

The Impact of University Administration on Reducing Cyberbullying

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Abstract: The study aimed to identify university administrations' role in reducing cyber bullying from the perspective of faculty members in Jordanian universities. To achieve this goal, the descriptive correlation method was used. The study tool was developed and distributed to faculty members in Jordanian universities, with total of (393) participants. The results showed a significant role of university administrations in reducing the phenomenon of cyber bullying. Additionally, the results indicated that the level of cyber bullying was low. It was also found that there is a negative correlation between the role of universities in reducing cyber bullying and the level of cyber bullying in universities. In light of the findings of this study, the researchers recommend that colleges organize training courses and workshops to raise students' awareness of the dangers of cyber bullying and its harmful effects on individuals and society. These workshops should include information on how to recognize and deal with cyber bullying.

Keywords: Role of the university in reducing cyberbullying, faculty members, Jordanian universities

1 Introduction

The administration of universities serves as the primary axis that drives the actualisation of educational policies, which extends beyond simple execution to encompass the development and enhancement of students' social, behavioural, and ethical behaviour, which in turn produces a generation that is profoundly accountable and aware of the ramifications of their actions. University administrators nowadays have a lot on their plate, and to perform their roles well, they need to make a variety of interventions. Among these challenges is the pervasiveness of cyber bullying, a problem that is made worse by the internet and is increasingly seen among college students.

The internet has typically played a significant role in modern society, offering various freedoms and usages alongside new applications and forms of interaction, specifically on social media platforms. While social media dramatically helps people in social, cultural, economic, and scientific spheres—particularly youth—it has also exposed a number of detrimental trends, most notably the rise in cyber bullying among college students. This problem, which has negative consequences for both offenders and victims, is a severe worry for modern society. Thus, it is essential to comprehend the meaning, origins, manifestations, and effects of cyber bullying since it is a contemporary type of violent conduct that is common in academic settings [1].

Additionally, bullying behaviour is an aggressive reaction moulded by the environment, which puts everyone engaged at risk. Al-Sharif [2] emphasised the critical role of school administration in addressing bullying in middle school and

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noted a significant gap between the importance of this role and its actual implementation. Al-Fawzan [3] highlighted the dangers of cyber bullying among female students at Shaqra University. According to several studies, cyber bullying is typically a type of violence that represents a more profound moral struggle. As such, it is a complicated negative phenomenon that requires scientific investigation to mitigate effectively. Hence, in light of the continuous technological revolution and shifting social dynamics, university administrations must seriously confront and eliminate the causes of cyber bullying [4].

Darwish & Al-Leithi [5] characterise cyber bullying as a chronic social phenomenon that can take on different forms and intensities and emerge under conducive conditions. Because it gives perpetrators anonymity and a lack of accountability, cyber bullying has extended from social to virtual environments through a variety of communication technologies, increasing both its severity and reach.

Al-Youb [6] defines cyber bullying as "online bullying" or "cyber bullying," and it is characterised as deliberate, aggressive behaviour conducted at a person via communication channels to cause harm. This is a 21st-century phenomenon that emphasises the use of digital spaces to spread violent messages. Al-Faqi and Hani [7] suggest that cyber bullying stems from a power asymmetry between the perpetrator and the target, involving verbal, physical, and degrading assault.

Fuwaris and Mahrez [8] define it as a recurring violent act carried out by individuals or groups using electronic devices, such as cell phones and the internet, that are directed towards victims who are unable to protect themselves. According to Smith, cyberbullying is defined as aggressive behaviour performed by individuals or groups using contemporary technological tools. Its effects on higher education have grown acute, posing a serious threat to academic staff, parents, researchers, and administrators (Suteer,stickl, el al, [9].

In this context, cyber bullying, as defined by the researcher as actions performed by one or more people via electronic accounts or social media platforms that cause harm or damage to others through a variety of electronic conduct that constitutes bullying, including verbal or sexual threats, exclusion, harassment, defamation, and mockery, resulting in severe psychological distress for victims sometimes leading to suicide. To combat cyberbullying effectively, academic leaders and university administrations must take an active role in the initiative by organising rigorous awareness programs and seminars with faculty members to combat the phenomenon of cyberbullying by all means and methods to reduce the harassment and psychological, health and mental harm associated with it among students.

Cyber bullying manifests in several forms, as outlined by Al-Khasawneh [10], including:

1. Harassment: Sending offensive, rude messages, immoral or insulting criticisms on posts, photos, chat rooms, or being an outright attack on gaming sites is considered harassment.
2. Defamation: It is when someone sends false, harmful or incorrect information about another person and shares his photo for mockery and spreading false rumours and gossip, which can be on any website on the internet or applications. We even hear about people changing other people's photos and posting them on the Internet for bullying.
3. Insult: It occurs when someone purposefully uses robust and aggressive language, engages in online discussions and battles to provoke strong emotions, and takes pleasure in causing discomfort. The insult may qualify as cyberstalking if it persists.
4. Identity theft is when someone hacks into someone's email or social media account and use their online identity to send or publish obscene and embarrassing resources to others, in addition to creating fake profiles on social networking sites and applications, which is very difficult to stop.
5. Deception is sharing another person's personal information or tricking someone into disclosing their secrets to others via social media platforms, including publishing intimate images and videos. It is seen as a form of online harassment.
6. Repeated attacks: This is the repetition of sending messages that include threats of harm, harassment, intimidation, or engaging in other activities online that make the person fear for his safety.
7. Cyber exclusion or ostracism: Intentionally and cruelly excludes someone from an online group. This is when others deliberately leave someone out of a group on Internet applications and gaming sites. This is also a form of social bullying and is very common. [11].
8. Phone calls: These are voice calls via phone or web that aim to terrorise victims through insults, slander, threats, or informing the victim that the bully has obtained his data [12].

