exclusion poses to social cohesiveness, it has become one of the most prominent topics of modern social discussion in several OECD nations (González et al. 2020; Harriman et al., 2020; Chiffriller et al. 2015).

The process of social exclusion is intricate and multidimensional. According to Northern (2015), exclusion possesses four distinguishing characteristics. These include (1) visibility (social, physical, cyber, i.e. email or internet-based), (2) motivation (not ostracism, punitive, role dictated, oblivious, or defensive), (3) quantity (low to high), and (4) clarity (low to high) (Northern 2015).

People are excluded by the act of some agent. Areekkuzhiyil (2017) & Bagir et al. (2020) identified the several causes of this issue, including lack of education, poverty, unemployment, and social pathologies such as cyber-bullying and domestic abuse (Areekkuzhiyil 2017; Bagir et al. 2020). According to Ackah & Udah (2021), the placing of persons on the outskirts of society is

the result of entirely new forces. The possession of a communication device, particularly a mobile phone – especially a smartphone – or a computer with Internet access does not always guarantee social and medial participation. It may serve as a reason or justification for social marginalization. As an illustration of the phenomena of cyber violence, which may take the form of cyber-bullying, the media is an ideal instrument for both inclusion and exclusion (Roguska 2015). Cyber-bullying has become an epidemic in the 21st century because, unlike physical assault, it leaves no visible signs on the victim's body, making it harder to identify the perpetrator. People who have experienced such violence feel hurt, ostracized, and embarrassed, and their conduct is profoundly influenced by what has occurred to them (Chiffriller et al. 2015; He et al. 2020)

Teacher exclusion:

Teaching is one of the professions most susceptible to stress , burnout, and dangers that may have increased as a result of the COVID- 19 pandemic-related changes in the workplace (Oros et al. 2020). E- learning is overtaking traditional classroom settings everywhere (Alhumaid 2020; Ferreira et al. 2020). Despite difficulty adapting to and controlling the circumstances, teachers fulfilled their responsibilities.

This process of adaptation unleashed a number of adverse psychosocial hazards, which may have compromised teachers' physical and mental health (Prado-Gascó et al. 2020). The most popular and dominant phenomenon which teachers suffer through it from exclusion is students' cyber-bullying as it has fatal and dangerous negative impacts leading to exclusion.

9-2 Cyber-bullying:

Cyber-bullying, also known as e-bullying, digital harassment, online bullying, electronic bullying, and internet harassment, is an umbrella term for aggressive online behavior. Cyber-bullying has evolved from a technological possibility to a widespread problem in youth communities over the past two decades (Jeffrey et al. 2020; Samara et al. 2020; Özgür 2020; Gerwig-Parker et al. 2020). Sometimes, "cyber-bullying" and "cyber-harassment" are used

interchangeably. However, cyber-bullying is characterized by different and distinct properties (Burger & Bachmann 2020).

Cyber-bullying includes persecuting, harassing, threatening, and laughing at others through the use of information and communication technologies, such as visual and text messages, internet displays, threatening and harassing emails, discussion forums, and blogs, or making humiliating comments about someone on a website (Das et al. 2020; Garaigordobil & Larrain 2020; Taleb & Mohammed 2019; Souheyla & Friha 2020; khalaf 2020).

Cyber-bullying depends on bullies and victims. Bullies or cyber-aggressors are those who use the internet to commit acts of violence such as humiliation, insult, threat, and harassment (Mazzone et al. 2020). According to different studies (Calatayud & Prendes 2020; Gündüz et al. 2020; Özgür 2020; Pichel et al. 2020), students have engaged in digital harassment for a variety of reasons, including jealousy of the victim, a desire to be more socially accepted by their peers, a lack of empathy for their victim, a desire to feel dominant and powerful, or because they were victims. Other motives for cyber-bullying among teenagers include retribution, the conviction that the victim deserved it, boredom, and the notion that cyber-bullying was the norm. The bully may mitigate the harm by believing that their actions were amusing or did nothing wrong (Utemissova et al. 2020; Yudes et al. 2020). While victims are the people exposed to the behavior, they are prone to experience random acts of violence around the clock (Gündüz et al. 2020; Jun 2020). Adding audiovisual shocks such as films, photographs, and voice recordings makes violence much more intense (Jeffrey et al. 2020).

The most significant aspect of cyber-bullying is that it is neither accidental nor ephemeral, but rather deliberate and persistent (Garaigordobil & Larrain 2020;Safaria & Suyono 2020; Shin & Choi 2020). The bully needs only a mobile phone or a computer and a propensity to terrify in order to be effective. He/she can act anonymously (e.g., post under a pseudonym, call with a blocked number, or send anonymous messages), assume the victim's identity (e.g., impersonate the victim by sending/posting messages

or registering accounts in their names), and disclose sensitive private information about the victim online. (Gündüz et al 2020;Hashem 2019; Richard et al. 2020) .The studies of Cox et al. (2017) and Jeffrey et al. (2020) illustrated that anonymity and the non-face-to-face feature can make the perpetrator more aggressive.

Despite this, the literature has highlighted numerous causes of cyber-bullying. Few studies have investigated the correlation between school atmosphere and cyber-bullying (Taleb & Mohammed 2019). In a survey of Spanish children, the school environment and internet addiction account for 69% of cyber-victimization (Azami & Tareman 2020). Some researchers hypothesize that cyber-bullying is a family matter (Shin & Choi 2020; Saengprang & Gadavanij 2020). Cyber-bullying may be exacerbated by insufficient parental monitoring. Parker et al. (2020) discovered that a lack of parental supervision is a major risk factor for cyber-bullying, particularly if teenagers perceive parental control as restrictive or invasive. Positive parental behavior is proposed to protect children from engaging in bullying (Parker et al. 2020). In contrast, Mascia et al (2020) Sumardiana et al.(2020), Mindrila (2020) and Agus et al. (2020) demonstrated that cyber-bullying is a school-related issue for which parents are not to blame. They illustrated that cyber-bullying occurs at home, but that school-related events contribute to cyber-bullying. Furthermore, low self-esteem caused by school bullying can lead to undesirable behaviors such as cyber-bullying, which in turn leads to cyber-victimization and makes the individuals cyber bully-victims. In addition, pupils can utilize their anonymity to take revenge on a school bully (Sumardiana et al. 2020;X. Li et al. 2020;Mascia et al. 2020;Agus et al. 2020;Mindrila 2020).

Spending less than one hour daily on the Internet reduces the likelihood of cyber-bullying victimization. The Internet provides numerous channels, such as social networks, for anonymously abusing or insulting people (Jun 2020).

The outcomes of cyber-bullying have garnered growing attention from society and academia due to its negative psychosocial implications and the challenges associated with the abuse of technology (Saengprang & Gadavanij 2020; Özgür 2020).

Victims may encounter stomach troubles, headaches, which might develop into migraines, fatigue or lethargy, changes in food consumption (Mascia et al. 2020; Savoia et al. 2020), complaints that the sufferer does not feel well, and sleep disruptions are physical indications of depression (Souheyla & Friha 2020; Hinduja & Patchin 2020). Cyber-bullying aims to diminish victims' emotional sphere of influence and sever their social connections. They are left with unpleasant thoughts and emotions, such as embarrassment, powerlessness, dread, humiliation, and occasionally rage, isolation, rejection, alienation, and increased suicide ideation (W. Li 2020; X. Li et al. 2020; Saengprang & Gadavanij 2020). Social changes may include a loss of interest in social events and increased isolation. Teachers feel excluded (Burger & Bachmann 2020; Kula & Akbulut 2020) and reluctant to engage in outside activities, in addition to their anxiety and agitation during and after computer use (Beghin 2020; Bernardo et al. 2020; Bacher-Hicks et al. 2020). Additionally, they may experience depression. Symptoms of clinical depression may include uncontrolled bouts of sobbing, profound melancholy, feelings of emptiness and hopelessness (Escortell et al. 2020; Jystad et al. 2020; Liu et al. 2020a), diminished self-worth, emotions of being a failure, poor self-esteem, and the belief that there is no way out (Agus et al. 2020; Boulerice 2020).

****Cyber-bullying of teachers:**

Cyber-attacks against teachers attempting to instruct children during this bleak period of the pandemic demonstrate a monumental lack of regard for them (Sheikh et al. 2020). The number of instances in which a teacher has been the target of a single or repeated cyber-attack has recently increased. Cases of students behaving aggressively toward teachers are supported by research conducted in Europe, the United States, and elsewhere (Kauppi & Pörhölä 2012; Kopecký & Szotkowski 2016; Kopecký & Szotkowski 2017). Teachers stated that cyber-bullying might be easier to commit due to the avoidance of face-to-face interactions and the anonymity that allows for avoiding punishment (Alcaine & Sánchez 2020).

