Nexus Between Cyber-Bullying And Social Communication Skills: Evidence From Khyber Pakhtunkhwa

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Abstract

This study aimed to explore the association between cyber bullying and social communication skills. For accomplishment of research objective, data was collected from 223 students (98 males and 125 females) of 10th grade from public and private schools, selected purposefully from Khyber Pakhtunkhwa, Pakistan. The study deployed cyber bullying scale of Buffy and Dianne, 2009 and social communication skills scale. The outcomes showed that cyber bullying was weak with a mean of 1.920. The results showed also that there is a negative association between cyber bullying and social communication skills, and the levels of cyber bullying among male students are higher than its levels among female students. Based on the results, the study recommended conducting counseling program for students about cyber bullying.

Keywords: Cyber bullying, Social Communication Skills, Khyber Pakhtunkhwa

Introduction

Bullying is a widespread phenomenon in the school environment and it can be easily noticed. Bullying is a dangerous phenomenon that deserves research and investigation in order to identify its reasons and what it is; which makes it possible to reach practical solutions to this phenomenon in order to provide a safe school environment for the growth and learning of students. The interactions and relationships between students inside and outside the school take many forms; Some of them leave positive effects, such as: cooperation and sympathy, and some leave negative effects, such as: mockery, insults, abuse, aggression and beatings.

The nature of the relationships between students may affect some aspects of the child's psychological, emotional, physical, and social personality. However, these effects may last for long periods. The concept of bullying has attracted the attention of educators and psychologists, due to its serious effects on students, the school and the community.

Some turbulent behaviors appear during the bullying process, such as poor social adjustment and aggressive behavior. Therefore, Both the bully and the victim suffer from a high level of anxiety, and the lack of Psychological security. Victims of bullying also show low level of self-esteem, emotional imbalance, social anxiety, and psychosomatic disorders (Gini, 2008). Bullying is defined as "any intentional and repeated aggressive behavior as a result of an imbalance of power and aimed at causing harm to others (Khan & Ullah, 2021; Shaw and Cross, 2012).

Al-Bahhas (2012) considers that bullying behavior includes three main indicators: intentional harm, repetition, and imbalance of power. The bully performs this behavior intentionally and repeatedly, depending on the difference in the balance of power between him and his opponent. Bullying takes various forms, including: verbal aggression, beating, provocation, spreading rumors, isolation and social rejection.

The development of the use of information technology and means of communication has led to the emergence of a new form of bullying, which cyber is bullying, that is one of the traditional forms of bullying that occurs in a new technological context. This form is defined as "the transmission or dissemination of malicious text or images over the internet or other communication devices." (Willard, 2007), or "the use of the internet or any electronic communication device to insult or threaten another person" (Juvoven and Gross, 2008), and Tokunaga (2010) defines it as any behavior that occurs via the internet or the media Electronic or digital, which is carried out by an individual or a group through repeated communication that includes hostile messages aimed at harming others. However, the bully may be unknown or known to the victim as well as the electronic bullying may occur inside or outside the school.

The researcher defines cyber-bullying as every repetitive behavior that includes hostile messages carried out by the individual who is directed via the Internet or via electronic or digital means of communication to another party with the intent of psychological harm. With the emergence of social networking sites, it has become difficult to determine what is meant by repetition of cyber-bullying. For example, an insulting or confidential image can be re-published via the internet by individuals other than the original bully who first published it, which means that the bullying behavior may be repeated many times by other individuals (El-Shenawy, 2014).

Cyber- bullying differs from traditional bullying in several aspects, including that cyber bullying is distinguished from traditional bullying by the bully's ability to hide or remain anonymous where the bully may use pseudonyms to protect himself. The results of a study (Ybarra and Mitchell, 2004) indicated that only (31%) of the victims of cyber-bullying know the identity of the bully.

Cyber-bullying also can be distinguished by its geographical impact. Cyber-bullying occurs outside and inside the school, and its remaining effects extend to aspects of the victim's life. The problems of bullying are verbal and physical that occur in front of witnesses and often have physical signs, but cyber-bullying is a threat that extends from home to school and to all aspects of life, and does not go away with the interruption of direct physical contact.