2 The role of University administration in addressing the phenomenon of Cyberbullying

The university administration plays a critical role in effectively utilizing its human and material resources to achieve its objectives, underscoring its importance in fostering a supportive academic environment, the efficacy of university management is pivotal to fulfilling institutional goals and aspirations, making it essential for administrators to address cyberbullying proactively.

Al-Khateeb [13] posits that university administration is a form of educational management. Generally, university administration can be viewed as follows:

1. An Activity with Interconnected Processes: This activity is similar to a spider's web, with different activities cooperating and working hard to accomplish the university's objectives.
2. A field of Study: It includes various ideas, concepts, principles, and abilities enabling administrators to comprehend, analyse, and interpret administrative processes and events.
3. A Coordinated Framework: This system has inputs, processes, and outputs and specific goals to achieve.

Generally, planning, organising, directing, assessing, monitoring, supervising, and leading are all components of efficient university administration. It emphasises the value of coordination and collaboration inside and outside the university by utilising contemporary administrative rules and procedures. With the support of such management, teachers, staff, and students can be effectively guided towards accomplishing the institution's goals through clear and complete visions [14, 15].

Mirsky [16] suggests several strategies to mitigate cyber bullying, including enacting laws, human rights organisations, and family and student protection agencies to play a part in launching awareness programs against bullying behaviours that target all age groups and educate people about the types of bullying, how to cope with them, how to prevent them, and how to treat them.

Numerous studies have been conducted on the importance of cyber bullying and ways to mitigate it. For example, Al-Asali's study [17] demonstrated a positive correlation between cyberbullying and depression, as well as significant gender differences in cyber bullying, favouring males. Conversely, females exhibited higher levels of depression. No significant age-related differences were observed in relation to cyber bullying, anxiety, or depression. Al-Muntashiri's study [18] revealed that female high school students experience high levels of bullying at school, and the average risk scores associated with bullying in schools were also very high. Based on qualifications, the survey revealed significant differences in participants' opinions regarding the existence of school bullying and possible solutions, with those holding bachelor's and master's degrees, as well as those with less than ten years of experience in psychological counselling, being more likely to express their views. Rosalind's study [18] concluded that workplace bullying often takes the form of violent behaviour, whether verbal, nonverbal, psychological, or physical, and that it typically originates from higher management levels within the organizational structure. Interestingly, studies have shown that women harass their female colleagues using abusive language, excluding them from conversations, assigning them minor tasks, and enjoying making the victim feel ridiculed. Bullies have exhibited traits such as dominance, intentional harm, and persistent bullying behaviour. Al-Obeidi findings [19] also established a strong link between workplace bullying and organizational outcomes, highlighting a knowledge gap regarding the relationship between organizational etiquette and levels of bullying in workplaces, particularly in schools.

Lipps [20] used a descriptive-analytical method with 96 New York City technology companies employees to examine the effects of bullying behaviours in the workplace. The findings showed that bullying at work has a detrimental impact on workers' lives, making them feel insecure and unsatisfied and even driving some of them to quit. The research emphasised the significance of job satisfaction in mitigating staff attrition.

Corvo [21] focused on the university's role in fostering self-esteem to reduce bullying among university students in North Korea. A random sample of 96 questionnaires was distributed to Pyongyang University of Science and Technology faculty. The study utilized a descriptive method, confirming the validity and reliability of the questionnaire, and found no significant statistical differences based on gender, years of service, or educational qualifications across various dimensions.

Ziyada [22] sought to determine the impact of cyber bullying on Irbid National University students' academic performance using the descriptive approach. Two hundred randomly chosen students participated in the study. Findings revealed a high prevalence of cyberbullying. Furthermore, a statistically significant adverse impact was observed on academic performance, with a correlation coefficient indicating significance at $p \leq 0.05$. However, no significant differences in cyber bullying or academic performance were observed due to gender or college affiliation. The study suggested educating students on strategies to combat cyber bullying.

Using a descriptive approach, Abdul Rahim [23] investigated the role of secondary technical school principals in preventing school bullying in Al-Sharqiya. A questionnaire was administered to 473 teachers. A low level of effectiveness in the principals' roles was observed in addressing school bullying (38%), while the importance of their role was rated high (86%).

Aevren [24] conducted a study identifying university violence related to student behaviour. The study sample comprised 1620 male and female students from various Turkish universities. A questionnaire on student behaviour and its relationship to violence was distributed to the sample members by hand, via email, or through the student's college. After conducting the appropriate statistical analyses, the study showed that (122) male and female students indicated that they were accustomed to carrying a weapon of some kind on social occasions and that (73) male and female students either participated in violence or witnessed violence happening in front of them. The study also showed that violent students are students who received punishments while studying at school and that more than half of the sample members were absent from school or received various punishments due to wrong behaviours.

Surveying 1,620 students from various Turkish universities, Averin [25] examined how behaviour related to campus violence. Findings revealed that 122 students reported acknowledged carrying a weapon to a social gathering, and 73 had either taken part in or seen violent crimes. The study showed a correlation between violent behaviours and disciplinary actions taken in school. More than 50% of the participants reported experiencing various forms of punishment or being absent from school due to inappropriate behaviour.

Some previous studies have also indicated that bullies are characterised by a lack of empathy, callous behaviour, and narcissism [26]. Logistic regression analysis results also showed that cyber bullying behaviour is associated with abnormal behaviour, such as callous-unemotional traits and moral disengagement in girls (Calvete & Orue, 2016). In a Chinese study, the relationship between cyber bullying and cyber bullying and overt and covert narcissism was tested on a sample of 814 adolescents [28]. The study found that self-esteem mediates the correlation between overt and covert narcissism.

