



# Cyber Bullying Through Social Media and its Relationship to Achievement Motivation among Adolescent Students

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## Abstract

The aim of the current research is to identify cyber-bullying through social media and its relationship to achievement motivation among adolescent students. The descriptive approach is used for this research due to its relevance to the procedures of such study which aimed at identifying the phenomenon of cyber-bullying among adolescent students. The research tools were represented in the use of Kamal Othman scale of achievement motivation, the effect of electronic bullying on motivation, and the use of Magdi Ed-Disouqui scale of school bullying. The results showed a negative correlation that indexed to the "0.1" level between school bullying and achievement motivation. The study concluded that there is -statistically- a negative correlation which is negative between school bullying and achievement motivation. This is proven through the fact that the more bullying is directed to adolescent students, the less motivation they achieve. The results of the study show that school bullying is in inverse proportion to achievement motivation, that is: the more bullying, the less motive, and the vice versa. The research presented a number of recommendations, including: educating adolescent students about the risks they may be exposed to through social media, and the need to focus studies and researches on family and school environments in order to know all the factors and reasons behind bullying in general and cyber-bullying in particular. It also made a number of suggestions, including: interest in conducting future studies urging to reduce the phenomenon of cyber-bullying for all age groups, in addition to studying the relationship between cyber-bullying and motivation to learn and academic achievement.

**Keywords:** *electronic bullying, social media, achievement motivation*

## Introduction

Violence and bullying among students are dangerous phenomena, which have become great danger and negatively affect not only the students, but also the society as a whole, if not treated in the proper ways. Bullying has several names, such as frightening, showing off one's power, or channeling, which all mean the practice of bad or dishonorable behavior towards one person or group of people with the aim of harming them, whether this abuse is verbally, in action, or through practices. It consists of

Aggressive physical and psychological abuses that occur frequently on a student who appears to be weak and unable to defend himself against the attacker. Bullying is practiced by one student or group of students towards one student or group of students. The most dangerous type is that one which is repeated chronically and endlessly. Chronic bullying is antisocial behavior that leads to negative short- and long-term consequences for both victims and bullies.

Social learning theory is one of the most popular theories in explaining violence. It assumes that people learn violence the same way they learn other patterns of behaviors, and that this learning process begins with the family. For instance, some parents encourage their children to behave violently with others in some situations, and demand them not to be victims of violence. This is clear in our Egyptian environment when some defend beating fathers to their children using their famous justification, "They're bring them up." Also, when the child finds that the only way by which his father solves his problems with his wife or neighbors is violence, he resorts to imitating that. (Abllabout, 2015, 44).

Shanof lee, 2016 study indicated the prevalence of cyber-bullying and the prediction of cyber-bullying among Korean adolescents. The study aimed to study the prevalence of cyber-bullying and the factors for perpetrating cyber-bullying with a national sample of 4000 adolescents selected through multistage cluster sampling. Participants were 2,166 boys (54.1%) and 1,834 girls (45.9%), grade 12 in 24 middle schools and 24 high schools across South Korea. Statistical analyzes of the survey data are summarized as follows:

- First:** 34% of students surveyed engaged in cyber-bullying. Bullies represented (6.3%), victims (14.6%), or both bullies and victims (13.1%). Boys had a higher percentage of cyber-bullying offenses than girls.
- Second:** The time the student spends on chat and social networking services (SNS), and commits bullying offline increases the risk of cyber-bullying.
- Third:** The results were discussed that the phenomenon of cyber-bullying among adolescents and youth in general is not related to parents' satisfaction with school life.

The beginning of bullying concept emergence was among students. Thus, most researchers have linked this behavior with the school environment as the most appropriate place for the emergence and practice of this behavior. The matter which has many negative psychological, social, emotional and academic effects that leave repercussions on both the bully and the victim, although the behavior of bullying in the school environment is linked to the emergence of these educational institutions. However, researchers interested in social relations did not pay attention to this phenomenon. They did not take it seriously, considering that what happens between students in schools is a kind of simple humor that does not exceed the limits of just joking between peers, which appears and then disappears automatically. Such theory was adopted until "Oloys" got through this phenomenon in 1991 (Mus'ad Abu Ad-Diyar, 2012, 37).

