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ROLE OF TELEPHONE COUNSELING IN FACING THE PROBLEMS OF THE ADOLESCENTS SUFFERING FROM CYBERBULLYING FROM THE PERSPECTIVE OF STUDENT COUNSELORS

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ABSTRACT

The present research aims to identify the role of telephone counseling in facing the social, familial, psychological, and educational problems among the adolescents suffering from cyberbullying. Moreover, it defines the major obstacles and the suggestions that reinforce this role. The author adopted the descriptive analytical approach. The sample comprised (85) student counselors from Riyadh public schools. A questionnaire was used to collect the required data. The results showed that the fundamental skills of the telephone counselors who deal with those adolescents involved the skills of observing verbal behavior, forming and keeping counseling relationships, as well as cohesion and bonding. Furthermore, the social role of telephone counseling involved encouraging the adolescents to integrate with the community members. The family role included developing the family's awareness of accepting the adolescent as well as his/her problems. The psychological role involved helping the adolescent feel the others' appreciation. The educational role included developing the adolescent's awareness of how to plan for his/her academic future. The major obstacle was the necessity to arrange an occasional face-to-face meeting. To activate the role of telephone counseling in reducing the aforementioned problems, the author suggests developing the adolescents' awareness of how to benefit from telephone counseling. The research recommends involving the adolescents in defining the goals of telephone counseling as well as developing the professional level of telephone counselors.

Contribution/Originality: The present study is an addition to the counseling field. It educates the community and introduces telephone counseling services. Moreover, it helps educators take necessary measures and actions to prevent cyberbullying. It develops social workers and student counselors to utilize telephone counseling techniques when handling the victims of cyberbullying.

1. INTRODUCTION

The world witnesses a technological revolution that triggers a rapid development in electronic communications. Modern technology has extensively affected the communities where school students as well as youth freely use Internet tools and applications. As a result, cyberbullying affects the school; family; and community. The development and prevalence of internet technology have created new forms of communication, which allows the users to communicate on a large scale, and change the way people interact with one another. Chat rooms (the oldest method of communication) and the applications of social media enabled the users to interact virtually (Donegan, 2012). The major drawback of this revolution is the emergence of cyberbullying, where

bullying transferred from the traditional social environment to the virtual one using various social media that expose the adolescents to cyber bullies. Thus, cyber-bullying is classified as the most prevalent form of bullying.

Most researchers associate this behavior with the school environment, which encourages bullying behavior psychologically, socially, emotionally and academically affects both the bully and victim. Although bullying behavior at school environment is associated with the emergence of these educational institutions, the researchers, who address social relations, do not consider this phenomenon because they classify the students' acts at schools as a simple form of kidding between peers. Olweus first addressed this phenomenon in 1991 (Abu Al-Diyar, 2012).

Cyberbullying is dangerous because offensive words or rumors instantly prevail after sharing or copy and paste the post (Hussein, 2016). Eid (2019) indicated various positive aspects of the students' use of social networks, such as exchange of information and lectures and expressing opinion freely. However, they caused the emergence of immoral behaviors, such as insult, defamation, and threat. The National Crime Prevention Council (2016) defines cyberbullying as "the act of using the internet, cell phones, or other devices to send or share a text or an image that harm or embarrass another person" (p. 2). It does not only involve repeated annoyance, but affects several people in a short period, as well (Kowalski & Limber, 2007). According to Bill Belsey, cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or a group to harm others (Hussein, 2016); (Buffy & Dianne, 2009) define it as "distant harassment and annoyance using electronic means of communication by a bully to threaten and worry the victim".

VandenBos (2015) states that bullying is a persistent threat, a physical aggressive behavior, or verbal abuse towards younger or weaker persons, while cyberbullying is verbal threatening behavior and constant annoyance using technology, such as phone calls, e-mail, and text messages online. Bullying denotes physical, psychological or emotional harm, harassment, embarrassment, or ridicule by a bullying student against a weaker or younger student regularly (Jaana, Cornell, & Sheras, 2011). A bullying student is the one who bothers, frightens, threatens or harms weaker ones to force them follow his/her instructions (Mousa & Farhan, 2013).

Cyberbullying has numerous detrimental effects, such as poor academic performance, poor social skills, low self-esteem, isolation, loneliness, depression, anxiety, truancy, and suicide (Paolini, 2018). It is an aggressive behavior that takes various forms, including physical, verbal, psychological and sexual bullying, using the Internet, which is widely used by children and adolescents (Al-Mustafa, 2017).Moreover, it is a dangerous phenomenon for both the bully and the victim because the bully will have a permanent record of his/her activities and posts, and form a negative online reputation accessed by teachers and employers in the future (The Cyberbullying Research Center, 2016). In addition, it harms the victim who may endure endless harassment and develop a bad self-concept due to constant torment, anxiety, depression, poor academic performance and suicidal thoughts (No Bullying, 2016). Moreover, it affects the school environment or the community as a whole as school bullying influences the security, psychological and social structure of the school community (Al-Ammar, 2016).

