Deanship of Scientific Research

The Predictive Ability of Moral Identity for Cyberbullying among Students of Al-Hussein Bin Talal University

Omar Atallah Al-Adamat [1] iD *, Tmara Qasim Husban*[1]* iD *, Ahmad Adnan Khattab [2]* iD

[1] Ministry of Education, Jordan.

[2] Department of Curriculum and Instruction, College of Educational Sciences, Al-Hussein Bin Talal University, Jordan.

Abstract

Objectives: This study investigated the level of moral identity and cyberbullying among students of Al-Hussein Bin Talal University and determines if there are differences in moral identity based on factors such as gender, academic level, college, and interactions between these factors. It also aims to reveal the predictive ability of moral identity of cyberbullying.

Methods: The study sample consisted of (328) male and female students at Al-Hussein Bin Talal University. They were chosen using a convenience sampling method. In addition, scales of moral identification and cyberbullying measures were utilised to achieve the goals of this study.

Results: The results indicated that cyberbullying was low, and that moral identity was at a medium degree. The findings also demonstrated significant gender-related differences in the level of moral identity favouring females. However, the variables of college, and academic level did not significantly affect the level of moral identity, nor did their interaction produce any significant differences. Additionally, the findings indicated that moral identity explained 16.5% of online bullying.

Conclusions: The study recommended focusing on strategies and programmes that emphasise values and the practice of ethical behaviour to support the formation of moral identity among university students, particularly among males.

Keywords: Moral identity, cyberbullying, Al-Hussein Bin Talal university students.

القدرة التنبؤية للهوية الأخلاقية بالتنمر الإلكتروني لدى طلبة جامعة الحسين بن طلال

عمر عطاالله العظامات*[1]، تمارا قاسم حسبان[1]، أحمد عدنان خطاب[2]
[1] وزارة التربية والتعليم، الأردن.
[2] قسم المناهج والتدريس، كلية العلوم التربوية، جامعة الحسين بن طلال، الأردن.

ملخّص

الأهداف: هدفت الدراسة الحالية إلى تعرُّف مستوى الهوية الأخلاقية والتنمر الإلكتروني لدى طلبة جامعة الحسين بن طلال، ومعرفة فيما إذا كانت هنالك فروق في مستوى الهوية الأخلاقية وفقًا لمُتغيرات الجنس، والكلية والمستوى الأكاديمي والتفاعل بينهم. كما هدفت إلى الكشف عن القدرة التنبؤية للهوية الأخلاقية بالتنمر الإلكتروني .

المنهجية: تكونت عينة الدراسة من (328) طالبًا وطالبة من طلبة جامعة الحسين بن طلال. جرى اختيارهم بالطريقة المتيسرة. ولتحقيق أهداف الدّراسة، استُخدم مقياس للهوية الأخلاقية، ومقياس للتنمر الإلكتروني .

النتائج: أظهرت نتائج الدراسة أنّ مستوى الهوية الأخلاقية جاء بمستوى متوسط، وأنّ مستوى التنمر الإلكتروني جاء بمستوى منخفض، كما أظهرت النتائج وجود فروق دالّة إحصائية في مستوى الهوية الأخلاقية تُعزى إلى متغير الجنس، ولصالح الإناث. وعدم وجود فروق دالّة إحصائية في مستوى الهوية الأخلاقية تُعزى لمُتغيّري الكلية والمستوى الدّراسي، وعدم وجود فروق دالة إحصائيًا تُعزى للتفاعل. وكذلك أظهرت النتائج أن الهوية الأخلاقية قد فسرت ما نسبته (16.5%) من التنمر الإلكتروني.

الخلاصة: توصي الدراسة الاهتمام بتنمية الهوية الاخلاقية لدى طلبة الجامعة وخاصة لدى الذكور، من خلال استراتيجيات وبرامج تعتمدها عمادات شؤون الطلبة تركز على القيم وممارسة السلوك الأخلاق.

الكلمات الدالة: الهوية الأخلاقية، التنمر الإلكتروني، طلبة جامعة الحسين بن طلال.

Introduction

The moral aspect is a significant psychological and cognitive variable in interpreting and understanding students' behavioural patterns. During university life, the student practices many behaviours that may or may not be consistent with the context of the university society. Aggressive behaviour, in general, and bullying in particular, is one of the most common undesirable behaviours among university students through what we see on social media. Noecia (2011) claimed that morals are a broad notion encompassing values that drive behaviour and is formed through interactions between individuals, environment, and community. Thus, the moral dimension is the primary axis by which the direction of behaviour can be assessed, whether positive or negative. Beheshtifar, Esmaeli, & Mohadam (2011) underline students' moral ideals and beliefs in that they are mirrored in their behavioural patterns.