It is wrong to discuss the phenomenon being a one-sided problem of a victim who suffers harm. Rather, it is a two-sided problem with a strong impact upon societies. The first side, that needs more attention, treatment, and finding ways to solve, is the victim who is subjected to such a painful coercive act. The other side is the student or a

group of bullying students who take violence as a consistent behavior in their dealings. This bully is another victim and his presence is more dangerous to society than the first. Thus, both sides are victims, both of them need psychological and behavioral treatment, and both of them must be freed from that harm. Together, they constitute the two elements of future nation-building, as the aggressor and the victim are essential members of all societies. If we neglect the offending student and do not rebuild him educationally and behaviorally, other children will be exposed to the same problem. The matter will contribute to increasing this phenomenon even more in society (Amal Al-Ammar, 2016, 228).

Khalid Safwat, founder of the "Egyptian mothers' revolution on the school curriculum", indicated that his son was subjected to bullying last year by a high school student who persecuted and insulted the son, just because he accidentally shot a ball with the other's face. The bully took the ball and bag from his son, threw the ball outside the school, and kept persecuting him. The father suggested to his son to explain to the social worker what happened, but she did nothing. The son continued to complain to his father daily that his right was wasted and no one has helped him. Thus, Mr. Safwat contacted the school director, but he did not find a solution. Finally, when his son became nervous and complained about such daily insult, Safwat decided to directly communicate with the bully student (Basma Khalil, 2018).

### Cyber-bullying

Internet is a double-edged sword like all IT tools. The most significant example of the internet downside is cyber-bullying against individuals. New technology has spawned new types of violent behavior such as cyber-bullying which has attracted the attention of researchers and the media alike. Cyber bullying may come from different technologies such as cell phones and computers, where the bully can use text messages, chat rooms and social networking sites.

Cyber-bullying is defined as a behavior carried out via Internet or electronic or digital media, by an individual or a group through repeated communication that includes hostile or aggressive messages which aim to harm others. The identity of the bully may be unknown or known to the victim, and cyber-bullying may occur inside or outside the school (Tokunaga, 2010).

It is also defined as the deliberate use of electronic communication tools to repeatedly harm an individual or group of individuals (Akbulut and Eristi, 2011).

Through the abovementioned definitions, cyber-bullying can be defined as a deliberate act of aggression by a group or individual using electronic means of communication, repeatedly and over time against the victim who cannot easily defend him/herself. Cyber bullying is a form of bullying that has emerged clearly in recent years, as the use of electronic devices such as computers and mobile phones by young people has increased.

It's clear that a lot of faculties of education in different countries suffer from problems of preparing teachers. (Taraman& Adalor, 2016, 1603-1630) refers that teaching social studies in the USA and Turkey suffer from few practices and applications which must include all years of study not the last year only. However, USA amended that problem but turkey still suffers. The study of ilgaz (2019, 204 -214) shows that faculties of education in Turkey try to help students only to memorise and repeat not to understand. Teachers of social studies

stated that they would benefit greatly from training courses targeting teachers to be able to teach well.

Education at Egyptian universities suffers from numerous problems which put obstacles in the way of achieving desirable developmental role for many reasons: increasing the number of students, the low capacity of study system and concrete potentials which aren't able to absorb all these students.

In addition, the faculty of education lacks in objective criteria and basics which may attract students who face so many problems after graduation including the severe competition with Arab and foreign teachers, the low status of teachers and deficiencies of programs of preparing the teachers who are led to aside the job of a teacher especially males. In order to issue the licence of professionalising the job of a teacher, some questions must be answered:

- 1- What is the philosophical frame for the licence?
- 2- What are the universal experiences concerning issuing the teacher licence?
- 3- What are the suggested mechanisms for professionalising the job of teaching in Egypt?

