

Verbal Violence on Social Networking Websites and Its Impact on Students with Disabilities from the Parents' Perspectives

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Abstract

The objectives of this study were to explore the level of verbal violence on social media that students with disabilities receive from the perspective of their parents in Irbid and to find the precautions and suggestions that parents of students with LDs take to reduce the level of verbal violence. The descriptive approach was used to study the current conditions of phenomena of violence. The study included 50 participants from parents of students with disabilities from Irbid City, Jordan. The main instrument that was relied upon in this research is the questionnaire. These results indicate that students with disabilities are exposed to verbal violence on social media according to the opinions of their parents. The levels of violence are high and expected to rise according to their views which affects the students' mental health, and consequently, affects their academic levels. The results demonstrated the need to monitor the content of social media accounts that students use without limiting their freedom. Parental censorship should be used to specific limits and with collaboration with schools and educational centres that can provide awareness campaigns to reduce the levels of verbal violence on social media.

Keywords: verbal violence, social media, teenagers, students with disabilities, parents, attitudes

1. Introduction

The term "social media" describes a variety of online platforms that enable users to create and participate in groups based on shared interests, hobbies, opinions, and other forms of expression. Social media and online networking rely on user-generated material, which includes comments, postings, digital images, shared videos, and any data about online interactions. Most people who use social media do so on a desktop computer, laptop, or other web-enabled device; however, some users have found ways to improve their social media experience on the go by installing apps on their smartphones or tablets (González Contreras et al., 2021). Users' participation with these services sometimes leads to the creation of very interactive platforms where students or student groups may upload, share, edit, and debate user-generated material or existing online content. New and exciting areas of information technology are primarily concerned with how social media influences how students communicate with one another and with larger groups.

Violence is a phenomenon associated with the human being who is excommunicated and dried, and it is the type of violence that is used to show power. It is an old phenomenon that is used to expose society. Several social, political, and economic factors contributed to the development of violence (Smith et al., 2020). The phenomenon of violence is one of the most dangerous phenomena that characterizes the world today. Therefore, it has occupied the minds of researchers at various levels and specializations. They have conducted many studies to understand the extent of its destructive effects on the social fabric in which it spreads (Katsiyannis et al., 2019). The phenomenon of violence, in its various forms and causes, is a phenomenon that human societies experience to varying degrees. The phenomenon of violence is an ancient phenomenon throughout history, as it existed with the existence of humanity on the face of the Earth. The phenomenon of violence is a social problem spread throughout the world, where it can be due to the deviant socialization process that begins primarily with the family and parents and then proceeds to school, then university, and society (Dembo et al., 2018).

The revolution witnessed at the beginning of the twenty-first century by a knowledge explosion and rapid development in information and communications technology had a radical impact on various aspects of life (Karni-Vizer & Walter, 2020). The most important of these changes was the emergence of social networking sites, specifically Facebook, which allowed individuals to communicate and exchange information with friends and form other communities and virtual

societies parallel to real societies, in which people spend continuous hours without supervision or accountability (Khasawneh, 2020). These virtual realities become no different from real reality in terms of negative phenomena, the most important of which is the phenomenon of verbal violence witnessed on social media platforms and Facebook pages.

Physical violence may lead to harm to the victim that may reach the point of disability and perhaps even murder. The harms of sexual violence may extend to rape, as well as physical and psychological harm (Mailhot Amborski et al., 2022). Psychological violence has serious consequences. Verbal violence is no less important than physical, psychological, or sexual violence, and may be more dangerous. Verbal violence has spread widely in our society, especially at present, and this is what has made it the focus of attention of scholars and researchers in various fields, especially sociology, specifically the sociology of deviance and crime (González Contreras et al., 2021). This behaviour continues to increase and spread within most societal institutions, starting with the family, especially the treatment of parents to their children, passing through the street, the school, the traditional media, the media, and social media. Social networking sites are considered the most widespread on the Internet, because of their characteristics that have brought millions of people around the world (Kislyakov et al., 2018), as the primary goal of their existence was communication, exchanging ideas, meeting virtually with different people and cultures, and exchanging knowledge, benefit, and pleasure, and this is what its inventors, organizers, and normal users sought.

