Cyber-Bullying and its Relationship with Positive and Negative Thinking among School-Aged Adolescents: A Field Study on a Sample of Adolescents Studying at Abbas Laghrour Secondary School in Batna State

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Abstract:

The aim of this study was to investigate the relationship between electronic bullying and positive and negative thinking among school-aged adolescents in Batna State, Algeria. The study used a descriptive correlational methodology and was conducted on a sample of 30 male and female high school students. The study used the Electronic Bullying Scale and the Positive and Negative Thinking Scale as research instruments.

The results showed a statistically significant correlation between the Electronic Bullying Scale and the Positive and Negative Thinking Scale among adolescents. However, the hypothesis regarding gender and educational level did not hold for both positive and negative thinking.

Keywords: Cyberbullying, positive thinking, negative thinking, school-aged adolescents.

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Introduction/Problem Statement:

In recent times, social media platforms have proliferated significantly and have become highly influential and potentially dangerous tools in societies. They use methods that appeal to their followers of different ages, especially adolescents, and influence their perceptions, self-concepts and thought patterns. These platforms have given young people unprecedented freedoms, such as the ability to engage in violence and harassment through mobile phones, electronic messages, online chats, image blackmail and account sharing. These behaviours are commonly known as "cyberbullying", which has emerged alongside the concept of bullying among school students. With the increasing use of technology and online applications among students, cyberbullying has become the most attractive and widespread form of electronic communication, facilitated by the ease of content transfer and lack of emotional empathy.

In addition, cyberbullying poses a serious risk by increasing social anxiety among adolescents in secondary schools. With the immense development of information and communication technology, social media platforms and the constant development of new applications, harmful

content, such as offensive words or rumours, spreads at an unimaginable speed through the sharing or copying of posts from other accounts.

In addition, some studies point to the long-term effects of bullying, especially on the victims. Students who are victims of bullying experience deficits in social skills and struggle with social adjustment.

A study by Hinduja and Patchin (2008) highlighted the need to examine internet and computer connectivity in relation to bullying problems among students. This approach allows the school counsellor to provide support and protection to students and to protect the school itself from legal obstacles[1].

Furthermore, a study by Mousiza (2013) confirmed that cyberbullying has become a widespread and real problem among secondary school students[2].

And this problem is growing and continuing rapidly, mainly due to the contribution of the following factors: parental neglect, educational neglect, social workers and psychologists who have completely neglected their role in this matter. There are other reasons for this absence, including the lack of experience of some social workers and their knowledge of the intricacies of this issue in schools, which goes beyond the school walls.

It is clear that cyberbullying is a deviant practice that has emerged and become prominent through the negative thinking of some young people using modern communication tools. It has become a complex problem that has caused concern in many communities due to its increasing prevalence among young people and its dangerous consequences.

In addition, there are a number of beliefs, both positive and negative, that lead secondary school students to engage in cyberbullying behaviour. This may be due to a lack of compatibility with reality and a disorder in thinking. The way a person thinks is reflected in his or her behaviour. Since thinking is a fundamental factor in human life, it helps individuals navigate and progress in life. It is a human process that requires extraordinary efforts from different parties at different stages of life.

Therefore, young people need to be taught and trained in positive thinking and its skills so that they can master this effective thinking that leads its owner to happiness. The more positive their thinking, the more effective and successful their solutions to situations and problems. The more negative their thinking, the more they deal with problems in a superficial and wrong way, thus not reaching a satisfactory solution or resorting to negative methods of dealing with them. This leads to difficulties, negativity and obstacles that can only be practically resolved through positive thinking, which alone provides outlets and explores solutions.

In general, positive thinking is a tool for seeing the positive side of things rather than the negative.

It makes the mind accept ideas, images and words that simplify everything that is complex, so that the teenager expects positive results that lead to success in what they want or think about the future or the present.