The Union of Education and Science in Frankfurt conducted one of the earliest studies on cyber-bullying among educators in 2007. This nationwide survey included 488 educators. According to this study, 8% of instructors were cyber-bullied victims. In most cases, instructors received harassing and threatening texts via cell phone and the internet (Kopecký & Szotkowski 2016). In 2006, a study by the US National School Boards Association revealed that 26% of teachers and principals in the United States were cyber-bullied by their students. Forty percent of respondents believe that students' behavior has considerably deteriorated over the past two years. Important information is also supplied by a study conducted by Finnish researchers (Kauppi & Pörhölä 2012), including around 215 Finnish teachers during the 2008–2009 school year. Researchers questioned teachers to determine whether and how frequently students bully them, whereas 25.6% indicated it occasionally occurs, 3.3% virtually weekly, and 3.7% daily. The survey also reveals that when teachers are bullied, they most frequently seek assistance from their colleagues (50%), school administration (21, 4%), or their partner (11, 4%)(Kopecký & Szotkowski 2017).

In 2009, the British Association of Teachers and Lecturers (ATL) conducted a poll with more than 1,000 responses. About a quarter of school personnel (23.5%) confirmed that students had physically assaulted them. Other forms of teacher assault include verbal abuse (insults, defamation), intimidation, and disobedience to the teacher's instructions. Nearly 40% of instructors also reported experiencing hostile behavior from the child's parents, most frequently in response to the teacher's punishment of their child (Garrett 2014).

In 2011, a study by the University of Plymouth revealed that 35 percent of teachers and their colleagues had encountered cyber-bullying in the form of online abuse, particularly on Facebook or Twitter. Most frequently, cyber-bullying took the form of reviews on teachers posted on the website Rate My Teacher, improper movies on YouTube, and hate organizations targeting teachers on Facebook. Approximately 72% of the assailants were students, while 26% were parents of students (Bester et al. 2017).

According to a British study conducted by NASUWT, 27% of teachers had been molested by parents, 64% by students, and 9% by a mixed group of aggressors (students and parents). They are bullied and humiliated, yet more than half of teachers (58%) did not report it to the school administration or the police. They believe that even if they reported cyber-bullying to the police or leadership, nothing would be done. (NASUWT 2014).

In 2016 and 2017, Kopecký & Szotkowski performed research with the participation of 5,136 primary and secondary school teachers from all areas of the Czech Republic. Twenty-one percent of respondents have been victims of a cyber-attack. In the past 12 months, only 3.52 percent of all respondents experienced cyber-bullying lasting longer than one week. Students were responsible for the majority of cyber-attacks (34.92% of attacks). (Kopecký & Szotkowski 2016; Kopecký & Szotkowski 2017).

Based on the findings of surveys conducted over the past decade, specific types of cyber-attacks related to various Internet services that may (but are not required to) be involved in cyber-bullying of teachers include:

- Cyber-baiting (provoking the teacher and capturing his or her shocked reaction primarily using mobile phones and then distributing these materials).
- Sharing derogatory content depicting a teacher (mainly sharing images and videos taken in or outside of the school setting) and following commentary on these materials.
- Creating bogus web pages that degrade the teacher.
- Creating phony profiles disrespectful to the teacher (e.g., social networking sites).
- Intrusion of a teacher's internet account, followed by the theft of the teacher's identity (Blizard 2015; Kopecký & Szotkowski 2017).

All these forms of cyber-attacks may be launched not just once but also repeatedly. Therefore, students can engage in both cyber-harassment and cyber-bullying. The duration of an attack is proportional to its severity. Some teachers who have encountered cyber-violence over an extended length of time report having more disputes with other individuals, such as family members,

supervisors, students, and others (Demir & Konik 2020; Kalinowski & Rosa 2020).

Therefore, teachers are marginalized. A person's social exclusion or dismissal is associated with psychological problems and maladaptive behavior. Due to cyber-bullying, young people who experience social exclusion exhibit high levels of feelings of inadequacy, sadness, and alienation, as well as negative social behavior similar to that of their teachers, according to an analysis of the relevant literature (Jystad et al 2020; Wajeih & Mahadin 2020; Mulvey et al 2017). According to Ackah &Udah (2020), the marginalization of individuals is the result of entirely new forces. Possessing a communication device, particularly a mobile phone – especially a smartphone – or a computer with Internet access does not always guarantee social and medial participation. It may serve as a reason or justification for social marginalization. As an illustration of cyber-violence phenomena, which may take the form of cyber-bullying, the media is an ideal instrument for both inclusion and exclusion (Areekkuzhiyil 2017; Bagir et al. 2020).

Material on cyber-bullying in schools focuses on the student, whether he or she is the perpetrator or the victim. Despite the limited study, there is persuasive evidence that teachers are also cyber-bullying victims in addition to dealing with cyberbullying among their pupils. Offenders are frequently their students but can also be their parents. Cyberbullying is a growing teacher occupational health concern (Xu & Trzaskawka 2020). A Survey of international and domestic literature covering the experiences of teachers as cyber-bullying victims is insufficient (Escortell et al. 2020; Bester et al. 2017). The majority of these studies have focused on issues related to individual students or interactions between students (e.g., student bullies, abusers, student victims of bullying, and victims of student attacks on students). (Ferreira et al. 2021; Calatayud & Espinosa 2020). Compared to research on cyber-bullying of students, very few studies have studied assaults and threats against instructors by students or even by parents (Blizard 2015;Kopecký & Szotkowski 2016;Kopecký & Szotkowski 2017; Bester et al. 2017; Küçüksüleymanoğlu 2019;Sheikh et al. 2020;Ferreira et al. 2020). Consequently, the

following research hiatuses are highlighted: (a) The examined international studies presented data acquired through quantitative survey research. (b) There are no qualitative studies that employ in-depth interviews and content analysis. (c) The Arabian study on cyber-bullying of educators is relatively weak, if it exists, compared to worldwide studies. (d) There are no studies addressing cyber-attacks against teachers in Saudi secondary schools. Hence, this study attempted to address these research gaps by describing the personal experiences of a Saudi Arabian secondary school teacher who was a victim of cyber-bullying by students.

10-METHOD:

10-1-Study Design:

For an in-depth assessment of cyber-bullying encountered by teachers in Saudi secondary schools, phenomenology was necessary for the design of the study. The design of phenomenology focuses on phenomena with no definitive explanation. These phenomena might exist in several forms: experience, perception, orientation, and case. Here, qualitative investigations seek answers to the "why" and "how" questions in addition to the "what" query (Jain 2020;Dangal & Joshi 2020; Gill 2020). From this perspective, qualitative inquiry enables the study to focus on why teachers are subjected to cyber-bullying by their students, the forms and duration of cyber-attacks on teachers, the outcomes of this cyber-bullying, and the type of support presented to cyber-bullied teachers and solutions for it.

10-2-Study Group:

The study group included 20 secondary school teachers (males/females) working in public and private schools in the Northern Border Region of Saudi Arabia – Arar city during the 2019-2020 academic year. The principals' verbal consent was obtained. Arrangements were made with teachers to give detailed information about the study.

In a phenomenological study, the researcher must interview members of a specific group with adequate knowledge and experience of the investigated topic (Naderifar et al. 2017; Parker et al. 2020;Best et al.2020). For this reason, the research group was

determined using the criterion sampling approach and the snowball sampling technique, two intentional sampling methods. The study requirement was that the participating instructors "had been exposed to cyber-bullying from their students at the school they were working at" and "had worked at the same school for at least a year."

Teachers who participated in the study were assigned codes P 1, P 2, and P 20; neither their institutions nor real names were revealed in the study. Table 1 provides general information on the teachers who participated in the research.

Table 1. Information Regarding Teachers.

Participant	Sex	nationality	Branch	Educational Status	Professional Seniority	school
P 1	Male	Egyptian	Chemistry	Master Degree	15	Private
P 2	Male	Jordanian	Chemistry	Bachelor Degree	10	Private
P 3	Male	Egyptian	Biology	Bachelor Degree	13	Public
P 4	Male	Syrian	Maths	Bachelor Degree	12	Public
P 5	Female	Egyptian	Arabic	Bachelor Degree	14	Public
P 6	Female	Egyptian	Social studies	Bachelor Degree	16	Public
P 7	Male	Saudi	Islamic studies	Bachelor Degree	5	Public
P 8	Male	Palestinian	Physics	Bachelor Degree	4	Public
P 9	Male	Jordanian	English	Master Degree	22	Private
P 10	Female	Jordanian	Ecology	Bachelor Degree	10	Public
P 11	Male	Jordanian	Digital Technology	Bachelor Degree	8	Public
P 12	Male	Egyptian	Physics	Master Degree	30	
P 13	Female	Syrian	Arabic	Bachelor Degree		Private

P 14	Female	Saudi	Sociology	Bachelor Degree	9	Public
P 15	Female	Saudi	geography	Bachelor Degree	12	Public
P 16	Female	Egyptian	Chemistry	Bachelor Degree	27	Public
P 17	Male	Saudi	Professional Skills	Bachelor Degree	3	Public
P 18	Male	Jordanian	Maths	Diploma	17	Public
P 19	Male	Egyptian	Biology	Master Bachelor	20	Public
P 20	Female	Pakistani	English	Bachelor Degree	13	Private

10-3-Data Collection Tool:

The study information was gathered using a standardized interview form (open closed interview). During the design of the interview form, relevant literature was studied, and associated ideas were identified (Jain 2020). The determined ideas were correlated with the study's objectives, and a draft question was generated and provided for expert review. On the interview form, participants were questioned about "the sorts of cyber-bullying to which they were exposed" and "the anticipated causes of cyber-bullying," "the expected success factors of students "cyber-bullying against teachers," "the probable negative effects of being cyber-bullied," "the actions and procedures taken by teachers after being cyber-bullied," supporting authorities for victimized teachers" and "suggested recommendations for solutions to prevent cyber-bullying." In addition, the interview form included the participants' personal information (education status, school type attended, and professional seniority). In addition to conducting interviews with teachers, the researcher conducted an exploratory study on secondary school students, whom teachers also cyber-bullied. It is a preliminary step toward gaining a new perspective on the motives and causes of cyber-bullying teachers and the most common cyber-methods used to perpetrate it. The researcher asked guidance teachers at schools to assist her in conducting interviews with rioting students.