In order to know the circumstances of issuing licence for teacher's job and the final teaching's requirements and demands besides universal experiences and necessary mechanisms for that licence, the researcher depended on the critical analysis through the following axes:

**First axis: Philosophical criterion for Licensing teacher's job:-**

- After getting general secondary certificate, students join the faculty of education for four years. Once completing study there, students who succeed are awarded a bachelor of arts and education, which is called complementary system. On the other hand, graduates of faculty of arts and science can be enrolled in higher studies department in faculties of education to obtain bachelor of education, which is called consequential system
- Since the success of educational system is dependent on existing of efficient teachers, the profession of teaching requires a sort of proficiency in the vocational preparation of teachers which aims

at developing teachers' Thoughts and production especially during the age of challenges. Thus, teachers are morally responsible for engineering humans' minds during those challenges which affect society greatly and impose new roles on teachers who must be aware of the following:-

- \*First: Concept of the licence of professionalising teaching:-
- The issue of professionalising teaching has played an important role in arising the need for a licence for teachers who must keep up with the new educational trends to be able to get that licence in the light of the age requirements. Licence for teachers mean a process by which a certain official department can grant authorization for Proficient and clever teachers to practise teaching regionally or intemationally. That licence should be ruled by certain criteria through which a teacher can pass fixed courses and tests designed by accredited establishment to aside non efficient teacher from leamers' way. That licence, also, is considered an official document which has a date of expiry. It shows desirable rules teachers should do according to vocational regulations.

**Second: Goals of the licence for teachers:-**

- Selecting the best cadres and teachers to prepare a strong generation of leamers to face challenges of the age.
- emphasizing the importance of lifelong leaming principle to help teachers get the licence of teaching to qualifying leamers who are able to develop their knowledge.
- Making sure that those teachers are knowledgeable and vocationally distinguished to help evaluate them in the life long development.
- -Evaluating teachers from time to time to make them aware of innovations of the technological revolution; the thing which is considered a motivation for teachers to upgrade themselves by developing their skills and doing training courses.
- Helping teachers to reach the best performance and rules in the light of technology and information age besides encouraging those teachers to improve their profession.
- Helping teachers by introducing feedback to teachers in order to be vocationally graduated.

**Third: The Need For Licencing The Job Of Teacher:**

Teaching is considered one of the most supreme and important jobs in all societies. Thus, the licence of working as a teacher is the most important base for reforming education. There are many reasons for issuing that licence including:

- 1- It's a sort of adaptation to all changes resulting from technological resolutions specially globalisation, space exploration and using computers in everyday life.

- 2-Catching up with the latest advancement in the society to make students adaptable to their societies.
- 3-Issuing the licence is necessary to put teachers in good position in society besides providing them with knowledge and proficiencies required in the field of teaching.
- 4-It's important to make teaching job respectable and appreciated by students and their parents.
- 5-It's necessary to protect learners from non-efficient teachers or non-qualified ones.
- 6-Catching up with the latest changes in the field of teaching which led to:
  - Change From Stability To Flexibility.
  - Change From Conservation To Innovation.
  - Change From Temporary Learning To Lifelong One.
  - Change From Consuming Knowledge To Producing It.
  - Change From Intellectual Obsession To Intellectual Security.
  - Change From Tyranny To Democracy.

**Fourth: criteria of the teacher licence:**

- Issuing teachers' licence is done according to fixed and objective criteria made by educational experts. Teachers are asked to pass tests relating to that licence which has an expiry date.
- In 1987, national board for professionalising teaching standards (NBPTS) started to issue certificates for expert teachers to authorize other teachers to practise that job. According to NBPTS, a teacher must have a bachelor degree, three years of experience and a valid teaching licence. As for teachers of general education, they have to obtain master degree and sufficient years of experience to be able to get NBC. In addition, applicants for a teacher's licence have to do six computers-based standard practises concerning the contents of the primary education, secondary one or the English language. To be added, after completing three years of practise programme, the licence becomes valid for ten years. The certificate of NBPTS tries to cover five suggestions:
  1. Teachers' adhering to students' needs and how they are committed to encouraging students.
  2. Competence in teaching different subjects to students.
  3. Sticking to controlling students.
  4. Ability of searching for the new educational methods to teach students.
  5. A teacher should play a role in education communities (Bolson& Housted, 2015, 1-21).

**There are certain requirements to get that licence:**

- A university certificate from a certified institution.
- Participating in training courses.
- Passing tests and competitions.
- Passing interviews.
- Completing higher studies.