On the other hand, negative thinking is associated with deteriorating health.It makes life a series of problems, negative feelings and behaviours, and negative consequences such as mental and physical illness, feelings of loss, loneliness and fear. Negative thoughts in themselves are just internal words that people use, but what makes them dangerous is their repetition and storage until they become a habit that a person uses in their life.

As for positive thinking, it can help young people to overcome obstacles and alleviate the psychological and life pressures they face. On the other hand, negative thinking can lead them to mental illness, hatred of life and pessimism, which in turn hinders their ability to solve any problem, no matter how simple. This makes life difficult for teenagers and leads to the accumulation of their worries and problems. Positive thinking involves problem-solving strategies rather than escapism, procrastination and correcting wrong thoughts about oneself or others.

Based on the differences between research and studies that have addressed both cyberbullying and positive and negative thinking among secondary school students, this study aims to shed light on the relationship between cyberbullying and positive and negative thinking through the following question

Is there a relationship between cyberbullying and positive and negative thinking among educated adolescents?

Aims of the study:

1. To explore the relationship between cyberbullying and positive and negative thinking among a group of educated teenagers.

2. To identify the statistical differences in the variables of cyberbullying, positive and negative thinking among educated teenagers according to gender and educational level.

3. To highlight this new type of cybercrime.

Hypotheses of the study:

1. There is a correlational relationship between cyberbullying and positive and negative thinking among educated adolescents.

2. There are statistically significant gender differences in the variable of cyberbullying among educated teenagers.

3. There are statistically significant differences in the variable of cyberbullying among educated teenagers attributed to educational level.

4. There are statistically significant differences in the variables of positive and negative thinking among educated teenage students attributed to gender.

5. There are statistically significant differences in the variables of positive and negative thinking among educated teenagers attributed to educational level.

Previous studies:

1. Barkat Study (2005):

This study aimed to determine the level of positive and negative thinking among university students in light of certain demographic and educational variables. The sample consisted of 200 male and female students enrolled at Al-Quds Open University in Tulkarm Education District. The Positive and Negative Thinking Scale for University Students was used for data collection. The results showed that 5.40% of the participants exhibited a pattern of positive thinking, of which 40% were male and 5.16% were female. Significant differences were found in students' scores on the positive and negative thinking test based on gender and maternal employment, favouring female students with non-working mothers. The study also found no significant differences in students' scores on the positive and negative thinking test based on academic achievement, place of residence, paternal employment and parents' educational level[3].

2. Study by Andrew et al (2007):

This study, entitled "Positive and Negative Future Thinking and its Relationship to Suicide Attempt", aimed to investigate the relationship between positive and negative thinking about future events and suicide attempts. The sample consisted of 480 people who had attempted suicide, aged between 16 and 65, including both men and women. The researchers took a descriptive approach and used the Despair Scale, the Positive Thinking Scale and the Negative Thinking Scale developed by the researchers. The study found a positive relationship between negative thinking and suicide attempts, and a positive relationship between negative thinking and despair[4].

Study C: Daciuk, M., Mishna, F., Khoury-Kassabri, M., & Gadalla, T. (2012)

This study aimed to examine the prevalence of electronic bullying behaviours among bullies, victims and bully-victims and compare them with non-bullying students. It also aimed to explore the factors associated with involvement in bullying behaviour. The sample consisted of 2,168 middle and high school students. The researchers used a self-report questionnaire that was administered during class time. They also used multiple regression analysis to test the relationship between the three categories of bullying and independent variables, including gender, age, technology use, parental involvement and safety. The results showed that 30% of the sample were involved in electronic bullying as either victims or bullies, and 7.25% were both bullies and victims at the same time. The researchers also found that students who were involved in cyberbullying were more likely to use violence against their peers, spend more time on the computer, and share their passwords with their peers. They also found that older children were more likely to be bullies or victims of bullying. Victims of bullying were also found to have a higher sense of insecurity. Females, on the other hand, were more likely to be both bullies and victims of bullying, and their parents were more likely to use website blocking software than others[5].