10-4-Data Collection:

Data were collected between September 2019 and 12 February 2020. On the dates specified, face-to-face interviews were performed. After the first interview was administered with the first teacher the researcher knew, the other participant, who was believed to have been cyber-bullied, was contacted using the name and contact information provided by the first participant and was subsequently included in the study using the same methodology. A preliminary interview was conducted with the instructors prior to the interview, and the interview dates and times were selected voluntarily. The audio recorder did not record the interviews. The participants refused audio recorders because they feared encountering a problem in the future. Therefore, the researcher transcribed their responses. During the interviews, the researcher refrained from leading the participants, and by asking unrelated questions prior to the interviews, the researcher attempted to establish a conducive environment for the interview. The duration of the interviews ranged from 50 to 55 minutes. After rewriting their responses to questions, the participant was emailed the entire transcript. This method aimed to prevent data loss and validate the participants' statements.

10-5-Data Analysis:

The content analysis approach, a repeatable and valid analytical technique used to draw meaningful conclusions about the content, was applied in data analysis. In content analysis informed by phenomenology, an attempt is made to conceptualize the data and determine the defining themes of the phenomena. The results obtained are given in a detailed narrative with many direct citations. Moreover, the data are explained and analyzed within the context of emergent themes and patterns (Polat Hüsrevşahi 2020). As a method, content analysis is renowned for focusing on the subject or context, stressing similarities and differences within the categories or codes, and addressing both explicit and hidden textual content (Vespestad & Clancy 2020; Gandasari & Dwidienawati 2020). In the data analysis, the steps suggested by (Best et al. 2020; Akinyode & Khan 2018), “data reduction,” “data display,” and “conclusion drawing/verification” was used, respectively. In order

to discover the codes, sub-themes, and significant themes, the interview transcripts were read many times, then the responses to each question were reviewed independently, and notes were taken on them. Second, the differences and similarities in the data were identified, and the data were integrated into a whole. In the final phase, participant statements interpretation of the data were incorporated. The use of theme maps enhanced the interpretation of the data.

10-6-Reliability and Validity Works:

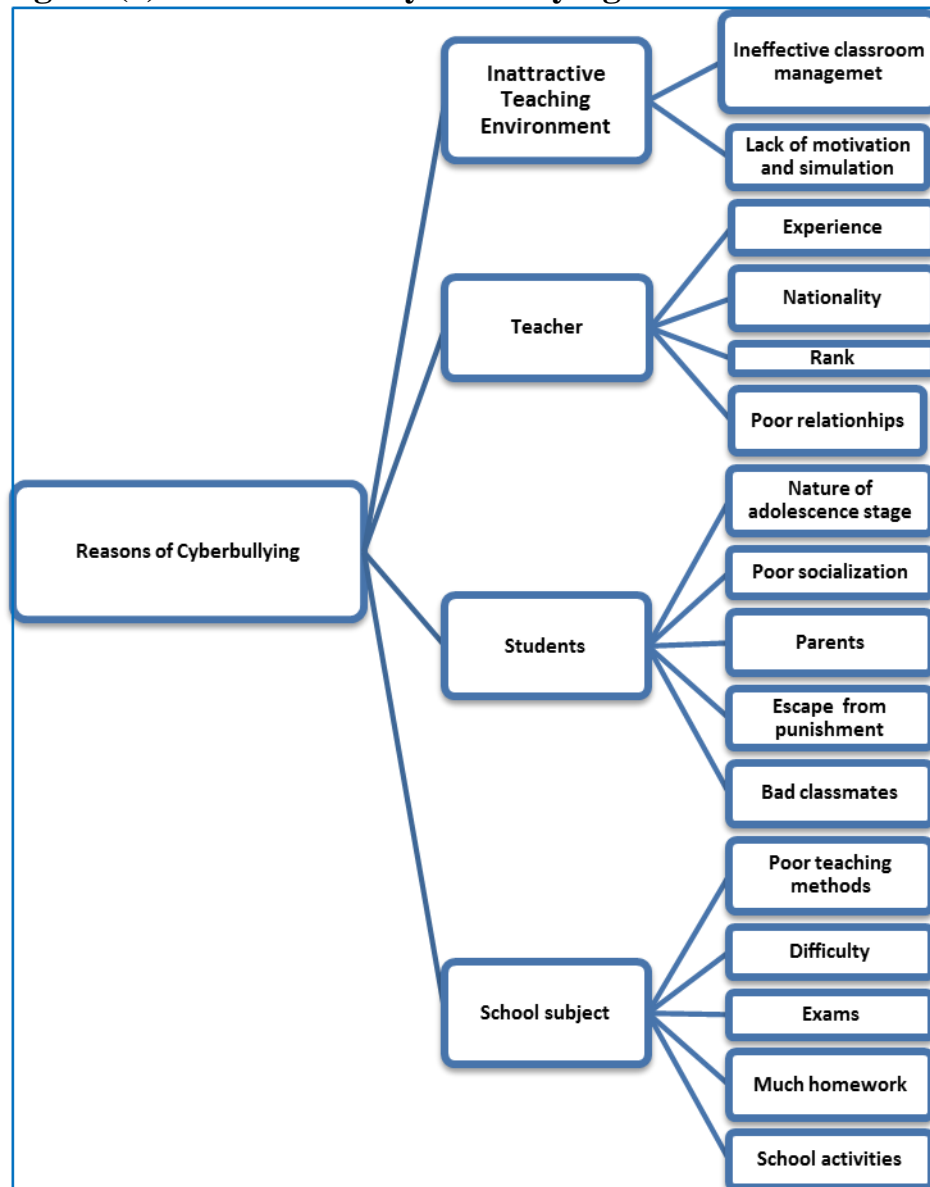
Comments from experts were solicited to enhance the content validity of the study interview form. Within the context of these perspectives, the interview questions were modified as required. Similarly, the codes and motifs chosen to increase authenticity were developed with the assistance of two experts (Vespestad & Clancy 2020). For validity and reliability to operate in qualitative research, it is required to explicitly identify the participants' characteristics, explain the method of data collection and analysis in-depth, and support the findings with direct quotations from the participants (Vespestad & Clancy 2020). Consequently, the personally identifiable information of the individuals comprising the research group was given transparently. Furthermore, data acquisition, analytical methodology, and interpretation of the results are described in detail.

11-Results:

Four main themes emerged from the data: reasons for cyber-bullying, cyber-bullying types, results of cyber-bullying, and strategies taken by teachers for overcoming cyber-bullying. Finally, the study suggested some recommendations for solutions to prevent the spread of the phenomenon. All figures used in the study results are divided into themes, sub-themes then codes. They are supported by direct statements of participants.

Theme (1): Reasons of cyber-bullying

Themes, sub-themes, and codes generated based on the participating teachers' cyber-bullying during the school interviews and some student perspectives from the exploratory study are presented in Figure 1.

Figure (1): Reasons for Cyber-bullying.

According to Figure (1), there are various reasons for students' cyber-attack against teachers as follows:

➤ **An attractive Teaching Environment:**

When asked about their motives for cyber-attacks against teachers, some participant students in the pilot study stated that cyber-bullying is an escalating motif to get rid of their teacher and his/her boredom due to his inability to attract and motivate students

during teaching or manage his/her class effectively. A student said, "Since the beginning of class, I've felt bored. I cannot endure an hour of listening. Nobody likes him. He should be eliminated. Someone else stated, "It's a mess. When grading our homework, he cannot maintain class discipline. I hope to complete this tedious course."

➤ **Teacher:**

****Teachers' experience:**

Less experienced teachers have more threatening messages, annoying, and insulting posts than more experienced colleagues. Perhaps because new teachers are seen as young and inexperienced, they may struggle with both the teaching process and classroom communication. They are more likely to utilize social media and ICT technologies, making them more susceptible to cyber abuse. Participants (7), (11), (17) assured this point. "At the beginning of term, some students asked me to give them my Twitter account. I thought there was no problem with that, but I was surprised when seeing "disrespectful," "aggressive or rude," and "defamatory" comments on my tweets" (P11) said.

However, more experienced instructors create techniques to manage student circumstances that may result in cyber-harassment more effectively than their counterparts with less expertise may. They are seen as respectful. However, some students harass them on social media, saying, "Too old to be teaching, time to get rid of him."

****Nationality:**

As a form of racism, non-Saudi teachers are more exposed to cyber-bullying by students than their Saudi colleagues. (P8) said: "They don't respect me or obey my orders when I ask them to read or answer a question . They sometimes look at me with hostility".