Traditional bullying may face some codes of conduct and policies, but cyber-bullying according to the results of some studies needs legal procedures related to cyber-bullying, and the development of its own policies (Buffy & Dianne, 2009). Researches have shown that 93% of adolescents use the internet on a daily basis, and that this use is constantly increasing to communicate socially with their peers, also this communication is not usually positive, and as school students who use electronic communication are exposed to personal attacks on a daily basis. Moreover, the negative emotions that teenagers have as a result of cyber-bullying would be transmitted to their schools which mean that both: managers and teachers will suffer from the effects of cyber-bullying and teachers might not know how to face this dangerous phenomenon.

Unfortunately, the school masters and supervisors do not have the legal capacity to protect internet victims, and the victim student will not be able to demand financial compensation as a result of cyber bullying (Anderson, 2007; Ullah, 2020).

Therefore, the effects of cyber-bullying are continuous and do not stop even when students leave school. Cyber-bullying breaks into their homes, bedrooms, and even their laptops and cell phones (Trolley, Hanel & Shields, 2006). Abu Ghazal (2013) confirms that cyber-bullying has a hidden nature, as cases of cyber-bullying that occur in most schools are difficult to perceive and discover because of the secrecy that surrounds them. The most victims of students who are their ages are between 10-14 years do not tell anyone about what happened with them. There are many reasons that lead students to conceal bullying incidents that they were subjected to, among these reasons are: their fear of future penalties and abuse from bullying students, the victims' belief that they will be more isolated if they announce that they have been bullied, and their belief that the bully will withdraw and appreciate them if they keep it secret. In addition they believe that the teachers cannot prevent the threats of the bully as well as they do not want to cause worries to their parents.

Scholars indicate that there are various types of cyber-bullying including: verbal bullying and relational bullying. However, the most spread type of bullying between students is the verbal bullying (Skillman, 2014). Khoj (2012) also provided the following classification of bullying behaviors in general:

Physical bullying: It is one of the most well-known forms of bullying and includes hitting, pushing, and spitting at others, damaging others' property, exaggerated joking, and others.

Verbal bullying: It includes giving names to others, making fun of them, reprimanding and belittling those around them to reduce their status, and others.

Psychological bullying: such as hurting the feelings of others, spreading rumors, frightening others, teasing them, and others.

Social bullying: Such behaviors consist of isolating a person from the group of companions, observing the actions and harassment of others, social exclusion, depriving colleagues from participating in various activities, and so on.

Sexual bullying: such as sexual harassment, spreading sexual rumors about someone, or insulting others with sexual words and so on.

Social bullying: Such behaviors consist of isolating a person from the group of companions, observing the actions and harassment of others, social exclusion, depriving colleagues from participating in various activities, and so on.

Social Communication Skills: Social communication skills are among the basic skills that teachers seek to develop, as they determine the patterns of behavior and trends that regulate relations between members of the same community within the framework of prevailing cultural values and recognized social traditions. These skills can be acquired through real, direct contacts with others, and through learning and practice (Naif, 2008). Ibrahim (2004) defines social communication skills as those elements of behavior that are important to a person, in order to maintain positive interaction with others. Social communication skills are defined as: "a set of actions or reactions issued by group members in one of the social situations that people in" (Al-Shaarani and Salim, 2006; Ullah et al., 2021). Ibrahim and Ghosoun (2010) define social communication skills as "a set of behaviors that individuals produce, which aim at continuing positive social relations with their peers, teachers, family members and the surrounding community." The researcher sees that social communication skills are skills that include verbal and non-verbal behaviors that an individual produces to build social relationships with others. Social communication skills require some conditions, such as : providing a social situation, communication parties (two or more people), verbal and non-verbal media, and physical elements from a specific place and time (Al-Homsi, 2009).

The social communication skills include some components as the followings:

A - Behavioral components: They are the behavioral components of social communication that come from the individual and can be observed in interactive situations with others. The behavioral components of social communication skills can be placed in two main classifications: (Shawki, 2003): -Verbal behavior: The content of verbal behavior conveys what the individual intends in a more direct way than any other aspect of social behaviour -Non-verbal behavior: Non-verbal behavior has an important role in the process of communication between individuals, and it appears in a form of messages that are important in evaluating the social communication skills of each individual when making any conversation.