1.1 Problem Statement

Along with the violence practised on people, the pages of social networking sites, especially Facebook, witness daily kinds of violence, which is “verbal violence,” such as insults, slander, cursing, racist expressions, and various forms of attacks on others. Some people practice verbal violence towards hypothetical people, considering a site like Facebook as giving its users plenty of space to express themselves freely, but they tend to use it to spread aggression, chaos, and hatred. If we look at violence in general, or verbal violence specifically, from a sociological perspective, it is deviant behaviour in its general form that does not conform to informal social standards or is criminal, in many cases, punishable by law. From a psychological perspective, it is abnormal behaviour that indicates a pathological psychological condition. Reviewing the literature led to identifying the behaviour of the students at school in general and the practice of verbal violence in particular against students with learning disabilities, the vision became clearer towards the theory of psychologically aggressive frustration and the theory of differential socialization sociologically. These repetitive behaviours could be the first phenomenon of harassment, insults, and ridicule. Insults, threats, contempt, and other violent words and expressions result from psychological frustration due to the social, political, and economic situation in which society has been imprisoned with its students, especially the family and the school. Therefore, this study attempted to identify the attitudes of parents of students with disabilities in Irbid, Jordan, toward the use of verbal violence on social media against their children by others.

1.1. Questions of the study

1. What is the level of verbal violence on social media that students with disabilities receive from the perspective of their parents in Irbid?
2. What are the precautions and suggestions that parents of students with LDs take to reduce the level of verbal violence on social media that students with disabilities receive in Irbid?

1.2 Significance of the Study

The most important aspect of the study is the most important topic in the country, and the cultural sector in the context of the phenomenon of verbal violence in the positions of social media in general and Facebook in general, as the current reality is as great as the massive technological advancement and rapid communication. At the same time, there is a collapse in values, and this is also reflected in the style of speech and the way of communication. The results of the study might benefit parents of students with disabilities on the level of verbal violence their children receive on social media, and whether it is appropriate to allow their children to use social media excessively. The results might also benefit educators in understanding the situation of students with LDs on social media and how to create programs to change the concepts of violence.

1.3 Study Limitations

Thematic limits: the topic of this study was to investigate the levels of verbal violence on social media that students with disabilities receive from the perspective of their parents.

Spatial limits: the study was implemented in Irbid City, Jordan.

Time limits: the study was applied during the academic year 2021-2022.

2. Literature Review

The problem of violence and its definition is one of the fundamental problems in the analysis, as the definitions are

multiple and overlap, which creates a degree of confusion and lack of agreement regarding the circulation of these concepts (Moffat et al., 2019). It is defined as a physical or psychological attack on people that causes moral or emotional damage or harm in violation of the law. Violence is aggressive behaviour between two conflicting parties, each of which aims to achieve certain gains or change a certain social situation. From a legal standpoint, violence is defined as physical force, physical coercion, and the extraction of force without right (Rossiter & Rinaldi, 2018). The meaning is all subtle, intense, and unusual. In the eyes of jurists, violence is a crime punishable by law, and violence is an unrecognized behaviour that occurs through the use of various types of force. Every action carried out by a person can lead to violence. A person breaking into a warehouse by illegal means is considered a violent act (Steban et al., 2020; Khasawneh, 2021). We can say that a violent act is an act that derives its characteristics from the words taken from the introduction to violence, strictness, threat, quarrel, disobedience, and force. anger, distress, noise, distraction.

Some researchers have defined student violence as patterns of offensive, coercive behaviour against others that include physical abuse, psychological abuse, economic exploitation, or property destruction carried out by some students against their colleagues, teachers, or attacks on university laws and property (Berchiatti et al., 2021). The school stage is a crucial stage for young people in terms of looking forward to the future of their professional and family life, in which they set goals and strive to achieve them in a changing, socially, economically, and politically volatile world. Student violence can be defined as a set of behavioural (harmful) physical, verbal, or psychological practices that come from the students themselves and occur on students, teachers, or property in educational institutions (Dickson, 2018).