- Getting the nationality of the country during working as a teacher there.

**\* Fifth: overview about the license of teachers:**

- In the 1940s, the national Association of education has established a national committee in America to set effective rules based on standards to produce teachers who are able to teach well and pass standardized tests to get the teaching license.
- In the early 1980s, USA issued what is called alternative teaching license for university graduates who want to work as teachers without a need for the vocational preparation so that they can satisfy vacant jobs in math and science at schools (Flippo, 2002, p211). However, that try faced a lot of criticism because of the low standard of teachers ;the thing which led to applying a number of regulating procedures to make teaching stick to criteria and regulations by which it can be ruled.
- In the mid-1980, USA issued two important records: Holmes Association "tomorrow teachers" and Camegie forum about economic learning "ready nation or 21<sup>st</sup> century teachers". The former report recommended licensing a teacher's profession into three categories: professional teachers, Apprentice teachers and assistant teachers. The latter report recommended designing a national plan for issuing the teachers license.
- In 1987, NBPTS has been established in order to develop education levels and defining necessary skills teachers must have to obtain a teacher's license issued by each state.
- NBPTS puts some criteria to enable teachers to get vocational certificates. Experts try to develop and improve knowledge and skills of teachers besides providing them with computer -based tests. Certificates take five years to be issued (United States Department of education, 2018, p7).

**The second axis: the most famous global experiences in issuing teachers' licenses.**

**First: - USA experience:**

In the USA, every state is responsible for issuing licenses for teachers but these states differ in some practices as follows :

In North Carolina, education Council adapted the following policies:

- 1- It adopted the main principles and recommendations of the National Council for teaching criteria .

2- Giving licenses of teaching for teachers who got the certificate of NBPTS outside North Carolina .

3- Adopting the development of plans announced by the National Council of the State.

North Carolina has put five criteria for getting the teaching license: leadership, good environment for pupils, acknowledging curricula, making education available for all pupils and the training teachers on new practices (North Carolina Mentor program, 2010, 30 ) .

**In New York, the license requires passing the following tests:**

1) Passing (NYSTC) test for science and Arts to evaluate teachers of Elementary and secondary stages .

2) Passing writing tests (AST-W).

3) Passing the national test (NYSTCE) for teachers of music, art or special education. In order to obtain teachers' license, a number of tests affiliated by Minnesota board of teaching must be passed:

- 1) Certified exams in Reading, writing and math.
- 2) Certified exams in general educational knowledge.
- 3) Certified exams in the subject of the specialization.
- 4) A general exam for all the previous components.

In 2015, a law was issued to grant teachers' license for those who are from Minnesota (Hawkins, 2016) However, the process of issuing licenses in Minnesota is confusing and needs being reformed because authorizing licenses is divided between Minnesota board of teaching and department of teaching ;the thing which makes it difficult to control issuing licenses according to laws. Consequently, the legislative authority in Minnesota recommended unifying the process of issuing licenses to be under control of only governmental authorities (solvejg, 2016).

In Washington which hosts a great number of certified teachers from the National board of teaching, it is clearly noted that teachers affiliated by NPBTS certificate are more effective than their peers who haven't got that certificate yet especially teachers of math in Elementary schools (Cowana and Gold hob, 2016. 233 – 258).

### **Secondly: United Kingdom experience:**

In the United Kingdom<sup>6</sup> a teacher is required to get a qualified teacher status (QTS) and the general England council for teaching certificate of being a qualified teacher after completing the training and the preparation program for beginner teachers at an official educational Foundation (GTC, 2011). QTS provides a teacher with vocational properties which are necessary for any teacher, vocational knowledge and the skills besides the necessity of passing three basic tests in math, reading, writing and instructional technology (GTC, 2011).

A number of criteria have been put by the department of education for evaluating the teachers to get QTS:

- 1- Advanced expectation to excite students' motivation.
- 2- Reinforcing the positive development and instruction inputs.
- 3- Studying the contents of curricula.
- 4- Preparing for teaching well and in a defined way.
- 5- A Teacher has to get on with his students' abilities.
- 6- Fruitful benefit from feedback and evaluation.
- 7- Running the vocational behavior effectively to keep the learning environment safe.