B- Cognitive components: Social communication skills have cognitive components, and it may be difficult to notice them directly, especially those that refer to the individual's aspirations, thoughts and decisions about what he should say or do during social interaction (Salman, 2015).

According to Morreson (Morreson, 1981: 193-194), social communication skills consist of three main components: expressive components, receptive components, and the interactive balance. In order to have a successful communication process , social communication should pass through some stages , Al- Homsi (2009) indicated some of them:

-Acquaintance: It begins with showing appreciation, exchanging compliments, spontaneous unplanned opinions, and exploring the depths of the other party.

Negotiation and bargaining: to determine the type of relationship and its benefits.

Compatibility, agreement and commitment: Here, each party is convinced of the other in terms of advantages and value, so the search for other alternatives stops.

Announcing, strengthening, and stabilizing the relationship: here begins to confirm the pattern of the relationship, and achieve it through communication.

From the above, it appears that social communication skills increase the student's self-confidence, and make him feel that he is able to adapt the language and use verbal means to deliver clear messages to his peers, while the lack of these skills may make the student refuges to illegal means to express himself. From here, this study came to reveal the relation between cyber-bullying and students' social communication skills. Some studies described the problem of cyber-bullying as a new phenomenon that has arisen with technological development, such as the qualitative study of Richard (Richard, 2012), which examined the nature of cyber-bullying and the reasons that established cyber-bullying in American society, since the emergence of the capitalist economy, the competitive social pyramid and that bullying is still a dilemma. With the emergence of cyber-bullying the problem has worsened, and the researcher has studied more than (50) cases of cyber-bullying, which are registered by the legal sector in more than one court and legal department.

As a result , it was found that cyber-bullying is the result of modern communication technology, and it is known today as Cyber- bullying, which expanded the scope of bullying problems that makes bullying became more elusive. By analyzing many issues to understand the concept of cyber bullying and find a preventive measure to take into account, the researcher concluded that there is a review and amendment of some laws that stand as an obstacle to taking some actions to reduce cyber-bullying. In addition, the researcher concluded that some plans between schools and families should be taken in order to guarantee the safe use of communication means.

The study of (Arslan et al, 2012; Ullah & Hamdard, 2019) shows the extent of the problem of cyber-bullying. The study was conducted on (372) male and female primary school students in Turkey, aged 8-11 years, and it shows that (17.5%) of the students had bullied their colleagues online. Or by using their mobile phone devices through sending text messages, messages through chat programs, chat rooms, and email. (27%) of students indicated that they were subjected to cyber-bullying behavior, and (15%) of students indicated that they are victims and bullies. The results also showed that males were more involved in cyber-bullying behavior compared to females. While the study of Dianne and Buffy aimed at (Buffy & Dianne, 2009) identifying the concept of cyber-bullying and developing ways to reduce it and mitigate its effects. It turns out that cyber-bullying is a direct harassment from children towards other children and that many cases of bullying occur at home, and the results of these aggressive actions are transmitted to the school

yard. Moreover, this aggressive tendency leaves school systems confused and unpredictable for students' behavior, and the inability to determine the confirmed response to such behaviors, or to identify students' requirements to balance school laws with those behaviors. Many of the students' problems included traditional and cyber-bullying, the usage of the communication sites and media for adolescents were used to practice forms of bullying. In addition the amended legal limits regarding to the protection of students' rights are still insufficient to prevent cyber-bullying, or to take proactive steps.

One of the studies that examined the negative effects of cyber-bullying is the study of Patricia, Robin & Susan (2007), which aimed to gain a better understanding of the impact of cyber-bullying on students, the possibility of blocking messages that target them, and the need for teacher and parents cooperation. The study sample consisted of (148) male and female students. The interview was used to collect data, and during the interview, the researchers used questions that students answer in writing. The study concluded that females view cyber-bullying as a problem, but it is rarely discussed in school, while male students do not see it as a problem and that the school does not help them to deal with this type of bullying. The results of the study also indicated that the majority of students experience cyber-bullying inside and outside the school, and that most cases of bullying occur outside the school. The results also showed that there is a possibility to reduce cyber-bullying when the school and the family intervene to develop some basic strategies to deal with cyber-bullying.