****Teacher's rank:**

Some participants indicated that society looked down on teachers and considered the education system less significant than other professions. He reasoned that this often led to cyber-bullying events and learners thinking they had the right to bully or victimize teachers. (P5) said: "No respect from parents or learners, especially when learners are punished for misbehavior or homework.

According to (P1), the position of the educator in society has changed drastically and negatively. You must earn more degrees for a modicum of respect."."

****Teacher- students' poor relationship:**

When participants were asked about the probable causes of the poor relationship with students generally, they cited a variety of factors, including teacher violence against students, a lack of appropriate boundaries between teachers and students, and increased student pressure in the form of more homework or difficult exams.

(P20) said: "Some students attempted to take vengeance on their teacher for insulting them in front of their classmates."

(P3) said: "Sometimes a teacher becomes friendlier with his students, eroding all barriers between them so that they can defame him in social media using his personal information as if he were a friend."

While one of the students said: "My teacher occasionally insults me in front of my classmates as a joke that makes the entire class laugh. I detest him. After his departure, my classmates may mock me and may use his words to insult me. Sometimes I think to take revenge on him."

➤ **Students:**

****Nature of adolescence stage:**

All participants concur that this stage is marked by physically or mentally dynamic changes. Students at this stage desire independence and freedom of behavior. They dislike being counseled. They develop a stronger connection with their virtual world than with their family and society. More than seventy-five percent of adolescents use smartphones and their numerous applications, which has led to an increase in negative outcomes such as teacher aggression.

****Poor socialization:**

(P18), (P12), (P16), and (P3) all agreed that the poor socialization of some students is a primary reason for cyber-bullying. They act without any sense of responsibility. Their parents satisfy all of their needs, so they become agitated, violent, and obstinate. (P14) said "A parent of one student came to school and sharply criticized me

in front of her daughter and the principal because I repeatedly blamed her daughter for not doing her homework". Additionally, she stated, "This may encourage students to cyber-bully us without feeling regret."

****Parents:**

(P8) and (P10) agreed, "Some parents treat us with aggression and disdain. Hence, learners will also generally disregard their teacher, and it is easy to cyber-bully us."

****punishment:**

(P6) said: "When perpetrators of cyber-attacks were identified, the school does not punish them. Sometimes, it warns them orally."(P13) said: "Escaping from punishment from parents or school encouraged them to harm us again and again."

****Bad classmates:**

(P2) said that a pupil or group of pupils that the teacher did not teach all of them might help their colleague in the same school to cyber-bully a teacher due to their friend's dissatisfaction with exam degrees or pressures of much homework.

➤ **School subject :**

****Poor teaching methodologies:**

One of the students stated, "We feel bored, and the majority of our teachers employ conventional teaching methods. Always listening and asking questions. No fun, particularly in difficult subjects such as mathematics and physics."

****Difficulty /school activities:**

Another student stated regarding the chemistry instructor, "Most of the class wants to annoy him in order to avoid learning. It is too difficult to comprehend chemistry."

According to (P19), schools are not always equipped with the necessary materials to facilitate students' comprehension of scientific subjects such as Biology."

(P6), (P7), (P15) & (P17) all confirmed that geography, Islamic Studies, and Professional Skills are difficult subjects because they are not accompanied by any activities besides studying and memorization. They experience boredom and annoyance, particularly during exam periods.

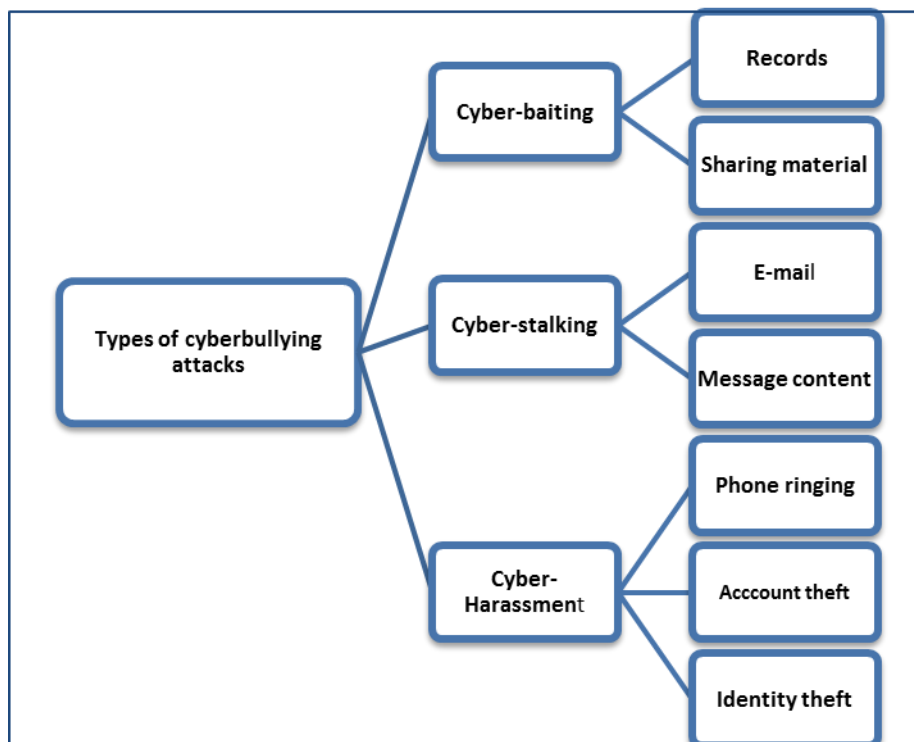
****Exams /homework:**

(P9), (P13) & (P19) assured that students' dissatisfaction with grades and assignment criteria are considered frequently contained "disrespectful," "aggressive or rude," and "defamatory" remarks, as well as "demands for higher grades" "demands to reduce the difficulty of assignments and exams."

Theme(2): Types of cyber-bullying attacks:

Theme, sub-themes, and codes about the types of cyber-bullying attacks against teachers are shown in Figure (2).

Figure (2) Types of cyber-bullying attacks against teachers



The most common cyber-attacks against teachers in Saudi secondary schools are:

****Cyber-baiting:**

(P17) said: “I was completely shocked when I saw some records about me during a teaching at one of my classes disseminated in social media with indecent comments on me and my voice|.”

**** Cyber-stalking:**

Most participants reported receiving unwanted and threatening emails from known and unknown contacts. The messages were described as discourteous, offensive, threatening, angry, rude, inflammatory, and bullying.

(P1) said, “I received an email requesting that I change my grade on the Chemistry exam, or he will defame me on social media.”

****Cyber-harassment:**

(P10) said: “My husband is fed up. My phone continues to ring continuously from unknown numbers. When I attempted to respond, no one responded. When I tried to answer, no one answered me. Then, it rang again.”

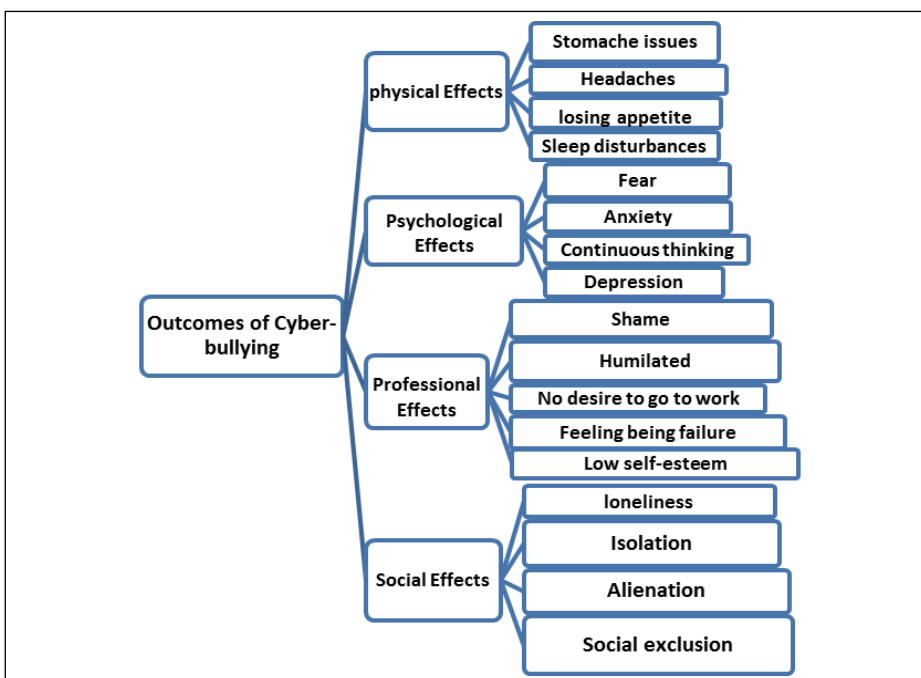
(P19) said: "Someone compromised my account. He posted inappropriate content and sent offensive messages to my friends using my name.”

(P4) “One of my students created a fake Twitter account in my name to contact my colleagues at school; I did not have a Twitter account.”

Theme (۳) Outcomes of students’ cyberbullying:

Figure (3) shows the most important outcomes of cyber-bullying participant teachers.

