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**Master Thesis**

**Submitted and Defended by:**

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**Investigating the correlation between cyberbullying and self-esteem.**

**A Case of study English as a Foreign Languages Master two learners at**

**Mohamed Kheider University of Biskra.**

*A dissertation submitted to the Department of English and Literature as partial fulfillment of  
the requirements for the degree of Master in science of languages*

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### **Declaration**

I, AZRI Soumia, hereby certify that the research dissertation with the title is my own original work that was completed with the help of my adviser Mr. BECHAR Maamar. All sources utilized have been properly acknowledged and cited. This dissertation has not already been published, submitted for another degree, or accepted for publication elsewhere. This work was certified and completed at Mohamed Kheider University of Biskra, Algeria.

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## **Dedication**

*To the soul of my beloved father ‘‘Rahmoun’’*

*To my everything, my mother who sacrificed her life to be what I am today, who supported me, and who taught me how to carrying on.*

*Thank you from the bottom of my heart for your unconditional love, and pray for days and nights to make me able to get such success.*

*To my sister and brothers and their motivating words and encouragement in my down moments.*

*To my friends, Ismahan; Sihem; Sonia; Dalal; Ikram; and Nada for being besides me at my worst and good days, thank you for the unforgettable memories.*

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### **Abstract**

Cyberbullying has developed as a serious issue harming people's well-being with the increasing use of electronic means of communication, especially among the student's populations. The present study investigates the correlation between cyberbullying and EFL Master's two students' self-esteem at Mohamed Kheider University of Biskra. This study focuses primarily on how cyberbullying encounters affect students in EFL Master two self-esteem. We hypothesized that there is a correlation between cyberbullying and Master two learners' self-esteem. To achieve the objectives of the present study, we conduct a descriptive research at Mohamed Kheider University of Biskra, relying on a questionnaire as a data collection tool we have posted online through the Gmail platform and posted online, for 44 students of Master two sciences of languages students. The findings of the students' questionnaire reveal that Mater two EFL learners at Biskra University have been rarely cyberbullied. In addition, they have experienced rumours and gossip as a cyberbullying form. Furthermore, Master two students thought that there is a correlation between cyberbullying and their self-esteem, and suggested that positive reinforcement measures can be taken to improve students' self-esteem.

**Keywords:** Cyberbullying, Self-esteem, Master two sciences of languages, Biskra University.

## **List of Abbreviations and Acronyms**

**EFL:** English as a foreign languages.

**Gmail:** Google Mail.

**Email:** Electronic mail.

**SMS:** Short Message Service.

**PTS:** post-traumatic stress disorder.

**PG:** Parental Guidance.

**SEM:** Self-evaluation Maintenance Theory.

**TMT:** Terror Management Theory.

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## **General Introduction**

## **Introduction**

Nowadays, EFL students are exposed to different problems that affect their psychological well-being and academic performance. Along with this, significant psychological difficulties might arise for EFL students, especially when it comes to their self-esteem. However, one of these modern problems is cyberbullying, the term "cyberbullying" describes the use of internet messaging services or social media platforms to harass, threaten, or degrade others.

Cyberbullying can negatively affect an EFL student's self-esteem during the reflective process. Online bullying can cause poor self-evaluations, self-doubt, and a lowered feeling of self-worth if it is constantly experienced. The learners may begin to doubt their skills, attractiveness, or social status as a result of the derogatory remarks and assaults from cyberbullies, which can cause feelings of inadequacy and insecurity.

## **Statement of the problem**

Cyberbullying is considered a modern behavioural problem that EFL Master two science of Languages learners may face during their university study, it is referring to sending, posting, or sharing negative, harmful, false, or mean content (Human). To put it differently, it relies on the negative vibes that are shared through social media whether by bad comments, mocking memes...and so on.

This modern problem may affect the English foreign languages Master two science of languages learners' self-esteem negatively, and that term can be simply defined as a person's perception of his or her own value or worth or the degree to which a person values, approves, appreciates, prizes, or likes themselves (Sharma, 2014) .

In this regard, we are attempting to investigate the correlation between cyberbullying and the self-esteem of Master two EFL learners at Mohamed Kheider University at Biskra.

## **Aims of the Study**

As a researcher, we aim to show how cyberbullying and EFL Master two science of languages learners' self-esteem can be correlated, and the main focus would be on

1. Investigating the nature of cyberbullying and self-esteem.
2. The effect of cyberbullying on EFL Master two sciences of languages learner's self-esteem.

## **Research Questions**

This research will be carried out to answer the following questions:

**RQ1:** what is the nature of cyberbullying and self-esteem?

**RQ2:** what is the correlation between cyberbullying and EFL Master two learners' self-esteem?

## **Hypothesis**

Based on the above-mentioned, we formulate the following research hypothesis:

- We hypothesize that there is a correlation between cyberbullying and EFL Master two sciences of languages learners' self-esteem.

## **Significance of the Study**

This research attempts to shed light on the current problem of cyberbullying and its nature that faces EFL Master two sciences of languages learners, which may affect their self-esteem in a negative way. Also, there is limited research among this population of EFL Master two sciences of languages learners of Mohamed Kheider University concerning cyberbullying problem.



## **Methodology**

The most effective methodology to fit and fill the gaps in this research appears to be the qualitative method, the researcher can assemble more accurate information and find a number of ways to analyse the results. This type of methodology generally aids in helping the researcher meet his needs throughout the research process.

## **Data Collection Methods**

In this study, the structured questionnaire is the based tool to collect data in order to investigate participant ideas, and opinions regarding the problem of cyberbullying, and to delve deeply into private and occasionally delicate matters.

## **Population and Sample**

The study will focus on Master two students from the English department at Mohamed Kheider University of Biskra. This particular level was chosen because these students may have already encountered and experienced cyberbullying during their previous years of study. Additionally, selecting this level will aid in efficient time management, allowing us to effectively address the research problem. As a result, the sample group for the questionnaire will consist of 44 students, representing a portion of the total population of 132 Master two students.

## **Delimitation of the study**

The study will focus on EFL Master two students at the university Mohamed Kheider at Biskra, and the questionnaire will be submitted through Google forms Gmail platform and posted online, dealing with 44 learners that are the sample for this research to answer the questionnaire. Additionally, this study will investigate the relation between cyberbullying and

EFL Master two learners self-esteem. Besides, the study will use a qualitative method of questionnaire to explore the student perception of cyberbullying and self-esteem

### **Limitations of the Study**

While carrying out this research, we came across a number of limitations as follows:

- Initially, the selection of the option some of the students did not recognize that the blank (please specify) is attached to those who select the option (other).
- The students who were picked for the data collection some of them did not provide satisfying replies to support the researcher or give dependable responses

### **Structure of the Dissertation**

The current work is deliberately divided into two connected parts: One is theoretical, and the other is practical. The theoretical part is made up of two chapters. Chapter one is devoted to cyberbullying, in which we focused on its history, defining cyberbullying behaviour, its types, the differences between cyberbullying and traditional bullying, its risk factors, its platforms, its effects, and its prevention. In addition, for the Second chapter we will deal with self-esteem; give an overview of its historical perspectives and its definitions, theories of Self-esteem, Maslow's hierarchy of needs, factors that influence Self-esteem, and Self-Esteem and mental health. The practical part has only one chapter that is designed for the analysis of the data collected through the questionnaire. This chapter aims to answer the research questions by confirming or disconfirming the research hypothesis. Then, it concludes with the interpretation of the results of this research. Finally, the work ends with a general conclusion, references list, appendices, and the abstract in Arabic.

**Chapter one:**

**Cyberbullying**

## **Introduction**

Learners encounter different modern problems that affect their mental health negatively which reflects their learning process. Cyberbullying is one of these problems that Master Two EFL learners may face. In this chapter, we will try to give a brief view of its history, define cyberbullying behaviour, its types, the differences between cyberbullying and traditional bullying, its risk factors, its platforms, its effects, and its prevention.

## **History of Cyberbullying**

As indicated in the online website Bark Blog concerning the history of cyberbullying (2017), Cyberbullying is known as the use of technology to target, harass, threaten, or humiliate another person. In case, threats are made online, disrespectful texts, tweets, posts, or messages are all taken into account. The same goes for publishing private information, images, or videos with the intention of hurting or humiliating someone else.

Cyberbullying first appeared when the Internet first became widely appreciated in the 1990s, although the name "cyberbullying" wasn't devised until the early 2000s, the phenomenon has existed for as long as the Internet has. So, People started using online communication means to engage with one another as the Internet became more popular and used. It gave people different ways and the opportunity to connect. On the other hand, it also gave bullies a place to bother and bully their victims easily.

In conclusion, the history of cyberbullying has shown the negative impact that technology can have on individuals and communities. It remains a prevalent issue that requires ongoing education, research, and intervention.

## **Definition of cyberbullying**

Gladden et al ( 2014, p.07 ), defined bullying as any unwelcome hostile behaviour (s) by another youth or group of kids who are not siblings or romantically involved, entails an

apparent or perceived power imbalance, and are repeated frequently or are highly likely to repeat. Bullying can cause physical, psychological, social, or educational harm to the targeted youth. From this definition, we extend that cyberbullying is a harsh, annoying, and unacceptable act that is shared by people through the use of different platforms on the internet. Focusing on the same point, the online Oxford Dictionary defined cyberbullying as “the activity of using messages on social media, emails, text messages, etc. to frighten or upset somebody.” In other words, it refers to the use of different communication tools to send messages through media platforms for example; Facebook, Instagram, Gmail, and so on, either by text messages, comments, or recorded voices. For the sake of bully, being mean and disrespectful to somebody.

Smith et al ( 2008) claimed that cyberbullying is ‘An aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself’. This means that this kind of behaviour happens intentionally using online technology communication forms aggressively by people repeatedly against a person who is going to be a victim under indefensible attack.

From the previous definitions, we can conclude that cyberbullying is an offensive behaviour based on the use of multiple connect forms in order to harass individuals, consequently destroying their mental health.

### **Types of Cyberbullying**

Willard (2007, p.01), assumed that Cyberbullying, also known as electronic aggression, is the cruel treatment of people by emailing or uploading offensive content or engaging in other types of social violence via the Internet or other digital technologies. According to Willard (2007, p.05, p.11), there are various forms of cyberbullying:

- **Flaming:** online conflicts involving angry and abusive electronic messages.

- **Harassment:** includes sending rude, vile, and recurrent texts.
- **Denigration:** sending or publishing rumours or slander to harm someone's reputation or relationships.
- **Impersonation:** pretending to be someone else and emailing or uploading content to put that person in danger or problems, or to harm their reputation or relationships.
- **Outing:** publishing online private information, embarrassing information, or photos.
- **Trickery:** convincing a person to divulge secret or embarrassing information, then posting it online.
- **Exclusion:** exclude someone from a group on the internet harshly and purposefully.
- **Cyber stalking:** the use of threats or strong fear in conjunction with persistent, severe harassment and denigration.

Willard's classification of cyberbullying highlights the different ways in which individuals can be targeted online. It is important to be aware of these forms and their potential impact on victims, and take appropriate measures to prevent and address cyberbullying in all its forms.

From the previous definitions, we can conclude that cyberbullying refers to the use of electronic communication technologies to deliberately and repeatedly harm, intimidate, or harass an individual or group. This can take many forms, including spreading rumours, sharing embarrassing or compromising images or videos, making threats, and impersonating the victim online.