Among the studies that linked bullying to social communication skills is the Khoj study (2012), which aimed to identify the differences between high and low school bullying students (the researcher used the term school bullying) in social skills, in addition to identifying social skills that can contribute to predicting school bullying. The sample of the study, included 243 male and female students from the sixth grade at the primary stage in the Kingdom of Saudi Arabia. The study tools included a questionnaire (the school bullying scale) prepared by the researcher, the social skills scale, using the Pearson correlation coefficient, the t-test for the significance of the differences between the uncorrelated averages, and the progressive multiple regression analysis. The results showed a significant and negative relation between school bullying and the skills and that there were statistically significant differences between the average scores of high school bullying and low school bullying in social skills in favor of low school bullying, and that the social skills factors that contribute to school bullying were, in order: social control factor, then emotional control then social sensitivity.

And the study of Meyer-Adams & Conner (2008), which was conducted in the United States, it aimed at revealing the relationship between the psychosocial environment of the school and the forms of bullying behavior that lead or result from this environment. The study sample consisted of (7.583) students in the sixth to eighth grades from middle schools in Philadelphia city. To achieve the objectives of the study, several measures were applied related to students' perceptions of bullying behavior and school security. The results of the study showed that bullying behavior is negatively related to the school's psychological climate, and the study also showed that the

school's psychosocial environment negatively predicts carrying a weapon and other defensive behaviors.

Derosier (2005) also conducted a study that aimed to test the effectiveness of a social communication skills program for students rejected by their peers, and victims of bullying who suffer from social anxiety. A group of third-grade primary students was randomly assigned to an experimental group with (187) students, and a control group with (194) students. The results claimed that after a year of the interventions, the students of the experimental group had a high self-esteem and social acceptance, also the levels of depression, anxiety, and aggressive behaviors were decreased. By reviewing previous studies, it was found that some studies dealt with cyber-bullying, its spread, its concept, and its causes, while some studies have linked traditional bullying to social communication skills, social skills and the social environment. Previous studies used a questionnaire to collect data from school students.

This study may be similar to previous studies that focused on the study of cyber-bullying, or those that focused on the study of social communication skills. However, it is distinguished by its endeavor to reveal the relationship between cyber-bullying and social communication skills among school students.

Problem Statement

The phenomenon of cyber-bullying is considered as a modern global phenomenon, which emerged and accelerated with the elevation of the development of modern means of communication and the spread of social media programs. The practice of cyber-bullying extended to reach school students as long as they resort to the Internet or smart phones to communicate with their peers. Some studies revealed that (93%) of adolescents use the Internet on a daily basis, and that this use is constantly increasing to communicate socially with their peers, but this communication is not always positive (Lenhart, Madden, Macgill, & Smith, 2007). The student's desire to socialize with his peers and use electronic communication increase the possibility to be exposed to personal attacks and harassment on a daily basis, as well as the negative emotions that adolescent students carry as a result of cyber-bullying are transferred to the school, and teachers and principals may suffer from these effects, while they do not know how to face such behaviors. Unfortunately, schoolmasters and supervisors do not have the legal capacity to protect victims of the Internet, and sometimes the victim student is unable to demand a financial compensation as a result of cyber-bullying (Anderson, 2007; Shaikh et al., 2021).

Which requires us to search for how to reduce cyber-bullying and its negative effects on students by studying the relationship between it and the students' social communication skills, as students' access to the Internet begins with their desire to build social relationships with others, and some of them may send unclear messages to others as a result of poor social communication skills, which increases the chances of cyber-bullying.

In addition, cyber-bullying has received a lot of studies in Western countries, and as far as the researcher knows, there is no study that has dealt with the relationship between cyber-bullying and social communication skills.

Objectives

The main objectives of the study:

-Detecting the level of cyber-bullying among the tenth grade students in Peshawar, Khyber Pakhtunkhwa.

- Exploring the level of social communication skills for tenth grade students in Peshawar, Khyber Pakhtunkhwa.

-Detecting the relationship between cyber-bullying and social communication skills among tenth graders in Peshawar, Khyber Pakhtunkhwa.

Questions:

1.What is the level of cyber-bullying among the tenth grade students in Peshawar, Khyber Pakhtunkhwa?