Abdel-Aal [27] sought to investigate the factors that contribute to the emergence and spread of disruptive behaviour among female secondary and middle school students in Taif Governorate, including parenting styles (both positive and negative), as well as patterns of behaviour displayed by teachers in the classroom. One hundred ninety-three female middle and secondary school students were included in the sample and evaluated with the instruments used in the study. The entire sample's fathers' perception of physical abuse from their parents was found to be significantly correlated with disruptive behaviour, according to the data. Disruptive behaviour and unfavourable father parenting practices did not, however, appear to be significantly correlated. Additionally, a positive link was observed between the disruptive behaviour of middle school pupils and the overall sample of teachers.

Ciucci, et al [28] research looked at the mental health of 200 children in Western Metro Schools in Boston, Massachusetts, as well as the relationship between cyber bullying and traditional bullying in schools. The study found a positive association between cyber bullying and traditional bullying and that cyber bullying is fast expanding among adolescents. It was observed that, in contrast to cyber bullying, traditional bullying was more closely linked to physical consequences.

To alleviate school bullying, Fisseler's [29] study sought to explain why professional development programs are necessary for secondary school teachers in Brolly, Georgia. The study employed a descriptive methodology, and a questionnaire was administered to 17 teachers from three secondary schools in Brolly and the surrounding areas. The results of the study showed that the reasons for the need to pay attention to professional development programs in Georgia are improving the levels of teachers' perceptions and attitudes towards developing their teaching practices to confront bullying and its destructive effects and through participation in professional development programs, and emphasising that teachers necessarily become more interested and skilled in using technology in learning as a result of being more capable and compelling in using it and applying it practically.

Rao, Wang, Pang, Yang, Zhang, Ye, and Dong [30] did a study on 2,590 middle and high school students in China. Findings revealed that all forms of cyber bullying correlated with low parental competence, which in turn increased the probability of students becoming cyber bullies in the absence of democratic parenting practices.

Finally, researchers conclude that the digital revolution has brought about changes in all aspects of academic and professional life, contributing to fundamental and indispensable shifts in our daily lives, both positive and negative. However, we need to recognize its importance and take steps to mitigate any potential risks. Nevertheless, a balanced strategy is essential to maximize the benefits of the internet, which includes the following:

- Involving Parents: parents should be informed about any cyber bullying incidents, regardless of their severity.
- Increased Supervision: Enhanced monitoring in areas where cyber bullying is more likely to occur, such as computer labs and learning resource centers.
- Monitoring Children's Use of Technology: Parents should thoroughly observe their children's electronic devices and social media use.
- Encouraging Student Reporting: Students should be encouraged and trusted to report any bullying they may experience.
- Communicating Consequences: University administrations should publicize the legal repercussions that perpetrators may face.
- Promoting interaction: Active communication and engagement from university administrations on this issue is essential.

3 Commentary on Previous Studies

Given the overview of Arab and international research on bullying and its correlation with the different factors provided above, it is clear how crucial it is for universities to address this issue and the part they play in reducing bullying by implementing specific interventions. These earlier investigations helped shape the research problem, specify the research

objective, lay out the technique, and pinpoint the study variables for the current investigation. It also helped choose the proper statistical methods to meet the goals of the investigation.

In light of the review above of both Arab and foreign studies addressing bullying and its relationship to various variables, the importance of universities in addressing this issue is evident, along with the role they play in mitigating bullying through specific interventions. The current study benefitted from these prior studies in shaping the research problem, defining the research focus, outlining the methodology, and identifying the study variables. It also informed the selection of appropriate statistical methods in alignment with the study's objectives.

Numerous methodologies have been used in previous research, including the descriptive-analytical method in studies conducted by Montashiri [12], Lipps [21] Abderahim [4], Corvo [21] and Al-Atiri [31]. The descriptive-analytical approach is used in this study, whereas the descriptive-survey and documentary methods were utilised in Roseland's [18] research and the descriptive-survey method in Al-Obaidi (19). Questionnaires were also employed in earlier research, as demonstrated by Al-Obaidi's (19) study, as well as those by Lipps [20] Abderahim [4], Corvo [21]. To the best of the researcher's knowledge, this study is unique in examining how university administrations in Jordanian universities might lessen cyber bullying, as seen by faculty members.

4 Study Problem and Questions

From the debate above, it is clear that one of the most extreme types of aggression among college students is currently cyber bullying. In light of the technological revolution and the various benefits social media platforms offer students, this problem has become a significant burden for university administrations. Questions concerning the penalties for cyber bullies are growing along with the cyber bullying prevalent. Cyber bullying on social media may initially appear to have no legal repercussions or control. Interestingly, cyber bullying is not explicitly defined as a crime in Jordan, even though cyber bullies frequently use a variety of strategies, including online anonymity and cyber stalking, among others.

There are a number of reasons for increasing concern surrounding the bullying phenomena, chief among them being the terrible consequences it exacts on its victims. Some college students may have suicidal thoughts or act suicidally as a result of the extreme consequences of cyber bullying. Thus, academic leadership plays a crucial role in addressing these problems. University administrations in Jordan should organise conferences, seminars, and workshops to increase public knowledge of how cyber bullying manifests it. This would further activate this role. The activities mentioned above seek to elucidate the perils of cyber bullying and counteract its diverse manifestations, such as intimidation, bias, and aggression, which are frequently perpetrated via social media channels.

The researcher's observations on the prevalence of cyber bullying among students during her time working at a university served as the impetus for her investigation. The researcher aims to comprehend the causes of the hazards and suggest mitigation solutions. The researcher observed that, despite the unique severity of cyber bullying, there aren't many studies at Jordanian institutions that deal with this issue, emphasising the need for the current study.

4.1 Research Questions

1. What is the role of university administrations in reducing cyber bullying from the perspective of faculty members in Jordanian universities?
2. What is the level of cyber bullying in Jordanian universities from the perspective of faculty members?
3. Is there a statistically significant correlation at the significance level ($\alpha = 0.05$) between the role of university administrations in reducing cyber bullying and the level of cyber bullying from the perspective of faculty members in Jordanian universities?

