The Relationship between Verbal Bullying and Social Values of University Youth

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Abstract:

This study aims to determine the relationship between verbal bullying and the social values of university youth, where the social values of youth are (taking responsibility, community participation, and mutual respect). It was concluded that there are no significant differences between the bullies and those who are bullied with regard to the social values represented in (taking responsibility and mutual respect) for university youth, while there were significant differences between the bullies and their bullies with regard to the social values represented in (community participation) for university youth. The sample size consisted of (364) individuals, represented in a stratified random sample from the third group of regular students of the Faculty of Social Work - Helwan University. The results of the study found that there is a positive, statistically significant relationship between verbal bullying and the social values of university youth, which were represented by (bearing responsibility, community participation), and the absence of a positive, statistically significant relationship between verbal bullying and the social values, which were represented by (mutual respect).

Keywords:
(Verbal bullying - social values - university youth).

Introduction:

Although we do not deny the great positive side of those developments in human progress, we also do not lose sight of the problems that accompanied it. These developments have impacted the goals and pillars of the educational system. Therefore, it has become necessary to address this phenomenon due to its significant danger to students and society as well. Studying the phenomenon of bullying in terms of its concept, causes, forms, effects, and possible solutions indicates the great importance this issue has taken on **(Abu Iyada, 2023, p. 122).**

The subject of bullying has become a recurring topic, as it is constantly present in the educational and societal environment surrounding the student, albeit in different forms. Bullying differs based on place, time, individual differences, their physical and physical health, and the way they bullied or are bullied **(Sharbat, 2018, p. 265).**

Since verbal bullying is one of the most common forms of bullying among males and females at various educational levels, it involves any attack or threat that causes verbal harm through (i.e.

ridicule, belittling others, criticizing others harshly, defamation, blackmail, false accusations, rumors, and assigning derogatory labels based on gender, race, religion, social class or disability) **(Abu Al-Diyar, 2012, pp. 58:57).**

This is what **Mckroom (2004)** pointed out. He stated that bullying is not linked to a specific age or the type of bully, whether male or female, but reaches its peak in the middle and secondary stages. He added that the danger of bullying, whether to the bully himself or to the victim in the future, is significant, as 60% of those who committed crimes at the age of 24 were described in the past as bullies.

This was also confirmed by the study **of Peter (2016)**, which found that bullying has become a threat to the stability of the whole society, especially with the recent increase in forms of bullying, particularly through the use of the Internet. The study emphasized the necessity of developing decisive laws imposed by educational administrations against bullies, as well as awareness programs about bullying. Furthermore, the study found that there are no fundamental differences between females and males in bullying.

Kenawy's (2023) study aimed to develop a proposed perception for the role of individual service in mitigating bullying among university youth. The study showed that bullying among university youth from the sample members is present in different proportions. Psychological bullying was the highest, followed by verbal bullying. Ultimately, the researcher proposed a conceptual framework for the role of individual service in alleviating bullying among university youth.

The bully's behavior is often enhanced by the surrounding individuals, such as colleagues and friends, as it allows the bully to achieve a degree of stardom among his colleagues. This makes the bully feel different and distinct, encouraging them to create and build other bullying situations and to assault others in their environment **(Qatami, 2009, p. 86).**

Abdul Rahim's (2020) study explained the factors leading to bullying, its characteristics, forms, and the resulting negative problems. The study also proposed ways to mitigate bullying among students. The results of the research culminated in a scientific formulation and an integrated methodology for the proposed solutions to reduce bullying among students, contributing to eliminating or at least reducing this problem.

Al-Rajhi's (2022) study also aimed to test the effectiveness of cognitive-behavioral therapy in mitigating the bullying behavior of student groups. The results of the research and their statistical treatment verified the validity of the study's main hypothesis: there are statistically significant differences between the pre- and post-measurement of the members of the experimental group, favoring the post-measurement. This demonstrated the effectiveness of cognitive-behavioral therapy in mitigating bullying behavior within student groups.

If social values have become a crisis in our current societies and considering the variations in their repercussions on members of society, especially young people, it is not surprising that young people reflect on their authentic values. These values stabilize their personality, consolidate the elements of their identity, and motivate adherence to ethical behaviors, whether influenced by their immediate environment or by other communities.