Wang and Nansel (2009) reported that middle and high school students bullied others or were bullied, as follows: Physically (20.8%), verbally (53.6%), socially (51.4%), and electronically (13.6%). Counselors stated that a lot of the 9th- grade students were victims of cyberbullying conflicts. Thus, they suffered from emotional anxiety and the inability to do their homework. Abu Alella (2016) showed that the prevalence rate of cyberbullying among the adolescent participants was (58.9%), indicating that it was moderate.

Messias, Klndrick, and Castro (2014) asserted that girls were more bullied (31.3% vs. 22.9%), and more cyberbullied (22.0% vs. 10.8%), while boys were less exposed to school bullying (12.2% vs. 9.2%). Moreover, more than 1 among 3 young people were exposed to cyberbullying and more than (25%) of the adolescents were bullied on their phone or online. More than (14%) of the adolescents admitted cyberbullying another person through spreading rumors online and sending a text message or an email (The Cyberbullying Research Center, 2016). (54 %) of the adolescents were exposed to it on social media: (39%) on Facebook, (29%) on YouTube, (22%) on Twitter, and (22%) on Instagram. They also reported being bullied due to appearance (61%), academic achievement (25%),

race (17%), gender (15%), financial status (15%), and religion 11% (Cox Communications Teen Online & Wireless Survey, 2014). Richard (2012) and Schneider, O'donnell, Stueve, and Coulter (2012) demonstrated that cyberbullying resulted from modern communication technology that had expanded the scope of bullying problems. In addition, cyberbullying prevailed rapidly among adolescents. Moreover, traditional bullying is associated with physical effects more than cyberbullying. Kowalskia. and Fedina (2011) illustrated that (42) young people were highly exposed to cyberbullying and traditional bullying, so there had to be a contact with their parents. Sourander et al. (2010) showed a high feeling of insecurity at school, while hyperactivity, disruptive behavior, and negative social behavior increased among cyberbullies. Bottino, Bottino, Regina, Correia, and Ribeiro (2015) demonstrated a correlation between cyberbullying, social difficulties, insecurity, and depression symptoms. Venkataraghavan (2015) reported that (9.8%) of the participants had actually experienced cyberbullying, and (79.35%) perceived the concept of cyberbullying. Slonje and Smith (2008) revealed that four types of cyberbullying (text message, email, phone call, picture, and video clips) were widespread at secondary schools. Ortega, Elipe, Mora-Merchan, Calmastra, and Vga (2009) indicated that cyberbullying occurred using two methods: the Internet or mobile phones, including e-mail, chat rooms, online voting, phone calls, and text message. Stone (2020) revealed that students need training on critical thinking skills to face cyberbullying. Beringer (2011) indicated that teachers are concerned about cyberbullying at schools, but they do not know how to define and manage it.

Al-Qahtani (2007) showed that cyberbullying moderately prevailed among students at public and private schools in Riyadh. Khouj (2012) illustrated that social and emotional factors as well as social sensitivity helped predict school bullying. Al-Mustafa (2017) revealed that bullying differed according to the geographical, economic and social environment. Al-Hajjaj (2017) showed the dangerous impact of bullying on the victims as well security at school. Albentan (2019) revealed the association between social factors and bullying by the 2nd -grade students. Al-Shalash (2019) addressed the low rate of bullying in a sample of the 3rd -grade secondary stage students at Prince Saud Al-Faisal School. The study indicated the success of the proposed training program in achieving its goals and reducing bullying among the participants. Elwan (2016) illustrated that traditional bullying outweighed cyberbullying (39.1% versus 27.6%). The most common type of traditional bullying was sarcasm by giving titles, followed by spreading rumors, while the most common type of cyberbullying adopted text messages, followed by conversation using chat rooms or instant chat. Most bullying behaviors occur during adolescence, which involves different characteristics because it represents a period of psychological tension, stress and fluctuations that need, guidance and counseling to achieve psychological, social and emotional compatibility with others. This is conducted through developing self-concept and helping the adolescents positively adapt to be able to solve their problems. Their major problem is bullying, which is the most common form of violence and negatively affects them as well as their education (Al-Shalash, 2019). Given the harmful consequences that victims and perpetrators of cyberbullying face, it was imperative to search for means and mechanisms that could help families and schools alleviate this tension and reduce the social, emotional, psychological and academic consequences that afflict victims of bullying and venting them through safe and legitimate channels. One of these important means is telephone counseling. Telephone counseling is adopted by some counseling centers that offer guidance and counseling services because of the easy communication between the counselors and the persona as well as confidentiality. Moreover, it helps the person understand and solve his/her problem. In addition, it is a social behavior, where the counselor communicates with others and plays an important role (Darwish, 2017).