5 Study Terminology

Cyber bullying: Bouchard, Boukadira, Masoudi and Masoudi [25] define cyber bullying as a novel phenomenon that has emerged in educational institutions among university students, which is classified into manifestations represented by electronic stealth, electronic harassment, and electronic stalking, which is the degree that a university student obtains on the cyber bullying scale. Operationally, it is an ongoing behavior that takes place through the Internet or electronic or digital media, such as smartphones, computers, and tablets, and includes a wide range of harmful activities that take place over the Internet and through communication that includes aggressive or hostile messages, which aim to harm others and destroy their psyche, confuse them, and destabilize them, by an evil group or individuals without a conscience.

University students: Everyone who has obtained a Tawjihi certificate with a grade that allows him to transfer to the university and choose one of the specializations available in Jordanian universities.

6 Study Importance

This study's importance stems from the topic it addresses, which is the university administration's role in confronting cyber bullying, which can be manifested as follows:

- The study addresses a prevalent phenomenon that threatens the security and safety of students within universities and hinders their achievement and excellence, which is cyber bullying, it, s emphasizes the significance of the university administration's role in addressing cyber bullying, and may contribute to presenting a proposed vision to activate the university administration's role in combating cyber bullying among its students.
- The study calls on academic leaders and university administrators to establish a clear policy restricting the spread of cyber bullying among their students, utilising guidance programs, conferences, workshops, and seminars for all faculty members, university students, and bodies in charge of guidance and psychological specialists in its colleges.
- Hopefully, this study will add to the Jordanian literature more studies that aim to solve the most critical problems of university administration, as this study provides information on this topic due to the scarcity of field studies conducted on it.
- The results of this study open the door to more studies in the field of university management and research on many factors related to cyber bullying that have not yet been studied; the study's findings might help scholars understand how university administration handles student cyber bullying, the importance of confronting cyber bullying behavior among university students is evident in the preventive role of universities in confronting this behavior, preventing the occurrence of deviations that lead to it and reducing it.

7 Study limits

The study topic is defined by the role of university administration in confronting cyber bullying. The study tool was applied in 2024, and the current study was limited to a sample of faculty members in Jordanian universities.

8 Methods and Procedures

Study Methodology: This study employed a descriptive, correlation survey methodology to determine the relationship between university administration and the reduction of cyber bullying.

Population and Sample: The study population comprised all faculty members at Jordanian universities, totaling 11,875 members in the 2024-2025 academic year (according to statistics issued by the Admissions and Registration Department). The study sample (n=393) was selected using simple random sampling to represent 5% of the study population during the 2024-2025 academic year. Table 1 illustrates the distribution of the study sample according to the independent variables.

Table 1: Distribution of the Study subjects by the study variables

Variables	Categories	N	%
Gender	male	200	50.9%
	female	193	49.1%
Academic rank	Assistant Professor	60	15.3%
	Associate Professor	231	58.8%
	Professor	102	26.0%
Years of experience	< 5 years	49	12.5%
	5-10 years	100	25.4%
	> 10 years	244	62.1%

8.1 Instrument

The researchers reviewed previous studies and educational literature related to bullying and the role of universities in mitigating cyber bullying, such as the study by Schneider (2014). They developed a research instrument in which participants were asked to select the appropriate answer on a five-level scale (very high, high, medium, low, and very low). The questionnaire was modified by assigning the following weights (5, 4, 3, 2, and 1) to the aforementioned scores, and the instrument's validity and reliability indicators were verified.

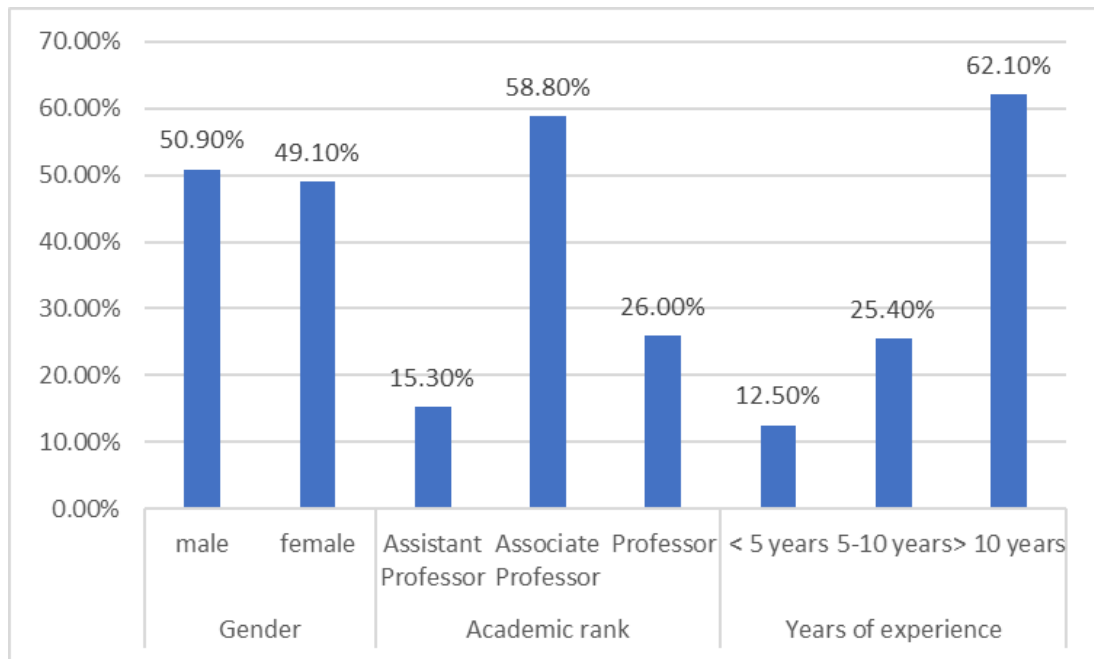


Fig. 1: Distribution of the Study subjects by the study variables

8.2 Construct validity

The questionnaire was administered to a pilot sample (n=30) of faculty members from the study population excluded from the main study sample. Correlation coefficients were calculated between the score for each item and the total score, as well as between and within the domains. Details are shown in Table 3.