In this context, contemporary integrative models in moral development theories stress the relevance of researching ethical awareness, moral emotions, and moral impact in interpreting individual differences between students in specific actions like bullying (Krettenauer, Colsanate, Buchman & Malti, 2014). According to Neesham & Gue (2015), pupils' comprehension of ethical behavioural patterns may not always show up as simply good behaviour. Nevertheless, they might appear as harmful behaviours like aggression, antagonism, and bullying.

In moral psychology, moral development is seen through its contribution to forming the moral complexes, values, and behaviours that students adopt. This is because, during their time in college, students encounter a variety of ethical dilemmas that they must resolve by their moral principles and values. As a result, the student exhibits moral behaviour in a circumstance that suggests he has a high level of moral identity (Barque-Duran, Pothos, Yearsley & Hampton, 2016).

It's worth mentioning that moral identity's theoretical foundations can be traced back to cognitive and social cognitive theory. In contrast, the cognitive approach focuses on an individual's beliefs and perceptions of thought about their moral conduct patterns. Whereas Piaget believes that ethical behaviour can be predicted through moral reasoning, Kohlberg broadened the concept of development and quality and classified it into six stages, integrating moral judgment and the principle of fairness. Similarly, the social cognitive theory interprets the mechanisms of self-regulation that are influenced by an individual's mental goals and the knowledge they contain, which define their behavioural patterns and traits. Information is processed through these schemas, prompting the individual to do a given behaviour in various scenarios (Aquino & Reed, 2002; Skubinn & Herzog, 2016).

Based on these data, moral identity is derived from cognitive theory and social cognitive theory (Hardy & Carol, 2011). Moral identity is developed due to an evolutionary process that begins in childhood and continues to grow and expand throughout adulthood. During those stages of development, an individual's moral ideals and beliefs shape his behaviour in various situations (Taylor, 2013).

According to Newman & Trump (2015), moral identity is relatively stable over time, and academics point out that it is influenced by various elements that may affect it in terms of leading an individual to act morally, such as previous values and experiences.

According to Aquino & Reed (2002), the moral identity level varies from one person to another based on the emphasis that each person places on behavioural patterns and moral values in his life, mirrored in his personality. Belonging to a particular group strengthens the moral values and beliefs prevalent in that group and the effect on the group to which the individual belongs.

Similarly, Doornwaard et al. (2012) pointed out that the amount to which an individual is affected by the group to which he belongs influences moral identity growth. Parental upbringing affects the development of moral identity, where parents use the principle of reinforcement to instil desirable moral values and beliefs consistent with society. In contrast, parents use the punishment code to eradicate undesirable behavioural values and ideas inconsistent with the community.

White & Matawie (2004) proclaims that parents strongly influence the development of their children's moral identity, as the upbringing style they adopt affects their children's behavioural and ethical patterns.

An individual's mental schematics concerning his moral character comprise an interconnected network of moral features, goals, and behavioural patterns. Based on the immoral cognitive systems that guide ethical behaviour, the

individual may have a high level of moral identity. For example, a mental image an individual believes in and adopts as part of his actions in front of others is characterised as moral identity (Leavitt, Zhu & Aquino, 2016).

Glenn (2010) sees that the moral identity is a set of concepts and moral character traits such as tolerance, kindness, and empathy, which the individual adopts and adheres to behaviourally and makes it an essential guide for his behaviour. Moral identity is one of the personal aspects and societal ethical standards that define the parameters of the ethical behavioural patterns the individual adopts during different situations and according to which the individual acts (Reynolds & Ceranic, 2007).

In this research, moral identity is defined as personal identity patterns and self-regulation mechanisms that include a set of characteristics and ethical behavioural standards. These standards have tolerance, empathy, generosity, respect, justice, and altruism reflected in the student's behaviour and motivate him to act ethically in line with the moral standards at the university.

However, the individual chooses his notion of moral identity since it is distinct from other values and ethical principles that represent his beliefs and perceptions, such as respect, love, and dignity in a particular circumstance (Krettenauer, 2020).