2. What is the level of social communication skills for tenth grade students in Peshawar, Khyber Pakhtunkhwa?

3. Is there a statistically significant relationship at the significance level (= 0.05) between cyber-bullying and social communication skills among tenth grade students in Peshawar, Khyber Pakhtunkhwa?

Significance of the study:

This study has theoretical and practical importance which can be crystalized as the following:

1) The theoretical importance: This study presents anecdotal literature and previous studies that clarify the concept of cyber-bullying and social communication skills, and reveal the results of some studies that can form a clear perception of these two topics. The results of this study may also generate questions for researchers to address an important topic that has not been adequately researched in Peshawar City, Khyber Pakhtunkhwa, Pakistan and local environment.

2) The practical importance: This study draws the attention of educators, teachers, schoolmasters and educational counselors to cyber-bullying behavior in schools, and its dangerous consequences for students. The results of this study may direct the attention of community institutions to cooperating with schools for the success of programs that aim to reduce and confront cyber-bullying, and increase the level of social communication skills.

Methodology:

This study adopted the descriptive analytical approach, which is based on describing the phenomenon without the intervention of the researcher. Al-Assaf (2010) stated that descriptive analytical research is that type of research that is carried out by interrogating the research sample, with the aim of describing the studied phenomenon in terms of its nature and degree of existence only."

To verify the validity of the cyber- bullying scale, it was presented in its initial form to (11) arbitrators with specialization and experience from faculty members in some Peshawar universities. The cyber- bullying scale has been prepared so that the student can determine his practice of some cyber-bullying behaviors from his point of view, via using Likert scale which consists of five degrees arranged in descending order as follows: (strongly agree = 5 degrees), and (agree = 4 degrees), (neutral = 3 degrees), (disagree = 2 degrees), and (strongly disagree = 1 degree).

The following statistical grading was used to distribute the arithmetic mean:

First: (1.00-2.33) a small degree.

Third: (2.34-3.66) medium degree.

Fourth: (3,67-5.00) a large degree.

To verify the internal consistency of the cyber-bullying scale, the Pearson correlation coefficient was calculated between the scores of each paragraph and the total score of the scale, after applying the scale to an exploratory sample other than the study sample, consisting of (28) female.

Table (1) shows the validity of the internal consistency of the cyber- bullying scale.

Table 1: Pearson's correlation coefficients between the scores for each statement and the total score for the electronic bullying scale.

Paragraph number	Pearson correlation coefficient	Paragraph number	Pearson correlation coefficient	Paragraph number	Pearson correlation coefficient
1	0.82**	7	0.92**	13	0.69**
2	0.91**	8	0.81**	14	0.75**
3	0.75**	9	0.78**	15	0.83**
4	0.67**	10	0.89**	16	0.78**
5	0.80**	11	0.76**	17	0.91**
6	0.77**	12	0.74**	18	0.68**

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

Table (1) shows that the correlation coefficients of the items of the cyber-bullying scale with the total score of the scale ranged between (0.67-0.92), which are correlation coefficients that reflect the validity of internal consistency appropriate for the procedures of this study.

Cyber-bullying Scale Stability: The stability of the cyber- bullying scale was confirmed by applying the scale to an exploratory sample consisting of (28) female students, and calculating the alpha- Cronbach equation, where the scale's stability reached to (0.84), which gives the researcher an indicator of the availability of an appropriate degree of stability for the procedures of this study.

Second: Social Communication Skills Scale: The Social Communication Skills Scale was built by doing the following: - Examining the educational literature on social communication skills, and studies that used the social communication skills scale, such as the Al-Homsi study (2009).

- Referring to some paragraphs of social communication metrics, reformulating some of them, and building paragraphs that meet the purposes of this study. - Building the scale in its initial form in the form of a five-point scale (Likert), and formulating its paragraphs in a self-report method. - Verify the validity and reliability of the scale.

The validity of the social communication skills scale:

In order to verify the validity of the Social Communication Skills Scale, it was presented in its initial form to (11) arbitrators with specialized and experienced faculty members in Peshawar university.