### **The Difference Between Traditional Bullying and Cyberbullying**

Cyberbullying and traditional bullying are two forms of aggressive behaviour that involve intentional harm, intimidation, or harassment. While both share some similarities, such as the intention to harm, there are significant differences between them, including these aspects: the

medium through which they occur, the anonymity of the perpetrator, the potential audience, and the timing of the incidents.

Fabio et al (2013), in their article, shows the difference between cyberbullying and traditional bullying. First, Cyberbullying is a form of bullying that happens through electronic forms, such as social media networks for instance (Facebook, SMS ... etc.), while traditional bullying typically occurs in person, face to face. Also, the researchers assert that cyberbullying can have a wider reach, is often anonymous, and can be constant and pervasive due to the internet that is being everywhere at the same time. Additionally, cyberbullying can have long-lasting effects on victims due to the permanence of online content, on the other hand, traditional cyberbullying is usually limited to certain times and places, and the identity of the bully is often known and familiar to the victim.

In the view of Hinduja and Patchin (2018, P.03) in their research article "*Cyberbullying: Identification, Prevention, & Response*" provided the difference between cyberbullying and traditional bullying into main keys:

➤ **Reach**

As explained by the researchers, cyberbullying has a broader reach than traditional bullying, as messages (SMS, Emails ...) or posts can be shared and viewed by many people online through the different platforms of the Internet. In opposition, traditional bullying involves physical aggression, verbal abuse, and social isolation. In opposition, cyberbullying takes place in the digital world through various online platforms such as social media, email, and text messaging.

➤ **Anonymity**

Cyberbullies often use anonymity to keep a distance to their advantage, which allows them to harass their victims without fear of being caught or punished. That is to say,

Cyberbullies can remain anonymous or create fake profiles in order to make it difficult for the victim to recognize and report them.

➤ **Persistence**

Traditional bullying is typically limited to the immediate surroundings of the victim, such as the school or the neighbourhood; it happens during certain times and places. On the other hand, cyberbullying can reach a much larger audience; it can be constant and 24/7 due to the ubiquity of the Internet and social media.

➤ **The difficulty of escape**

Related to the ability of the victim to escape or seek help. In the digital world of cyberbullying, victims may find it much harder to escape their tormentors. However, in traditional bullying, victims may be able to avoid their bullies by changing schools or neighbourhoods. Additionally, cyberbullying often goes unnoticed by adults, abandoning victims without the support and guidance they need to stop and avoid bullying behaviour, victims may not be able to escape the harassment even when they are outside of school or work. In contrast, adults, such as teachers or parents, can observe traditional bullying.

## **Cyberbullying Risk Factors**

F. Bashir Shaikh et al (2020) stated the factors that engage university students in cyberbullying behaviour have been classified into four main categories, “Personal Factors”, “Socio-cognitive Factors” “Psychological Factors” and “Environmental Factors”.

➤ **Personal Factors**

Refer to individual characteristics that may raise the engagement in cyberbullying, such as a lack of empathy or moral disengagement. According to the findings, gender and age both significantly influence the cyberbullying phenomenon. The reviews showed that victimization and cyberbullying are negatively impacted by age and gender.



➤ **Socio-cognitive Factors**

Relationships between people and their upbringing influence how socio-cognitive elements develop. Socio-cognitive factors are moral disengagement, guilt intensity, and grieving intensity. In addition, the investigations discovered that people who score highly on the moral disengagement scale are more likely to be identified among a group of cyberbullies.

➤ **Psychological Factors**

They include individual emotional and psychological states, such as anger, frustration, anxiety, depression, and self-esteem. Some researchers argued that those individuals whose self-esteem is low are more possibly to become victims of cyberbullying; this means that sufferers of cyber aggression frequently have lower self-esteem.

➤ **Environmental Factors**

The exterior elements of a person's environment are known as environmental factors. Three different environmental elements have been identified by the current study as having an effect on people's propensity to engage in cyberbullying behaviour. Family and home environments, such as family patronage, family closeness, family conflicts, and family values, have a significant impact on an individual's cyberbullying behaviour.

The second type of environmental factor is the university environment, which is thought to play a key role in encouraging cyberbullying. Peer interactions are a significant component that may contribute to cyberbullying in addition to the campus environment. People who have few or no friends, and who feel alone and unaccepted by their peers, are more prone to engage in cyberbullying than people who have good friends.

## **Platforms of Cyberbullying**

The official website of the United States government [stopbullying.gov](http://stopbullying.gov) represents some current common social media and applications including:

- **Amino:** a program that enables users to join online groups, chat rooms, forums, and communities based on their interests.
- **Askfm:** is a social networking platform that enables users to communicate with one another while frequently remaining anonymous.
- **Calculator%:** a value or covert software that conceals files, videos, and browsing history while appearing innocent.
- **Chatroulette:** there are more than 20 distinct chat roulette websites that enable immediate webcam and video chat connections. Sites often instantaneously and randomly match users.
- **Discord:** a voice - over IP (VOIP) program that enables users to join, create, or take part in public and private chat rooms as well as video chat with others and send private messages. Players frequently use this software to talk with one another while playing games.
- **Facebook and Facebook live :** the most popular social media site, which is available on various media platforms, is Facebook, which also offers Facebook Live.
- **Facebook Messenger Kids:** A platform and chat app for kids.
- **Houseparty:** A group video chat and social networking app that allows up to eight people to video chat at once in a “room.”
- **Instagram:** is a platform for sharing photos and videos as well as networking with other users on other social media platforms (e.g., Facebook).
- **Kik:** A messaging service that lets users of all ages send and receive messages anonymously
- **Line:** SMS or chats from the recipient's phone.
- **LiveMe:** is a program that allows users to watch and broadcast live-streaming videos.
- **MeetMe:** is a dating app that matches people based on their geographic proximity

- **Omegle:** An application that connects users with complete strangers for private one-on-one chats.
- **Reddit:** website that stores social news, ranks and assesses web material, and hosts discussion threads.
- **Roblox:** is a website that hosts user made multiplayer games that are available for free. Users can interact with one another and join groups in Roblox.
- **Sarahah:** is a private messaging software that enables users to communicate with people they may know privately.
- **Snapchat:** is a photo messaging program that enables sharing of images and brief movies that are meant to be deleted shortly after being received.
- **Telegram:** is a messaging program that enables users to send SMS, chats, and files; make calls; and timer-delete messages from the recipient's phone.
- **TikTok:** is a mobile application that lets users make and share original videos in which they lip sync, sing, dance or simply converse.
- **Tumblr:** is a social media platform that lets users submit brief blogs and media.
- **Twitch:** is a live streaming website where gamers can interact, view content live, and talk.
- **Twitter:** tweets, or brief messages, can be sent, viewed, and responded to on the microblogging website.
- **VSCO:** is a photography app for taking and editing pictures.
- **WeChat:** is an app that enables users to interact with friends and look up people locally and globally.
- **WhatsApp:** is a private messaging program that lets user's text, as well as send their contacts images, videos, and location data.

- **Whisper:** a private social media platform where users can upload and distribute video and photo communications.
- **YouTube:** is a website where people may upload and share videos.
- **YUBO (formerly YELLOW):** a dating application dubbed ‘‘Tinder for teens’’; that enables users to accept or reject the profiles of other users by swiping right or left.
- **YouNow:** Broadcast, Talk, and Watch Live Video. People can watch other broadcasters and communicate with them or participate in live chat with them.

## **The Effects of Cyberbullying**

Cyberbullying can have a deeply negative impact on the mental health and well-being of the victim, based on previous studies young people who are victimized by cyberbullying face detrimental outcomes; psychological effects, social effects, physical effects, and academic effects.

### ➤ **Psychological effects**

Cyberbullying can motivate significant psychological damage, including anxiety, depression, low self-esteem, and suicidal thoughts. Hinduja and Patchin (2018, P01) in their study discovered that victims of cyberbullying were more probable to report symptoms of depression, anxiety, and post-traumatic stress disorder (PTSD) than non-victims.

### ➤ **Social effects**

Cyberbullying can influence victims' social lives in a negative way; it leads them to feelings of isolation, loneliness, and a drop in social relationships. Hamm et al. (2015) showed that cyberbullying was related to lower social competence and poorer peer

relationships with family, friends, and romantic partners. That is to say, the level of the victim's communication becomes completely weak.

➤ **Academic Effects**

The online website StopBullying.gov provides a summary of research on the academic impacts of bullying and cyberbullying, which emphasized that cyberbullying can intervene with victims' academic performance, conducting to lower grades, absenteeism, and even dropping out of school.

➤ **Physical Effects**

Patchin and Hinduja (2015) provide an overview of the potential physical effects of cyberbullying, they assess that even though cyberbullying is primarily a psychological phenomenon, it can also have physical effects such as headaches, sleep disturbances, and even physical violence in some cases.

## **Preventing Cyberbullying**

Hinduja and Patchin (2018), concerning the prevention of cyberbullying, suggest the top ten tips for teens and a number of steps that they can take in order to prevent cyberbullying

➤ **Educate yourself**

To prevent cyberbullying from happening:

- Be aware of what it is and understand it.
- Be knowledgeable about how and where it is occurring.
- Talk to your friends about the issue.

➤ **Protect your Password**

Password and other private information must be secured from prying eyes and never leave it where others can see it.

➤ **keep photos "PG"**

Be careful before sending any of your sexy photos and take into consideration that those who have the intention of harm can use this picture as ammunition against you.

➤ **Never open unidentified or unsolicited messages**

- Never open any received messages from people you don't know on any platform you use (Facebook, Emails, etc.), or from those who know that they are used to bullying others.
- Delete these messages without reading, them because they could contain viruses that may infect your device.

➤ **Log out of online accounts**

Do not save Passwords in form fields within websites, and do not remain logged in when you walk away from the computer or cell phone m

➤ **Pause before you post**

Do not post anything people will judge you based on this they will shape you into either a bad or nice picture and they will give or deny your opportunities (jobs, scholarships, internships).

➤ **Raise awareness**

Create a club, start a movement, or host an event, whatever you are able to do in order to raise awareness of cyberbullying so that we can truly prevent it from occurring.

➤ **Setup privacy controls**

Limit your online accounts to your trusted friends only in order to ensure maximum protection.

➤ **"Google" Yourself**

Do search your name regularly to be aware if there is any of your personal information comes up which may be used by someone else to target you, if so then take quick action to remove it before it's late and becomes a problem.

➤ **Do not Cyberbully Others**

Treat others the way you want to be treated, being mean to others online you become a part of this problem. Instead, be an example for others and show the better version of yourself.

## **Conclusion**

EFL learners should be aware of cyberbullying behaviour as a new difficulty related to the learning process as well as its negative effect, especially in association with mental health. In addition, they should be knowledgeable that cyberbullying can take various forms, including sending abusive or threatening messages, spreading rumours or lies online and so on. However, cyberbullying differ from traditional bullying from different aspects .Moreover, Understanding the risk factors associated with cyberbullying is crucial for EFL learners. These can include factors such as Personal factors, and psychological factors.

Additionally, Cyberbullying can occur on various online platforms, including social media platforms like Facebook, Instagram, and Twitter, messaging apps such as WhatsApp and Snapchat.