Figure (3): Outcomes of students’ cyber-bullying



➤ **Physical effects:**

All of the participants confirmed that they experience distressing physical symptoms that make them uncomfortable. "I had a stomachache; I didn't want to eat as if I were full," said (P8). I had a lot of thoughts but no desire to sleep." While (P13) stated, "It was a difficult experience; I cannot adequately describe how I felt. It was dreadful. No desire for food. No desire to converse with anyone. No desire to sleep; only pondering and suffering from a headache."

➤ **Psychological effects :**

Most participants experienced all the negative psychological effects of cyber-bullying: fear, anxiety, and a constant preoccupation with the incident and the likely perpetrator, who is frequently anonymous. In addition, a number of them became depressed and cried incessantly like (P 15), (P 10) & (P 19).

(P16) said, "I was shattered and ruined. This accident destroyed my future".

(P2) said: "I was shocked to learn that my account had been compromised and insulting and defamatory messages had been sent under my name," said (P2). What did I do to deserve his cyber-bullying?"

According to (P14), "I could not stop crying. I could not do anything at home or for my husband and children. I was constantly anxious and terrified."

➤ **Professional effects:**

"I didn't want to go to work" was the most notable comment made by any victim of cyber-bullying. They felt fearful, humiliated, and disrespected.

(P18) stated, "I've lost interest in my job as a teacher."(P12) said: "I did my job only for money. I would not enjoy it again".

(P4) said: "I was too upset. I could not believe what had occurred. I was profoundly affected despite my denial."

According to (P16), a negative and defamatory comment caused a terrible experience."

➤ **Social effects:**

They are the expected consequence of all cyber-bullying's previous negative outcomes. Isolation, alienation, a lack of desire for social interaction in any setting, and consequently exclusion are common social negative effects. Furthermore, participants' relationships with students, colleagues, principals, as well as family, and friends, deteriorated.

"I was uncertain that I would interact and react with my students again."

(P13) said, "I did not want to go out with my family or friends. I felt excluded from my life".

These outcomes are significantly affected by two factors: gender and the duration of persistence of cyber-bullying negative effects. While analyzing the interview content, the researcher found that female teachers are more sensitive and susceptible to cyber-bullying negative effects than male teachers. While male teachers are much more likely to be cyber-bullied than female teachers, as male teachers taught only boys at Saudi schools while female teachers taught girls, it is known that boys were accused of cyber-bullying more than girls, as many studies showed.

When participants were asked about the duration of negative effects of cyber-bullying, they gave various answers. The effects may continue for a few days or a week and may continue for months or a year according to the degree of negative effects and the type of cyber-bullying. For example, participants (13), (14), and (16), who suffered from anxiety, depression, and isolation, took a longer time than others. Additionally, remembering and recurring the incident made the duration longer.

Theme 4: Strategies for overcoming cyber-bullying effects:

This theme is divided into two sub-themes: procedures and actions taken by participants besides; the external support from the victim's family, school, or school district ,as it is shown in figure (4).

➤ **Actions by victimized teachers:**

Participants took different procedures and actions to eliminate the negative effects of cyber-attack. Some participants decided to hide

the defaming comments on his/her account as soon as he/she had seen them, like participants (9) and (16). In contrast, (P7), (P14), and (P6) deleted both the defaming comments and the account itself. Others deleted all his/her social media accounts for fear of being hacked and cyber-bullied (P18). Participants (15),(3),(20)&(8) made their effort to identify the perpetrator by reading the sent emails or comments many times so that they could deduce anything showing his/her anonymous identity, or they might ask pupils at their classes to revenge. While (P10) blocked the phone number that disturbed her every day. Participants (1),(4),(11),(19)&(5) made new accounts on social media after deleting all the old ones or hung their emails, and they were careful not to give them to any student or any suspicious person. Participants (12) & (2) decided to tell the principal about the whole incident. Finally, (P13) tried to ignore the situation as much as possible for fear of being cyberbullied by other students.

➤ **External support for the victimized teachers:**

When participants were asked about the expected external support for effective cyber-bullying management, they gave only three clues: school, educational administration, and family & friends.

****School:**

As seen above, very few participants (12) & (2) told their principal. Participants (4), (7), (1), (9), (11), (15) & (19) stated that they did not report the incident to the school as they were not sure if school principals could treat cyber-bullying incidents more seriously or they would not be supported. Participants (18), (20), (5), (14), (13), (8) & (17) thought that the school would not take any severe action against perpetrators- if they knew the victim. In contrast, the participant (16) did not report her school as she felt too embarrassed.

****Educational Administration:**

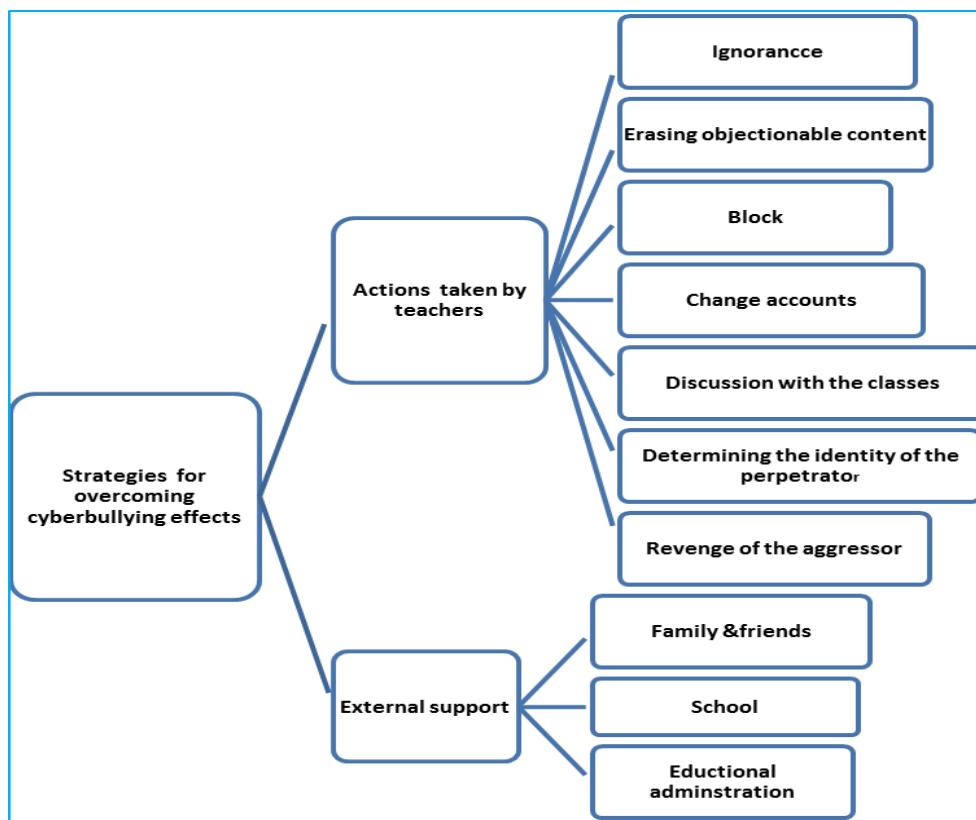
Most of the participants stated that the educational administration did not have a clear policy for managing cyber-bullying incidents. It did not interfere with this kind of problem. The school did not report to the administration about cyber-bullying issues for fear of

damaging its academic reputation. Therefore, parents would not enlist their children in it, which may negatively affect school quality assessment processes.

****Family & friends:**

Undoubtedly, all participants stated that their family and friends were their true support to overcome the negative effects of cyber-bullying, even if these outcomes lasted weeks or months. Figure(4) shows the strategies taken by teachers to overcome cyber-bullying effects and the probable external support.

Figure (4) Strategies for overcoming cyber-bullying effects



12-Discussion:

This study aimed to identify the causes, types, and consequences of cyber-bullying that teachers face at Saudi secondary schools and the actions, as well as solutions for overcoming and coping with cyber-bullying negative effects. According to this study, teachers are exposed to cyber-bullying by their students at Saudi secondary

schools in Arar, Northern Border Region. By comparing the results of this study with the results of other studies conducted in different countries, particularly in Europe and the USA, the researcher reached similar findings. Some secondary school teachers experienced various cyber-attacks for several reasons. The Saudi community's exposure to modernization processes on large-scale which caused a radical change in this community, and new behavioral patterns emerged that affected it negatively due to misusing IT (Alotaibi 2020). Furthermore, various social networks (Facebook, Twitter, Youtube, and G+) can spread humiliating and defaming materials among millions in seconds. Additionally, disturbed and poor relationships between teachers and students may increase cyber-attacks against teachers due to various reasons. This topic has been studied in the USA, UK, Germany, Slovak, Czech Republic, Finland, Poland, and other EU countries (Alcaine&Sanchez 2020; Blizard 2015;Garrett 2014;Kopecký & Szotkowski 2016;Kopecký & Szotkowski 2017;Bester et al. 2017;Ecclesiastical 2018; Sheikh et al. 2020).

The study shed light on the causes of cyberbullying and confirmed that the teacher position is in jeopardy, according to the opinions of some participants and the frequency of cyberattacks against teachers. According to several studies, society members, particularly student learners and parents, are looked down upon by teachers. The teaching profession is considered less critical than other occupations, as in the studies of Bester, Szotkowski&Kopecký (Kopecký & Szotkowski 2017;Bester et al. 2017). For teachers' experience, young teachers are exposed to cyber-bullying more than experienced teachers, which is consistent with the findings of (Sheikh et al. 2020; Bester et al. 2017).