It has an important role in facilitating communication and achieving confidentiality; no one can hear or see it. The two parties electronically communicate with each other, so the counselor can best identify and solve the problem. Abu Alella (2016) asserted that telephone counseling is appropriate for those who fear direct confrontation. It also adopts confidentiality properly. The study asserted that the effectiveness of telephone counseling depends on the characteristics of customers who should be satisfied and enthusiastic about telephone communication as well as have the ability to follow-up, listen and follow the advice, counseling and treatment

methods. Al-Harbi (2018) showed that most callers are in the age groups (11-20 years) and (21-30 years), while the percentage reduces among the older and younger ones. Furthermore, all educational levels requested the service of telephone counseling. Lotfy (2016) aimed to reduce cyberbullying among middle school students using a counseling program based on positive interventions that adopted personal strengths. The study showed the effectiveness of the program in reducing cyberbullying. Ibrahim (2020) identified the effectiveness of behavioral cognitive counseling program in combating cyberbullying among high school students. Habib (2018); Abdo (2017) and Elwan (2016) asserted the importance of designing counseling and cognitive programs to reduce the aggressive behaviors among the adolescents. Al-Sumaili (2009) showed that counseling needs, especially during adolescence, play an effective and influential role in the behavior. Thus, it is important to design the most appropriate programs that comprise the best methods and meet counseling and cognitive needs of the students. It is necessary to combat bullying because it results in social, psychological and academic problems. The cognitive-behavioral approach effectively helps adolescents and reduces disgraceful and unacceptable behaviors. Because of the active role that telephone counseling plays in providing assistance to victims of cyberbullying to overcome their problems and reduce anxiety,

The present research aims to identify the role of telephone counseling in facing the social, family, psychological, and educational problems among the adolescents suffering from cyberbullying. Moreover, it defines the major obstacles and the suggestions that reinforce this role.

2. STATEMENT OF THE PROBLEM

The communities of the Arab Gulf, in general and Saudi Arabia, in particular, have witnessed rapid and constructive changes in the different systems, which affected the persons, groups, jobs, and roles (Abu Alella, 2016). One of these changes is the revolution of modern technology and means of communication that affected the Saudi community. Moreover, it enormously influenced the users, especially the adolescents, because technological development caused unexpected threats, such as cyberbullying, for the Saudi families and schools.

Cyberbullying is a modern problem that negatively affects the bullies and victims who experience longer periods of emotional disturbance. Hence, they suffer from poor mental health, low self-esteem, emotional and behavioral problems, as well as adjustment-related problems. Consequently, the victim becomes depressed, confused, anxious, violent, withdrawn, isolated and shy. His performance at home and school gets poor, as well (Buffy & Dianne, 2009). The problem of cyberbullying continues in light of the negligence of parents, social workers and psychologists who have inadequate experience and knowledge of some secrets of this issue. They also never play an effective role because this phenomenon requires great caution. In addition, aspects of bullying resemble those of aggressive behavior and many parents as well as teachers do not know the real reason for it Abu Ghazaleh (2010). The author has observed that cyberbullying is extensively prevalent at Saudi public schools in the Kingdom. In addition, social, psychological and educational specialists have warned against its spread among male and female students alike. They also insisted on the family's cooperation with the school to reduce and combat it because its consequences are constant and extend from the school to family and community. Unlike the western communities, the Arab communities do not extensively address this phenomenon although the reality indicates that bullying has become more prevalent at schools (Sophie, 2017). Most studies that address bullying behavior seek to identify causes, motives, and treatment methods. With the advancement of social sciences, these studies attempt to present a new proposal that reduces the number of bullies and changes them into normal ones physically, spiritually, psychologically, socially and professionally. The exposure of the Saudi community to large-scale modernization processes caused a change in the community and the emergence of new behavioral patterns that negatively affected it. Thus, it is important to identify the mechanisms and methods to restore balance in the community. Telephone counseling has proven its effectiveness in facing it locally, regionally and globally because of its confidentiality and privacy. Thus, it has been enormously adopted (Abu Alella, 2016).

The present research seeks to address the issue by posing the following major question:

What is the role of telephone counseling in facing the problems of the adolescents suffering from cyberbullying?

It can be subdivided into four minor ones:

1. What are the fundamental skills of the telephone counselors who deal with the adolescents suffering from cyberbullying?
2. What is the role of telephone counseling in facing the social, family, psychological, and educational problems among the adolescents suffering from cyberbullying?
3. What are the major obstacles to telephone counseling in facing the problems of the adolescents suffering from cyberbullying?
4. What are the suggestions that reinforce the role of telephone counseling in facing the problems of the adolescents suffering from cyberbullying?

3. OBJECTIVES

The present research aims to identify the fundamental skills of the telephone counselors who deal with the adolescents suffering from cyberbullying as well as the role of telephone counseling in facing the social, family, psychological, and educational problems among the adolescents suffering from cyberbullying. Moreover, it defines the major obstacles and the suggestions that reinforce this role.

4. SIGNIFICANCE

A. Scientific Aspect

This study presents a new counseling research that will enrich the Saudi Library. It will also help reduce the problems of the adolescents who suffer from cyberbullying because very few studies and researches have addressed this. Thus, it enriches the theoretical studies and reduces cyberbullying in Saudi community. In addition, it introduces the Saudi community to telephone counseling services. Cyberbullying is a dangerous phenomenon that has spread recently and requires the collaboration of all social, psychological and educational disciplines to combat it.

B. Practical Aspect

The study clarifies the importance of telephone counseling and its role in solving students' problems, including the problem of cyberbullying, which develops the plans, programs and methods that help meet counseling needs among students who are victims of cyberbullying locally and regionally. The results will help social workers to best use their skills of telephone counseling in reducing the problems of cyberbullying. Moreover, it develops the skills of student counselors to best use telephone counseling techniques in reducing the problems of cyberbullying. Furthermore, it enables the educationists to combat cyberbullying properly.