This is consistent with what was targeted by the study of **Sabry (2018)** on the use of the effectiveness of the positive peer culture model in community service to develop social values among university youth. These values were represented by social responsibility, belonging, and community participation. The study found statistically significant differences before and after conducting the professional intervention program using the peer culture model to develop social values among university youth.

Zarzoura (2017) investigated the role of student activities in developing social values among university youth, emphasizing that the youth sector represents an age stage that carries with it the hope of the nation. The study also highlighted that young people's behavior and attitudes are subject to change and can be modified to help them acquire knowledge, develop skills and adopt positive values and trends.

The study of **Walker (2002)** confirmed that encouraging young people to participate in society through civil society institutions helps foster their political orientations and develop their awareness of social values. Similarly, **Madeline (2005)** found that providing students with opportunities to participate in the community leads to instilling social values, such as citizenship and belonging. University students, being capable of significant contributions, can give back to the community to which they belong.

Since social service, as a humanitarian profession, seeks to help university youth remove the obstacles and difficulties they face in various situations to become active in their communities, it has become essential for social service to utilize its methods, techniques, and strategies to address and confront these challenges, contributing to reducing the phenomenon of verbal bullying in all its forms **(Habib, 2010, p. 5).**

This is consistent with the aim of **Abdelhadi's (2018)** study, which proposed a conceptual framework from the perspective of social work to address the factors leading to bullying that students are exposed to.

The social worker plays an important role through their professional roles in social work in general, and social service in particular, in order to enhance social interaction among students, respect their humanity, and strengthen and provides their abilities with leadership skills. This fosters a sense of responsibility and participation among young people, promoting understanding, cooperation and participation. These efforts help satisfy students' basic needs and resolve the difficulties and problems they encounter.

From this perspective, it becomes evident that the social work profession plays a vital role in dealing with young people and developing their social values, contributing to reducing the phenomenon of verbal bullying. In addition, the focus on programs and activities aimed at enhancing the capabilities and awareness of young people through their participation in collective activities further supports this effort **(Ali, 2014, p. 20).**

Based on the previous studies presented, the importance of the current research lies in identifying "The relationship between verbal bullying and social values of university youth." **The researchers defined these values in three dimensions, which are as follows:**

A- Mutual respect:

It means "one of the human values, where a person values others regardless of his color, gender or culture. Mutual respect includes the appreciation of meanings such as respect for systems, rights, honorable positions and distinguished creations" **(Nouf and Mansour, 2018).** From our point of view, mutual respect is defined as "appreciation, reverence and commitment." The behaviors and ethics of young people, along with their way of life, is what forces others to respect and treat them with a distinct ethical manner. Mutual respect involves maintaining privacy, adhering to the regulations and systems of society, and respecting the opinions of others.

B - Community participation:

It means "the efforts made by individuals of all categories and community institutions in planning, implementation, decision-making, and evaluation. This participation is achieved to meet the needs of the participants on the one hand and to achieve the public interest on the other" **(Al-Qaffas, 2003, p. 511).**

From our point of view, participation is defined as "the effective role played by young people in society to perform their social functions in helping social groups and also participating in voluntary organizations to achieve shared goals, requirements and needs.

C - Responsibility:

It refers to "sound thinking that enables an individual to coexist and cooperate with others. This definition has two aspects: the first is refraining from actions that may offend others, especially those who are dealt with directly; the second is helping others to overcome the problems and situations they encounter, cooperating with them, and providing assistance and basic needs to help them face crisis **(Bakri, 2009, p. 26).**

From our point of view, taking responsibility is defined as "the commitment of young people to perform the tasks entrusted to them." This includes assisting others in satisfying their needs and achieving goals that benefit society, whether the responsibility is religious, moral, and social.

Study problem:

The theoretical and practical importance of the research is evident through the following points:

1. Bullying is one of the modern phenomena prevalent in society among young people.
2. Highlighting the relationship between verbal bullying and social values of university youth.
3. Emphasizing the importance of youth as one of the basic elements that shape society due to their capabilities and potential, which must be utilized in positive ways.
4. Developing some recommendations to reduce the negative effects of bullying on youth and society.

Objectives of the study:
The main objective:
Verifying the validity of the main hypothesis of the study, which is based on testing the effect of verbal bullying on the social values of university youth ؟

A set of sub-objectives emerge from this objective:
1. Testing the effect of verbal bullying on the sense of responsibility among university youth.
2. Testing the effect of verbal bullying on the community participation of university youth.
3. Testing the effect of verbal bullying on the mutual respect of university youth.