Table 2: Pearson correlation coefficients between the items and the scales of the role of universities and cyber bullying

Items	Correlation coefficient with the scale of bullying	Items	Correlation coefficient with the scale of the role of universities
1	.66**	21	.86**
2	.87**	22	.62**
4	.75**	24	.59**
4	.89**	24	.80**
5	.84**	25	.81**
6	.79**	26	.64**
7	.84**	27	.90**
8	.75**	28	.85**
9	.84**	29	.75**
10	.59**	30	.81**
11	.50**	31	.64**
12	.62**	32	.69**
14	.77**	44	.55**
14	.67**	44	.82**
15	.48**	45	.75**
16	.71**	46	.74**
17	.80**	47	.80**
18	.44**	48	.47*
19	.82**	49	.64**
20	.79**	40	.76**
		41	.49**
		42	.64**

Table 2: Pearson correlation coefficients between the items and the scales of the role of universities and cyber bullying

Items	Correlation coefficient with the scale of bullying	Items	Correlation coefficient with the scale of the role of universities
		43	.86**
		44	.72**
		45	.81**
		46	.69**

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It is worth noting that all correlation coefficients are acceptable and were statistically significant; therefore, none of these items were deleted.

8.3 Instrument Reliability

The study instrument's reliability was assessed using two different methods: the test-retest approach and the Cronbach coefficient calculation for the questionnaire items. Within two weeks, a pilot sample of forty respondents completed the questionnaire twice using the first method. The Pearson correlation coefficient was calculated between the two applications, the internal consistency reliability coefficient was determined using the second method's Cronbach alpha coefficient, as seen in Table 3.

Table 3: Results of Test-Retest reliability coefficient and internal consistency Cronbach's alpha

Scale	Internal consistency	Test-Retest reliability
Cyber bullying Scale	0.84	0.79
University Role Scale	0.85	0.82

The results of the test-retest reliability coefficient and internal consistency in Table 3 showed that the Pearson correlation coefficient between the scores of the examinees on the tool in the two applications and the internal consistency reliability coefficient "Cronbach's Alpha" for each scale were more significant than (0.80). It is noted that they have a high reliability coefficient. Consequently, these values were considered appropriate for this study.

8.4 Instruments Correction

Five response alternatives were given, and the responders chose the one that most accurately expressed their opinion to determine the instrument's overall score. For each item, the five options received one, two, four, and five scores. One score of five was given to the option "Very High," four to "High," two to "Moderate," two to "Low," and one to "Very Low." The statistical criterion was used using the following formula to evaluate the arithmetic mean level for the items, domains, and the entire instrument: Category range is calculated by dividing the total number of possibilities by the difference between the maximum and minimum values.

Category range: $5 - 1 = 4 \div 5 = 0.8$. The ranges are shown in Table 4 below.

Table 4: Statistical criterion for determining the degree of arithmetic means

Mean	Degree
1.00-1.80	Very low
1.80- 2.60	low
2.60-3.40	medium
3.40-4.20	high
4.20-5.00	Very high

8.5 Statistical Analysis Methods

- 1.Arithmetic means and standard deviations were calculated to answer the study's first question.
- 2.Arithmetic means and standard deviations were calculated to answer the second question of the study.
- 3.Pearson's correlation coefficient was used to answer the study's third question.

RESULTS:

The current study sought to identify the role of university administration in reducing cyber bullying from the perspective of faculty members in Jordanian universities. The questions of the survey were answered in sequence through the following presentation:

Results of the first question: What is the role of university administrations in reducing cyber bullying from the perspective of faculty members in Jordanian universities?

A descriptive analysis of the respondents' responses was conducted to answer this question (mean, standard deviation), as detailed in Table 5.

Table 5: Descriptive analysis of the role of university administration on the cyber bullying scale from the perspective of faculty members in Jordanian universities

N	Items	Mean*	Std.	Rank	degree
24	The university administration intensifies student activities that contribute to alleviating the severity of violence among its students due to their immersion in various activities.	3.94	.24	1	high
19	The faculty members give lectures on treating the phenomenon of electronic bullying.	3.93	.24	2	high
10	The university administration issues strict regulations and instructions, considering the psychological and educational aspects.	3.93	.26	4	high
1	The university administration holds seminars to educate students about the nature of bullying, its types, its dangers, and how to deal with any bullying case.	3.86	.36	4	high
4	The university provides health care to all its students.	3.84	.36	5	high
8	The psychological or social specialist quickly intervenes when bullying occurs within the university to find its causes and treat it.	3.83	.37	6	high
14	The university administration provides entertainment electronic programs for students within the university that aim to reduce electronic bullying.	3.80	.53	7	high
17	The university administration advises and guides its students to combat electronic bullying.	3.79	.41	8	high
12	Using modern technology to confront electronic bullying	3.77	.42	9	high
23	The university develops the skills of its faculty members in the field of dealing with electronic bullying.	3.75	.43	10	high
20	Developing courses to be attractive to students to shift their focus of interest to learning away from student violence	3.74	.44	11	high
5	The university administration imposes preventive programs to combat bullying and follows up on their implementation.	3.72	.45	12	high
26	Developing programs for both the victim and the bully and implementing these programs at the university with the help of its faculty members.	3.69	.47	14	high
9	Raising students' awareness of the negative effects of watching electronic games and violent films	3.69	.57	14	high
22	The university administration selects distinguished competencies from its students regarding academic achievement and morality to mitigate the severity of electronic bullying.	3.46	.50	15	high
18	The university administration provides a university climate characterized by commitment, justice and human relations between its students and individuals.	3.42	.50	16	high
6	The university enhances the students' self-confidence, self-reliance, and motivation.	3.41	.60	17	high