5. LIMITS

5.1. Objective Limits

1. There are some fundamental skills of the telephone counselors that deal with only the adolescents suffering from cyberbullying.
2. This study is limited to the role of telephone counseling in facing the social, family, psychological, and educational problems among the adolescents suffering from cyberbullying.
3. It deals with only the major obstacles to telephone counseling in facing the problems of the adolescents suffering from cyberbullying.
4. It looks for suggestions that reinforce the role of telephone counseling in facing the problems of the adolescents suffering from cyberbullying.

Spatial Limits: Some public secondary schools in Riyadh, Saudi Arabia.

Temporal Limits: The questionnaire was conducted in the second semester for the academic year 2019/2020.

Human Limits: Some student counselors at public secondary schools in Riyadh, Saudi Arabia.

6. DEFINITION OF TERMS

Role: It is procedurally defined as the professional responsibilities and tasks assigned to the counselor who uses telephone counseling services in terms of values, principles, skills, strategies, techniques and methods to face the social, family, psychological, and educational problems among the adolescents suffering from cyberbullying.

Telephone counseling: (Al-Qadi, 2005) defines telephone counseling as asking for counsel using the telephone. Unlike direct counseling, the person never feels reluctant to talk with the counselor. It is procedurally defined as a counseling method, which is a significant professional meeting adopted by the social counselor on the phone and requires verbal interaction between the counselor and the person. It helps face the social, psychological, family, and educational problems among the adolescents suffering from cyberbullying, but find it difficult to visit adolescents care institutions. Thus, it reduces pressure through posing, handling and following on the phone. It also involves confidentiality and a high degree of mutual trust between the counselor and the person.

Adolescents: Students aged (12-18) and have been exposed to some types of cyberbullying.

Problems: Abd Al-Muti (2005) defines them as the embarrassing and confusing situations and issues which face the person who has to solve them because they diminish his/her vitality, effectiveness, production and adjustment with self as well as the community. The author procedurally defines them as the attitudes and difficulties faced by the adolescents who are victims of cyberbullying. In the present research, they are represented by the social, family, psychological, and educational problems among the adolescents suffering from cyberbullying. They are also included in the items of the questionnaire prepared for this purpose. *Cyberbullying:* According to VandenBos (2015) it is verbal threat and persistent harassment using technology, such as phone calls, email, and text messages. The author procedurally defines it as a form of deliberate and frequent aggression which adolescent students carry out towards their peers using modern means of communication and the Internet applications, such as cell phones, computers, video cameras, e-mail, web pages, to share the posts and comments that harm adolescents, promote false news, or send e-mails. *Student counselor:* The person qualified, prepared and trained to work in the various areas of developmental, preventive and therapeutic counseling. He/she offers counseling services through an official and professional relationship with the students to help them achieve the maximum levels of growth according to their potentials as well as organized and purposeful planning (Al-Sfasfa, 2005). The author defines it as the person who practices his/her work at school according to the concept, fundamentals, and ethical standards of social work. He/she undertakes the services of telephone counseling to face the social, family, psychological, and educational problems among the adolescents suffering from cyberbullying. The items of the questionnaire address this role.

7. METHODOLOGY AND PROCEDURES

7.1. Method

The author adopted the descriptive analytical approach.

7.2. Population

The population comprised the student counselors at Riyadh secondary public schools in the 2nd semester for the academic year 2019/2020.

7.3. Sampling

The sample consisted of (85) student counselors at Riyadh secondary public schools, their ages ranged from less than 25 to over 45, and they were randomly tested.

7.4. Characteristics of the Participants

The study involved four independent variables related to the primary data of the participants, i.e., age, gender, specialization, and years of experience. Accordingly, the demographic characteristics are defined, as follows:

Table-1. Distribution and percentages of the participants according to the study variables.

Variable		No.	Percentage
Age	Less than 25	25	29.4%
	25- less than 35	18	21.2%
	35- less than 45	29	34.1%
	45 +	13	15.3%
	Total	85	100%
Gender	Male	45	53.0%
	Female	40	47.0%
	Total	85	100%
Specialization	Social work	49	57.6%
	Sociology	36	42.4%
	Total	85	100%
Years of experience	Less than 5 years	28	33.9%
	5-10	32	37.6%
	10 - less than 15	9	10.6%
	15 +	16	18.9%
	Total	85	100%

Table 1 shows that the age group (35-45) was ranked the first, with a percentage of (34.1%); the age group (less than 25) was ranked the second, with a percentage of (29.4%); the age group (25- less than 35) was ranked the third, with a percentage of (21.2%); and the age group (45+) was ranked the fourth, with a percentage of (15.3%). Moreover, the male participants were ranked the first, with a percentage of (53.0%), and the female participants were ranked the second, with a percentage of (47.0%). Furthermore, the participants whose major was social work were ranked the first, with a percentage of (57.6%), and those whose major was sociology were ranked the second, with a percentage of (42.4%). This demonstrates whose major was social work were more qualified than those whose major was sociology, and who focused on the theoretical aspects. In addition, the participants with 5- to less than 10 years of experience were ranked the first, with a percentage of (37.6%); those with less than 5 years of experience were ranked the second, with a percentage of (33.9%); those with more than 15 years of experience were ranked the third, with a percentage of (18.95); and those with 10-15 years of experience were ranked the fourth, with a percentage of (10.6%). This suggests that most participants are highly experienced as student counselors.