### **Third: Japan experience.**

After completing a study of the faculties of education in Japan the would-be teachers have to do a 30-hour program of vocational development besides passing the following:

- 1- Passing the written exams in the general and academic subjects.
- 2- Passing interviews.
- 3- Passing practical tests at the physical education and fine arts.
- 4- Passing tests in the Japanese language.

- Japan includes 47 estates with each one of them has an Education Council. Also, the minister of education is responsible for appointing the supervisors of education in every State in order to issue licenses for teachers at Elementary and secondary schools. The Education Council of every state is authorized to appoint teachers after checking exams' results especially of those who have the highest and the most suitable qualifications. Japan awards teachers a three-year temporary certificate by which a teacher cannot practice teaching except in his municipality (Akiba, 2013).

- By referring to the previous experiences, Egypt policy sticks to some important criteria:

- 1) Passing the academic and the general tests: linguistic communication, class management, time management and educational evaluation.
- 2) Getting high qualifications at least to get the license.
- 3) The license should have an expiry date.
- 4) Training before work for a period of time before getting the license.

**\*Third axis: suggested mechanisms for licensing teachers' job in Egypt. There are three mechanisms:**

1- Before joining the faculty of education:

It is necessary for students to undergo an aptitude test before joining the faculty as some faculties do such as faculty of polytechnic, fine arts, physical education and the faculty of qualitative education. At the same time, it's

important for students to choose the suitable department corresponding with their abilities.

2-The role of education faculty in upgrading educators' performance by the following procedures:

- Developing the practical education subject in accordance with the Egyptian faculties of education by providing a fifth year for students in which they can be appointed as teachers in governmental schools with a monthly salary rewards and under the supervision of professors of education as well as the expert teachers.
- Attaching an experimental school to the faculty of education to test the modern theories as what happened in 'Al Tabary School' at Ain Shams University.
- Setting up the centers of vocational development as providing teachers who wanted to catch up with the latest Innovations with the training programs.
- Upgrading the academic and educational programs to satisfy the requirements of the work market.

3- There are a lot of steps to be taken before issuing the teachers license:

- Preparing the regulations, ministerial resolutions and regulating bylaws
- Setting a number of the criteria and rules.
- Spreading the culture of vocational accreditation.
- Making the teachers aware of the culture of licensing the teachers' job.
- Preparing school administrations to apply the system of teachers' license.
- It is necessary for the authority which issue licenses to be professionally qualified.
- Issuing a guidebook containing some criteria of the licenses which must be renewed to catch up with the latest the changes.
- Designing training programs and vocational tests.
- Studying the modern trends in the field of vocational development such as:
  - 1) Focusing on the variable roles of learners.
  - 2) Applying the distance training and virtual one to satisfy the vocational needs of the teachers.
  - 3) Academic accreditation of the programs and the trainers of the vocational development.
  - 4) Considering schools as a unit for the vocational development and the learners' evaluation.
  - 5) Using the new models and developing the teachers vocationally such as teacher-centered model, self-directed model, leadership model, sequencing steps model and the associative model.

**Practical application for issuing licenses for teachers can be done through the following steps:**

- 1- Preparing good infrastructure by building a network between schools, the vocational Academy of teachers and the authority of issuing licenses.
- 2- Designing a database for all schools and the teachers all over Egypt to specify mechanisms for granting licenses for teachers at work and the new ones.
- 3- Uploading the models of application forms concerning getting the teachers license explaining the necessary data and the documents to be available for Reading.
- 4- Empowering the vocational Academy role in providing courses and tests for teachers.
- 5- Making a partnership between faculties of education, the vocational Academy for teachers and the teachers syndicate to issue licenses for teachers every 5 years depending on the number of courses teachers get in this period.
- 6- Directing the attention of the principals of the educational process and the principles of the vocational Academy to the importance of the vocational accreditations of teachers to be able to get the job license.
- 7- Getting a vocational accreditation must be considered a vital condition to work as a teacher. The criteria of accreditation are represented by effective teaching strategies sticking to vocational morals and following the modern teaching methodologies.
- 8- Putting mechanisms to evaluate the institutions which are concerning issuing licenses and benefitting from feedback to develop their performance.

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