Moral identity consists of many traits such as love, friendliness, respect, offering help and assistance to others, generosity, equality, integrity, kindness, and honesty. The individual seeks to achieve these traits using all available means (Choi & Winterich, 2013). Neesham & Gu (2015) claim that moral identity includes standard moral features that help individuals self-organise, such as honesty, justice, cooperation and belonging. He also sees that individuals with a high level of moral identity focus on moral actions and thus reflect on other situations and make them more aware of them.

Generally speaking, people seek to achieve their goals by being moral. Lapsley (2015) suggests that these values inspire people and trigger them to act ethically while seeking answers to their challenges. According to some academics, moral identity has two key components. The first component is the internalisation of identity. It refers to the individual's characteristics, traits, and internal self-perceptions, which include moral values and principles consistent with social and ethical standards. The individual adapts to become an integrated part of the moral self-concept, motivating him to act ethically in various situations.

The second component, moral symbolism, refers to an individual's desire to seem like a righteous person and express himself morally in front of others (Hardy, Beans& Olsen, 2015; Aquino & Reed, 2002; Mayer et al., 2012).

Based on those mentioned above, moral identity predicts social perception, ethical behaviour, prosocial behaviour such as honesty, and negative social behaviour such as aggression (Aquino & Reed, 2002; Reynolds & Ceranic, 2007; McFerraiiy, Aquino, & Duffy, 2010; Aquino et al., 2009; Hardy et al., 2015).

The researchers believe that moral identity also affects aggressive behaviour in general and may impact bullying behaviour in particular because bullying behaviour is a behavioural disorder resulting from a deficiency in the ethical aspect, which is reflected in the form of a social, psychological and academic problem for students (Banhan, 2013).

Patricia, Robin & Susan (2007) defines cyberbullying as any intentional harassment that occurs from one party to another using the means of remote communication. Li (2006) describes its as repetitive and aggressive behaviour by an individual or group aimed at harming others through the use of information and means of communication such as email, mobile phone and messages.

Finally, according to Tokunaga (2010), bullying is any behaviour that occurs online or through electronic or digital media, carried out by an individual or group through repeated communication that includes negative or aggressive messages to harm others. The victim may not be aware of the bully's identity or may be aware of it. However, at the university level, cyberbullying has received minimal attention.

Most research focused on pre-university students, such as the studies (Crosslin & Golman, 2014; Faucher, Jackson & Cassidy, 2014). However, studies that dealt with cyberbullying among university students revealed that university students are not immune from the effects of this phenomenon as the studies (Martínez-Monteagudo et al., 2020; Zalaquett & Chatters, 2014).

In Canada (Faucher et al., 2014) concluded that (24.1%) of university students were victims of cyberbullying, while

(6.6%) were cyber-bullying. Martínez-Monteagudo et al. (2020) in Spain found that (7%) of university students admitted that they were a victim of cyberbullying. Many factors reduce and prevent cyberbullying, including social and family support through parental control and family solidarity. And personal variables such as self-confidence, communication style, social relations, decision-making skills, and flexibility (Hinduja & Patchin, 2017).

When discussing the effects of cyberbullying, we keep in mind that these effects may extend beyond social networking sites and the immediate environment. It also can impact educational platforms, as cyberbullying impacts students and faculty involved in courses or educational missions through these platforms. Numerous forms of abuse and attempts at abuse are used in electronic discourse sessions on educational platforms as forms of bullying, which may impede and delay the educational process participants' involvement (Kartiwi & Gunawan, 2020).

Willard (2005) identified seven forms of cyberbullying: Cyber anger which means sending angry and external emails about the victim to a group (online) or the victim himself. Cyber harassment refers to repeatedly sending offensive messages via email to another person. Finally, cyber dialogue includes threats of harm, outrageous insult and slander through chat and virtual conversations. Cyber disrespect means sending derogatory, hurtful, untrue, or unfair statements about the victim to others. Masquerading indicates the bully pretending to be someone else, sending messages or posts that make the other look bad. Defamation is the act of publishing a false statement, information, emails, or personal photos. And exclusion through which the bully makes all possible attempts to expel the victim from the online group or remove his social media sites and urge others to do so.

Although the web environment is not entirely secure, its tools and capabilities carry significant benefits and harms, requiring students to have skills to protect their web pages from hacking attacks, spyware, and cyberbullying. Riebel, Jäger & Fischer (2009) reported four strategies to confront cyberbullying: Social confrontation, where a person seeks support from family, friends, and the teacher. Aggressive confrontation includes relationships and physical aggression, and verbal threats. The inability to confront resulted in the loss of security and adverse reactions such as avoidance; cognitive confrontation includes a strong response, rational thinking, and bullying behaviour analysis.