Using the "statistical packages for social sciences" software (SPSS), the following statistical coefficients were used:

- Correlation coefficient of validity.
- Cronbach's alpha coefficient of reliability.
- Frequencies and percentages.
- Relative weight.
- Arithmetic mean.

7.5. Tool

The author adopted the questionnaire that followed the scientific fundamentals and tests of validity and reliability. The preliminary form comprised (56) items. The author reviewed the educational references and the studies related to the topic, such as Ramadan (2020) and Al-Erady (2016) handbook of family counseling, and telephone counseling by Al-Sadhan (2004). It aimed to identify the fundamental skills of telephone counselors who deal with those adolescents suffering from cyberbullying, the role of telephone counseling in reducing social, family, psychological and educational problems among them, and the major obstacles and the suggestions that reinforce this role. It was reviewed by (7) reviewers to evaluate the appropriateness, relevance, clarity, and wordiness of the items. According to their views, some items were omitted and modified to have the final form of the questionnaire. The items were short, concise, and clear. The final form comprised two sections: While section one involved the personal data (age, gender, major, and experience years), the second section included (56) items, with (6) domains

and (8) items in each domain. The author adopted the three-point Likert scale (agree, undecided, and disagree). Three scores were defined for (Agree), two for (Undecided) and one for (Disagree). Disagree showed a low score, where the mean ranged from (1) to (1.66); Undecided suggests moderate score, where the mean ranged from (1.67) to (2.33); and Agree illustrated a high score, where the mean ranged from (2.34) to (3).

To verify its validity, the questionnaire was reviewed by (7) reviewers. The internal validity was estimated between each domain and the total score of the pilot sample comprised (35) participants.

Table-2. Correlation coefficient between the score of each domain and the total score.

Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient
1	**0.86	15	**0,78	29	**0,77	43	**0,89
2	**0.80	16	**0,90	30	**0,86	44	**0,86
3	**0,76	17	**0.87	31	**0,79	45	**0,89
4	**0,83	18	**0.59	32	**0,78	46	**0,84
5	**0,85	19	**0,74	33	**0,80	47	**0,89
6	**0,86	20	**0,79	34	**0,82	48	**0,77
7	**0,80	21	**0,85	35	**0,81	49	**0,86
8	**0,84	22	**0,87	36	**0.84	50	**0,82
9	**0,88	23	**0,80	37	**0.90	51	**0,80
10	**0,85	24	**0,86	38	**0.73	52	**0,82
11	**0,79	25	**0,88	39	**0,83	53	**0,90
12	**0,77	26	**0,87	40	**0,79	54	**0,87
13	**0,83	27	**0,78	41	**0,78	55	**0.85
14	**0,87	28	**0,87	42	**0,90	56	**074.

Note: **Significant at the level of (0.01).

Table-3. Cronbach's Alpha coefficients of the questionnaire's reliability.

Domain	Cronbach's Alpha coefficient	Items No.
The fundamental skills of the telephone counselors who deal with the adolescents suffering from cyberbullying.	8	0.85
The role of telephone counseling in reducing social problems among the adolescents suffering from cyberbullying.	8	0.77
The role of telephone counseling in reducing family problems among the adolescents suffering from cyberbullying.	8	0.76
The role of telephone counseling in reducing psychological problems among the adolescents suffering from cyberbullying.	8	0.91
The role of telephone counseling in reducing educational problems among the adolescents suffering from cyberbullying.	8	0.84
The obstacles to the role of telephone counseling in reducing the problems among the adolescents suffering from cyberbullying.	8	0.89
The suggestions that reinforce the role of telephone counseling in reducing the problems among the adolescents suffering from cyberbullying.	8	0.69
Total	56	0.82

Table 2 shows that the correlation coefficients ranged from (0.59) to (0.90). Thus, they are statistically significant at the level of (0.01), and the questionnaire is valid. The questionnaire's reliability was estimated using Cronbach's equation. Table 3 indicates that Cronbach's Alpha coefficients of the questionnaire's reliability ranged from (0.69) to (0.91). The reliability coefficient of the questionnaire was (0.82). Hence, the correlation coefficients are statistically significant at the level of (0.01), and the questionnaire is valid.

8. RESULTS AND DISCUSSION

To answer the 1st question, arithmetic means and standard deviation of the responses were estimated.

Table-4. Responses to the fundamental skills of the telephone counselors who deal with the adolescents suffering from cyberbullying.

No.	Item	Arithmetic mean	Standard deviation	Degree
1	Skill of providing alternatives and suggestions.	2.29	0.82	Moderate
2	Skill of cohesion and coherence.	2.77	0.69	High
3	Skill of asking questions and requesting information.	2.58	0.78	High
4	Skill of forming and keeping counseling relationship.	2.84	0.81	High
5	Skill of active listening.	2.65	0.59	High
6	Skill of observing verbal behavior.	2.98	0.85	High
7	skill of providing psychological support	2.28	0.74	Moderate
8	Skill of objectivity in judging matters.	2.44	0.71	High

Table-5. Responses to the role of telephone counseling in facing the social, family, psychological, and educational problems among the adolescents suffering from cyberbullying.