Study D: Wong, S. S. (2012) "The Relationship Between Positive Thinking and Psychological Well-being Versus the Relationship Between Negative Thinking and Psychological Distress Among a Sample of Singaporean Students". The aim of the study was to examine the nature of the relationship between positive thinking, negative thinking and psychological well-being. The study sample consisted of 398 university students from Singapore. The researchers used a psychological well-being scale and a psychological distress scale. The results showed that women were more likely to experience stress and anxiety than men. However, there were no statistically significant gender

differences in the study variables. The study also revealed a positive relationship between negative thinking and variables such as depression, stress, anxiety and life dissatisfaction, while it showed an inverse relationship with life satisfaction and happiness. On the other hand, positive thinking was positively associated with life satisfaction and happiness and negatively associated with depression, stress and anxiety variables[6].

Study H: Sticca, F., Perren, S., & Castro, V. (2013) "Traditional Bullying vs. Cyberbullying:

Which is worse?"This study aimed to determine which form of bullying, traditional or cyberbullying, is perceived as worse by examining the role of the medium of bullying (public vs. private) and whether the identity of the bully is known or anonymous.The study was conducted in Switzerland and involved a sample of 89 seventh and eighth graders.The researchers presented the students with bullying scenarios and collected their opinions.The results showed that bullying incidents that occurred in the presence of others were perceived as worse by the students than incidents that occurred privately.This finding also applies to cyberbullying, as certain forms of cyberbullying, such as text messages and emails, are only visible to the recipient, making them just as harmful as traditional face-to-face bullying.The study also found that bullying incidents perpetrated by unknown individuals were perceived as worse than those perpetrated by known individuals, and cyberbullying was generally perceived as worse than traditional bullying.Overall, participants considered public bullying, regardless of its type (traditional or cyber), to be the most severe, followed by the identity of the bully (known or anonymous) and then the medium of bullying[7].

- Comment on previous studies:

From the previous presentation of the studies, it is clear that the current study has similarities with some other studies that have addressed the issue of cyberbullying and selected their samples from students. It is also consistent with studies that have used questionnaires as a data collection tool, such as the study by Kassabri Cadalla (2012). In addition, it is consistent with previous studies in that it examines both genders without exception and that both genders are similar in that girls worldwide are more exposed to cyberbullying due to higher suicidal tendencies.

On the other hand, there is a significant lack of studies that have looked at cyberbullying in schools among teenagers according to their level of education, as this plays a significant role. Furthermore, there are no local studies that have discussed or investigated this issue.

5- Procedural definition of the study variables:

Cyberbullying among teenagers in school - Positive and negative thinking among teenagers in school.

a) Cyberbullying among school going teenagers:

This refers to electronic violence perpetrated by secondary school students through social networking sites. This is measured by the score obtained by the school-going adolescent on Amal Yusuf Abdullah Al-Ammar's Cyberbullying Scale.

b) Positive and negative thinking among teenagers:

This refers to the beliefs and opinions that adolescents hold in all aspects of life that have the potential to solve the problems they face. This is measured by the score obtained by the school going adolescent when answering the items of the Positive and Negative Thinking Scale by Barakat.

6- Study Methodology:

This study adopted a descriptive correlational comparative methodology because it is the most suitable for the nature of the research and study, and it is suitable for the procedures of the study, which aims to explore the relationship between positive and negative thinking and cyberbullying among a sample of secondary school students in Abbas Lagroure, Batna.

We relied on this descriptive correlational comparative methodology to identify the relationship between the study variables and to determine the nature of this relationship, whether it is negative or positive.