Previous Studies

Many previous studies dealt with the same variables as this study, including those:

Taylor (2013), in the United States of America, aimed to reveal the relationship between moral identity and awareness of social justice among a sample of adolescents in Canada. The study sample consisted of (58) adolescents from grades (9-12). The study's results indicated that the level of moral identity among adolescents was high, and the results showed no significant differences between adolescents due to grade. In contrast, there were significant differences between males and females in the level of moral identity in favour of females.

In Turkey, Kocabiyik & Kulaksizoglu (2014) conducted a study to reveal the level of moral identity among university students. The study sample counted (10) students whose ages ranged from (20-25) years. The study results showed that the participants' moral identity levels went between medium and high.

Krettenauer, Murua & Jia, (2016) assessed the degree of moral identity in a subject of Canadian adults. The study sample included (250) individuals with ages ranging from (14-65) years. The findings suggested that moral identity develops throughout a person's life as development starts in adolescence and continues until middle age. The level of moral identity among the study sample was average, and the level of moral identity among the age group (25 years) was high.

In USA, Kennedy, Kray & Ku (2017) did a study to examine gender differences in moral identity. A total of (19000) subjects participated in the study. significant differences in moral identity level were evident due to the gender variable and in favour of females.

To better understand how personal identification, religious identity, and moral identity influence behaviour toward society, Hardy, Nadal & Schwartz (2017) conducted a study. The findings revealed that moral identity impacted positive and negative societal behaviour. The study sample included (9495) university students in America. Additionally, morality predicted conduct that was harmful to society.

A sample of Chinese adolescent students participated in the study by Yang et al. (2018), which sought to understand

the relationship between moral identity, marital conflict, moral detachment, and cyberbullying. The study sample counted (649 students. The study's findings demonstrated a negative relationship between moral identity and cyberbullying, a relationship between marital conflict and cyberbullying, and a relationship between moral identity and the detrimental effects of moral separation on cyberbullying behaviour.

The study (Sengsavang, 2018) aimed to reveal moral identity development according to the age group variable among school students in Turkey. The study sample consisted of (190) male and female students. The results exhibited significant differences in the level of moral identity according to the age group variable. Furthermore, the results revealed that moral identity appears in middle childhood, continues to develop, and becomes more evident in adolescence.

In the city of Ouargla, secondary school students addicted to social networking sites were the subject (Mqrani, 2018). The study aimed to determine the relationship between cyberbullying and social anxiety among these students concerning gender and academic standing variables. Accordingly, (106) students were included in the study sample. The study's findings revealed no link between cyberbullying and social anxiety, that the study sample experienced a low amount of cyberbullying, and that there were no significant differences in cyberbullying based on gender or academic standing.

Melhem, Aljarrah & Alrabee (2020) aimed to discover the level of moral identity among adolescent students in the schools of the Second Irbid Education Directorate in light of gender and age group. The study sample consisted of (398) adolescents. It was found that the overall level of moral identity and the dimension of symbolism was medium among male adolescents. In contrast, it was high among female adolescents.

Al-Smadi and Al-Zghoul (2020) did a study to determine the degree of moral identity and moral behaviour among university students, as well as whether there are variations in the degree of moral identity and moral behaviour depending on the variables of gender and kind of college. A total of one thousand undergraduate students made up the study sample. The study's findings showed that moral identification was at a high level and ethical behaviour was at a medium level. The results also indicated that there are gender-related disparities in the degree of moral identification that favour women. Additionally, there are no variations based on the sort of college.

The study (Bani Khaled & Al-Adamat, 2021) aimed to understand the level of cyberbullying among adolescent students in Mafraq, Jordan. The study sample consisted of (160 students. The degree of cyberbullying among students was moderate.

Definitions

1 -Moral identity is a set of concepts and moral traits such as tolerance, kindness and sympathy, which the individual adopts and adheres to behaviourally, making it an essential guide to his behaviour (Gelenn et al., 2010). Operationally, it is the score that the respondent (teacher) obtains on the moral identity scale used in the current study.

2- Cyberbullying is a behaviour carried out intentionally by another person to cause psychological harassment to another party through social media without direct physical contact with him (Trolley, Hanel & Shields, 2009). Operationally, it is the respondent score on the cyberbullying scale.