Study hypotheses:
Are there statistically significant differences between bullies and their victims with regard to the social values of university youth?

A set of sub-hypotheses emerge from this main hypothesis:
1. Are there statistically significant differences between bullies and victims with regard to the sense of responsibility among university youth?
2. Are there statistically significant differences between bullies and victims with regard to the community participation of university youth?
3. Are there statistically significant differences between bullies and victims with regard to the mutual respect among university youth?

Study concepts:
The research concepts were defined as follows:
- Verbal bullying.
- Social values.

First: Verbal bullying:
Bullying is "the repeated exposure of a person to negative events from one or more people, and those negative events are carried out through physical contact, words or any other means" **(Olweus, 1996, pp. 331:359).**

It is also defined as "a verbal attack or threat made by a student to another with the intention of harming through ridicule, criticism, name-calling, and spreading false rumors" **(Bidwell, 1997, pp. 60:97).**

As defined by **(Litz, 2005), bullying is** "any attack or threat from a person intended to verbally harm by ridicule, belittling others harshly, defamation of people, false accusations, rumors, and the use

of some physical nicknames based on sex, race, religion, social class or disability. The bully practices this type of bullying to influence others, and does so in front of a group of peers.

Definition by the researcher in this study:

In the context of this research, verbal bullying refers to situations where young people are subjected to bullying by their colleagues through scolding, mocking, insulting with obscene words, calling them sarcastic names, and spreading rumors. They may also face harsh criticism from their colleagues.

This concept is measured by a questionnaire that the two researchers designed and applied to university youth to find out the extent of the impact of verbal bullying on their social values, which have been identified as: (taking responsibility, community participation, and mutual respect).

Second: Social values:

The value in the Arabic language, as narrated by **(Ibn Manzur, 2003),** "is derived from standing, which is the opposite of sitting, and doing in another sense is determination. It also implies preservation and reform, while strength is associated with justice, good height and integrity." Parsons defines it as an element in a common symbolic system, considered a criterion or level of choice among the alternatives of orientation that exist in a situation. It represents general and basic criteria in which members of society participate, contributing to achieving integration and organizing the group's activities **(Ghaith, p. 503).**

Social values refer to "those habits that a person has been affected by and that have become part of him, controlling his actions and behaviors in dealings with others within the framework of his social relations system. These can be either positive and desirable, such as loving people, helping or making them happy, and defending their causes, or negative and undesirable, such as a tendency toward evil, harming others, or isolating oneself from them" **(Saad, 2019, p. 100).**

The researcheres define the concept of values for this research as follows:

Values are considered an important basic element in social construction, serving as an organized model that the individual, group, and society can emulate. They are also characterized by being individual while also relying on mutual connections to form a comprehensive and integrated construct. Therefore, the researchers identified the values addressed in the current study as "taking responsibility, community participation, and mutual respect.

Theoretical starting points:

Behavioral theory describes humans as innate beings, born without knowledge of good or evil. Instead, behavior is formed through interaction with those around them. In other words, external stimuli shape human personality.

From the point of view of behaviorists, the family is the primary environment in which most of an individual's behaviors are formed. For example, if an individual is exposed to excessive violence in the family, or conversely, if they are excessively pampered, this could contribute to future violence and aggression. Hence, the good example set by parents plays a significant role in this aspect. If parents are authoritarian, they may push their children toward replicating cruelty, violence and bullying that they themselves imposed, which could reflect in their characters (**Abu Iyada, 2023, pp. 128:127).**

The theory includes four basic concepts, as follows: (Al-Muhajaban, 2021, p. 20:1)

1. Interaction between man and the environment: The environment plays a major role in shaping the behavior of the individual.
2. The nature of behavior: The individual is born and raised within the family, which is a sub-system of the larger system of society. This reflects the individual's perceptions of the individual of the society in which they grow up, rather than perceptions they have developed independently.
3. The personality of the individual: The personality of the individual is the result of the reflections of society, including customs, traditions and behaviors acquired through socialization.
4. Psychological disorders: These include disorders or behavioral deviations, which are behaviors learned by the individual incorrectly to release tension and anger inside him.