EFL learners should be aware of these platforms and their potential risks. The negative results of it can affect them socially, academically and physically. In addition, By raising EFL learners awareness about cyberbullying they can employ several strategies to prevent and address cyberbullying in order to decrease this behaviour to ensure the success of the learning process.

**Chapter Two:**

**Self-esteem**



## **Introduction**

Self-esteem is considered a fundamental aspect of human psychology, it plays a significant role in shaping individuals' behaviour, attitude, and psychology of well beings, and it has various implications on a person's life, including academic achievements, social relationships, and mental health. Self-esteem has been of interest to scholars and researchers, it refers to a person's sense of his or her value or worth, and it is based on our opinions and beliefs about ourselves. However, in this chapter, we aim to provide an overview of self-esteem, including historical perspectives and its definitions, theories of Self-esteem, Maslow's hierarchy of needs, factors that influence Self-esteem, and Self-Esteem and mental health.

## **Historical Perspectives**

In their research study, Frank Pajares and Dale H. gave a view of self-history. As also mentioned in their study Schunk Socrates, Plato, and other Greek philosophers such as Aristotle, defined the self in terms of the soul, which they saw as immaterial and spiritual. Their idea that a person's sense of self was a spiritual being distinct from the physical served as the basis for later ideas about mind and body duality.

Theologians like Thomas Aquinas advanced the idea during the Middle Ages by emphasizing the soul's immortality and superiority to the body it lived in. When René Descartes published his Principles of Philosophy in 1659, it marked a turning point in the understanding of this nonphysical reality.

The question surrounding the nonphysical nature of people was also a topic of discussion for other philosophers of the time, including Spinoza and Leibnitz. Without any regard for a consistent vocabulary or scientific experimentation, words like mind, soul, psyche, and self were frequently employed interchangeably. In terms of the concept of self, there was, and to some extent still is, a general condition of metaphysical disarray far into the twenty-first century. As for belief, it was often considered to be a matter of religion.

One of the early American psychologist's interests in the Self is Williams James (1891), in his *Principles of Psychology* distinguished between the self as knower, or the 'I', and the self as known, or the 'me'. He stated that the 'I' is nothing but pure ego and that this aspect of the self is consciousness itself. The 'me', however, is one of the numerous things that the 'I' may be aware of and is made up of three parts: a physical or material, a social, and a spiritual one.

Frank Pajares and Dale H. mentioned that according to William James, our actual accomplishments and goals are the foundations of our sense of self-worth. He provided an equation to illustrate this concept:

$$\text{Self-worth} = \frac{\text{achievement}}{\text{pretension}}$$

How successful we are in life (success) divided by how highly we regard ourselves (pretensions) determines our level of self-esteem. Possessing higher levels of success than pretensions leads to high self-esteem.

Finally, it should be noted that academics and researchers have long been intrigued by the idea of self-esteem. Over time, various philosophical, religious, and cultural traditions have provided various perspectives on self-esteem.

### **Definition of Self-esteem**

Numerous definitions of self-esteem were suggested. According to Rosenberg (1965, p.30), self-esteem is the evaluation we make of ourselves. It is how we feel about ourselves, whether it is good or bad. It is like having a judgmental view of ourselves as if we were an object we are evaluating, and we can either have positive or negative thoughts about it.

Bailey (2003, p. 389) stated that 'Self-esteem is the summary judgment of everything a person can assess about him/herself'. In other words, a person's overall opinion of oneself based on their judgment of their own skills, value, and worth is referred to as their self-

esteem. It is a personal assessment that takes into account a person's perceptions about who they are, what they can do, and where they fit in the world.

Cherry (2022), defined self-esteem in her article “What Is Self-esteem?” as our subjective sense of overall personal worth or value. Similar to self-respect, it describes our level of confidence in our abilities and attributes.

In the same vein, the online Mind Organisation Website (2022) states that self-esteem refers to how we see and evaluate ourselves. It is influenced by our personal opinions and beliefs about our own worth, and these beliefs can be challenging to modify. Essentially, it is our level of confidence in ourselves.

In simple words, self-esteem is how we see ourselves and what we think about our own worth. It is closely tied to our confidence and how we feel about ourselves as individuals. In essence, it is our own personal opinion of ourselves, and it can greatly impact how we interact with the world around us.

### **Theories of Self-esteem**

Self-esteem is a person's subjective assessment of their value, competence, and worth. It is essential to one's general mental health and well-being. To understand the origins and growth of self-esteem, various hypotheses have been put forth. These theories offer varied viewpoints on the development, upkeep, and influences of numerous elements on self-esteem. We are going to deal with these theories “ Self-discrepancy theory”, “Sociometer theory”, ‘ Self-evaluation maintenance theory’ and ‘Terror management theory ‘, are a few of the most well-known theories of self-esteem.

➤ **The self-discrepancy theory**

The self-discrepancy hypothesis suggests two dimensions—self-state domains and self-state standpoints—as the foundations of self-states. The theory distinguishes between the actual self, the ought self, and the ideal self, which is a representation of the qualities one would like to see in another person:

- The portrayal of the qualities that a person thinks someone (either self or another) feels he or she genuinely possesses is the actual self.
- The idea of one's ideal self is a representation of the qualities that one would most like to see in another person, whether that other person is oneself or not.
- The ought self is a person's representation of the qualities they believe they should or ought to have—those qualities they feel they have a responsibility or duty to acquire.

The ought domain differs from the ideal domain in that it involves a sense of moral obligation and responsibility rather than a goal that one might aspire to. According to the self-discrepancy theory, people are driven to seek a state where their actual self-state and ideal and ought self-states are in alignment, and when their actual selves do not match their self-guides, they will experience unfavourable psychological circumstances (Strauman and Higgins, 1987).

We conclude that negative emotions are caused by self-discrepancy, which is the difference between "actual" and "ideal/ought" self-representations.

➤ **Sociometer Theory**

Leary and Baumeister (2002) assert that the core idea of the sociometer theory is that an individual's self-esteem system keeps track of the quality of their current and future interactions, particularly how highly they are valued by those in those relationships. In their

view, Self-esteem is a well-known and powerfully affective reaction since it is the adaption that is responsible for observing and responding to social approval and rejection.

In simple words, this theory base is that self-esteem changes depending on how much a person feels valued by people around them, and it serves as a measure of perceived social value.

➤ **The Self-Evaluation Maintenance Theory**

The theory was proposed by Abraham Tesser. Tesser's (1985, p.02) definition of this theory is ‘‘ The self-evaluation maintenance (SEM) model assumes that (a) persons behave in a manner that will maintain or increase self-evaluation; and (b) one's relationships with others have a substantial impact on self-evaluation. The SEM model is composed of two dynamic processes: the reflection process and the comparison process.’’

In SEM, the reflection process relates to how people assess their own skills and performances. People frequently evaluate their own performance after engaging in activities or tasks and contrast it with their own internal standards or goals. Self-evaluation and self-reflection are a part of this process and have an impact on how people feel about themselves and their feeling of value.

Whereas, the comparison process refers to how people assess their own skills and performances by comparing them to those of others. People frequently compare their own skills or accomplishments to those of others in social comparisons. These social comparisons may be upward (evaluating oneself in comparison to someone better) or downward (evaluating oneself in comparison to someone worse). The results of these comparisons may have an effect on a person's emotions and perception of themselves.

Both have as component variables the closeness of another and the quality of that other's performance. These two variables interact in affecting self-evaluation but do so in quite opposite ways in each of the processes. One's self-evaluation may be ‘’.

To put it differently, it differences between two people are in a relationship.

According to the theory, comparing oneself to others in social situations might help someone boost and sustain their sense of self-worth. Self-evaluation is the term for one's perception of their own social standing in relation to themselves. It is the ongoing process of assessing one's own personal development, which can be enhanced or hindered by the actions of others.

### ➤ **Terror Management Theory**

According to this theory, having high self-esteem protects against anxiety and the fear of dying, people utilize their sense of self-worth to feel good about themselves and to shield themselves from the realization that they are mortal (Greenberg et al., 1986).

They assert that the existence of this awareness leads to existential dread that can be lessened by forming and adhering to cultural worldviews and belief systems that offer a sense of meaning and purpose. Moreover, individuals attempt to validate their cultural values and beliefs in order to feel safer and appreciated within their social groups, and when these values are threatened, this can result in hostile behaviours and defensive responses.

TMT has been used to explain a variety of phenomena, including prejudice, violence, and belief in conspiracy theories. It has been applied to a number of fields, including psychology, sociology, and political science.

### **Maslow's Hierarchy of Needs**

Maslow's hierarchy of needs is a theory proposed by the American psychologist Abraham Maslow in 1943. This theory suggests that human needs can be divided into five

hierarchical levels. Each level must be satisfied before an individual can move up to the next level.

Along with this, the part of the basic needs in his research paper ‘‘A Theory of Human Motivation’’ proposed that human needs can be divided into five hierarchical levels.‘’ at the base physiological needs level, safety needs level, social needs level, esteem needs level, and on the top the need of self-actualization level (Maslow, 1943).

### **Physiological Needs**

Which are the most fundamental needs necessary for living, are at the bottom of the hierarchy. Food, water, shelter, sleep, and essential biological processes are among these demands. An individual will be unable to concentrate on any other requirements until these needs are supplied if they are not met.

### **Safety Needs**

Once a person's physiological demands are satisfied, they will start to concentrate on their safety needs. Needs for safety also include the need for stability, security, and safety from harm. This can include having a secure place to live, stable work, adequate funds, and access to healthcare.

### **Love Needs**

A person will start to concentrate on their desires for love and belonging after their safety requirements are satisfied. This includes the desire for companionship, love, adoration, and a sense of community. This can be achieved by maintaining tight ties with family and friends, participating in social groups, and belonging to communities.

### **Esteem Needs**

An individual will pay attention to their esteem demands if their wants for love and belonging have been met. Self-esteem, respect from others, success, and recognition are some

examples of needs related to esteem. This can be attained by social standing, peer acknowledgment, and personal accomplishment.

As Maslow (1943) indicated ‘‘Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability, and adequacy of being useful and necessary in the world’’.

### **The Need for Self-actualization**

Self-actualization, or the desire to realize one's potential and advance personally, occupies the highest position in the hierarchy. This may entail pursuing one's intellectual and creative hobbies, giving back to society, and accomplishing one's personal objectives.

Maslow's hierarchy of needs theory offers a helpful framework for comprehending human motivation and the needs that influence our conduct.

### **Factors that Influence Self-esteem**

Reitzes and Mutran (2006) in their article covered a number of factors that can influence someone's self-esteem. They mentioned these factors that change self-esteem ‘‘ social support, a sense of control and mastery, coping strategies, stress levels, and cultural and societal norms ‘’.

#### **➤ Social Support**

An individual's self-esteem can be positively impacted by having a supportive social network. A more favourable self-image can result from social support because it offers opportunities for social comparison, emotional validation, and a sense of belonging.

#### **➤ Control and Mastery**

Self-esteem can be raised by acquiring a sense of mastery and control over one's life. An individual is more likely to have good self-perception and confidence in their talents if they feel competent and capable.



➤ **Coping Strategies**

Coping techniques may have a beneficial or negative effect on one's self-esteem.