Problem Statement

The current study's problem arose from several studies' results (Teng et al., 2017; Hardy et al., 2017; Lee, Winterich, & Ross Jr, 2014; Neesham & Gu, 2015; Rua, 2013). Their results showed that moral identity plays a crucial role in guiding the individual's behaviour, as it affects the moral perception and conduct of the individual and his social behaviour. More specifically, this study tries to answer the following questions:

1- What is the degree of moral identity among university students?

2- What is the degree of cyberbullying among university students?

3- Are there significant differences among university students at the significance level ($\alpha = 0.05$) in the level of moral identity due to the variables of gender, college, and academic level and the interaction between them?

4- What is the predictive ability of the moral identity to predict cyberbullying among university students?

Study Importance

The importance of the current study stems from the significance and novelty of the variables covered by this study. In addition, the study gained prominence from several facts, including the theoretical framework it presents on moral identity

and cyberbullying. The result may benefit educationalists in applying ethical values and beliefs to guide students' behaviour in a positive way that helps them reduce negative behaviour against others, particularly cyberbullying. Practically, the current study gives tools for assessing students' moral identity and their exposure to cyberbullying. Moreover, experts may use its findings to help students adhere to their ethical principles and beliefs, which guide their behaviour and to help them reduce cyberbullying.

Study Goals:

The current study aims to identify the level of moral identity and cyberbullying and to reveal the predictive ability of moral identity to predict cyberbullying among Al-Hussein Bin Talal University students.

Limitations:

The study sample was limited to Al-Hussein Bin Talal University students enrolled in the second semester of the academic year 2021/2022. Accordingly, the generalisation of the findings is limited to the study population, and similar societies are determined. Moreover, the generalisation may serve as bios in light of the validity and reliability of the study tools.

Method and Procedures

Study Approach:

The correlative descriptive approach was adopted in the current study as the study attempted to reveal the predictive ability of the moral identity of cyberbullying among the students of Al-Hussein Bin Talal University.

Population and Sample

The population of this study consists of all undergraduate students at Al-Hussein Bin Talal University (N=8847) in the first semester of the academic year 2021/2022, and their number is (8847) students, according to the statistics of the admission and registration unit at the university.

The subject counted (328) male and female students chosen by the convenient sampling method, as shown in Table (1).

Table (1) Frequencies and percentages according to study variables

Variables	Categories	Frequency	Ratio
Gender	Male	131	39.9
	Female	197	60.1
College	Scientific	150	45.7
	humanity	178	54.3
Academic level	1st year	131	39.9
	2nd year	76	23.2
	3rd year	61	18.6
	4th year	60	18.3
	Total	328	100.0

Study tools

Two scales were applied in this study: Moral Identity Scale and Cyber-bullying Scale.

First: Moral Identity Scale

The Aquino & Reed Scale (2002) was used for moral identity. It consists of (13) items distributed over two dimensions: Internalization (inner domain) with (7 items) and moral symbolism (external) domain with (6 items). The examinees were asked to read (13) personal characteristics and to show their degree of agreement/ disagreement with each one. These characteristics include Caring, Compassionate, Fair, Friendly, Generous, Helpful, Hardworking, Honest, and Kind.

The scale Validity

The indications of the validity of the original version of the moral identity scale developed by Aquino & Reed (2002) were verified using factor analysis so that items with a value of factor saturations on the scale dimensions (0.50) or more

are included. The scale had (11) items. Two items were added, so the final version included (13) items.

For the study, one of the English Language Department's college members translated the scale from English into Arabic to ensure the translation's accuracy. Content validity was checked by presenting the measure to nine college members who are specialists in educational psychology, psychological counselling, measurement, and evaluation. In response to the committee's suggestions, some of the linguistic formulations of the items were modified. As a result, it obtained (80%) acceptance.

To check the construct validity, the measure was applied to a pilot sample of (40) male and female students from outside the study sample. The correlation coefficients were calculated between each item and the dimension to which it belongs, and the values of their correlation coefficients ranged between (0.93-0.44).

The scale Reliability

Aquino & Reed (2002) verified the reliability of the moral identity scale using Cronbach's alpha internal consistency coefficient, which was (0.73) and (0.82) on the scale's sub-dimensions, which represent acceptable reliability values coefficients.

The test-retest methodology was used to evaluate the scale's reliability. First, (40) male and female students who weren't part of the study sample received it. Then, after two weeks, it was applied to the same subjects. The two applications' Pearson correlation coefficient was obtained.