Table 5: Descriptive analysis of the role of university administration on the cyber bullying scale from the perspective of faculty members in Jordanian universities

14	The university diversifies its cultural, sports, and recreational activities and directs students who bully to participate positively.	3.41	.60	18	high
11	The faculty members act as educational, psychological, and social guides for students in cooperation with the psychological and social specialists.	3.41	.61	19	high
7	Educating students to develop good morals to avoid bullying.	3.39	.62	20	medium
15	The university works to improve the positive aspects of the personality of bullies among students and develop them.	3.39	.60	21	medium
16	Through the faculties of Sharia and educational sciences, the university administration strengthens the religious deterrent among its students to reduce cyber bullying.	3.37	.58	22	medium
4	The university administration provides a security apparatus whose mission is to educate students not to assault others verbally or physically to address the phenomenon of bullying.	3.37	.57	23	medium
21	The university administration builds the self-confidence of its students, protects them when exposed to bullying, and punishes bullies on campus.	3.36	.58	24	medium
2	The university administration activates laws and legislation to limit the spread of bullying.	3.21	.40	25	medium
25	University faculty members apply the principle of positive education and the optimal use of educational methods to confront cyber bullying.	3.19	.40	26	medium
University role in reducing cyber bullying		3.60	.23		high

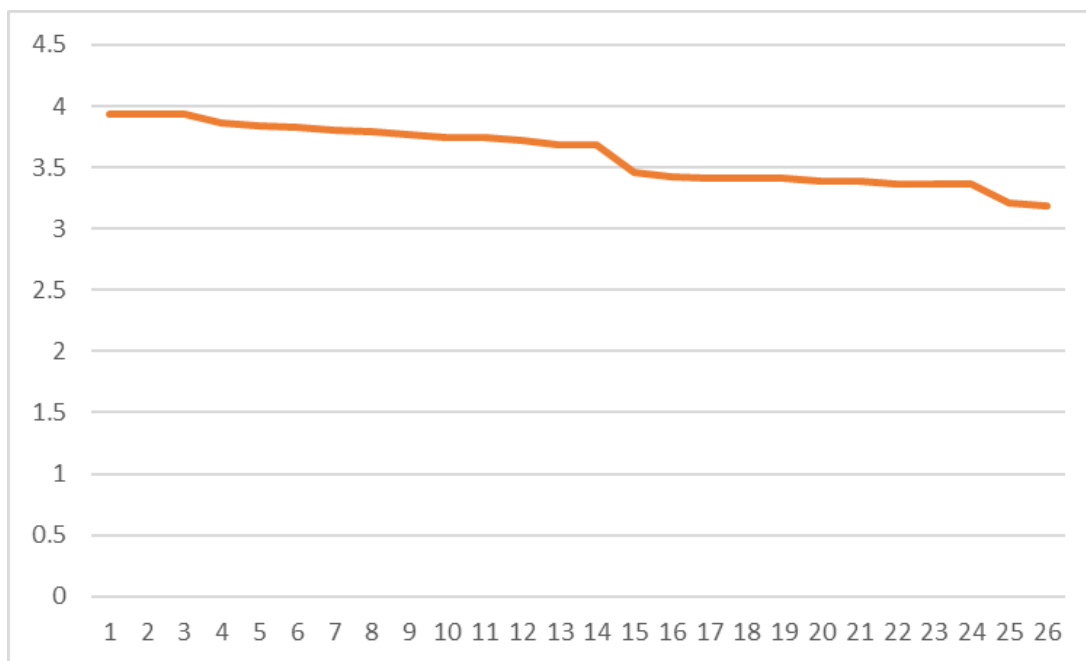
**Fig. 2:** Descriptive analysis of the role of the university administration in reducing cyberbullying

Fig. 3 and Table 5 presents the arithmetic means of the field items, which range between 3.19 and 3.94. Item (24), which reads, "The university administration intensifies student activities that contribute to alleviating the severity of violence among its students due to their immersion in various activities." topped the items (mean, 3.94). In contrast, item (25), which stated, "University faculty members apply the principle of positive education and the optimal use of educational methods to confront cyber bullying", ranked last (mean, 3.19). The overall mean score was (3.60). The

researcher attributes this result to the fact that universities strictly enact laws, regulations and legislation to mitigate the spread of cyber bullying. Additionally, universities constantly hold various educational workshops that increase students' awareness of the importance of safely using the Internet and social networking sites.

The high results of the study, according to the estimates of the study sample of faculty members, showed that the university administration is working to intensify student activities to reduce the severity of violence among its students by engaging them in diverse activities, due to the diversity and multiplicity of nationalities and cultures, and to learn about their positive behaviors and habits. This is what was indicated by paragraph (24), which came in first place and at a high level.

The high score may be explained by the university administration's efforts to raise awareness and warn students about the dangers of cyber bullying through awareness lectures on addressing the phenomenon of cyber bullying, and clarifying the penalties and strict warnings that result from it, explained and interpreted by strict regulations and directives that take into account the psychological and educational aspects. This is what was indicated by paragraphs (19, 10), which came in second place and at a high level.

The high scores, according to the study sample, are attributed to the university administration's commitment to holding awareness seminars for students about the nature, types, and dangers of bullying, and how to deal with any bullying incident. The administration also provides healthcare for all its students, delivered by specialists in the psychological and social fields, and trains them to detect incidents before they occur on campus. This is what was indicated in paragraphs (1, 4, and 8) to a high degree.