The social communication skills scale has been prepared so that the student can determine the level of social communication skills he has from his point of view, on the Likert scale consisting of five degrees arranged descending order as follows: (strongly agree = 5 degrees), and (agree = 4 marks), (neutral = 3 marks), (disagree = 2 marks), and (strongly disagree = 1 mark).

The following statistical grading was used to distribute the arithmetic mean: First: (1.00-2.33) a small degree. Third: (2.34-3.66) medium degree. Fourth: (3,67-5.00) a large degree. In order to verify the internal consistency of the social communication skills scale, the Pearson correlation coefficient was calculated between the scores of each paragraph and the total score of the scale, after applying the scale to an exploratory sample other than the study sample, consisting of (28) students. The table shows (2) the validity of the internal consistency of the cyber- bullying scale.

Table 2: Pearson's correlation coefficients between the scores of each phrase and the total score of the social communication skills scale.

Paragraph number	Pearson correlation coefficient	Paragraph number	Pearson correlation coefficient	Paragraph number	Pearson correlation coefficient
1	0.73**	8	0.88**	15	0.81**
2	0.88**	9	0.72**	16	0.79**
3	0.82**	10	0.84**	17	0.88**
4	0.84**	11	0.91**	18	0.69**
5	0.68**	12	0.81**	19	0.73**
6	0.93**	13	0.74**	20	0.86**
7	0.71**	14	0.80**		

** Statistically significant at the level of significance (α = 0.01).

Table (2) shows that the correlation coefficients of the paragraphs of the social communication skills scale with the total score of the scale ranged between (0.68-0.93), which is correlation coefficients that reflect the validity of internal consistency appropriate for the procedures of this study. The stability of the social communication skills scale: The stability of the scale was confirmed by applying the scale to an exploratory sample consisting of (28) female students from Jubaiha Secondary School for Girls, and calculating the alpha-Cronbach equation, where the scale was stable (0.87), which indicates that the availability of an appropriate degree of stability for the procedures of this study.

Data Analysis and Interpretation of Results: This part deals with the aspects related to analyzing the data obtained from the responses of the tenth grade students (the sample of the study) in order to reach the answers to the study questions as follows: The first question:

What is the level of cyber-bullying among the tenth grade students in Peshawar?

To answer this question, the arithmetic averages and standard deviations of the study members were calculated on the cyber-bullying scale, and the items were arranged in descending order according to the arithmetic mean for each item, as in Table (3).

Table 3: Mean for cyber-bullying

Paragraph number	rank	Paragraph	Arithmetic mean	standard deviation	estimation
17	1	I threaten people who don't like my posts on social networks	3.69	1.03	big
9	2	I pretend to be someone else to send messages that hurt some students	3.67	1.00	big
1	3	I send e-mails expressing my anger to some students	3.64	0.98	moderate
15	3	I am practicing using modern means of communication to skillfully use them to harm some students	3.64	0.94	moderate
6	4	I'm being harassed in a horrific way and may include threats of harm	3.63	0.98	moderate
10	5	Impersonating some students to tarnish their reputation through social networks	3.61	0.98	moderate
5	6	Send messages to some students just to annoy them	3.60	0.97	moderate
4	7	I repeat some emails frequently and urgently to get a response	3.58	0.99	moderate
3	8	I resend some offensive emails to some students	3.57	1.00	moderate
18	8	I would like to know the personal pages of some students to use in the future to threaten them	3.57	1.01	moderate
8	9	I defame some students through social networks	3.56	0.96	moderate
13	9	I use photos and movies to damage the reputation of others	3.56	0.92	moderate

14	10	I collect pictures using modern means of communication to use them to threaten or tarnish the reputation of some students	3.54	1.00	moderate
12	11	I follow those who harass me on social networks and take revenge on them	3.53	0.97	moderate
11	12	Send messages and post materials about a student who possesses sensitive, confidential or critical information	3.52	0.99	moderate
16	13	I ban some students from communicating with my group because it provokes them	3.51	1.06	moderate
2	14	Send messages containing vulgar language directed towards some students on the Internet	3.49	1.00	moderate
7	15	Send or post false emails that hurt some students	3.43	1.06	moderate
	0.46	3.57		overall bullying scale	