The reliability coefficient of the internalisation dimension was (0.90), and the moral symbolism dimension was (0.88). Cronbach's alpha equation for internal consistency also verified the scale reliability. The value of Cronbach's alpha for the internalisation was (0.84), and for the dimension of moral symbolism (0.79).

Second: Cyberbullying scale

The cyber-bullying scale developed by (Bani Khaled & Al-Adamat, 2011) was utilised in the current study. It consisted of (20) items. To validate the indications of the scale's construct validity (Bani Khaled & Al-Adamat, 2021). applied the scale to a pilot sample consisting of (45) male and female students from outside the target study sample. Pearson correlation coefficients were computed between the items and total scores.

For the cyberbullying scale, the values of the correlation coefficients between items with the total scale score ranged between (0.39-0.95), which are acceptable degrees for the validity of the study tool. Also, Bani Khaled & Al-Adamat (2021) verified the indication of the cyberbullying scale by the test-re-test method. First, the scale was distributed to (45) male and female students from outside the study sample.

Then, the scale was applied to the same sample again after two weeks. The Pearson correlation coefficient was computed between the two applications. The reliability coefficient was (0.92). Internal consistency was estimated using Cronbach's alpha equation, and the value of Cronbach's alpha was (0.88).

Tool Correction

The moral identity scale consists of (13) items distributed over two dimensions, while the cyberbullying scale consists of (20) items. The examinee is requested to put an (X) in front of each item to indicate how its content matches what he deems appropriate. A five-Likert scale was used with these responses (strongly agree=5), (agree=4), (neutral=3), (disagree=2), and (strongly disagree=1). The following statistical criterion was used based on the arithmetic means highest mark-lowest mark/number of levels, i.e. 5-1/3= 1.33, so the levels become 1-2.33 low, 2.34-3.67 medium, 3.68-5 high.

Findings and Discussion

The first question: What is the degree of moral identity among university students?

Means and standard deviations of the degree of moral identity among university students were computed to answer this question, as shown in Table (2).

Table (2) Means and standard deviations of the degree of moral identity scale

Rank	N	Dimensions	Mean	Std.	Degree
1	1	Internalisation (inner domain)	3.79	.484	High
2	2	Moral symbolism (external domain)	3.22	.782	Medium
		Moral identity	3.53	.550	Medium

Table (2) shows that the mean ranged between (3.22-3.79). The internalisation dimension (inner domain) came first with the highest mean of 3.79, while the moral symbolism (external) domain ranked last with a mean of 3.22. The overall mean of the scale is 3.53.

The second question: What is the degree of cyberbullying among university students?

The means and standard deviation of cyberbullying among university students were calculated as shown in Table (2).

Table (2) Mean and standard deviation of the degree of cyberbullying among university students

Variable	Mean	Std,	Degree
cyberbullying	1.64	.806	Low

Table (2) shows that the overall mean level of cyberbullying among university students is (1.64).

The third question: Are there significant differences (α = 0.05) in the level of moral identity due to the variables of gender, college and academic level among university students and the interaction between them?

For this question, means and standard deviations of the moral identity level were obtained by gender, college, and academic level, as illustrated in Table (3).

Table No. (3) Means and standard deviations of the moral identity level by gender, college, and academic level

Category		Mean	Std.	N
Gender	Male	3.36	.548	131
	Female	3.64	.524	197
College	Scientific	3.53	.529	150
	Humanity	3.52	.569	178
Academic level	First	3.52	.558	131
	Second	3.43	.541	76
	Third	3.56	.542	61
	Fourth	3.64	.545	60

Table (3) shows significant differences in the means and standard deviations of the moral identity level attributable to the different categories of variables (gender, college, and academic level).

Table (4) Results of the three-way ANOVA for the impact of gender, college, and academic level, and the interaction between them on the level of moral identity

Variance source	SS	DF	MS	F-Value	P-Value
Gender	3.792	1	3.792	13.323	.000
College	.010	1	.010	.034	.853
Academic level	.902	3	.301	1.057	.368
Gender* College	.035	1	.035	.121	.728
Gender* Academic level	1.925	3	.642	2.254	.082

Variance source	SS	DF	MS	F-Value	P-Value
College* Academic level	.480	3	.160	.562	.640
Gender * College * Academic level	.985	3	.328	1.153	.328
The error	88.805	312	.285		
Total	98.920	327			

Table (4) reveals that: Gender

1.   Significant gender differences ($\alpha = 0.05$) were evident. The value of F was 13,323, with a statistical significance of .000, and the differences were in favour of females.