The high scores, according to the study participants, are attributed to the university administration's focus on enhancing students' self-confidence, self-reliance, and motivation, as well as the diversity of its cultural, sports, and recreational activities. This also includes guiding students who engage in bullying towards positive participation, in addition to the role of faculty members in providing educational, psychological, and social support to students in collaboration with psychologists and community specialists. This was indicated by paragraphs (6, 14, and 11) to a high degree.

This is explained by the university administration's efforts to leverage the faculties of Sharia and Educational Sciences to instill in students the importance of strong religious values and good morals to prevent bullying, particularly cyber bullying. This necessitates providing a security apparatus tasked with educating students about the importance of avoiding verbal or physical abuse of others, thus combating the phenomenon of bullying. Furthermore, the university administration is working diligently to build students' self-confidence, protect them when they are bullied, punish bullies on campus, and improve and develop the positive aspects of the personalities of students who engage in bullying. This is indicated, to a moderate degree, in paragraphs (15, 7, 16, 4, and 21).

The result of paragraph (25), which came in last place and with an average score, is explained by the application of the university faculty members' principle of positive education and optimal use of educational methods to confront cyber bullying.

The high result of this study was in agreement with the results of Al-Asali's study [17], Al-Muntashiri's study [18], Rosalind's study [18], and Lipps' study [20], and to a high degree.

Results of the second question: What is the level of cyber bullying in Jordanian universities from the perspective of faculty members?

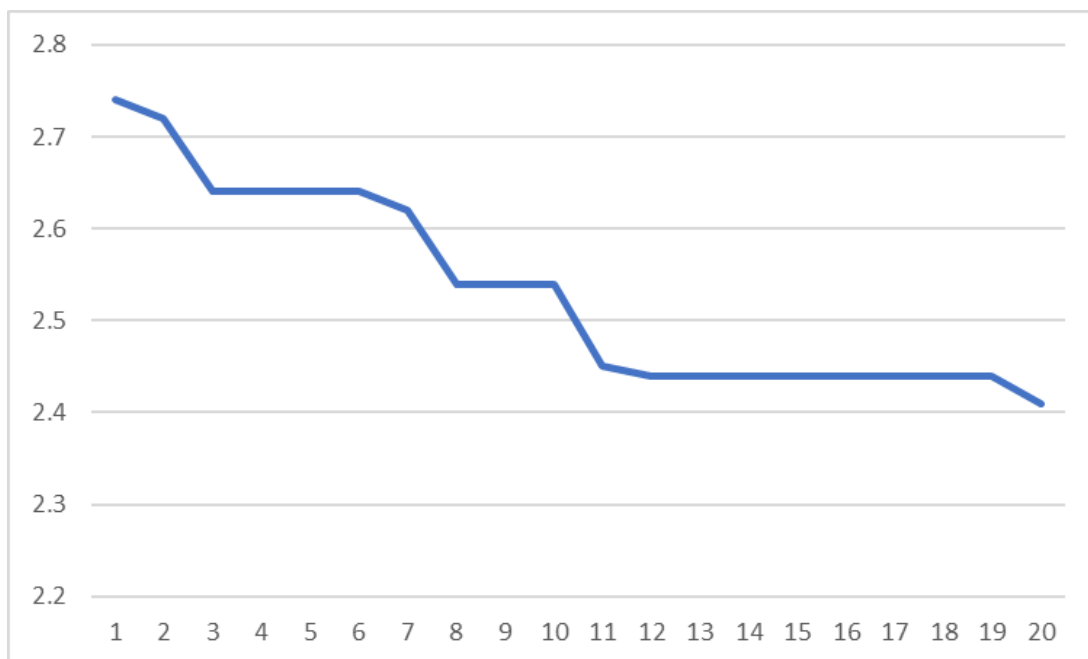
Descriptive analysis (means, standard deviation) was conducted to determine the level of cyber bullying in Jordanian universities from the perspective of faculty members. Results are presented in Table 6.

Table 6: Results of descriptive analysis of the level of cyber bullying in Jordanian universities from the perspective of faculty members

N	Items	Mean*	Std.	Rank	Degree
2	Students disseminate false information about someone via text messages to incite hatred among college students.	2.74	1.092	1	medium
4	Students design a blog or website to harass someone online.	2.72	1.089	2	medium
1	Students send online messages that offend their college colleagues.	2.64	.917	4	medium
6	Students share personal photos with anyone online without their permission.	2.64	.915	4	medium
14	Send emails to provoke amusement in others.	2.64	.922	5	medium
18	Students make silly comments to hurt and insult people.	2.64	.919	6	medium
3	Students send threatening messages to someone who doesn't comply with their requests.	2.62	.915	7	medium
5	Students exclude someone from an online group to distress them.	2.54	.817	8	low

Table 6: Results of descriptive analysis of the level of cyber bullying in Jordanian universities from the perspective of faculty members

8	Students send online messages threatening their classmates online.	2.54	.814	9	low
14	Students retaliate against those who upset them by removing them from social media groups.	2.54	.814	10	low
16	Students exclude specific individuals from participating in online games.	2.45	.914	11	low
7	Students use profanity, insults, and mockery towards others on the internet.	2.44	.814	12	low
9	Students impersonate others online to cause harm.	2.44	.816	14	low
10	Students post images of individuals on websites with the intent to offend.	2.44	.910	14	low
11	Students utilize various social media platforms to inflict emotional harm on others.	2.44	.812	15	low
12	Students frequently engage in conflicts with others online.	2.44	.816	16	low
15	Students alter and distort images of individuals to cause emotional distress.	2.44	.815	17	low
17	Students disseminate hurtful and harmful language.	2.44	.822	18	low
19	Students spread false information to upset and confuse individuals.	2.44	.812	19	low
20	Students retaliate against those who upset them by removing them from social media groups.	2.41	.879	20	low
	Cyber bullying	2.52	.795		low

**Fig. 3:** shows the results of the descriptive analysis of the level of cyber bullying.

It is noted from Fig. 3 and Table 6 that the arithmetic means of the field elements varied from 2.41 to 2.74. Item (2), "Students disseminate false information about someone via text messages to incite hatred among college students," obtained the highest-ranking item with an arithmetic mean of 2.74. However, item (20), with an arithmetic mean of 2.41, which said, "Students retaliate against those who upset them by removing them from social media groups," was the lowest-ranking item. The average for the whole was 2.52.