With regard to teachers' nationality, this study revealed that non-Saudi teachers are more susceptible to cyber-bullying than their Saudi counterparts, as evidenced by the findings of (Hüsrevşahi 2020), as school principals stigmatize teachers based on race, ethnicity, and social, political, and personal motives.

Moreover, participants revealed other reasons for cyber-bullying from their students. The previous studies conducted also support the findings of this study. Studies of (Calatayud & Prendes 2020;

Gündüz et al. 2020; Shin & Choi 2020;Özgür 2020; Mazzone et al. 2020; Pichel et al. 2020; Li 2020; Utemissova et al. 2020;Yudes et al. 2020) showed that teachers are exposed to cyberbullying from their students because they were victims of teachers' violence. Therefore, having a strong desire for vengeance or being bored due to traditional teaching methods may not be the best way to motivate students.

For parents as being a main reason for students' cyber-bullying, which is consistent with the findings of (Küçüksüleymanoğlu 2019;Shin & Choi 2020; Saengprang & Gadavanij 2020; Azami & Taremian 2020; Pichel et al. 2020; Souheyla & Frih 2020; salman 2020; Mohammed & Alshahrani 2020) that cyber-bullying is family matter. However, the studies by Mascia et al. (2020), Sumardiana et al.(2020), Mindrila (2020), and Agus et al. (2020) argued that the problem is related only to schools, not families. Families should not be blamed for it. Finally, this study revealed additional reasons for students' cyber-bullying against teachers in Saudi Arabia, e.g., students' escape from punishment after cyber-bullying, bad classmates as instigators for cyber-bullying, the difficulty of school subjects which not supported by activities and need more study like history, as well as psychological pressures, resulted from much homework, exams degrees or family problems.

When discussing cyber-attacks against teachers in Saudi schools, the most prominent forms are cyber-baiting, cyber-stalking, and cyber-harassment. The studies of (Küçüksüleymanoğlu 2019;Kopecký & Szotkowski 2016;Kopecký & Szotkowski 2017;Blizard 2015) assured the study findings that teachers are susceptible to various types of cyber-bullying due to the variety of social media and their excessive use by adolescent students.

Based on the study's main findings, teachers were exposed to devastating negative physical, psychological, social, and professional effects after being cyber-bullied. Previous studies also drew our attention to these outcomes of cyber-bullying. For physical effects, the study by (Bester et al. 2017; Blizard 2015) supports the findings of this study. Victimized teachers suffered from stomachache, severe headache, insomnia, and no desire to eat. Generally, they did not feel well.

Additionally, the study results of (Sheikh et al. 2020;Kopecký & Szotkowski 2016;Kopecký & Szotkowski 2017; Escortell et al. 2020; Jystad et al. 2020; Liu et al. 2020a), about the psychological effects coincide with study findings. Teachers felt anxious, frustrated, and demoralized. They suffered from continuous thinking of the perpetrator and depression.

Moreover, according to the findings of (Utemissova et al. 2020;Bester et al. 2017;Cox et al. 2017;Beghin 2020;Bernardo et al. 2020;Bacher-Hicks et al. 2020;Alzamil 2020), teachers in Saudi schools also suffer from negative social effects, e.g., loneliness, increased isolation, alienation and social or self-exclusion. These findings come up from the studies of

Finally, the most prominent professional negative effects that this study arrived at are: no desire to go to work or teach the students, desire to quit the job or the school, feelings of being a failure, unwillingness to participate in school activities, disinterest in activities with other teachers. The studies of (Bester et al. 2017;Özgür 2020;Li et al. 2020; Parker 2020; Burger & Bachmann 2020; Kula & Akbulut 2020) arrived at similar results in different countries using different methods and samples.

As victimized teachers felt extremely unsafe after cyber-attacks and damaged their reputations, they tried to adopt some procedures to eliminate these adverse effects or cope with them. They may ignore cyber-bullying incidents as a whole and block their social media accounts, as in the study of (Bester et al. 2017;Blizard 2015), or they try to know the anonymous perpetrator to take revenge by cyber-bullying him/her or made new social media accounts as in the study of(Garrett 2014; Blizard 2015;Kopecký & Szotkowski 2016).

A few teachers reported the incident to school as most teachers thought that school would not punish cyber-bullies – just warning them and trying to hide the whole incident for fear of its academic reputation, especially in private schools. They believe that family and friends are the true support, and they can mediate cyber-bullying effects. These findings are enhanced by the study of(Bester et al. 2017;Ecclesiastical 2018).

12-Recommendations:

The following recommendations may be helpful to teachers in avoiding cyber-attacks:

--For teachers:

- * Establish a different social media account for professional communications.
- * Never put personal information or images on your professional profile.
- * Protect your social media profile so only your friends and family may read it.
- * Educate the teaching staff via professionals in psychology and law, as well as assist the personality and social training of teachers and their IT competency in order to equip them with crisis management skills.

--For students:

- * Developing educational programs by the educational administration and mandating their implementation in all eligible schools.
- * Holding workshops for students by guidance teachers to exercise them on netiquette, internet etiquette, or internet code of behavior: kind of etiquette, which is to be followed in the net, a set of norms for good behavior on the internet emphasizing honesty, respect, trust, and accountability.
- * Promote a positive school climate for all students.
- * Open friendly and effective communication between victimized teachers and perpetrator(s), as well as their families, teachers, and other professionals is an effective method for addressing cyber-bullying in schools.

13-Limitations of the study:

- ** The researcher took much time to conduct the interview as schools took nearly a month as intermittent vacations during conducting the interview (4-day or ten-day vacations, besides the vacation at the end of the first term).
- ** The interview was conducted only in one city of the Northern Border region (Arar city) due to the long distance between cities (500-700 km at least). Consequently, it is suggested that similar research be conducted in various regions of Saudi Arabia.

** Sensitivity of the subject matter at the beginning and the reluctance of cyber-bullied teachers to participate for fear of repercussions.

14-Conclusion:

Recently, the issue of students' cyber-bullying of their teachers has emerged increasingly as global issue (Bester et al., 2017). Though various studies have been conducted on peer-to-peer cyber-bullying, students' cyber-attacks against teachers have received relatively little interest in the past decades; there are very few recent studies about this issue (Sheikh et al., 2020; Küçüksüleymanoğlu, 2019; Kopecký & Szotkowski, 2016; Kopecký & Szotkowski, 2017; Bester et al., 2017; Cox et al., 2017; Blizard, 2015; Garrett, 2014)

Cyber-bullying is a pervasive, dangerous, global behavioral phenomenon, mainly when it negatively affects teachers as supervisors and leaders of the educational process. This study has thus concentrated only on the phenomenon's nature and presentation. Contextualizing and casting more light on the phenomena would benefit from a deeper investigation of the causes and consequences, as well as an indicator of the problem's prevalence. Therefore, the study tried to raise awareness of its consequences, social problems, and harm caused by shedding light on this sensitive experience for Saudi secondary school teachers. It depended on a structured interview form (open closed interview) using criteria sampling technique and snowball sampling technique so that we can have adequate information and expertise about the phenomenon's sources, kinds, and consequences, as well as coping solutions.

The study's findings are comparable to those of previous studies conducted in the United Kingdom, the United States, and other countries. Cyber-bullying has disastrous consequences for educators. Various procedures and actions are required to counteract these effects and ensure a sufficient education. As a result, it is suggested that additional research be conducted on the phenomenon in other Saudi districts and other Arab nations to discover more information about it.

15-Acknowledgments:

This research study is dedicated to secondary school teachers who tried disclosing the most difficult cyber-bullying experiences and help us understand more about this phenomenon. Great gratitude is extended to Prof. Hany A. Farag, Faculty of Education, Alexandria University, for his pertinent guidance in the study generally and in the study method precisely.

16-References:

- Agus, M., Mascia, M. L., Zanetti, M. A., Perrone, S., Rollo, D., & Penna, M. P. (2020). Who Are the Victims of Cyberbullying? Preliminary Data Towards Validation of "Cyberbullying Victim Questionnaire". *Contemporary Educational Technology*, 13(3), ep310. <https://doi.org/10.30935/cedtech/10888>
- Akinyode, B. F., & Khan, T. H. (2018). Step by Step Approach for Qualitative Data Analysis. *International Journal of Built Environment and Sustainability*, 5(3), 163–174 <https://doi.org/10.11113/ijbes.v5.n3.267>
- Alcaine, P. B., & Sánchez, E. V. (2020). How the education community perceives cyberbullying: A comparison of students, teachers and families. *Journal of New Approaches in Educational Research*, 9(2), 216–230. <https://doi.org/10.7821/naer.2020.7.554>
- Alzamil, A. A. (2020). Role of Telephone Counseling in Facing The Problems of the Adolescents Suffering from Cyber-bullying from The perspective of Student Counselors. *International Journal of Education and Practice*, 9(2), 440–455. <https://doi.org/10.18488/journal.61.2021.92.440.455>
- Amr Taleb & Abd El-kader Mohammed. (2019). Cyber-bullying and Its Relation to Academic Achievement for Secondary School Students in Al-Quds. *International Journal of Educational and Psychological Studies*, 6, 44–69. ISSN(Online)2569 930X
- Areekkuzhiyil, S. (2017). *An Inquiry Into The Psychosocial Exclusion in Classrooms*, *Edutracks*, Vol.17, No.3, 33-40, <https://eric.ed.gov/?id=ED578911>.