Problem-solving and seeking out social support are two adaptive coping techniques that can make someone feel more in control and capable, which can increase self-esteem. Therefore, lower self-esteem might result from maladaptive coping mechanisms like substance misuse or avoidance.

➤ **Stress**

Self-esteem might suffer from ongoing stress. It can be challenging to feel in control or capable when someone is under constant stress, which can result in poor self-esteem.

➤ **Cultural and Social Norms**

Self-image and self-esteem are influenced by cultural and social standards. For instance, social expectations to uphold particular beauty standards or gender norms can have an effect on a person's self-esteem and contribute to a negative self-image. On the other hand, belonging to a culture that promotes acceptance and love of oneself might help one develop better levels of self-esteem.

## **Self-esteem and mental health**

Self-esteem, which relates to a person's view of their own worth, value, and ability, is an essential part of mental health. It has an effect on many aspects of a person's life, including relationships, work, and everyday activities, and is strongly linked to their sense of general well-being. While low self-esteem can result in self-doubt, inadequacy emotions, and lower confidence, healthy self-esteem entails having a positive and realistic perspective of oneself.

The online website health direct of the Australian government (2021) discussed the causes and the effects of low self-esteem we formulate it into these points:

### **The Causes of Low Self-esteem**

- Low self-esteem can be linked to early childhood experiences, such as not fitting in at school, difficulty meeting parental expectations, and neglect or abuse.
- Negative core beliefs about oneself can develop as a result of these experiences and become ingrained over time.
- Teenagers, particularly young girls, may be exposed to unhelpful messages on social media and in the media that tie their self-worth to their appearance or behaviour, leading to low self-esteem.
- Poor performance at school and bullying can also contribute to low self-esteem in teenagers.
- Stressful life events, such as unhappy relationships, bereavement, or serious illness, can also be associated with low self-esteem.

When someone experiences the causes of low self-esteem, they can really take a toll on their mental and emotional health, leading to a bunch of negative effects that can make it harder to function in their daily life.

### **The Effects of Low Self-esteem**

- Low self-esteem can lead to difficulties in relationships and work or school-related problems.
- Criticism or disapproval can be particularly distressing for people with low self-esteem, leading them to withdraw from activities and people.
- Individuals with low self-esteem may avoid situations where they feel they will be judged or compared to others.
- Some people with low self-esteem may neglect their appearance, while others may over-compensate by obsessively grooming themselves.

- Low self-esteem can also be associated with body image issues, alcohol or drug abuse, and a tendency to not stand up for oneself when bullied or abused.
- Teenagers with low self-esteem may use drugs or alcohol to fit in or cope with their feelings, experience poor body image, and may engage in early sexual activity.

To wrap up, self-esteem is essential for good mental health, as it can lead to a range of negative effects. To improve it, it is important to build a positive self-image and engage in activities that promote feelings of self-worth.

According to R.Vonk (2006) the question "Can self-esteem change?" implies that self-esteem can be enhanced. She stated that higher self-esteem is associated with higher mental and physical health and stability in relationships.

To raise self-esteem, people should:

- Learn to attribute their failures and moral transgressions to external or unstable causes.
- Selectively remember successes.
- Focus on their positive qualities.
- Compare themselves with others who are less well off when things are bad.

These strategies can help to increase self-esteem.

## **Conclusion**

This chapter shows that from the different historical perspectives the study of self-esteem has evolved over time. However, various hypotheses have been found including Self-discrepancy theory, sociometer theory, self-evaluation maintenance theory, and terror management theory. Along with this Maslow's Hierarchy of needs theory suggests that human beings have a hierarchy of needs that must be fulfilled in a specific order for optimal

psychological well-being including psychological needs, safety needs, love needs, esteem needs, and the needs for self-actualization. Overall, Maslow's hierarchy of needs provides a useful framework for understanding the role of self-esteem in our overall well-being, emphasizing its importance in the pursuit of personal growth and self-actualization. Moreover, there are several factors that can influence self-esteem comprising social support, a sense of control and mastery, coping strategies, stress levels, and cultural and societal norms.

Low self-esteem can lead to negative effects, such as relationship difficulties, substance abuse, and poor body image. Yet, to improve self-esteem, it is important to practice self-compassion, engage in activities that promote feelings of self-worth, and seek support from loved ones or professionals.

**Chapter Three:**  
**Field Work and Results**

## **Introduction**

In this study, we aimed to investigate the correlation between cyberbullying and self-esteem among EFL Master two students level. The issue of cyberbullying has become increasingly prevalent in recent years, with many individuals reporting negative impacts on their mental health, as a result. This especially concerns EFL students, who may already experience difficulties with self-esteem. Therefore, in this chapter, we attempt to present the collected data that would help the researcher achieve the desired aims: answers the research questions, and suggests recommendations for the research problem.

## **Research Design**

The major focus of this research is to investigate the correlation between cyberbullying and Master Two EFL learners' self-esteem. So, we depend on a descriptive method to gain results and answer the current study questions. Moreover, we choose to use the mixed-method approach because it fits the unity of this study.

## **Research variables**

The present research involves two variables: the dependent variable (self-esteem) and the independent variable (cyberbullying). The main aim is to investigate the relationship between cyberbullying and Master Two EFL learners' self-esteem.

## **Population and Sample**

The population for the current study is Master two EFL students at the University of Mohamed Kheider at Biskra. The choice was not made randomly; it was under a multitude of circumstances. At this level, students are aware of the concept of Cyberbullying that leads them to understand the notion of self-esteem. On the other hand, master's students are expected to already face and experience this behaviour during their previous years of studying.

To collect the data from the students, we utilize a structured questionnaire; this method allows us to discover the students' perceptions about the topic and their attitudes toward the negative effects of cyberbullying on their self-esteem.

## **Data collection**

The data collection tools tend to achieve numerous objectives, test the validity of the hypotheses, and answer the questions of the research that is included by a student's questionnaire to receive the student's perception of Cyberbullying behaviour and self-esteem and the correlation between these variables

## **Students Questionnaire**

### **➤ Description of Students Questionnaire**

The Questionnaire was designed for Master Two EFL students (Science of The Languages branch) at the University of Mohammed Kheider (Biskra). In the population, which consisted of a total of (132) students, we chose a sample that included 40 students. The purpose of the questionnaire is to discover students' experiences with cyberbullying, the level of their self-esteem, and determine how cyberbullying behaviour correlated with to their self-esteem.

The structured questionnaire had three main sections that each contained open-ended and closed-ended questions. For the closed-ended questions, students were required to select an answer from multiple options or choose either "Yes" or "No." Open-ended inquiries, on the other hand, allowed students to give justification or evidence for their responses.

**Section One: Cyberbullying**

It focuses mainly on Cyberbullying behaviour, and comprised 06 questions. The first question is about how often they have been cyberbullied in their past years at the university by selecting one of these terms (never, rarely, occasionally, frequently, and always). The second question deals with choosing forms of cyberbullying that they have experienced (Verbal attacks or insults, rumours or gossip, exclusion or social isolation, threats or intimidation, impersonation or hacking) and the option (other) that followed with a specification. In the third question, the respondent is required to pick up how they typically respond to cyberbullying from the following options (Ignore it, block or unfriend the bully, respond with a counterattack, report it to an authority figure, seek emotional support from friends or family) and the option other than specification. The fourth question focuses on students thinking, do they think cyberbullying is a serious issue by choosing (yes or no) followed by a justification of the selected answer. The fifth question asks the students about the main causes of cyberbullying by selecting one option from the following (anonymity, social media, personal grudges, insecurity, others) followed by a justification of the selected answer. We ended this section by asking what steps they think can be taken to prevent cyberbullying.

**Section Two: Self-esteem**

It emphasizes self-esteem and contains 05 questions. The first question is about the respondent's definition of self-esteem. The second question is used to identify the rate of their overall self-esteem (very low, Low, Moderate, high, very high). In the third question, the respondent is required to determine what factors they think influence a person's self-esteem by selecting one option from the following (personal achievement, social support, cultural and societal factors, mental health, trauma and abuse, others) followed by a justification of the selected answer. The fourth question is used to determine how cyberbullying has affected their self-esteem according to the respondent (not at all, a little bit, somewhat, quite a bit, very much).



The last question is about the respondent's ability to cope with cyberbullying by choosing (not at all confident, a little bit confident, somewhat confident, quite confident, very confident).

### **Section Three:** Correlation between cyberbullying and Master two students' Self-esteem

The section contains 06 questions. The first question is about the students' witnessed or experienced cyberbullying in their Master two-level, answering by yes or no. After that, we ask the participants how they would rate their self-esteem during their Master two-level, on a scale of 1 to 10. Furthermore, we asked them if they do think there is a correlation between cyberbullying and self-esteem in Master two students, the answer is by yes or no, following it by a justification. In the fourth question we asked the participants if they have noticed any changes in their self-esteem due to cyberbullying during their Master two programme, the answer is by yes or no, and if it is yes they have to describe the situation. Moreover, we asked them if they feel that universities and other institutions should do more to prevent cyberbullying, answering by yes or no, following their answer by a justification. Finally, we asked about the respondent's opinion of what measures they do think can be taken to improve the self-esteem of Master Two students who have experienced cyberbullying, by selecting one of these options (Counselling, peer support, positive reinforcement, others) following the selected answer with a justification.

#### ➤ **Administration of the Questionnaire**

The official version of the questionnaire was edited and designed by using Google Forms; then, it was distributed online to the target sample which is Master two students and shared through the Gmail platform.

#### ➤ **Analysis of Students' Questionnaire**

##### **Section one:** Cyberbullying

**Item 01:** How often have you been cyberbullied in the past years in university?

<b>How often have you been cyberbullied in the past year in university?</b>		Frequency	Percent
Valid	Always	1	2.3
	Frequently	2	4.5
	Never	12	27.3
	Occasionally	10	22.7
	Rarely	19	43.2
	Total	44	100.0

**Table 01: Cyberbullying Frequency of the Students past years**

The data collected through this question revealed that 43.2% of the students have been rarely cyberbullied in their past years at university. In addition, 27.3% of the participants claimed that they have never been cyberbullied in their university past years; whereas, 22.7% of them assumed that they have been occasionally cyberbullied. 4.5% of our sample stated that they have been frequently cyberbullied. On the other hand, only 2.3% of the participants have been always cyberbullied in their past years at university.

**Item 02:** what form(s) of cyberbullying have you experienced

What form(s) of cyberbullying have you experienced? ( select all the apply)			
		Frequency	Percent
Valid	Exclusion or social isolation	7	15.9
	Impersonation or hacking	2	4.5
	Other	5	11.4
	Rumours or gossip	17	38.6
	Verbal attacks or insults	13	29.5
	Total	44	100.0

**Table 02:** students experience of cyberbullying forms

We asked this question to identify cyberbullying forms that the students experienced before. The participants' answers are represented in the above table. 38.6% of the students experienced Rumours or gossip. Others 29.5% faced verbal attacks or insults cyberbullying form. Besides, 11.4% of the students chose other option of cyberbullying form. And 4.5% of the students experienced impersonation or hacking cyberbullying form.