No.	Item	Arithmetic mean	Standard deviation	Degree
1	Teach the adolescent how to handle the problem of cyberbullying properly.	2.75	0.68	High
2	Teach the adolescent how to overcome his/her social problems on his/her own.	2.70	0.81	High
3	Explain the impact of cyberbullying on the social aspects of the adolescent's personality.	2.55	0.78	High
4	Encourage the adolescent suffering from cyberbullying to integrate into the community.	2.90	0.82	High
5	Encourage the adolescent to attend awareness-raising seminars and lectures.	2.88	0.77	High
6	Reduce sorrow feelings among the adolescents suffering from cyberbullying.	2.22	0.92	Moderate
7	Raise the community's awareness of the rights of the adolescents suffering from cyberbullying.	2.84	0.79	High
8	Encourage the adolescents to benefit from their capabilities in voluntary work.	1.55	0.85	Low

Table 4 shows that the skill of observing verbal behavior was ranked the first, with arithmetic mean (2.98) and standard deviation (0.85). This indicates the participants' agreement that observing verbal behavior is a substantial skill for telephone counseling because sessions occur on the phone and the person's behaviors are not directly observed. Skill of forming and keeping counseling relationship was ranked the second, with arithmetic mean (2.84) and standard deviation (0.81). This asserts that this skill is a substantial skill for telephone counseling, especially if it is based on acceptance, respect, and confidentiality. Skill of cohesion and coherence was ranked the third, with arithmetic mean (2.77) and standard deviation (0.69). This asserts that this skill is substantial for telephone counseling because it helps follow the adolescent's state, form a proper views on his/her problems and how to address them, and make sure of the reality of his speech. Ibrahim (2020) asserted the effectiveness of behavioral cognitive counseling program in combating cyberbullying among high school students as well as the necessity of counseling skills that counselors should have.

To answer the 2nd question, arithmetic means and standard deviation of the responses to the role of telephone counseling in facing the social, family, psychological, and educational problems among the adolescents suffering from cyberbullying were estimated.

Table 5 reveals that the item of "encouraging the adolescent suffering from cyberbullying to integrate into the community" was ranked the first, with arithmetic mean (2.90) and standard deviation (0.81). This asserts the participants' agreement that encouraging the adolescent suffering from cyberbullying to integrate into the community and interact with his/her colleagues and family members reduces exposure to isolation and social withdrawal due to cyberbullying. It also encourages him/her to form positive relationships and interact with others.

The item of "raise the community awareness of the rights of the adolescents suffering from cyberbullying" was ranked the second, with arithmetic mean (2.84) and standard deviation (0.79). This asserts the participants'

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agreement that raising the community's awareness of the rights of adolescents suffering from cyberbullying supports the community members suffering from bullying psychologically and socially and reduces their social exclusion. The item of "teach the adolescent how to properly handle the problem of cyberbullying" was ranked the third, with arithmetic mean (2.75) and standard deviation (0.68). This asserts that the participants' agreement that teaching the adolescent how to properly handle the problem of cyberbullying helps overcome the problem and develop the adolescent's ability to report all problems he/she is exposed because of bullying, no matter how sensitive and personal. Thus, the problem is rapidly addressed. The results are consistent with Hanafi (2019) and Eid (2019) that asserted the necessity to help the victims of cyberbullying to integrate and interact with the community groups and raise the awareness of the methods that combat the problem of cyberbullying.

Table-6. Responses to the role of telephone counseling in reducing the family problems among the adolescents suffering from cyberbullying.

No.	Item	Arithmetic mean	Standard deviation	Degree
1	Encourage the adolescent's family to consider his/ her changing needs.	2.73	0.88	High
2	Settle the family disputes between the adolescent and his/her family members.	2.59	0.71	High
3	Encourage the family of the adolescent suffering from cyberbullying to accept him/her as well as his/her problems.	2.82	0.77	High
4	Teach the adolescent's family how to satisfy his/her special needs.	2.21	0.68	Moderate
5	Develop the family's awareness of the services provided to the adolescent suffering from cyberbullying.	2.49	0.90	High
6	Stress appreciating the adolescent's abilities to achieve success.	2.69	0.80	High
7	Encourage the adolescent's family to involve him/her in social occasions.	2.51	0.85	High
8	Develop the family's awareness of the necessity to encourage the adolescent to continue his/her education.	2.27	0.76	Moderate

Table 6 shows that the item of "encouraging the family of the adolescent suffering from cyberbullying to accept him/her as well as his/her problems" was ranked the third, with arithmetic mean (2.82) and standard deviation (0.77). This asserts the participants' agreement that family's awareness, especially of the parents', of the the need to accept the adolescent and his/her problems help handing the problem properly and offer the social support in such situations.

The item of "encouraging the adolescent's family to consider his/her changing needs" was ranked the first, with arithmetic mean (2.73) and standard deviation (0.88). This asserts the participants' agreement that encouraging the adolescent's family to consider his/her changing needs, especially at adolescence, which involves physical, psychological and physiological changes, is inevitable.