Additionally, behaviorists added that the educational environment may assist and promote aggressive behavior in bullies, especially when they receive support and assistance from their peers for their negative behaviors. This led to the development of behavior from bad to worse. Also, if the educational administration was lax and slow to respond to students, without clear limits and controls on such behaviors, aggressive behaviors may become prevalent among students in the educational environment. **(Acted)**

Methodology:
This study belongs to the descriptive studies that seek to confirm the existence of a significant relationship between the bullies and their victims with regard to social values, which are defined in three basic dimensions: social responsibility, community participation, and mutual respect for university youth.

Sample:
The study's sampling frame consisted of **(6911)** individuals. The optimal sample size law was applied using Stephen Thompson's equation **(Corbetta, 2003, p.216)**. By applying this method, the optimal sample size was calculated to be **(364)** individuals, who were selected using the systematic random sampling method.

Questionnaire:
Tool design:
- The two researchers designed a questionnaire that includes three dimensions: primary data, forms of bullying, and social values. Each dimension consists of (38) items: taking responsibility (10) phrases, community participation (9) phrases, and mutual respect (9)   phrases.
The questionnaire was administered to young people who had been bullied.
- The researchers designed an electronic questionnaire form using **Google Drive** models for students at the faculty of Social Work, with reference to the theoretical heritage, previous studies, and related questionnaire forms on the subject of the study.
- The researchers have conducted the virtual validation of the tool after presenting it3 faculty members from the Faculty of Social Work, Helwan University. The tool got a minimum agreement rate of (80%), and the final version was drafted accordingly.

Statistical analysis methods:
The level of the relationship between verbal bullying and the social values of university youth was assessed using the arithmetic mean. The three-point-scale categories were: yes (three points), to some extent (two points), and no (one point). The data were coded and entered into the computer. To determine the length of the three-point scale cells (lower and upper limits), the range was calculated as = largest value - lowest value (3 - 1 = 2). This range was divided by the number of scale cells to obtain the corrected cell length: (2 / 3 = 0.67). Then this value was added to the lowest value on the scale (1), the beginning of the scale, which is the correct one, to determine the upper limit of this cell.

Table (1): The arithmetic mean levels of the phrases and dimensions of the questionnaire.

If the average value of the expression or dimension ranged between 1 - 1.67	low level
If the average value of the phrase or dimension ranges between more than 1.67 - 2.34	Average level
If the average value of the expression or dimension ranges between more than 2.34: 3	high level

The following statistical methods were applied:

Frequencies and percentages, arithmetic mean standard deviation, range, t-test, multiple regression analysis, simple regression analysis, Pearson's correlation coefficient R, and coefficient of determination R^2.

Study Results:

Table (2) Distribution of the study population by gender (n=364).

No.	Gender	Frequency	%
1	**Male**	**158**	**43.4**
2	**Female**	**206**	**56.6**

The previous table shows:

The distribution of the study population by gender, with male university students representing (43.4%) and females representing (56.6%).

Table (3) Level of study variables (n= 364).

Variables		Mean	Std. Deviation	Level
Independent variable	**Verbal Bullying**	2,20	0,731	Average
Dependent variable	**Social Responsibility**	2.67	0,398	High
	Community Participation	2,65	0,457	High
	Mutual Respect	2,79	0,382	High
	Social Values as a Whole	2,70	0,361	High

The previous table shows:

- The level of the independent variable (verbal bullying) is (2.20), indicating an average level.
- The level of the dependent variable (social values) is (high), with a mean of (2.70). The breakdown according to the arithmetic mean is as follows: Mutual respect ranked first with an arithmetic mean (2.79), followed by social responsibility in second place with a mean of (2.67). Community participation ranked last, with a mean of (2.65).

Table (4) shows the differences between bullies and bullied people with regard to the social values of university youth (n= 364).

Independent variable	Dependent variable	R	B	T-Test	F-Test	R^2
Verbal Bullying	Social Responsibility	0,164**	0,089	3,155**	9,951**	0,027

** Significant at (0.01)   * Significant at (0.05)

The previous table shows:
- There are no significant differences between bullies and the bullied regarding the social values of university youth, as the T-test value reached (1.090), which is not significant at a degree of freedom (362).
- There are no significant differences between bullies and the bullied regarding university youth's responsibility, as the T-test value was (0.495), which is not significant at a degree of freedom (362).
- There were significant differences between bullies and the bullied regarding university youth's community participation, with the T-test value reaching (2.742), which is significant at a degree of freedom (362) at the level of (0.01).
- There are no significant differences between bullies and the bullied regarding mutual respect of university youth, as the T-test value was (0.674), which is not significant at a degree of freedom of (362).