7- Study instruments:

The study was based on the following instruments:

a) Cyberbullying questionnaire developed by the researcher (Amal Yusuf Abdullah Al-Ammar, 2016): This scale aims to measure the level of cyberbullying among adolescent students. The scale consists of three dimensions: physical bullying, emotional bullying and verbal bullying. Responses are measured on a three-point Likert scale as follows Often (3 points), Sometimes (2 points), Never (1 point). Scores range from 10 to 30 on each dimension and the total score ranges from 30 to 90. Higher scores indicate the presence of cyberbullying.

b) Positive and negative thinking questionnaire developed by Barakat (2009): It consists of 24 items formulated as behavioural patterns that reflect the respondent's ability to think positively and negatively. Respondents answer the questionnaire using a five-alternative Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). Each item is given a score from 1 to 5. The total score on this scale ranges from 24 to 120. A higher score indicates negative thinking, while a lower score indicates positive thinking. The cut-off point for negative thinking is considered to be 72 or higher, while a score of 71 or lower indicates positive thinking.

8- Study population:

The study population consisted of all students of Abbas Lagroure Secondary School in Batna, including all grades (first, second and third).

9- Sample of the study

The sample of this study consisted of 30 male and female adolescent students from Abbas Lagroure Secondary School in Batna. They were randomly selected from the population representing students of all grades (first, second and third) of Abbas Lagroure Secondary School in Batna. After sorting the questionnaires, we obtained a total of 30 students, both male and female.

The distribution of the sample according to gender and level of education is presented in Table 1 below:

Table 1: Distribution of the sample

Gender	Educational level	First Year of Secondary School	Second Year of Secondary School	Third Year of Secondary School
Females		4	5	5
Males		6	5	5

9. Study limitations:

Geographical limitations:

- This study was conducted in Abbas Lagroure Secondary School, Batna.

Temporal limitations:

- The study was conducted in the first semester of the academic year (2022-2023) during the months of October and November.

10. Statistical methods:

- The study relied on certain statistical methods to facilitate the presentation, analysis and interpretation of the data that led to the results of the study. These methods can be explained as follows

- Application of measures of central tendency (mean, standard deviation).

- Testing the significance of differences by

a) tests of significance for differences between means.

b) One-way analysis of variance (ANOVA).

11. Presenting and discussing the results of the study:

11.1. Presentation of the results of the first hypothesis:

- The first hypothesis stated that "There is a relationship between cyberbullying and positive and negative thinking among adolescent students".

- To test this hypothesis, the Pearson correlation coefficient was calculated between the sample participants' scores on the cyberbullying scale and the positive and negative thinking scale. The following table shows the results of the correlation coefficient between the scores of the two scales:

Table 2: Correlation coefficient between cyberbullying and positive and negative thinking among adolescent students.

Variables	Mean	Standard Deviation	Correlation Coefficient "r"	Significance Level
Cyberbullying	49.30	11.435	0.469**	0.01
Positive and negative thinking	69.83	10.215		

From Table 2 it can be seen that the correlation coefficient between the Cyberbullying Scale and the Positive and Negative Thinking Scale among adolescent students was 0.469. This coefficient indicates a significant correlation at the 0.01 level of significance, suggesting a relationship between the cyberbullying scale scores and the positive and negative thinking scale scores among adolescents. This confirms the hypothesis.

11-1-2- Discussion of the results of the first hypothesis:

Based on the previous results, which indicate the confirmation of the first hypothesis, it can be concluded that positive and negative thinking play a role in the electronic bullying behaviour of adolescent students.

Considering that behavioural disorders are a result of cognitive distortions and thinking, whether positive or negative, it is possible to predict cyberbullying based on certain positive or negative thoughts identified in Ellis' Rational Emotive Behaviour Therapy (REBT) theory. These thoughts can be categorised into three similar groups: internal beliefs, beliefs and influential personal relationships.

It is also well known that the school period, especially adolescence, is considered a critical period with several characteristics, such as the rapid influence of trivial matters, the volatility and fluctuation of adolescents, and their lack of control over positive or negative thinking. This limits their ability to make good decisions. In addition, the group of adolescents aged between 15 and 21 experience a period of tension and emotional instability, sometimes lacking control over their positive or negative thinking, which leads them to use social networking platforms to bully others.

11-2-1- Presentation of the results of the second hypothesis:

The second hypothesis stated that "there are statistically significant differences in the variable of cyberbullying among adolescent students due to the variable of gender".