The item of "stressing the appreciation of the adolescent's abilities to achieve success" was ranked the third, with arithmetic mean (2.69) and standard deviation (0.80). This asserts the participants' agreement that family members, especially parents, have to encourage the adolescent and help him/her have self-confidence to be able to overcome the psychological and social problems. The results are consistent with Elwan (2016) who illustrated that the most common type of cyberbullying adopted text messages, followed by conversation using chat rooms or instant chat, and using photos, which reduce self-acceptance, self-confidence, and success.

Table-7. Responses to the role of telephone counseling in reducing the psychological problems among the adolescents suffering from cyberbullying.

No.	Item	Arithmetic mean	Standard deviation	Degree
1	Help the adolescent suffering from cyberbullying feel appreciated by others	2.95	0.84	High
2	Raise the adolescent's morale by listening attentively to his/her problems.	2.76	0.59	High
3	Encourage the adolescents to reduce their dependence on others.	2.25	0.74	Moderate
4	Encourage the adolescent to talk about his/her psychological problems.	2.84	0.91	High
5	Help the adolescent suffering from cyberbullying to face the problems of isolation and withdrawal.	2.66	0.78	High
6	Provide the adolescent with adequate information on his/her psychological problems.	2.88	0.67	High
7	Provide the adolescent with constant psychological support.	2.79	0.80	High
8	Encourage the adolescent to lead his/her life normally.	2.81	0.66	High

Table 7 demonstrates that the item of "help the adolescent suffering from cyberbullying feel appreciated by others" was ranked the first, with arithmetic mean (2.95) and standard deviation (0.84). This asserts the participants' agreement that helping the adolescent suffering from cyberbullying feel appreciated by others is necessary to overcome this problem, which makes him/her suffer from social exclusion. Hence, sense of inferiority maximizes and creates a dire need of social support and appreciation from others.

The item of "providing the adolescent with adequate information on his/her psychological problems" was ranked the second, with arithmetic mean (2.88) and standard deviation (0.67). The item of "encouraging the adolescent to talk about his/her psychological problems" was ranked the third, with arithmetic mean (2.84) and standard deviation (0.91). This asserts the participants' agreement that talking about the psychological problems best overcome the negative consequences of cyberbullying among adolescents. This result is consistent with Messias et al. (2014) who asserted that cyberbullying causes numerous psychological problems among victims.

Table 8 illustrates that the item of "developing the adolescent's awareness of how to plan for his/her education in the future" was ranked the first, with arithmetic mean (2.96) and standard deviation (0.84). This asserts the participants' view on the importance of developing the adolescent's awareness of how to plan for his/her education in the future and helping him/her overcome the problems as well as develop his/her personality according to the situation. The item of "helping the adolescent learn the lessons he/she missed due to the bullying problem" was ranked the second, with arithmetic mean (2.82) and standard deviation (0.76). This asserts the importance of helping the adolescent face the educational problems because missing some lessons creates tension and anxiety, which hinder his/her continuous education.

The item of "developing the adolescent's awareness to benefit from school activities" was ranked the third, with arithmetic mean (2.75) and standard deviation (0.66). This asserts the participants' view that school activities develop the adolescent's personality physically, psychologically, socially and mentally. Thus, he/she can overcome bullying-related problems. This result is consistent with Eid (2019) who asserted the importance of encouraging the students to participate in the activities that support social bonds, and Al-Sumaili (2009) that asserted the necessity to satisfy the students' cognitive and counseling needs.

To answer the 3rd question, arithmetic mean and standard deviation of the responses to the obstacles to telephone counseling in facing the problems of the adolescents suffering from cyberbullying were estimated.

Table-8. Responses to the role of telephone counseling in reducing the educational problems among the adolescents suffering from cyberbullying.

No.	Item	Arithmetic mean	Standard deviation	Degree
1	Help the adolescents choose the appropriate specialization.	2.68	0.78	High
2	Develop the adolescent's awareness to benefit from school activities.	2.75	0.66	High
3	Guide the adolescent to benefit from the lessons and focus on them.	2.29	0.91	Moderate
4	Help the adolescent benefit from academic counseling programs.	2.71	0.85	High
5	Encourage the adolescent to reinforce his/her relationships with teachers at school.	2.59	0.86	High
6	Reinforce the relationship between the adolescent and his schoolmates.	2.26	0.65	Moderate
7	Help the adolescent learn the lessons he/she missed due to the bullying problem.	2.82	0.76	High
8	Develop the adolescent's awareness of how to plan for his/her education in the future.	2.96	0.84	High

Table-9. Responses to the obstacles to telephone counseling in facing the problems of the adolescents suffering from cyberbullying.