Table (3) shows that the arithmetic mean of the level of bullying among the tenth grade students in Peshawar was (3.57), with a standard deviation of (0.46), with a rating of a medium degree, and that all the items of cyber-bullying scale came with a rating of a medium degree, except for the paragraph " I threaten those who do not like my posts on social networks" in the first place with an average of (3.69) and a standard deviation (1.03), and the paragraph "I pretend to be someone else to send messages that harm some students" in the second place with an average of (3.67) , standard deviation (1.00), while the item "Send or publish false e-mails that harm some students" ranked last with a mean of (3.43), and a standard deviation of (1.06). This result is due to the fact that the tenth grade students use smart phones, access the Internet, browse some websites, create pages on Facebook (FB), communicate through social networks on Whatsapp, and write some messages that carry bullying electronically.

This result may be attributed to the fact that the relationships of students in the tenth grade do not end at the end of work, but may continue through electronic correspondence to the home, and modern means of communication allow them to hide, and make them practice bullying away from legal prosecution for their behavior, as social networks allow them to communicate Without verifying their true identity, or verifying their age, and the means of communication allow them to respond and cursing away from the other party, who can retaliate directly if such behavior occurs in front of him.

In addition, the experiences of the tenth grade students do not have any real judicial incident indicating that electronic impersonation or attacking a person under a pseudonym requires school legal procedures, or even judicial procedures, which justifies them the opportunity to practice electronic bullying against each other or against others in other countries via social media.

This result may also be attributed to the fact that cyber-bullying among school students is an increasingly widespread phenomenon, and its spread is increasing as a result of the development of means of communication, which allows school students to establish wide relationships that

increase the chance of cyber-bullying (Abu Ghazal, 2009). These results of current study prove the outcomes of Arslan et al, (2012) which showed the prevalence of cyber-bullying among school students. Researches show that (93%) of adolescents use the internet on a daily basis, and that this use is constantly increasing to communicate socially with their peers, and that this communication is not always positive (Lenhart, Madden, Macgill, & Smith, 2007). They use electronic communication for personal attacks and harassment on a daily basis, and the negative emotions that teenage students carry as a result of electronic bullying are transferred to the school, and teachers and schoolmasters suffer from these effects, while they do not know how to face such behaviors, and it is unfortunate that principals and counselors do not have the legal capacity to protect Internet victims, even the victim student, cannot claim financial compensation as a result of cyber-bullying (Anderson, 2007).

The second question: What is the level of social communication skills for the tenth grade students in Peshawar? To answer this question, the arithmetic averages and standard deviations of the study members were calculated on the scale of social communication skills, and the items were arranged in descending order according to the arithmetic mean for each item, as in Table (4).

Table 4: Standard Deviations - Social Communication Skills

Paragraph number	rank	Paragraph	Arithmetic average	standard deviation	estimation
3		I have the ability to express my thoughts	4.05	0.76	big
13		I do my best to solve problems between my colleagues	4.04	0.85	big
7		I take time to judge things until I finish listening	4.00	0.77	big
4		I try to clarify my thoughts so that there is no misunderstanding	3.95	0.80	big
2		Clearly define meanings of things that I mean	3.94	0.82	big
9		I care more about ideas and meanings than literal words	3.94	0.82	big
5		Avoid ambiguity	3.93	0.82	big
10		Avoid oversimplifying difficult things	3.92	0.83	big
6		Focus my mind on what is said to me	3.91	0.84	big
8		I avoid interrupting the speaker	3.91	0.78	big
11		I accept the constructive criticism	3.89	0.80	big
12		I make some opinions and suggestions without bias	3.88	0.79	big
14		I strive to maintain good relations with my colleagues	3.65	1.18	Moderate
16		I keep the secrets of my colleagues	3.62	1.09	Moderate
15		I agree my colleagues' opinion if I am convinced that their opinions are right	3.59	1.13	Moderate
1		I choose my words carefully and accurately	3.56	0.98	Moderate
20		I check always my e-mail messages and reply on them	3.55	1.08	Moderate
19		I remain calm and objective in emotional situations	3.54	1.06	Moderate
17		I understand and empathize with others' feelings	3.53	1.06	Moderate
18		Follow the methods of discussion and dialogue	3.53	1.01	Moderate
Total social communication skills			3.80	0.45	big

Table 4 shows that the arithmetic mean of social communication skills among the tenth grade students in Peshawar was (3.80) and with a standard deviation of (0.45) with a significant degree , and the paragraph " I have ability to express my ideas '' came in the first rank with an arithmetic mean (4.05) and a standard deviation (0.76) in a significant degree and in the second place the paragraph '' I do my best to solve the problem among my colleagues '' arithmetic mean (4.04) and standard deviation (0.85), while the item '' I follow methods of discussion and dialogue '' came

in the last rank with an arithmetic mean (3.53) and a standard deviation (1.01) with a medium degree.