To test this hypothesis, an independent samples t-test was used to examine the differences in cyberbullying based on gender. The results were as follows:

Table 3: Indicates the value of "t" for the significance of differences in the cyberbullying scale based on gender.

Variable	Sample	N	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance Level
Cyberbullying	Male	16	53.31	10.824	2.184	28	0.037
	Female	14	44.71	10.680			

Based on Table (3), we can see that the "t" value reached 2.184 with a degree of freedom of 28 and a significance level of 0.037, which is less than 0.05. This indicates statistically significant differences in cyberbullying based on the gender variable, which supports the hypothesis.

11-2-2- Discussion of the results of the second hypothesis:

This result can be attributed to the fact that males are more able than females to engage in cyberbullying and to express feelings of anger and revenge. Males also tend to allow more strangers to communicate with them, while many females do not trust strangers and prohibit them from accessing their private pages on social networking sites. In addition, females are more afraid than males of verbally abusing, insulting and attacking others on social media platforms. For example, the nature of teenage girls is that they are very concerned about their parents' opinions and social perceptions, and they fear exposure on social media platforms. They do not share personal photos or accurate information, which can be attributed to several factors including environment, culture and religion. On the contrary, men are given absolute freedom to engage in various activities, whether on social media platforms or elsewhere, without being held accountable by their parents or society.

11-3-1- Presentation of the results of the third hypothesis:

The third hypothesis stated that "there are statistically significant differences in the variable of cyberbullying among educated adolescents due to the level of education".

To test this hypothesis, the student researcher conducted a one-way analysis of variance test on the cyberbullying scale to examine the differences based on the variable of educational level. The results were as follows:

Table (4): Shows the "F" test for the significance of differences in the cyberbullying scale based on the variable of educational level.

Variable	Variance	Sum of Squares	Degrees of Freedom	Mean Squaren	F-value	Significance Level
Cyberbullying	Between Groups	953.618	2	476.809	4.535	0.020
	Within Groups	2838.682	27	105.136		

	Total	3792.300	29			

Based on the results in Table (4), we can see that the calculated 'F' value is 4.535 at a significance level of 0.020, which is less than 0.05. This indicates that there are statistically significant differences in cyberbullying among educated adolescents that can be attributed to the level of education. Using the Tukey test, we obtained the following results as shown in the following table:

Table (5): Shows the results of the Tukey test for post-hoc comparisons of educational levels.

Educational Level Groups	Mean Differences	Significance Level
First Year - Second Year	4.500	4.711
Third Year	13.227*	4.480
Second Year - First Year	4.500	4.711
- Third Year	8.727	4.609
Third Year - First Year	-13.227*	0.734
- Second Year	_8.727	0.018

Table (5) shows that there are statistically significant differences between the levels of education, specifically between the first and second secondary level with a mean of 13.227 and between the third and first secondary level with a mean of 13.227. This indicates that there are statistically significant differences between the sample participants with different levels of education, in favour of the second secondary level.

Based on the results of the two previous tables, it is clear that the hypothesis has been confirmed.

11-3-2- Discussion of the results of the third hypothesis:

- Obviously, the results of cyberbullying vary due to the different levels of education of the educated adolescents and the coping strategies they use. There are noticeable differences in cyberbullying behaviour among educated adolescents, such as a desire for control, jealousy and revenge against their younger peers to cover up their own weaknesses. In addition, some younger educated adolescents fail to take the necessary precautions in managing passwords and personal information.

11-4-1- Presentation of the results of the fourth hypothesis:

The fourth hypothesis stated that "there are statistically significant differences in the variable of positive and negative thinking among educated adolescents due to the variable of gender".

To test this hypothesis, an independent samples t-test was conducted to examine the differences in cyberbullying based on gender. The results were as follows:

Table (6): Shows the "t" value for the significance of the differences in the positive and negative thinking scale based on the gender variable.