- Azami, M. S., & Tareman, F. (2020). Risk Factors Associated with Cyber-bullying, Cyber-Victimization, And Cyber-bullying-Victimization in Iran's High School Students. *Iranian Journal of Psychiatry*, 16(3), 343–352. <https://doi.org/10.18502/ijps.v16i3.6261>
- Bacher-Hicks, A., Goodman, J., Green, J. G., & Holt, M. K. (2020). *The COVID-19 Pandemic Disrupted Both School Bullying and Cyberbullying*,(EdWorkingPaper: 21-436). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/7jy7-x816>
- Bagir, A., Oguz Emre, A., Birgul Cumurcu, H., & Aysegul Ulutas, A. (2020). The Relationship Between Social Exclusion (Ostracism) And Internet Addiction of Adolescent Girls. In *Research in Pedagogy* 10(1),50-65. <http://dx.doi.org/10.5937/IstrPed2001050B>
- Beghin, H. (2020). The Effects of Cyberbullying on Students and Schools. In *BU Journal of Graduate Studies in Education*, 12 (2),19-22. <https://eric.ed.gov/?id=EJ1263005>
- Bernardo, A. B., Tuero, E., Cervero, A., Dobarro, A., & Galve-González, C. (2020). Bullying And Cyber-bullying: Variables That Influence University Dropout,.In *Comunicar*, 28(64), 61–69. <https://doi.org/10.3916/C64-2020-06>
- Best, P., Badham, J., McConnell, T., & Hunter, R. F. (2020). Participatory Theme Elicitation: Open cCard Sorting for User Led Qualitative Data Analysis. *International Journal of Social Research Methodology*, 25(2), 213–231. <https://doi.org/10.1080/13645579.2020.1876616>
- Bester, S., du Plessis, A., & Treurnich, J. (2017). A Secondary School Teacher's Experiences As A Victim of Learner Cyber-bullying. In *Africa Education Review*, 14(3–4), 142–157. <https://doi.org/10.1080/18146627.2016.1269608>
- Blizard, L. M. (2015). Faculty Members' Experiences of Cyber-bullying by Students at One Canadian University: Impact And Recommendations. *International Research in Higher Education*, 1(1), 107–124. <https://doi.org/10.5430/irhe.v1n1p107>

- Boulerice, R. (2020). *Cyberbullying Running Head: Cyberbullying: Summation and Annotated Bibliography* Rebecca J. Boulerice. June. https://www.researchgate.net/publication/342010560_Cyberbullying
- Burger, C., & Bachmann, L. (2020). Perpetration and Victimization in Offline and Cyber Contexts: A Variable- and Person-Oriented Examination of Associations and Differences Regarding Domain-Specific Self-Esteem and School Adjustment. In *International Journal of Environmental Research and Public Health*, 18(19), 10429. <https://doi.org/10.3390/ijerph181910429>
- Cox, T., Marczak, M., Teoh, K., & Hassard, J. (2017). *New Directions in Intervention: Cyber-Bullying, Schools and Teachers*, Book chapter (pp. 411–435). https://doi.org/10.1007/978-3-319-53053-6_17
- Das, S., Kim, A., & Karmakar, S. (2020). Change-Point Analysis of Cyberbullying-Related Twitter Discussions During COVID-19. *ArXiv, abs/2008.13613*
- Demir, S., & Konik, A. (2020). Examining the Relationship between the Sense of Humor and the Social Exclusion Perceived by Gifted and Talented Students. *Shanlax International Journal of Education*, 9(2), 60–67. <https://doi.org/10.34293/education.v9i2.3597>
- Ecclesiastical. (2018). *Teacher cyber-bullying*, <https://www.ecclesiastical.com/media-centre/teachers-targeted-on-social-media/>
- Escortell, R., Delgado, B., & Martínez-Monteaudo, M. C. (2020). Cyber-victimization, Self-Concept, Aggressiveness, and School Anxiety in School Children: A Structural Equations Analysis. *International Journal of Environmental Research and Public Health*, 17(19), 1–16. <https://doi.org/10.3390/ijerph17197000>
- Ferreira, P. da C., Barros, A., Pereira, N., Marques Pinto, A., & Veiga Simão, A. M. (2020). How Presenteeism Shaped Teacher Burnout in Cyber-bullying Among Students During

- the COVID-19 Pandemic. *Frontiers in Psychology*, Vol.12,1-12,. <https://doi.org/10.3389/fpsyg.2020.745252>
- Gandasari, D., & Dwidienawati, D. (2020). Content Analysis of Social and Economic Issues in Indonesia During The COVID-19 Pandemic. *Heliyon*, 6(11), e05599. <https://doi.org/10.1016/j.heliyon.2020.e05599>
 - Garaigordobil, M., & Larrain, E. (2020). Bullying and Cyber-bullying in LGBT aAdolescents: Prevalence and Effects on Mental Health. *Comunicar*, 28(62), 77–87. <https://doi.org/10.3916/C62-2020-07>
 - Garrett, L. (2014). The Student Bullying of Teachers : An Exploration of the Nature of The Phenomenon And The Ways in Which It is Experienced by Teachers . *Aigne*, Iss.5, 19–40. <https://aigne.ucc.ie/index.php/aigne/article/download/1476/1448/152>
 - Gerwig-Parker, Donna Tromski-Klingshirn Rebecca Kolssak Joshua D Miller, L. A. (2020). Cyber-bullying And Ohio Schools: A Social Justice Framework to Understand and Create Change. In *The Journal of the Ohio Council of Professors of Educational Administration (OCPEA)* ,5(2),50-77. <https://health-education-human-services.wright.edu/sites/health-education-human-services.wright.edu>
 - Gill, M. (2020). Phenomenology As Qualitative Methodology. *Qualitative Analysis. Eight Approaches for the Social Sciences*, 73–94. https://www.researchgate.net/publication/341104030_Phenomenology_as_qualitative_methodology
 - González-Calatayud, V., & Prendes Espinosa, M. P. (2020). Role-based Cyber-bullying Situations: Cyber-victims, Cyber-aggressors And Cyber-bystanders. *International Journal of Environmental Research and Public Health*, 18(16),69-86. <https://doi.org/10.3390/ijerph18168669>
 - Gündüz, Ş., Akgün, F., & Özgür, H. (2020). Determination of Secondary School Students' levels of Sensitivity Towards Cyber-bullying and Cyber-bullying Behaviour. *Participatory*

Educational Research, 8(1), 70–89.
<https://doi.org/10.17275/per.21.4.8.1>

- Hashem, T. (2019). The Reality of Electronic Bullying Phenomenon Among the Secondary School Students in Fayoum Governorate A Field Study (and Ways to Confront It. *Journal of Fayoum University for Educationaland Social Sciences*, 12(2), 181–245.
- He, J., He, L., Zhou, W., Nie, X., & He, M. (2020). Discrimination and Social Exclusion in The Outbreak of COVID-19. *International Journal of Environmental Research and Public Health*, 17(8),29-33.
<https://doi.org/10.3390/ijerph17082933>
- Hinduja, S. & Patchin, J. W. (2020). Cyber-bullying Identification, Prevention, and Response. Cyberbullying Research Center (cyberbullying.org)
- Jain, N. (2020). Survey Versus Interviews: Comparing Data Collection Tools for Exploratory Research. *Qualitative Report*, 26(2), 541–554. <https://doi.org/10.46743/2160-3715/2020.4492>
- Jain O, Gupta M, Satam S, Panda S(2020). Has the COVID-19 pandemic affected the susceptibility to cyberbullying in India? *Comput Hum Behav Rep*. 2020 Aug-Dec;2:100029. doi: 10.1016/j.chbr.2020.100029. Epub 2020 Sep 28. PMID: 34235292; PMCID: PMC7521933.
- Jeffrey, C., Peltier, C. & Vannest, K. (2020). The Effects of an Online Psychoeducational Workshop to Decrease Anxiety and Increase Empowerment in Victims of Trolling and Cyberbullying. *Journal of Online Learning Research*, 6(3), 265-296. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved August 5, 2019 from <https://www.learntechlib.org/primary/p/216915/>.,
- Jun, W. (2020). A Study on The Cause Analysis of Cyber-bullying in Korean Adolescents. *International Journal of Environmental Research and Public Health*, 17(13), 1–17.
<https://doi.org/10.3390/ijerph17134648>