**Table 03:** The following table represents the specification of the students who selected ‘other ‘

What form(s) of cyberbullying have you experienced? ( select all the apply)	Please specify
Other	Mocking me from my way of talking
Other	Never
Other	No specification
Other	I have never experienced cyberbullying
Other	Never being bullied

**Item 03:** How do you typically respond to cyberbullying?

How do you typically respond to cyberbullying?			
		Frequency	Percent
Valid	Bock or unfriend the bully	10	22.7
	Ignore it	25	56.8
	Other	2	4.5
	Report it to an authority figure (e.g., teacher, parent)	1	2.3
	Respond with a counterattack	2	4.5
	Seek emotional support from friends or family	4	9.1
	Total	44	100.0

**Table 04 :** Student's Responds to cyberbullying

The data collected through this question revealed that 56.8% of the students respond to cyberbullying by ignoring it. In addition, 22.7% of the participants claimed that they block or unfriend the bully as a response to cyberbullying; whereas, 9.1% of them assumed that they seek emotional support from friends or family. 4.5% of our sample stated that they are respond with a counterattack, while the other 4.5% choose the option other. However, 2.3% as a response cyberbullying they Report it to an authority figure (e.g., teacher, parent).

**Table 05:** This table represents student specification of the option “other”

How do you typically respond to cyberbullying?	Please specify
Other	It depends on the situation
Other	cyberbullying them

**Item 04:** Do you think cyberbullying is a serious issue?

Do you think cyberbullying is a serious issue?			
		Frequency	Percent
Valid	No	1	2.3
	Yes	43	97.7
	Total	44	100.0

**Table 06: Students thinking of cyberbullying**

The finding of this question reveals that 97.7% of the participants think that cyberbullying is a serious issue while only 2.3% do not think that it is a serious issue.

**Table 07:** This table represents the student's justification of the answer Yes or No

<b>Do you think cyberbullying is a serious issue?</b>	<b>If Yes or No, justify</b>
Yes	Because it can have significant negative effects on a person's mental health, emotional well-being, and overall quality of life.
Yes	It is dangerous because some individuals can go to the extreme only to harm other people or cause them problems in their lives
Yes	Cyberbullying could lead to harmful results if not taken seriously. Suicide is one of the main results of cyberbullying besides other mental health issues...
Yes	It heart and lead the person to overthinking
Yes	Because it affect my psychological side.
Yes	Making psychological problems
Yes	Yes it is because there are some people with fragile personalities and that would destroy them
Yes	It is considered one of the forms of abuse so it can negatively affect the victim's mental health leading to stress, anxiety, suicidal thoughts or even trauma.
Yes	Because it causes mental health and psychological issues

Yes	It tend to harm the people physically or emotionally, that mean it can make them having a terrible psychological issues.
Yes	Because it won't stop at cyber bullying it will develop into the real life and that is the serious issue
Yes	Because it hurts the person being bullied, and it may have a lot of negative psychological effects on the person.
Yes	People with weak personalities will get offended by listening to those bullies and take risky decisions to end whatever the situation they're involved in. in all cases pleasing people to clear up your image isn't the solution.
Yes	Because It could deeply damage the person' academic and social life
Yes	Because it may lead to mental therapy issues
Yes	Yes it is, there are so many people who can't handle it that they have no choice but to commit suicide...
Yes	Surely it's a serious problem because it affects their character.
Yes	Because sometimes people do it consciously and for a reason
Yes	It can lead to some kind of Psychological problems
Yes	because cyberbullying is people speaking behind screens and that's a trouble

Yes	Affects pupils in terms of : their confidence, study and self esteem
Yes	It can affect people especially when they are feeling low and can lead to disrupt the psychological and mental stability of the person
Yes	Suicide is a serious issue, as it can be caused by a negative ego association which can stop someone from dancing in public for the rest of their lives. Young people may not have developed the opinions to protect themselves from aggression. Parents should take severe measures to protect their children from cyberbullying, such as counseling or therapy, and have the abusers face criminal charges. So yes, it is a serious issue.
Yes	it can literally be fatal sometimes if the "bullied" person is sensitive
Yes	yes because it may affect the mental health of the victim
Yes	Harmful
Yes	Yes it is dangerous on psychological health of the student or human being in general
Yes	It may affect negatively in human's emotions
Yes	It may lead to psychological issues such as sociopath, trust issues, less confidence... and other issues, which



	strongly affect the student performance in the EFL classroom
No	only people with weak personalities are affected by cyberbullying ,so it's not a big deal
Yes	Because it may affect badly on people especially when they have a poor personality
Yes	It is can be traumatic
Yes	Well because we are not all the same .Some can be hurted more than others so they lose their mental health and became depressed and sad because of someone else words and bullying .
Yes	Some people are emotional
Yes	It is a serious issue because people are easily can be affected about what people say about them.
Yes	because these days people are so much sensitive than the other past generators i guess, so you have to be careful of what you are saying as a result probably you'll hurt someone's feelings or get him to thinking that his not worthy.
Yes	Because it will reduce the confidence of the person being cyberbullied.
Yes	Yes, because it destroys self-confidence, anxiety, and can lead to depression.
Yes	it is
Yes	It affects our ability to study and do social activities

Yes	Because this results psychological problems
Yes	Because it may lead to depression and suicide
Yes	Cyber bullying is all over the social media. People are using it as a "trend" to appear cool and following the latest trends, but in fact it has a deep impact on the victim. For instance, when someone is being mocked and laughed at, they will feel deeply hurt and their self-esteem will be at its lowest. It might even lead to depression and sometimes suicide. Therefore, we should act up against all types and forms of this action.

**Item 05:** what do you believe are the main causes of cyberbullying?

What do you believe are the main causes of cyberbullying?			
		Frequency	Percent
Valid	Anonymity: The ability to hide behind a screen	14	31.8
	Insecurity: Cyberbullies may feel insecure about themselves and their place in the world	15	34.1
	Others	3	6.8
	Personal grudges: Cyberbullying can also arise from personal conflicts or grudges	8	18.2
	Social media: The prevalence of social media and the ease of sharing information online	4	9.1
	Total	44	100.0

**Table 08: Student's belief of the main causes of cyberbullying**

This question aims at identifying the main causes of cyberbullying which. According to 34.1% of the students, insecurity is the main cause of cyberbullying, while 31.85% claimed that anonymity is the main cause of cyberbullying. However, 18.2% of the respondents stated that Personal grudges are the cause of it. 9.1% of the students believe that the main cause of cyberbullying is social media, and on the other hand, 6.8% of the students think that there are other causes of cyberbullying.

**Table 09:** This table represents the student's justification of the cause option selection

What do you believe are the main causes of cyberbullying?	Justify
Anonymity	Because it allows individuals to hide their true identity and avoid accountability for their actions.
Insecurity	I believe psychological factors such as jealousy, hatred, or low self-esteem are direct causes for such phenomenon and they can all be derived from the feeling of insecurity and someone feeling inferior to someone else.
Anonymity	I believe that being anonymous on social media is the main reason because cyberbullies can get away without any punishment.
Social media	Express their feelings and ideas behind the screen
Others	Because of joules.
Others	Some people think that they are perfect, and cyberbullying the other person, and when they cyberbullying they feel are complete but they are zero person
Insecurity	Definitely out of insecurity because only insecure people would bully to hide what they are lacking
Anonymity	If their identities are not revealed, they rarely get caught and punished.
Insecurity	Self confidence

Social media	Social media plays a crucial part of BULLYING in this generation because it tend the bully to attack any one without know who is using harm comments or verbal attacks...
Others	All of the above
Social media	Because people who are addicted in social media, they will be impact by any expressions. Also, because anyone can express and say any speech.
Insecurity	Insecure people will do anything to feel satisfied.
Insecurity	Bullies often tend to hurt weaker people to feel better because they suffer from psychological problems such as low esteem problems and poor school performance
Personal grudges	Some people have personal struggles with themselves and that's because of the action and situation that they had to leave maybe
Insecurity	He is usually weak in person so he has to bully the common in order to make up for that deficiency
Insecurity	Maybe this will help them to feel better because some people are sick and can't handle others to be better than them.
Personal grudges	The most cases of Cyberbullies can arise from psychological issues
Insecurity	I think people do this to make those around them feel inferior
Anonymity	mainly the bully is a person which have a weak personality and tries to hinder others self-esteem to make him feel predicted and ease to himself
Insecurity	Cyberbullies may feel more powerful if they harm others since they were in the same place before.

Insecurity	It can also be just from toxicity there are people who enjoy being toxic to others on social media
Personal grudges	No Justification
Anonymity	being anonymous spares you the consequences of bullying anyone
Anonymity	I do believe that anonymity is one of the main reasons because they can hide and bully freely
Anonymity	because they can disappear and escape or appear in a fake personality
Personal grudges	Noticed that people who do so sometimes are enjoying making fun of others.
Anonymity	being idle and doing nothing ,leads u to bully others
Anonymity	Because most of the bullies are not courageous to do it in person
Insecurity	Only those who have been hurted before can hurt the others
Insecurity	I don't think that anyone with self-love and secure personality and mind will hurt anyone around them with words or anything because they know that these acts are immature and childish.
Anonymity	The freedom
Insecurity	Usually cyberbullies have issues with themselves, one of them is lack of confidence. That's why they use cyberbullying just to break down other people and make them feel bad just to calm their ego.
Anonymity	sitting behind the screen make people take the anger out, and their true mask being unleashed

<p>Anonymity: The ability to hide behind a screen</p>	<p>The ability to hide behind screen lead to that , because no one will know you when insult or hurt people.</p>
<p>Personal grudges</p>	<p>unsecured people</p>
<p>Personal grudges</p>	<p>Bullying people often have personal issues</p>
<p>Anonymity</p>	<p>Because the perpetrator believes that he will escape punishment and that it is difficult to reach or identify him</p>
<p>Personal grudges</p>	<p>When they experienced a bad childhood or a another serious issues which cause to them a self-underestimated with the feel of lonely and hated it became a bully behind the screen</p>
<p>Insecurity</p>	<p>People who think they are inferior to others will try to bring people down so they satisfy their egos whereas they are the ones who need serious treatment.</p>

**The Second Section: Self-esteem****Item 01:** How do you define Self-esteem?

<b>How do you define self-esteem?</b>
self-esteem is a person's subjective evaluation of their own worth and values as a human being
The sense of value and worthiness that one associates with himself.
Self-esteem is the image that a person gives to himself.
The one's confidence and respect to himself
Self-esteem in my opinion is to motivate yourself of test yourself to know your abilities.
To trust in yourself whatever is your situation in the society
It is the way we view our selves and it could be affected by people or insecurities within us
Self-esteem is the way I value myself as a person.it defines people's self-worth and influences their thoughts and actions eventually.
The identity of the person
Self-esteem is the overall subjective evaluation of one's worth and value as a person, based on their beliefs, feelings, and perceptions about themselves
Service team is the power of motivating ourselves by achieving what's best for us and get motivating to do more
Is the level of confidence and abilities.
Confidence and owning self-respect.
It's how we value ourselves



Self-confidence ,self-complacence and self-love
Do not beg
Just be you
The consciousness of the person's abilities and capacities
how we value and perceive ourselves
my strong character and confidence in me
How we value ourselves.
It is how the person values him/herself regardless of what everyone else says so it is how the person sees him/herself
Self-esteem is how we see and appreciate ourselves. It is founded on our self-perceptions and beliefs, which can be difficult to modify. This is often referred to as self-assurance.
one's picture of their own value
self-esteem is the worth and the good image of a person
To be certain about yourself
self-esteem is the image of the person
Ourselves.
The external piece , the acceptance, and the appreciation of a person towards himself
the degree to which an individual likes and accepts themselves
You have your worth even when people tell you bad things about you
Confidy
Knowing ur worth and rights in all situations so u save them , and to know others worth and rights so u respect them

Self-esteem =self-love self-respect
Self-esteem means loving yourself and accept it with all your specifications and flaws
acceptance, confidents
the way you think and feel about yourself
Normal
high Personal value
It is how we value and perceive ourselves.
How we value and perceive ourselves
Self esteem is the way people see themselves. It is the driving force to keep them alive and moving forward. It helps people to either grow or wither.