Variable	Sample	N	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance Level
Positive and negative thinking	Male	16	70.63	8.586	0.447	28	0.658
	Female	14	68.93	12.086			

From Table (6) we can see that the "t" value is 0.447 with 28 degrees of freedom and a significance level of 0.658, which is greater than 0.05. This indicates that there are no statistically significant differences in positive and negative thinking based on the gender variable. The hypothesis is therefore not supported.

11-4-2- Discussion of the results of the fourth hypothesis:

Since the hypothesis was not confirmed, there are no statistically significant differences in positive and negative thinking based on the gender variable. Both genders have similar age-related characteristics from 15 to 21 years old and focus on the same requirements, which include positive or negative thoughts such as adopting dialogue, discussion and understanding instead of giving orders and blind obedience. It should be noted that some educated adolescents (both males and females) in Arab societies are often expected to behave beyond their capabilities, which they are usually unable to do due to their limited ability to handle responsibilities at this age. The influential situations experienced by educated adolescents during their childhood negatively affect their cognitive development, making them adolescents who are unable to practice positive thinking skills.

11-5-1- Presentation of the results of the fifth hypothesis:

The fifth hypothesis stated that "there are statistically significant differences in positive and negative thinking among educated adolescents due to the variable of educational level".

To test this hypothesis, a one-way analysis of variance (ANOVA) test was conducted on the cyberbullying scale to examine differences based on the educational level variable. The results were as follows:

Table (7): Shows the "F" test for the significance of differences in positive and negative thinking based on the educational level variable.

Variable	Variance	Sum of Squares	Degrees of Freedom	Mean Squaren	F-value	Significance Level

Positive and negative thinking	Between Groups	122.221	2	61.106	0.568	0.573
	Within Groups	1903.956	27	107.554		
	Total	3026.167	29			

Looking at the results in Table (7), we can see that the calculated "F" value is 0.568 with a significance level of 0.573, which is greater than 0.05. This indicates that there are no statistically significant differences in positive and negative thinking among educated adolescents that can be attributed to the educational level variable. Therefore, the hypothesis is not supported.

11-5-2- Discussion of the results of the fifth hypothesis:

Based on the results obtained, we confirm the absence of statistically significant differences in positive and negative thinking based on the educational level variable among educated adolescents. This can be explained by the fact that they all study at the same level (secondary education) and have the same educational system and curriculum. It can also be explained by the fact that secondary school students have abilities and skills that enable them to solve problems regardless of their educational level. This is attributed to the role of thinking in increasing the confidence of educated adolescents in themselves and their ability to find effective solutions to the situations and problems they face.

12-5- General Discussion of Findings:

By presenting and discussing the data from the field study conducted on a sample of educated adolescents, it was found that the first, second and third hypotheses were confirmed, while the fourth and fifth hypotheses were not supported.It can be concluded that there is a relationship between cyberbullying and positive and negative thinking among educated adolescents. This relationship is manifested in the sensitivity and instability of educated adolescents' thoughts and their inclination towards social media, which leads them to engage in cyberbullying by using insulting and derogatory language, among other behaviours. It is evident that males are the most likely to engage in cyberbullying because they believe and think that they are males who are not held accountable and are not subject to parental or societal authority in the realm of social media.On the contrary, women are more cautious and less involved in this phenomenon.In addition, the level of education plays a role in the practice of this behaviour and the way it is perceived.It was found that as the level of education changes, the prevalence of this phenomenon increases, accompanied by indifference among students and a lack of awareness that it is a deviant behaviour that affects the psychological well-being of their peers, which can escalate into unintended harm.

Conclusion:

Undoubtedly, the internet and all forms of technology and applications can be used by young people in a positive way, enabling them to benefit from their services. However, adolescents can

also use them in a negative way by engaging in deviant behaviour online through social media networks, such as cyberbullying. This phenomenon has become widespread among educated adolescents with the rise of modern communication and is a concern for many societies worldwide.