The result might be explained by the pervasive usage of electronics and social media in daily life, which have created an environment conducive to bullying. By spreading offensive photos and content, spreading unsuitable rumours, or

making nasty remarks, students may utilise these channels to harm their classmates. Nonetheless, Table 6 shows that the problem is generally uncommon, most likely due to the university's rules constructed to deal with this kind of behaviour.

This may be attributed to the widespread use of electronic devices and social media in daily life, creating a conducive environment for bullying. By posting offensive images and content, spreading inappropriate rumours, or making hurtful comments, students may exploit these platforms to harm their peers. However, Table 6 shows that this problem is generally rare, likely due to university rules designed to address this type of behaviour.

The average score, as estimated by the faculty members in the study sample, may indicate that students need greater awareness. Students may spread false information about someone via text message to incite hatred among university students, and students may need to create a blog or website to harass someone online.

It may also indicate that students are aware of the dangers of sending abusive emails to their university classmates. Students may share personal photos with anyone online without their permission, or send emails to make others laugh. Students may make silly comments to hurt and insult others. Students send threatening messages to those who do not comply with their demands, as indicated by paragraphs (2, 4, 1, 6, 14, 18, 3), which were of average level.

The low score, according to the faculty members in the study sample, may be attributed to the university's provision of lectures and awareness seminars on the dangers of cyberbullying, its legal repercussions, and university regulations for perpetrators. This has led to students removing individuals from online groups for harassment.

Other examples include sending threatening messages to classmates online and students barring specific individuals from participating in online games. University students are also aware of the seriousness of verbal abuse, insults, and mockery towards others, as well as causing harm and posting malicious images online to inflict psychological damage. They also recognize the dangers of frequent conflicts, spreading misinformation to harm and confuse others, and retaliating against students who have offended them by removing them from social media groups. This awareness was indicated in paragraphs (5, 8, 14, 16, 7, 9, 11, 12, 15, 19, and 20), albeit to a low degree.

Results of the third question: Is there a statistically significant correlation at the significance level ($\alpha = 0.05$) between the role of university administrations in reducing cyberbullying and the level of cyber bullying from the perspective of faculty members in Jordanian universities?

Pearson's correlation coefficient was calculated between the study sample members' estimates on the scale items, the role of university administration in reducing cyber bullying and the level of cyber bullying to answer this question.

Table 7: Pearson's correlation coefficient between the study sample members' estimates on the role of university administration in reducing cyber bullying and the level of cyberbullying

Scale	R	Cyber bullying	University administration's role in reducing cyber bullying
Cyber bullying	Pearson Correlation	1	-.492**
	Statistical Significance		.000
	Total	494	494
University administration's role in reducing cyber bullying	Pearson Correlation	-.492**	1
	Statistical Significance	.000	
	Total	494	494

**Statistically significant at the statistical significance level ($\alpha = 0.01$).

Table 7 demonstrates a statistically significant negative correlation between cyber bullying and the role of university administrations in reducing it at the significance level ($\alpha = 0.05$).

The correlation coefficient was -0.492. This outcome could be because college administrations provide safe and private avenues for students to report instances of cyber bullying, which in turn encourages students to do so. This encourages addressing bullying incidents and hinders their proliferation.

Universities additionally established robust policies and processes in place and enforced them to prevent cyber bullying. These regulations include explicit behaviour standards and defined sanctions for those who bully others, Universities also host training sessions and workshops to inform staff and students about the dangers and adverse social and psychological effects of cyber bullying. These kinds of awareness campaigns aid in promoting knowledge about how to identify and successfully address cyber bullying.

The result may be explained by the university administration's implementation of strict rules to combat cyber bullying, clearly establishing rules and regulations for punishing violators, and properly informing all faculty members and students of these policies. This limits bullying in the university environment in particular and then it's spread to society in general, because these students are the builders of society.

The result may be explained by the university's role in creating a supportive university environment by intensifying efforts to create a welcoming and positive university environment in which students feel safe, respected and confident with

each other, and involving them in social student activities that promote the principles of respect and cooperation, making the university environment an environment that fosters creativity and excellence, free from violence, bullying and cyber extortion.

9 Recommendations

In light of the findings of this study, the researcher suggests the following:

- Colleges should organize training courses and workshops to raise students' awareness of the dangers of cyber bullying and its harmful effects on individuals and society. These workshops should include information on how to recognize and deal with cyber bullying.
- Educational institutions should provide psychological support services for students who are victims of cyber bullying and encourage them to consult with counselors or mental health professionals to cope with the psychological distress resulting from these experiences.
- To raise awareness of cyber bullying laws and their penalties, universities should collaborate with legal authorities. They should also ensure that victims receive legal assistance when needed.
- To achieve a deeper understanding of the problem and find effective solutions, more research on bullying and its causes should be encouraged.
- To increase awareness and education and ensure the continuity of educational initiatives, universities should provide effective guidance and counseling to staff and students on the dangers of cyber bullying and how to prevent it.
- Providing social and psychological support to university administrations involves providing accessible support services, such as psychological counseling sessions, to students who have been subjected to cyber bullying to help them cope with the associated pressures and challenges.

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Open Access: This article was approved, with ethical compliance; Participants were thoroughly informed of the purpose, scope, and objectives of the study and were given written consent prior to participation. The researchers adhered to strict ethical principles, ensuring data confidentiality and protecting the rights and safety of participants throughout the study, so that this research can be a reference for all.

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