**Table 10: student's definition of self-esteem**

We can assume that the majority of the participant's definitions are similar and gave the overall idea of self-esteem.

**Item 02:** How would you rate your overall self-esteem?

How would you rate your overall self-esteem?			
		Frequency	Percent
Valid	High	20	45.5
	Moderate	15	34.1
	Very high	8	18.2
	Very low	1	2.3
	Total	44	100.0

**Table 11: Rate of Student's Self-esteem**

The questionnaire findings show that 45.5% of students have high self-esteem while 34.1% of the participants said that they consider their self-esteem moderate. Also, we found that 18.2% of students have very high self-esteem. 2.3% of the student's self-esteem is very low.

**Item 03:** What factors do you think influence a person's self-esteem?

<b>What factors do you think influence a person's self-esteem?</b>			
		Frequency	Percent
Valid	Cultural and societal factors: The values, beliefs, and norms of the culture or society a person belongs to	3	6.8
	Mental health: Mental health issues, such as depression or anxiety	4	9.1
	Personal achievement: Accomplishments in areas such as academics, career, and hobbies	20	45.5
	Social support: Positive feedback and encouragement from friends, family, and other significant people	6	13.6
	Trauma and abuse: Experiences of trauma or abuse can have a significant impact on a person's self-esteem.	11	25.0
	Total	44	100.0

**Table12:** Student's opinion of the influencing factors of a person's self-esteem

The majority of the students 45.5% stated that personal achievement factor influences a person's self-esteem. While 25.0% of the participants suggested that trauma and abuse impact a person's self-esteem. Moreover, 13.6% of the participants proposed that social support influences a person's self-esteem; whereas 9.1% think that a person's self-esteem is influenced by mental health factors. And only 6.8% of the students claimed that Cultural and societal factors affect a person's self-esteem.

**Table 13:** The table below represents students' justification of the option selection

<b>What factors do you think influence a person's self-esteem?</b>	<b>kindly justify</b>
Personal achievement	When individuals accomplish something that they set out to do, it can be boost their confidence and make them feel good about themselves
Personal achievement	Personal achievements are the result of one's own work, discipline and production. The more positive achievements one have the higher his or her self-esteem gets
Personal achievement	I think that a person's self-achievement are the most important thing for a high self-esteem because the person would be proud of what he has accomplished, the more he achieves the more high his self esteem increases.
Personal achievement	The person when he achieve his goals will feel proud and that make the level of his self-esteem high

Mental health	When you are depressed and feel anxiety you will normally give up and feel tried
Cultural and societal factors	The effect of the society believes that make person under pressure of cyberbullying
Personal achievement	Comparison and the lack of support and appreciation
Personal achievement	I would say that all what mentioned above can negatively or positively shape people's worth in their eyes. Accomplishments for example can boost self-esteem leading to more work, besides social support can serve as a form of encouragement. On the other side, societal norms (the negative ones), mental health issues and trauma can dampen one's self-esteem esteem because they trigger negative self-talk and doubting
Personal achievement	People needs self achievement to rule their life's
Personal achievement	The achievement we made in our lives can increase our self-esteem because it make the person to gain more confidence of himself
Personal achievement	It is continuous the well you do the better you will the better you will the best listen situation gets
Social support	Because when my family supported me I feel like I can do anything , I achieve what I want
Personal achievement	In my opinion when I achieve my goal successfully my self-esteem goes higher.
Cultural and societal factors	Sometimes when people lives in societies that limit individuals to feel better to themselves

Personal achievement	In this life every personal achievement has a unique feeling and satisfaction to the person
Trauma and abuse	Exposure to disappointments and mistreatment from the closest people
Social support	Also mental health
Mental health	Since your mental health can control your psychology and feeling so that can influence your self esteem
Trauma and abuses	It makes the person always afraid of the surroundings around him
Cultural and societal factors	the culture and society that the person molded in simply shape the personality of the individuals
Social support	We can't deny the fact that other's opinions about us matters especially our loved ones. Our self-esteem may be low or high depending on how our entourage react to our achievements.
Trauma and abuse	When a person is getting abused he'll feel that he is nothing, worthless especially from family member as a result this can affect their self esteem
Personal achievement	more accomplishments would make you more confident, and thus improving your self-esteem
Personal achievement	because when someone's self-esteem is ill and low he/she is going to lose and fail in achieving more personal goals
Mental health	losing his her worth leads to depression
Personal achievement	Personal achievements are a strong evidence to be confident

Trauma and abuse	Traumatas can reduce self esteem
Trauma and abuse	Trauma can mentally stay with the person for a lifetime
Mental health	Ur the only one responsible about your self-esteem ,so learn to love it and accept it and don't let anyone brick your confidence
Trauma and abuse	Childhood experiences form person persona
Trauma and abuse	Trauma and abuse from different people lead to lack of confidence and hate themselves
Personal achievement	personal achievement make you feel great about yourself and more happy
Trauma and abuse	Trauma and low self- esteem are closely connected.
Trauma and abuse	triggers insecurity
Personal achievement	When you feel that you reach your dream and touch it you going to feel this rush of confidence
Social support	I've always thought that my self-esteem was my own business, but every time I do something and I get a small compliment groom my parents or friends I do feel great and motivated to do more to hear those compliments and make myself happy.

**Item 04:** How has cyberbullying affected your self-esteem?

<b>How has cyberbullying affected your self-esteem?</b>			
		Frequency	Percent
Valid	A little bit	19	43.2
	Not at all	16	36.4
	Quite a bit	1	2.3
	Somewhat	6	13.6
	Very much	2	4.5

**Table 14: Student's cyberbullying affection of self-esteem**

According to 43.2% of the participants cyberbullying affected their self-esteem a little bit. In addition, 36.4% of the participants declare that their self-esteem is not at all affected by cyberbullying. However, 13.6% of the participants asserted that somewhat cyberbullying affected their self-esteem. Additionally, 4.5% of the participant's self-esteem is very much affected by cyberbullying, but 2.3% of the participant's self-esteem is quite a bit affected by cyberbullying.



**Item 05:** How confident do you feel in your ability to cope with cyberbullying?

<b>How confident do you feel in your ability to cope with cyberbullying?</b>			
		Frequency	Percent
Valid	A little bit confident	3	6.8
	Not at all confident	3	6.8
	Quite confident	19	43.2
	Somewhat confident	8	18.2
	Very confident	11	25.0
	Total	44	100.0

**Table 15: The student's confidence to cope with cyberbullying**

As shown in Table 15, 43.2% of the students reported that they are quite confident to cope with cyberbullying. Furthermore, 25.0% of the students are very confident to cope with cyberbullying. In addition, 18.2% of the students report that they are somewhat confident in coping with cyberbullying. While 6.8% of the students claimed that they feel a little bit confident to cope with cyberbullying, and 6.8% of them are not at all confident in coping with cyberbullying.

**Section Three:** The Correlation between cyberbullying and self-esteem**Item 01:** Have you witnessed or experienced cyberbullying in your Master two level?

<b>Have you witnessed or experienced cyberbullying in your Master two level?</b>			
		<b>Frequency</b>	<b>Percent</b>
<b>Valid</b>	<b>No</b>	33	75.0
	<b>Yes</b>	9	20.5
	<b>Yes, No</b>	2	4.5
	<b>Total</b>	44	100.0

**Table 16: Student's experience of cyberbullying**

The findings of this question indicate that 75.0% of the students have not witnessed or experienced cyberbullying in their Master two-level, on the other hand, 20.5% of the students have witnessed and experienced cyberbullying during their Master two level.

**Item 02:** On a scale of 1-10, how would you rate your self-esteem during your Master two level?

<b>On a scale of 1-10, how would you rate your self-esteem during your Master two level?</b>			
		<b>Frequency</b>	<b>Percent</b>
Valid	No answer	1	2.3
	10	4	9.1
	11	1	2.3
	4	2	4.5
	5	2	4.5
	6	3	6.8
	7	5	11.4
	7.5	1	2.3
	8	17	38.6
	9	6	13.7
	9.5	1	2.3
	I didn't	1	2.3
	Total	44	100.0

**Table 17: Rate of students' self-esteem on a scale of 1-10**

As shown in Table 17, most of the participants 38.6% declared that their self-esteem rate is 8. Moreover, 13.7% of the participants asserted that 9 is the overall rate of their self-esteem. Also, 11.4% of the participants assumed that their self-esteem rate is 7. Moreover, 9.1% of the participant's self-esteem rate is 10. Furthermore, 6.8% of the students considered 6 as the rate of their self-esteem. 4.5% of the students go for rates 5 and 4. As well as, 2.3% of the student stated that their self-esteem rate is 9.5, whereas 2.3% of the students choose 7.5

as a rate for their self-esteem. However, 2.3% of the students did not answer, and 2.3% of them gave a rate over that 10.

**Item 03:** Do you think there is a correlation between cyberbullying and EFL Master two students' self-esteem?

<b>Do you think there is a correlation between cyberbullying and EFL Master two students' self-esteem?</b>			
		Frequency	Percent
Valid	No	16	36.4
	Yes	27	61.4
	Yes, No	1	2.3
	Total	44	100.0

**Table 18: Students thinking of the correlation between cyberbullying and EFL Master two students' self-esteem**

Table 18 shows that the majority of the students 61.4% believed that there is a correlation between cyberbullying and EFL Master two students' self-esteem, besides 36.4% of the students do not believe that there is a correlation.