This result is due to the fact that the students of the tenth grade are children in adolescence, they have strong social relations with their peers, and the comrades constitute for them social system in which they exchange many ideas verbally and non-verbally.

This result is also attributed to the development of electronic means of communication and the emergence of social networking sites that the developed students' social communication skills are result of their long-term use of them. The modern technology also helps students to develop their verbal and non-verbal communication skills by exchanging pictures, articles and films (El-Shinawy, 2014).

It may also attributed to the fact that the tenth grade students communicate in school, on the road and after school as social media allow them to communicate for periods of time (Buffy &Dianne,2009). In addition the social communication skills are important for students because they are the basis of the process of socialization. In adolescence the student learns patterns of diverse behavior and trends that regulate the relationship between friends within the framework of prevailing cultural values and recognized social traditions. They are skills that can be acquired through real, direct contacts with others, through learning and practice (Naif, 2008).

The third question: The third question: Is there a statistically significant relationship at the significance level (= 0.05) between cyber-bullying and social communication skills among tenth grade students in Peshawar? To answer this question, a Pearson correlation coefficient was conducted between the level of cyberbullying and social communication skills for tenth grade students in Peshawar, as shown in Table (5).

Table 5: Pearson correlation coefficient between the level of cyber-bullying and social communication skills for tenth grade students in Peshawar.

Pearson Coefficient	Cyber-bullying	Social communication skills
Cyber-bullying	1	-0.114
Social communication skills	-0.114	1

Table (5) shows that the relationship between cyber-bullying and social communication skills among the tenth grade students is a weak inverse relationship of (-0.114). The result of the inverse relationship between cyber-bullying and social communication skills is attributed to the fact that the risk of violence and bullying can be resulted from some individual and contextual characteristics that make this group of students more vulnerable to violence compared to other students. It is logical that the high rates of bullying are attributed to students who are less able to communicate their messages to others clearly (Blake et al, 2012).

Adolescent students also resort to proving themselves in ways that may be characterized by violence and bullying directed at their peers because of their inability to keep up with them scientifically or socially, and because the internet space connects students with each other where some of them excel in bringing the largest number of friends on their pages, which raises some

problems that may be related to joining to some groups, or to the desire to collect a large number of friends on his page. Cyber- bullying is also of a hidden nature, as the cases of cyber- bullying that occur in most schools are difficult to perceive and detect due to the secrecy that surrounds them (Abu Ghazal, 2013), which creates a motivation for some students to use the Internet to harm others, or to unload negative energy and anger on people who will not be able to sue him.

This result may also be attributed to the fact that some disturbed behaviors appear during the bullying process, such as: aggressive behavior, poor social adjustment, and anti-social behavior. Both the bully and the victim suffer from a low sense of psychological security, a high level of anxiety, and victims of bullying show a low level of Self -esteem , emotional imbalance, social anxiety, and psychosomatic disorders (Gini, 2008).

The results of this question are similar to the results of the study of Meyer-Adams & Conner (2008), Al-Homsi (2009), and Khoj (2012), which revealed a negative relationship between bullying and social communication skills.

Recommendation

- Increasing the counseling programs for educating students about cyber-bullying and its dangers.
- Developing codes of conduct to reduce cyber-bullying among students.
- Intensifying the monitoring of electronic communication between school students by the family and the school.
- Legislating punitive measures for cyber-bullying to ensure the deterrence of cyber-bullying.
- Paying attention to the upbringing of school students to respect others and to communicate effectively.
- Working on developing social communication skills.
- Enhancing more field studies procedures in an attempt to identify the psychological and contextual factors that affect the resort to cyber-bullying.

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