No.	Item	Arithmetic mean	Standard deviation	Degree
1	Inability to define the criteria of telephone counselors.	2.22	0.68	Moderate
2	Lack of social workers qualified to work as telephone counselors.	2.74	0.90	High
3	Need to face-to-face meeting in some cases of cyberbullying.	2.91	0.88	High
4	Poor professional level of telephone counselors.	2.83	0.76	High
5	Lack of cooperation among the centers and foundations that offer telephone counseling.	2.75	0.80	High
6	Poor relation between the teamwork of telephone counseling.	2.81	0.69	Moderate
7	The negative impact of the adolescents' psychological problems on the effectiveness of telephone counseling.	2.90	0.78	High
8	Lack of training counseling tool for the telephone counselors.	2.79	0.59	High

Table 9 indicates that the item of "the need to face-to-face meeting in some cases of cyberbullying" was ranked the first, with arithmetic mean (2.91) and standard deviation (0.88). This asserts the participants' agreement that the telephone counseling does not work with the persons suffering from complicated psychological and social problems, so they should meet the counselor in person. To overcome this problem, some face-to-face meetings should be included in counseling plan, and then telephone counseling occurs.

The item of "the negative impact of the adolescents' psychological problems on the effectiveness of telephone counseling" was ranked the second, with arithmetic mean (2.90) and standard deviation (0.79). The item of "poor professional level of telephone counselors" was ranked the third, with arithmetic mean (2.83) and standard deviation (0.79). This asserts the participants' agreement that poor professional level of telephone counselors and not qualifying them impedes the adolescents' benefit from the sessions of telephone counseling. Consequently, there must be a professional guidebook for the telephone counselors who have to train and develop their professional level. Hussein (2016) and Lotfy (2016) asserted the importance of face-to-face meeting in some cases of cyberbullying because of the victim's psychological and social problems. The present research is consistent with Al-Farsi (2016) who revealed that the major obstacles are lack of specialized and qualified counselors, their poor level, and lack of training programs. To answer the 4th question, arithmetic mean and standard deviation of the responses to the suggestions that reinforce the role of telephone counseling in facing the problems of the adolescents suffering from cyberbullying were estimated.

Table-10. Responses to the suggestions that reinforce the role of telephone counseling in facing the problems of the adolescents suffering from cyberbullying.

No.	Item	Arithmetic mean	Standard deviation	Degree
1	Develop the professional level of telephone counselor.	2.65	0.74	High
2	Develop the programs of telephone counseling according to the needs of the adolescents suffering from cyberbullying.	2.59	0.65	High
3	Teach the adolescents how to benefit from telephone counseling.	2.90	0.69	High
4	Involve the adolescents in defining the goals of telephone counseling.	2.79	0.85	High
5	Design a counseling tool for telephone counselors.	2.66	0.70	High
6	Establish criteria for telephone counselors.	2.47	0.81	High
7	Support the relation between the teamwork of telephone counseling.	2.24	0.57	Moderate
8	Develop the awareness of the adolescents' families of the importance of telephone counseling.	2.88	0.74	High

Table 10 shows that the item of "teaching the adolescents how to benefit from telephone counseling" was ranked the first, with arithmetic mean (2.90) and standard deviation (0.69). This asserts the participants' agreement that it is important to teach the adolescents how to benefit from telephone counseling and encourage them to explain their psychological, family and social problems freely. The item of "developing the awareness of the adolescents' families of the importance of telephone counseling" was ranked the second, with arithmetic mean (2.88) and standard deviation (0.74). This asserts the role of the adolescents' family in convincing him/her to benefit from telephone counseling when facing cyberbullying-related problems.

The item of "involving the adolescents in defining the goals of telephone counseling" was ranked the third, with arithmetic mean (2.79) and standard deviation (0.85). This asserts the importance of involving the adolescents in defining their counseling needs and problems precisely as well as establishing a clear counseling plan supervised by the counselor. Ibrahim (2020) asserted the importance of involving the adolescents in developing the goals of counseling and plans of facing cyberbullying problem. The present research is consistent with Abu Alella (2016) that the victims have to be motivated to conduct and benefit from telephone counseling.

9. RECOMMENDATIONS

The research recommends arranging various courses and workshops that cover the skills and approaches of telephone counseling to reduce the problems of the adolescents suffering from cyberbullying. The officials have to be encouraged to qualify specialized student counselors to work in the field of telephone counseling at schools. Moreover, experts and specialists in counseling should design a counseling training tool to help telephone counselors achieve the goals of counseling with the victims of cyberbullying. Preparing the school programs is necessary to provide students with the experience substantial for telephone counseling. The programs of telephone counseling according should be developed to the needs and problems of the adolescents suffering from cyberbullying. Furthermore, curricula developers have to involve the psychological issues and phenomena, such as cyberbullying, to properly from the students' personalities. Constant follow-up of the student counselors to carry out their tasks competently and help the adolescents suffering from cyberbullying satisfy their psychological and social needs

10. CONCLUSION

Bullying is a worldwide phenomenon, where those concern with attempt to address such problem due to its danger. It also grabs the attention of those concerned with the issues and problems of education throughout the world. Children and adolescents suffering from bullying lack insecurity. Telephone counseling best solves family problems associated with upbringing and provides unreliable and specialized departments because it involves

privacy and the counselors offer all aspects of social support. It is possible to develop the method of telephone counseling if it comprises not only voice call but also video call, which is available for all students and counselors who adopt modern technology. Accordingly, student counselor finds observation process easier because the counselor's body language tremendously affects the student. Moreover, observation process helps identify the student's non-verbal expressions, such as facial gestures and feelings.

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