**Table 19:** The Following table represents the student's justification of the answer selection yes or no

<p><b>Do you think there is a correlation between cyberbullying and EFL Master two students' self-esteem ?</b></p>	<p><b>If Yes or No, please justify</b></p>
Yes	Because cyberbullying can have a negative impact on the self-esteem.
Yes	Yes, the higher an M2 student self-esteem is the less he would be affected by cyber bullying (and the opposite is true)
No	It is not necessarily that EFL M2 students are the most affected, because cyberbullying can touch all levels in all domains.
Yes	Being a victim of cyberbullying has a greater effect on adolescents' self-esteem and suicidal ideation.
No	No because we are young enough to ignore cyberbullying and for me is experienced cyberbullying and i learned from it to be more confident
No	I don't think that
Yes	Yes especially if bullying is coming from your teachers

No	If self-esteem is appropriately established and nurtured, cyberbullying won't affect it.
Yes	No
Yes	It is possible that there is a correlation between cyberbullying and EFL Master two students' self-esteem. Cyberbullying can negatively impact one's self-esteem and self-worth, leading to a decrease in confidence, motivation, and academic performance. However, further research would be needed to establish a direct correlation between these two factors.
Yes	Maybe it disappoint you and lower your abilities and block your thoughts so you won't present The Best of you and that's a serious problem
Yes	When cyberbullying happens, students maybe demotivated and discouraged to continue their study. Besides, they will hurt.
Yes	Personally I experienced cyber bullying this year, but I personally ignored it and didn't care.
Yes	Actually It depends on the individual personality, if someone have really strong self-esteem it will not affect them generally; and vice versa.
Yes	Yes ,because the students at this level have lived many things (cyber bullying ) during their studies from first year to their last year at university so they are so mature now
Yes	Cyberbullying can effect self-esteem and make it low

No	With the people I study with, I feel that there is a connection, as we suffer from the same problems and crises.
Yes	obviously if your classmates bullies' you that will leave a mark it doesn't matter how hard it get to you but it will leave a mark
Yes	Yes and this can affect their research process since they will lack confidence and their self-esteem will decrease
No	I don't think there's a correlation
Yes	obviously being cyberbullied will affect your social life and mental health , which in turn have an effect on your self esteem
Yes	yes there is a correlation between cyberbullying and self-esteem because the more the student is under attack of cyberbullying the more his self-esteem is becoming low
Yes	yes those who have had face cyberbullying behaviour their self-esteem becomes low
No	M2 students are adults , and usually they are aware of the effects of cyberbullying
No	it answered that in the first question briefly, I HAVEN'T experienced cyberbullying
Yes	They can get bad marks even though they they're good
Yes	They're related , if ur r cyber bullied your self-esteem can get lower and that can affect your learning process
No	Ur year or grade are not important
Yes	Cyberbullying can be for life

No	I don't think it has any correlation between the two but it differ from someone to the other, because people experience life differently
Yes	Bullying may break their self-confidence
No	No Justification
Yes	What
Yes	Student who experienced it have low self-esteem therefore low achievement
Yes	No Justification.
Yes	Yes of course, when the self-esteem became low even the study way or the career damaged
Yes	When people keep telling you that you are not doing well and it is late for you to finish your work. You will start overthinking and your confidence disappears and you will believe that you won't be able to do anything.

**Item 04:** Have you noticed any changes in your self-esteem due to cyberbullying during your master two level?

Have you noticed any changes in your self-esteem due to cyberbullying during your Master two level?			
		Frequency	Percent
Valid	No	34	77.3
	Yes	10	22.7
	Total	44	100.0

**Table 20:** The student's self-esteem changes due to cyberbullying



As revealed in Table 20, we asked the students if they noticed any changes in their self-esteem due to cyberbullying. 77.3% of the students answered by no they do not notice any changes in their self-esteem due to cyberbullying during their Master two level, while 22.7% of them confirmed by yes they did notice any changes in their self-esteem.

**Table 21:** The following table represents the justification of the students who answered the question with a ‘yes’

Have you noticed any changes in your self-esteem due to cyberbullying during your master two level?	If yes, please justify
<b>Yes</b>	Not really, but it might cause some feelings of self-doubt sometimes
	As I said above I became more stronger and confident
	Somehow yes because of the teachers and their lack of support
	I was creative and passionate and by cyberbullying it close them all
	ego boost

yes to be honest I faced some rumours and attacks during my past years and that impacted my view to myself I start see myself in a negative way
it becomes low because of the rumours that changed my life completely
Less cyberbullying high level of self-esteem
made me more mature
It makes me very and so confident

**Item 05:** Do you feel that universities and other institutions should do more to prevent cyberbullying?

<b>Do you feel that universities and other institutions should do more to prevent cyberbullying?</b>			
		Frequency	Percent
Valid	No	8	18.2
	Yes	36	81.8
	Total	44	100.0

**Table 22: The student’s opinion of cyberbullying prevention**

The majority of the students 81.8% believed that universities and other institutions should do more to prevent cyberbullying, while a few of the students 18.2% do not feel that universities and other institutions should do more to prevent cyberbullying.

**Table 23:** The following table indicates the justification of the student's answer by yes or no

<p><b>Do you feel that universities and other institutions should do more to prevent cyberbullying?</b></p>	<p><b>kindly justify</b></p>
<p>Yes</p>	<p>universities and institutions should have a duty of care to their students</p>
<p>No</p>	<p>I do not believe that it is the university's responsibility to deal with such phenomenon. It is a personal and psychological problem that every individual should work on by his own. The only way universities can help I believe is by recruiting professional psychologists to support students through the process</p>
<p>No</p>	<p>I do not think so because universities and other institutions are mainly irresponsible for cyberbullying that happens withing their walls. However, I believe they are only responsible when</p>

	the cyberbully appears to be a teacher in the university or a worker in the institution.
Yes	To make students feel secure and help them to improve their levels of proficiency of languages
Yes	Because it is the duty of universities to offer the students comfort and let them study comfortably
Yes	To protect others ,to feel free
Yes	I don't know how they should put an end to it but supporting students and making them feel appreciated and worthy would be a good snapback against bullying
Yes	Universities should be a safe academic space where students and staff should practice their duties and rights safely. In this sense, students and teachers are all together involved in preventing such a phenomenon.
Yes	No
Yes	Indeed, administration of university should put a laws to prevent cyberbullying since we have noticed many actions of this issue
Yes	It kills talent and the desire of giving the best of us in every way so the job won't get done
Yes	Because it is a bad behaviour that affect student's performance.

No	I don't think so, people always talk in a good or bad way.
Yes	They must stand for the students that cannot defend themselves
Yes	That's will avoid many and many physical and mental problems
Yes	In order to build a confident students so that cannot affect their educational journey
Yes	For example, expelling bullies or punishing them by repeating the school year
Yes	because we are learners we are here to learn and people who laugh or bullies someone who wants to learn that person is ignorant
Yes	It should organize more lectures on this issue and strictly punish bullies
Yes	Just to create a safe comfortable zone for everyone a space that is clear from toxicity
Yes	since it is a serious
No	i don't think there is anything that can be done by universities to prevent cyberbullying
Yes	yes they should do more rules that punish these Cyberbullies that behaviour may lead to suicide
Yes	yes universities should prevent the students not only kids may be in pain but also adults
Yes	It affects the learners performance

No	Because it's NOT A BIG DEAL
Yes	Make some serious decisions toward those bullies
Yes	People need to be aware of the cyber bullying effects, as universities have many students , it can be a perfect environment to prevent such issues
Yes	Cus this phenomenon is spreading more during these lately years
Yes	Bullies should be punished and do not take their acts for granted
Yes	By avoiding using social media all time and replaced by other beneficial activities
Yes	it would be great if people have somewhere to go to when they are threating or insulted, but i don't think most of the university are capable of doing so
Yes	Because it has a profound effect, especially on students with weak personality.
Yes	No Justification
Yes	because it's always there
Yes	It is good way to heighten self esteem
Yes	It's their job to cut this issue and make it end
Yes	Administration of universities are already aware of this and they are taking serious actions such as expelling students, etc.

**Item 06:** What measures do you think can be taken to improve the self-esteem of Master two students who have experienced cyberbullying?

<b>What measures do you think can be taken to improve the self-esteem of Master two students who have experienced cyberbullying?</b>			
		Frequency	Percent
Valid	Counseling: Provide individual or group counseling sessions with a mental health professional to help students process their experiences and develop coping strategies.	13	29.5
	Others	3	6.8
	Peer support: Create a supportive environment where students can share their experiences and receive support from their peers to help reduce feelings of isolation and improve self-esteem.	10	22.7
	Positive reinforcement: Recognize and reinforce students' positive qualities and achievements to help improve their self-esteem and sense of self-worth.	18	40.9
	Total	44	100.0

**Table 24:** The student's choice of measures to improve student's self-esteem

Table 24, indicates that 40.9% of the students considered Positive reinforcement measures can be taken to improve student's self-esteem. In addition, 29.5% of the students claimed that Counselling can be taken as an improvement measure of students' self-esteem. Besides, 22.7% of the students stated that peer support measures can be taken in order to improve students' self-esteem. However, 6.8% of the students believe that there are other measures to improve student's self-esteem.

**Table 25:** The following table represents the justification of the student's selected option.

<b>What measures do you think can be taken to improve the self-esteem of Master two students who have experienced cyberbullying?</b>	<b>Please justify</b>
Positive reinforcement	that could be beneficial to students
Counseling	Psychological professional assistance can make the process more efficient and less time consuming
Counseling	The only way to help is by providing an environment where students can talk about their experiences with cyberbullying in order to reduce the mental stress it caused, and to be able to recognize the proper way to act in such occasion.
Positive reinforcement	Positive reinforcement lead students to make good efforts



Counseling	The mental health support is the main point to make students ignore cyberbullying.
Others	Just ignoring the cyberbullying, and trust in him self, and try to talk with his family because the family is the strong supporter for hem
Positive reinforcement	All of the above tbh
Counseling	I've chosen the first option, but in fact I see that peer support and positive reinforcement are also equally important.
Peer support	Peer support
Counseling	The mental or psychological sessions can help the bullies to stop their actions because they may have some mental issues leads them to attack people.
Others	Sleeping well do some sports contact with the right people sell motivation and a good vibes from the other
Peer support	Because they are maybe friends, they can talk and advice together. They also can share their experiences to learn from it.
Peer support	Individual in their nature need People to communicate, so basically they need support to build a strong personality

Positive reinforcement	Positivity is a good thing specially for people how suffer from cyber bullying the positive reinforcement will absolutely help them move on
Positive reinforcement	By Making a positive reinforcement can help students in making strong personal
Positive reinforcement	Because good stimulation helps to overcome psychological crises
Peer support	its all about the environment I think if we could make students share and have a nice and sharing environment with each other the bullying will be less .
Peer support	This can reduce their feel of loneliness and know that they are not alone
Positive reinforcement	If they have high self esteem logical they won't get affected by any cyber bullying
Counseling	it's always better to get professional help. sometimes issues are "worse" than what they seem to be and this can only be diagnosed by a professional therapist
Positive reinforcement	creating a positive atmosphere is a good solution to prevent students self esteem from being low

Counseling	it's a good strategy to help master students who experienced cyberbullying before and their self esteem is low
Positive reinforcement	Achievements are sufficient to improve self-esteem
Others	stop using social media
Positive reinforcement	Students need encouragements
Counseling	They need to teach them how to save their mental health and to learn how to defend themselves and maybe accept themselves and others.
Peer support	Sharing experiences is the best solution
Counseling	in my opinion consulting other is the best thing you can do
Positive reinforcement	When your confidence in your self is damaged you need to stand up again and prove that you can achieve what they told you that you can't
Counseling	The administration should establish a center or a sub-department to guide and support students. Also, there should be some campaign and events for the sake of providing help and spreading awareness

### **Discussion and Interpretation of the Student's Questionnaire**

The findings of the students' questionnaire indicate that most students have been rarely cyberbullied in their previous past years in university and that may be due to the closeness surrounding the environment (private life with close people); this kind of life discourages the occurrence of cyberbullying.

Furthermore, they experienced cyberbullying in the form of rumours or gossip due to the fact that this form is very popular nowadays and can be used to spread false or misleading information in a fast way to cause harm or embarrassment. In addition, as a reaction to this behaviour, the majority of the students claimed that they ignore it, as they may choose to ignore cyberbullying to protect their online name or image. Responding to bullying publicly may draw more attention to the situation, and not doing it, may avoid them unnecessary attention.