Table (5) shows the relationship between verbal bullying and social values of university youth (n= 364).

Independent variable	Dependent variable	R	B	T-Test	F-Test	R^2
Verbal Bullying	Community Participation	0,240**	0,150	4,706**	22,143**	0,058

The previous table shows that:
- The value of the correlation coefficient indicates a direct relationship between the variable "verbal bullying" and the variable "social values" at a significance level of (0.01), with a correlation value of (0.186). This relationship is also evident in the sub-dimensions, which are as follows:
- The value of the correlation coefficient indicates that there is a direct relationship between the variable "verbal bullying" and the variable "social responsibility" at a significance level of (0.01), with a correlation value of (0.164).

- The value of the correlation coefficient indicates that there is a direct relationship between the variable "verbal bullying" and the variable "community participation" at a significance level of (0.01), with a correlation value of (0.240).
- The value of the correlation coefficient indicates that there is no direct relationship between the variable "verbal bullying" and the variable "mutual respect", as the correlation value was (0.070), which is not significant.

Discussion

The research aimed to determine the relationship between verbal bullying and the social values of university youth by testing the following study hypothesis: "There is a statistically significant relationship between verbal bullying and the social values of university youth." The results of the study showed that the study hypothesis was accepted, as there was a direct correlation between verbal bullying and the social values of university youth.

This finding aligns with the study by **Walker (2002),** which emphasized that encouraging youth to participate in society through civil society institutions helps to support their political orientations and develop their values of awareness. Additionally, the study by **Madeline and Cruice (2005)** confirmed that by providing students with the opportunity to participate in society leads to instilling social values in them, particularly those related to citizenship and belonging to society, as university students have the capacity to give and contribute to the community they belong to.

This result is consistent with the study by **Hamid (2009),** which showed the effectiveness of a proposed program from the perspective of general practice to develop social responsibility among youth. The program included elements such as social relations, participation, loyalty and belonging to society.

It also aligns with the study by **Khadar (2011),** which emphasized that university education plays an important role in shaping positive youth attitudes by instilling social values and attitudes that foster compatibility between the culture of society and the culture of youth. Similarly, it also agreed with the study by **Hamza (2011)**, which focused on the participation of university youth in activities that help them accept diversity in ideas and trends, fostering mutual respect through dialogue and communication with others.

The results of the study also indicated the acceptance of the first and second hypotheses and the rejection of the third sub-hypothesis. This may be due to the lack of a strong direct relationship between the dimensions of the variable of verbal bullying and mutual respect among university youth. This finding was also confirmed by the study of **Zarzoura (2017)**, which revealed the role of student activities in developing social values among university youth. The youth sector represents an age group with the potential to bring hope to the nation, and their behaviors and attitudes are subject to change and modification. Such activities help youth acquire knowledge, develop skills, and adopt positive values and attitudes.

Furthermore, this is consistent with the study by **Sabry (2018),** which explored the effectiveness of the positive peer culture model in group work to develop social values among university youth, specifically focusing on values such as social responsibility, belonging, and community participation. The study concluded that there are statistically significant differences before and after conducting the professional intervention program using the peer culture model to develop social values among university youth.

This finding is also consistent with the goals of the social work profession, which seeks to enhance the role of social workers and the professional roles they perform in social work. Social work helps enhance social interaction between students, respect for humanity, and leadership skills that develop a sense of responsibility and participation among young people. These efforts contribute to enhancing understanding; cooperation and participation that help them satisfy their basic needs and solve the difficulties and problems they encounter. As a result, the professional role played by the social work profession becomes clear as social workers play a vital role in reducing phenomena like verbal bullying. This highlights the importance of focusing on programs and activities that develop the capabilities and awareness of young people through their participation in group activities **(Ali, 2014, p. 20).**

Study recommendations:
1. Preparing training and awareness programs directed to youth and society.
2. Establishing strict laws to deal with all types of abuse on campus.
3. Increasing community awareness of issues related to violence and abuse, while developing helplines to report these cases.

4. Conducting treatment and preventive programs to combat bullying on campus.

5. Preparing programs for faculty members, social workers and psychologists to identify such cases, intervene appropriately, and develop effective solutions to minimize its negative effects on students in the future.

6. Preparing competent institutions effectively to provide appropriate treatment programs, while training specialists on the best methods and skills to deal with cases of bullying.

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