2.   There are no significant college differences ($\alpha = 0.05$) as the F is (.034) and with statistical significance (.853).

3.   There are no significant academic level differences ($\alpha = 0.05$), where the F value is (1.057), and with the statistical significance (.368).

4.   There are no significant differences ($\alpha = 0.05$) due to the interaction effect between gender and college, where the f value is (.121) and a statistical significance (.728).

5.   There were no significant differences ($\alpha = 0.05$) due to the effect of the interaction between gender and academic level, where the F value (2.254) and a statistical significance (.082).

6.   There are no significant differences ($\alpha = 0.05$) due to the interaction effect between college and the academic level, as the F value is (.562) with the statistical significance (.640).

7.   There are no significant differences ($\alpha = 0.05$) due to the interaction effect between gender, college, and academic level, where the F value is (1.153) and a statistical significance (.328).

Fourth question: What is the predictive ability of the moral identity to predict cyberbullying among university students?

To reveal the predictive ability of the set of predictive variables of the predicted variable, multiple linear regression analysis (MLR) was used by adopting the method of entering the predictive variables into the regression equation stepwise approach, see Table (5).

Table (5) The results of the MLR

Predictive ability	(R)	Cumulative interpreted contrast ratio (R2)	(R2)	(B)	F value	t-value	Intercept	P value
Moral symbolism	.406	.165	.165	.419	64.286	8.018	.298	.000

Dependent variable: Cyberbullying Scale

Table (5) shows that the variable involved in predicting the cyber-bullying scale is moral symbolism, which explains (16.5%) of the variance explained by the cyber-bullying scale. The internalisation variable was not included in the prediction of the cyberbullying scale, given that the explained variance added by it was not significant at the significance level ($\alpha = 0.05$).

Table (5) also demonstrates that the increase in moral symbolism by one standard unit (standard deviation) increases the cyberbullying scale by 0.419. Again, this predictor variable was significant at the significance level ($\alpha = 0.05$).

Discussion:

The finding of the first question reveals moderate moral identity among university students. This result may be due to the fact that university students engage with many parties inside and outside the education settings. As a result, they demonstrate ethical actions and moral cognitive systems. This fact helps to explain the high morals. Furthermore, Krettenauer et al. (2016) pointed out that moral identity evolves throughout one's life, grows from childhood, and continues

to develop until middle age.

In the same context, (Sengsavang, 2018) confirms that the moral identity continues to evolve and becomes more apparent as the individual ages. In its interpretation of moral identity, the social cognitive theory emphasises the mechanisms of self-regulation, which are affected by the individual's mental plans and the knowledge it contains, which determines their behavioural patterns and characteristics.

Through these schemas, information is processed and thus directed to the individual to perform a specific ethical behaviour in different situations (Aquino & Reed, 2002; Skarlicki, Van Jaarsveld & Walker, 2008; Aquino, Reed, Thau, & Freeman, 2007).

The average level of moral identity can be explained in light of the results (Guiab, Sario, & Reyes, 2015). It suggests that a person's ethical behaviour is guided by their moral competencies, allowing them to implement their values on their own goals. This result of the current study is consistent with those (Kocabiyik & Kulaksizoglu, 2014; Krettenauer et al., 2016), which indicated that the level of moral identity was moderate.

While it differs from the results, which indicated that moral identity was low (Taylor, 2013; Al-Smadi & Al Zghoul, 2020; Melhem et al., 2020.

The results of the second question exhibited that the level of cyberbullying among university students was low. The researchers may attribute this result to a set of factors that contribute to reducing the level of cyberbullying and preventing it, including social and family support through parental control, family solidarity, and personal variables such as self-confidence, communication style, decision-making skills, and flexibility (Hinduja & Patchin, 2017).

This result is consistent with the outcome of (Mqrani, 2018), which indicated that cyberbullying was low.

The researchers explain the low level of cyberbullying in light of the ethical behaviors that the individual shows in front of others in order to obtain their respect and exchange the same moral conduct in the same situations. And that this type of behaviour is based mainly on the fact that the individual does not show ethical behaviour unless other individuals watch him performing the ethical conduct, according to (Carlo & Randall, 2002).

The result contrasts with the study's findings (Bani Khaled & Al-Adamat, 2011), showing a moderate cyberbullying level.