Moreover, the students believe that cyberbullying is a serious issue due to its negative effects on a person's mental health that damage their life. According to the students, the main cause of cyberbullying is insecurity, because cyberbullying provides the cyberbully sense of power over others, and by engaging in bullying they might believe that they will gain attention or admiration from others.

Additionally, students asserted that their self-esteem is high, because they may come from caring environments where they have received encouragement, and positive support such as family, friends, and relationships to develop their self-esteem. Besides, students believe that personal achievement is the leading factor that influences a person's self-esteem because individuals who feel capable and accomplished can view themselves in a more positive light, leading to higher self-esteem.

However, students declared that cyberbullying affected their self-esteem a little bit, because the participants may have felt some unpleasant emotions or sensations about themselves, but such feelings may not have significantly lowered their overall sense of worth or self-esteem. As well, students are quite confident to cope with cyberbullying, this confidence could be due to their better understanding of cyberbullying and their awareness of it, and this raised awareness may have encouraged students to become more capable and confident in order to deal with cyberbullying. In addition, students have not witnessed or experienced cyberbullying in their Master's two-level, and that may be due to the positive and supportive environment, where they treat each other respectfully and kindly.

Furthermore, most of the students affirmed that their self-esteem rate is 8 (on a scale out of 1- 10), due to the fact that they have a high sense of self-esteem and have faith in their personal worth and ability. Also, the majority of the students believed that there is a correlation between cyberbullying and EFL Master two students' self-esteem, because it may affect their self-esteem, confidence, and their learning process negatively.

Along with this, they reported that they did not notice any changes in their self-esteem due to cyberbullying during their Master two-level, for the reason that it is possible that a number of these students decided not to be open about their experiences. Then, more than half of the students agreed that universities should do more to stop cyberbullying because they emphasized that their academic space needs to be protected and comfortable.

Finally, the students considered positive reinforcement measures can be taken to improve student's self-esteem, because receiving supportive comments and validated feelings can help them develop confidence, and a positive self-image, and positive reinforcement create a safe and encouraging learning environment.

## **Conclusion**

In conclusion, the main goal of this chapter was to analyse, present, and discuss the data acquired from the students' questionnaire. To recap, the questionnaire was submitted online through Gmail to Master two students of applied linguistics at the University of Mohamed Kheider – Biskra. The purpose of the questionnaire was to highlight the student's perspectives on cyberbullying behaviour and self-esteem. Moreover, the questionnaire's second goal was to elicit students' attitudes toward the correlation between cyberbullying and Master two EFL students' self-esteem.

## **General Conclusion**

## General Conclusion

EFL learners should be aware of cyberbullying behaviour as it poses a new difficulty in the learning process, and it has a negative impact, particularly on mental health.

Additionally, they need to understand that cyberbullying can manifest in various forms, such as sending abusive messages or spreading rumours online. However, it is important to note that cyberbullying differs from traditional bullying in several aspects.

Furthermore, having a clear understanding of the risk factors associated with cyberbullying is crucial for EFL learners. These factors can include personal and psychological aspects. Moreover, cyberbullying can occur on different online platforms, including popular social media platforms like Facebook, Instagram, and Twitter, as well as messaging apps such as WhatsApp and Snapchat, EFL learners should familiarize themselves with these platforms and be aware of the potential risks they entail.

The negative consequences of cyberbullying can have a significant impact on EFL learners' social, academic, and physical well-being. Therefore, it becomes imperative to raise awareness among EFL learners about cyberbullying, enabling them to employ various strategies to prevent and address such behavior. This, in turn, contributes to reducing cyberbullying and ensuring a successful learning process.

The present study investigates the correlation between cyberbullying and EFL Master two students' self-esteem. Thus, this study attempts to elucidate the set of challenges that EFL learners encounter with cyberbullying behaviour and its negative effects on their self-esteem.

In the present study, the correlation between cyberbullying and the self-esteem of EFL Master two students is investigated. The study aims to shed light on the challenges encountered by EFL learners due to cyberbullying and its detrimental effects on their self-



esteem. To collect data, a qualitative method was employed, involving the use of a questionnaire distributed through Google Forms. The sample for this study consisted of 44 Master two students from the University of Mohamed Kheider, Biskra.

In conclusion, the findings of this research provide evidence of a strong correlation between cyberbullying and the self-esteem of Master two EFL students. Specifically, cyberbullying in the form of rumours and gossip negatively impacts self-esteem. Furthermore, the study emphasizes the importance of positive reinforcement as an effective measure to safeguard students' self-esteem.

### **Pedagogical Implications and Recommendations**

This study aimed to investigate the correlation between cyberbullying and EFL students' self-esteem. The findings of the present investigation have important implications for the betterment of protecting EFL learners; self-esteem, including the following:

- The results of this study could be used to guide an experimental study that would further investigate the problem.
- Universities may set up systems to recognize and help students who could be in danger due to cyberbullying, making sure they have access to the right mental health resources.
- Universities should establish laws that control cyberbullying.
- Teachers need to be prepared with strategies to deal with occurrences of cyberbullying efficiently and carefully, ensuring that student's feel protected and appreciated.
- Teachers need to develop positive relationships with their learners, in order to foster a safe and comfortable learning atmosphere where they feel free to express themselves.
- Students must maintain a private life both offline and online in order to stay secure and avoid any cyberbullying form.
- Students should be aware of the importance of their self-esteem in their learning process.
- Parents should be aware of the dangers of cyberbullying and develop open lines communication with their kids.

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## **List of Appendixes**

## Appendix: The Students' Questionnaire

### The questionnaire for Master two EFL students at Biskra University

Dear participant,

you are cordially invited to thoroughly read and provide responses to the following questionnaires based on your experience. It attempts to uncover your opinions and attitudes towards the cyberbullying behaviour and its correlation to Master two EFL students' self-esteem. Please take into consideration the questions carefully, as your answers are invaluable to our research study. Your responses will be used for academic purposes. Kindly tick the right answer(s) and provide full statement whenever required.

#### Section 1: Cyberbullying

1/ How often have you been cyberbullied in the past year in the university?

- a) Never
- b) Rarely
- c) Occasionally
- d) Frequently
- e) Always

2/ what form(s) of cyberbullying have you experienced? (Select all that apply)

- a) Verbal attacks or insults
- b) Rumours or gossip
- c) Exclusion or social isolation d) Threats or intimidation



e) Impersonation or hacking

f) Other

Please specify: .....

.....

**3/ How do you typically respond to cyberbullying? (Select all that apply)**

a) Ignore it

b) Block or unfriend the bully

c) Respond with a counterattack

d) Report it to an authority figure (e.g., teacher, parent)

e) Seek emotional support from friends or family

f) other

Please specify: .....

.....

**4/ Do you think cyberbullying is a serious issue?**

Yes

No

If Yes or No, Justify

**5/ What do you believe are the main causes of cyberbullying?**

**1 / Anonymity:** The ability to hide behind a screen.

**2/Social media:** The prevalence of social media and the ease of sharing information online.

**3/Personal grudges:** Cyberbullying can also arise from personal conflicts or grudges.

**4/Insecurity:** Cyberbullies may feel insecure about themselves and their place in the world.

Others

Kindly justify,

6/what steps do you think can be taken to prevent cyberbullying?

## Section 2: Self-esteem

1 /How do you define self-esteem?

2 / How would you rate your overall self-esteem?

a) Very low

b) Low

c) Moderate

d) High

e) Very high

3 / What factors do you think influence a person's self-esteem?

1/Personal achievement: Accomplishments in areas such as academics, career, and hobbies

2/ Social support: Positive feedback and encouragement from friends, family, and other significant people

3/ Cultural and societal factors: The values, beliefs, and norms of the culture or society a person belongs to

4/ Mental health: Mental health issues, such as depression or anxiety

5/ Trauma and abuse: Experiences of trauma or abuse can have a significant impact on a person's self-esteem.

Others

Kindly justify,

**4 /** How has cyberbullying affected your self-esteem?

a) Not at all

b) A little bit

c) Somewhat

d) Quite a bit

e) Very much

**5 /** How confident do you feel in your ability to cope with cyberbullying?

a) Not at all confident

b) A little bit confident

c) Somewhat confident

d) Quite confident

e) Very confident

### **Section 3: Correlation between cyberbullying and master two students' Self-esteem**

**1/** Have you witnessed or experienced cyberbullying in your master two program?

Yes

No

**2 /** On a scale of 1-10, how would you rate your self-esteem during your master two level?

**3 /** Do you think there is a correlation between cyberbullying and self-esteem in master two students?

Yes

No

if Yes or No, please justify

**4 /** Have you noticed any changes in your self-esteem due to cyberbullying during your master two program?

Yes

No

If yes, please describe the situation.

**5/** Do you feel that universities and other institutions should do more to prevent and address cyberbullying?

a) Yes

b) No

Please justify,

**6/** what measures do you think can be taken to improve the self-esteem of master two students who have experienced cyberbullying?

**1/** Counselling: Provide individual or group counselling sessions with a mental health professional to help students process their experiences and develop coping strategies.

**2/** Peer support: Create a supportive environment where students can share their experiences and receive support from their peers to help reduce feelings of isolation and improve self-esteem.

**3/** Positive reinforcement: Recognize and reinforce students; positive qualities and achievements to help improve their self-esteem and sense of self-worth.

Others

Kindly Justify,

## المخلص

تهدف هذه الدراسة الحالية إلى استكشاف العلاقة بين التمر الإلكتروني وتقدير الذات لدى طلاب الماجستير في علوم اللغة الإنجليزية كلغة أجنبية في جامعة محمد خضير بسكرة. يعد التمر الإلكتروني مشكلة خطيرة تؤثر على رفاة الأفراد مع زيادة استخدام وسائل الاتصال الإلكترونية، خاصة بين طلاب الجامعة. تركز هذه الدراسة بشكل أساسي على كيفية تأثير موجهات التمر الإلكتروني على تقدير الذات لدى طلاب الماجستير في علوم اللغة.

نفترض وجود علاقة بين التمر الإلكتروني وتقدير الذات لدى طلاب الماجستير. لتحقيق أهداف الدراسة الحالية، تم إجراء بحث وصفي في جامعة محمد خضير بسكرة، باستخدام الاستبيان كوسيلة لجمع البيانات تم توزيعها ونشرها عبر منصة ل:44 طالب من طلاب سنة ثانية ماجستير في علوم اللغة. Gmail

أظهرت نتائج استبانة الطلاب أن طلاب الماجستير في علوم اللغة في جامعة بسكرة نادرًا ما تعرضوا للتمر الإلكتروني. بالإضافة إلى ذلك، قد تعرضوا للشائعات والقيود والقال كأشكال للتمر الإلكتروني. علاوة على ذلك، يعتقد طلاب الماجستير في العلوم أنه هناك علاقة بين التمر الإلكتروني وتقدير الذات لديهم، ويمكن اتخاذ إجراءات تعزيزية إيجابية لتحسين تقدير الذات لدى الطلاب.

**الكلمات المفتاحية:** التمر الإلكتروني؛ تقدير الذات، طلاب سنة ثانية ماجستير لعلوم اللغة، جامعة بسكرة