This study remains an open field for further exploration by other researchers, including different variables and studying other demographic and academic groups. The following recommendations can be made:

* Conduct workshops to educate students on the importance of positive thinking and distancing themselves from negative thinking.

* Organise awareness days in schools to educate adolescents about the dangers of cyberbullying and involve parents in meetings and decision-making processes to understand how to address this phenomenon.

* Conduct comparative studies between cyberbullying and positive/negative thinking in different sectors.

* Develop counselling programmes for educated adolescents aimed at reducing the prevalence of cyberbullying and promoting positive thinking.

Footnotes:

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Annex 1: Electronic Bullying Scale.

N	Statements	Often	Sometimes	Never
1	I insult my colleague during our conversations on Facebook and Instagram.			
2	I steal some ideas from my colleagues and attribute them to myself through Facebook			
3	I humiliate my younger colleague in front of others on social media platforms.			
4	I post pictures on Facebook and Instagram with inappropriate captions.			
5	I share some explicit images on fake accounts and attribute them to one of my colleagues.			
6	I write funny and mocking phrases about one of my colleagues on Facebook.			
7	I feel comfortable when I insult my colleague on social media networks.			
8	When a colleague passes by me in the classroom, I slap him in front of others and expose him on social media networks.			
9	I record some embarrassing phone calls for my colleagues and then post them on social media platforms.			
10	If someone scolds or criticizes me on social media, I respond in kind.			
11	I harshly criticize some colleagues on social media networks.			
12	I tell others about some weaknesses of one of my colleagues on social media networks			
13	I call some of my colleagues by phone to scare and threaten them.			

14	I threaten my colleague on social media networks if he doesn't comply with my requests.			
15	I spread rumors about one of my colleagues to tarnish his reputation on social media networks.			
16	I invent jokes about my colleague to make others laugh at him on social media.			
17	I encourage others to ignore one of the colleagues on social media networks.			
18	I make sharp remarks to my colleague on social media platforms.			
19	I laugh quietly at one of my colleagues on social media.			
20	I downplay the value of any conversation some colleagues have on social media networks.			
21	I encourage my colleagues to keep one of the students away from participating in some activities through social media networks.			
22	I show expressive facial expressions of contempt for one of my colleagues through text messages to him.			
23	I encourage others to ignore one of the colleagues on social media networks.			
24	I insult one of the colleagues in the comments of social media websites.			
25	I control others from different places by mastering social media platforms.			
26	I show signs of fear to one of the colleagues on social media to scare him.			
27	I exploit my influence on others through social media networks from other areas.			
28	I threaten one of the colleagues to publish their pictures through social media networks.			
29	I harass or scare my colleagues by frightening them through mobile phones.			
30	I encourage others to ignore one of the colleagues through social media networks.			

Annex 2: Positive and Negative Thinking Scale.

N	Paragraph	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am responsible for what happens to me in terms of problems	5	4	3	2	1
2	I am a person who deserves blame.					

3	I feel that what I do is worthless.					
4	I consider myself unsuccessful.					
5	I feel like a disaster if I discover a mistake in my performance.					
6	No one has the right to judge my performance level.					
7	My academic achievements are not that important					
8	I take responsibility for my actions					
9	I feel disappointed if I fail at something					
10	I feel that people around me are plotting against me.					
11	I feel that what I say or do is right.					
12	I feel embarrassed when I ask someone a question.					
13	What I do in life is not beneficial to me					
14	I feel frustrated when I ask someone for something and they don’t respond.					
15	I feel rejected when I speak					
16	I prefer not to do something if I have no idea about it, even a little					
17	I don’t like to try new experiences for fear of failure.					
18	I feel that the problems I discuss and solve are very simple					
19	I prefer to avoid intellectuals rather than discuss with them					
20	I feel that people around me do not support what I do					
21	I feel that people around me are jealous of my successes					
22	My colleagues reject me					
23	I feel contempt in the eyes of others					
24	My colleagues do not like dealing with me					