The results of the third question showed significant differences in the level of moral identity due to the gender variable, where females outperformed males. The researchers may attribute this result to the psychological nature of females and their commitment to ethical behaviours compared to males.

This can also be explained in light of the nature of Jordanian society and the family education of females, which gives females a great deal of attention, care, and moral education, which must be adhered to and applied. This result is consistent with what was indicated by (Blasi, 2004), that females are more interactive with peers, reinforcing their positive moral behaviours.

This result is also consistent with the results indicated by (Taylor, 2013; Kennedy et al., 2017; Al-Smadi & Al Zghoul, 2020), which exhibited differences in the level of moral identity due to the gender variable and favour of females.

It also showed no significant differences in the level of moral identity due to the effect of college. The researchers may refer to this result as the similarity between students in the method of socialisation, their economic level, and their parents' educational level (Futamura, 2018). They also study in the same environmental settings and same subjects. Accordingly, the source of their values and principles is similar.

The results of the current study agree with the results of (Al-Smadi & Al Zghoul, 2020; Futamura, 2018), which indicated that there are no differences in the level of moral identity due to the variable of academic major.

This finding conflicts with a study by Sengsavang (2018), which found that moral identity first emerges in middle childhood, develops over time and becomes more pronounced in adolescence.

As for the results of the third question, it was found that there were no significant differences in the level of moral identity due to the effect of the academic level. The researchers may attribute this result to the nature of the university system, its curricula, teaching methods, activities that lack the development of moral identity and the related behaviours of

students. This development is limited only to what is observed from models inside the university campus.

The findings are explained by the fact that an individual's distinctive moral principles and values—such as dignity, respect, and love—reflect his views and judgments about himself. As a result, moral identity represents cognitive schemes that reflect how an individual views himself, his personality, and the appropriate course of action in various circumstances (Krettenauer, 2020). At all levels, including higher education, students strive to be treated with kindness, to gain the respect of others, and to avoid embarrassment. They deal with people according to how they wish to be treated in return.

Regarding whether moral identity can predict cyberbullying in university students, it was found that Moral symbolism explained (16.5%) the variance explained by the cyberbullying scale. The internalisation variable was not involved in the prediction of the cyberbullying scale, given that the explained variance added by it was not significant at the significance level ($\alpha = 0.05$). And that the increase in moral symbolism by one standard unit (standard deviation) increases the cyberbullying scale by (0.419) from the standard unit; Note that this predictor variable was significant at the significance level ($\alpha = 0.05$).

The researchers may attribute this result to bullying being linked to moral behaviour (Banhan, 2013). Students with a high level of moral identity bear a deterrent to their behaviour and how they act. The values and ethical principles that students possess enable them to be more in control of their behaviour and better able to withdraw from cyberbullying situations.

In this context, Hamadnah (2013) asserts that students who possess a high moral identity adopt positive, socially acceptable behavioural patterns and are, therefore, more in line with the prevailing moral values in society. The results of the current study have shown a moderate level of moral identity in participants. This result is logical to say that this affects their ethical behaviour, as the values and principles associated with moral identity are among the essential factors in predicting moral behaviour in individuals.

According to the researchers, Jordanian society is one of the Arab Islamic societies that upholds Islamic ideals that encourage the love of virtue, helping others, and exhibiting the principles of justice and equality. Moral intelligence naturally reflects in an individual's ethical behaviour because social connections, especially among young people, are built on love and cooperation. For example, college students who take part in volunteer work help others in need, even if they don't know them. In addition, in Jordanian society, parental raising practices are encouraged.

This result coincides with (Yang et al., 2018), which indicated that moral identity was negatively associated with cyberbullying. and (Hardy et al., 2017) noted that moral identity predicts positive and negative behaviour towards society.

Recommendation:

In light of the study findings, the researchers suggested:

1. Calling for more attention to the development of moral identity, especially among males, through strategies and programs approved by the Deanship of Student Affairs that focus on values and the practice of ethical behaviour.

2. Working on maintaining a low level of cyberbullying among university students.

3. Preparing trainers to conduct ethically meaningful discussions that stimulate ethical behaviour when using social media.

4. Integrating ethical values and principles in their various dimensions into educational curricula and programs for all age groups and periodically measuring the reflection of their impact on student's behaviour.

Preparing training programs and workshops for faculty members on how to reflect ethical behaviours in front of their students enhances their moral identity as they influence them.

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