- Jystad, I., Haugan, T., Bjerkeset, O., Sund, E. R., & Vaag, J. (2020). School Functioning And Educational Aspirations in Adolescents With Social Anxiety—The Young-HUNT3 Study, Norway. *Frontiers in Psychology*, Vol.12, 1–11. <https://doi.org/10.3389/fpsyg.2020.727529>
- Kalinowski, S., & Rosa, A. (2020). Sustainable Development And The Problems of Rural Poverty and Social Exclusion in the EU Countries. *European Research Studies Journal*, XXIV(Issue 2), 438–463. <https://doi.org/10.35808/ersj/2136>
- Kauppi, T., & Pörhölä, M. (2012). School Teachers Bullied by Their Students: Teachers' Attributions and How They share Their Experiences. *Teaching and Teacher Education*, 28(7), 1059–1068. <https://doi.org/10.1016/j.tate.2012.05.009>
- khaled khalaf. (2020). *Cyberbullying and Its Relation to Extremism for A Sample of Universty Students,AJSP,Iss.29,445-479,King Abd- Alaziz University. ISSN: 663 2 – 579, www.ajsp.net*
- Kopecký, K., & Szotkowski, R. (2016). Cyber-bullying, cyber-aggression and Their Impact on The Victim – The teacher. *Telematics and Informatics*, 34(2), 506–517. <https://doi.org/10.1016/j.tele.2016.08.014>
- Kopecký, K., & Szotkowski, R. (2017). Specifics of Cyber-bullying of Teachers in Czech Schools - A National Research. *Informatics in Education*, 16(1), 103–119. <https://doi.org/10.15388/infedu.2017.06>
- Küçüksüleymanoğlu, R. (2019). Cyber-bullying Among Secondary School Teachers by Parents. *International Journal of Evaluation and Research in Education*, 8(1), 151–157. <https://doi.org/10.11591/ijere.v8i1.16549>
- Kula, S. S., & Akbulut, O. F. (2020). Determination of Pre-service Teachers' Sensitivity to Violence Against Children. *Eurasian Journal of Educational Research*, 2021(92), 185–210. <https://doi.org/10.14689/ejer.2020.92.10>
- Li, W. (2020). *School of Politics and International Relations Cyberbullying in China: The Connection Between Language and Behaviour,PhD Thesis,University of Nottingham.*

- Li, X., Shek, D. T. L., & Shek, E. Y. W. (2020). Offline Victimization, Psychological Morbidity, and Problematic online Behavior Among Chinese Secondary School Students. *International Journal of Environmental Research and Public Health*, 18(18),62-94 ,<https://doi.org/10.3390/ijerph18189462>
- Mazzone, A., Yanagida, T., Camodeca, M., & Strohmeier, D. (2020). Information Processing of Social Exclusion: Links with Bullying, Moral Disengagement and Guilt. *Journal of Applied Developmental Psychology*, Vol.75, 101292. <https://doi.org/10.1016/j.appdev.2020.101292>
- Miguel, C.&Serpa, S., (2020).COVID-19 And Social sciences, In *Economic and Political Weekly*. 43(33), 1-9 [https://www.mdpi.com/journal/societies/special - Issue COVID-19 social sciences](https://www.mdpi.com/journal/societies/special-Issue-COVID-19-social-sciences)).
- [https://doi.org/ 10.3390/soc10040100](https://doi.org/10.3390/soc10040100)
- Mindrila, Diana (2020) "Patterns of Cyberbullying Victimization in US Adolescents: A Latent Class Analysis," Georgia Educational Researcher: Vol. 17 : Iss. 2 , Article 1. Available at: <https://digitalcommons.georgiasouthern.edu/gerjournal/vol17/iss2/1>
- Mulvey, K. L., Boswell, C., Kelly, J. Z., & Mulvey, L. (2017). Causes and Consequences of Social Exclusion and Peer Rejection Among Children and Adolescents Social Exclusion and Peer Rejection. *Rep Emot Behav Disord Youth*. 2017, 17(3), 71–75.
- Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education*, 14(3),1-7. <https://doi.org/10.5812/sdme.67670>
- Naser Tahat, D., Mohammad Tahat, K., Habes, M., & Habes Jordanian, M. (2020). Jordanian Newspapers Coverage of Cyber-bullying during COVID 19 Pandemic PJAEE. *Journal Of Archaeology Of Egypt/Egyptology*, 17(7), 15390–15403.

<https://www.archives.palarch.nl/index.php/jae/article/download/5939/5812>

- The Abuse of Social Media and Internet Sites. www.nasuwat.org.uk
- Özgür, H. (2020). A Systematic Review on Cyberbullying Interventions and Preventions. *Shanlax International Journal of Education*, 9(1), 11–26. <https://doi.org/10.34293/education.v9i1.3373>
- Padir, M. A., Ayas, T., & Horzum, M. B. (2020). Examining the Relationship among Internet Parental Style, Personality, and Cyberbullying/Victimization. *International Journal of Technology in Education and Science*, 5(1), 56–69. <https://doi.org/10.46328/ijtes.160>
- Parker, C., Scott, S., & Geddes, A. (2020). Snowball Sampling, *SAGE Research Methods Foundations*, 2019, 3–13. Official URL: <http://methods.sagepub.com/foundations/snowball-sampling> EPrint URI: <https://eprints.glos.ac.uk/id/eprint/6781>
- Pichel, R., Foody, M., Norman, J. O., Feijóo, S., Varela, J., & Rial, A. (2020). Bullying, Cyber-bullying and The Overlap: What Does Age Have to Do With It? *Sustainability (Switzerland)*, 13(15), 1–11. <https://doi.org/10.3390/su13158527>
- Polat Hüsrevşahi, S. (2020). The Reasons for and Results of Ostracism at Schools and Recommendations for Solutions through Teacher Experiences. *International Journal of Progressive Education*, 17(3), 202–215. <https://doi.org/10.29329/ijpe.2021.346.13>
- R. Dungal, M., & Joshi, R. (2020). Hermeneutic Phenomenology: Essence in Educational Research. *Open Journal for Studies in Philosophy*, 4(1), 25–42. <https://doi.org/10.32591/coas.ojsp.0401.03025d>
- Ruba Wajeeh, & Mahadin, H. T. Al. (2020). The Social and Demands Exclusion of The Jordanian Female Teachers and Its Justifications from Their Viewpoint “ The Jordanian

- Teachers' Strike (2019) as a Model". *Education*, 5(190), 328–359.
- Saengprang, S., & Gadavani, S. (2020). Learn Journal: Language Education and Acquisition Research Network Cyberbullying: The Case of Public Figures. In *Journal: Language Education and Acquisition Research Network* 14(1). <https://so04.tci-thaijo.org/index.php/LEARN/index>
 - Safaria, T., & Suyono, H. (2020). The Role of Parent-Child Relationship, School Climate, Happiness, And Empathy to Predict Cyber-bullying Behavior. *International Journal of Evaluation and Research in Education*, 9(3), 548–557. <https://doi.org/10.11591/ijere.v9i3.20299>
 - Samara, M., Da Silva Nascimento, B., El Asam, A., Smith, P., Hammuda, S., Morsi, H., & Al-Muhannadi, H. (2020). Practitioners' perceptions, attitudes, and challenges around bullying and cyberbullying. *International Journal of Emotional Education*, 12(2), 8-25. <https://www.um.edu.mt/library/oar/handle/123456789/65122>
 - Savoia, E., Harriman, N. W., Su, M., Cote, T., & Shortland, N. (2020). Adolescents' Exposure to Online Risks: Gender Disparities and Vulnerabilities Related to Online Behaviors. *International Journal of Environmental Research and Public Health*, 18(11),57-68. <https://doi.org/10.3390/ijerph18115786>
 - Sheikh1, M. K., , Neha Chaudahry2, A. G., & 1Assistant. (2020). Depression in Teachers Due to Cyber-bullying Who are Working in Covid-19 Pandemic: A cross-Sectional Study. *International Journal of Current Research and Review*, 12(20), 98–102. <https://doi.org/10.31782/IJCRR.2020.122015>
 - Shin, S. Y., & Choi, Y. J. (2020). Comparison of Cyber-bullying Before and After The Covid-19 Pandemic in korea. *International Journal of Environmental Research and Public Health*, 18(19). <https://doi.org/10.3390/ijerph181910085>
 - Souheyla, B., & Friha, M. K. (2020). Aspects of Cyber-bullying Among University Students. *Journal of Social and*

- Human Science Studies*, 10(3), 221, DOI :10.46315/1714-010-003-019 2. <https://doi.org/10.46315/1714-010-003-019>
- Stevenson, H., & Davenport-Kellogg, C. (2020). A Peer Support Community on Social Media: A Counter Narrative to Cyberbullying. In *Journal of Online Learning Research* 7(1),85-108. <https://files.eric.ed.gov/fulltext/EJ1301084.pdf>
 - Utemissova, G. U., Danna, S., & Nikolaevna, V. N. (2020). Cyber-bullying During The COVID-19 Pandemic. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, 11(2), 77–87. <https://doi.org/10.18844/gjgc.v11i2.5471>
 - Vespestad, M. K., & Clancy, A. (2020). Exploring The Use of Content Analysis Methodology in Consumer Research. *Journal of Retailing And Consumer Services*, Vol.59,1-9 102427. <https://doi.org/10.1016/j.jretconser.2020.102427>
 - Yudes, C., Rey, L., & Extremera, N. (2020). Predictive Factors of Cyber-bullying Perpetration Amongst Spanish Adolescents. *International Journal of Environmental Research and Public Health*, 17(11), 1–14. <https://doi.org/10.3390/ijerph17113967>