Verbal violence is a type of violence in which the perpetrator resorts to using degrading speech and vocabulary, which is represented by cursing, slandering, gossiping, and using offensive nicknames for others. This type of violence is often accompanied by anger, which is evident in our societies (Eisenman et al., 2020). It is the most widespread type of violence and the source closest to physical violence. It is the one in which the participation of the body is not apparent, and it depends, therefore, on the occurrence of speech, which is sometimes accompanied by manifestations of violence, threats, and intimidation (Kyegeombe et al., 2019). It is rare in the form of shouting or obscene speech, which often includes insults, name-calling, describing others with faults and bad qualities, and using threatening words or phrases.

The phenomenon of verbal violence on social media, especially Facebook, has many and varied causes, the most important of which is the large space that the site makes available to users in the form of expression (Smith et al., 2020). In the same places, there is a culture of responsibility in use and a low cultural and educational level. Our Arab societies in general and Jordan in particular have survived the elements of oppression and social, political, and economic hardship. They play a role in the phenomenon, as corrupt policies and living conditions are factors affecting the behavioural structure of individuals, which results in the spread of violence, cruelty, abuse, and aggressive behaviour (Khasawneh, 2020). It is very difficult to explain it through social media because it has the characteristics of virtuality and anonymity.

Verbal violence on social media sites has become a widespread phenomenon in our current era, especially on Facebook. Whenever we publish news or a picture, it means that people resort to writing hurtful external comments (Karni-Vizer & Walter, 2020). They think it is appropriate for mockery, joking, or making fun of others, which is considered a moral evil. Sociolinguistic violence includes the behaviour of ignoring a person, despising him, insulting him, destroying society, degrading his character, and bringing about the root of the good. This violence includes several areas (Mailhot Amborski et al., 2022). Some relate to pure living life, some relate to family life, and it reduces the new style of life, sanctity of wealth, and boasting about heroes. These expressions may reflect a reality and are not national values.

Many researchers have discussed many definitions of people with special needs. Some scholars defined them as children who differ from normal in terms of mental, physical, or sensory abilities, or terms of behavioural, linguistic, or educational characteristics to the point where it becomes necessary to provide special education and supportive services to meet the unique needs of the child (González Contreras et al., 2021). Most educators currently prefer to use the term “people with special needs” because it does not have the negative connotations expressed by the term disability. A person with special needs is a human being who has needs that he wants to satisfy like other human beings, which are caused by the circumstances of disability, on the other hand (Kislyakov et al., 2018). These needs are classified into physical needs, guidance needs, educational needs, professional needs, social needs research, and social service needs.

Previous studies

Martínez-Ferrer et al. (2018a) examined the connections between parental socialization patterns, problematic social networking site usage, alexithymia, and teenage attitudes against institutional authority and child-to-parent aggression. The survey included 2,399 teenagers, aged between 12 and 18, who were enrolled in Andalusian schools (50.2% boys and 49.8% girls). The findings demonstrated a correlation between high levels of problematic social networking site usage, alexithymia, and a more accepting attitude toward social norm violations and high rates of child-to-parent violence. Additionally, it was shown that teenagers from lavish households scored the lowest on tests measuring problematic social media usage, alexithymia, and a favourable outlook on breaking social norms.

Zhu et al. (2021) conducted a systematic analysis to investigate the global context, risk factors, and preventative efforts implemented globally to combat cyberbullying of minors and adolescents. Using the search terms "cyberbullying" and "adolescent or children," a thorough analysis of the body of existing research was carried out. We looked through eight scholarly databases related to psychology, communication, and public health. Based on 63 sources, the prevalence rates of cyberbullying victimization varied from 13.99 to 57.5%, while the rates of preparedness for cyberbullying ranged from 6.0 to 46.3%. Cyberbullying most often took the form of verbal abuse. This study identified three protective variables and fourteen risk factors. At the individual level, risk factors for cyberbullying were examined, including impulsivity, age, gender, online activity, race, health, and prior victimization.

Martínez-Ferrer et al. (2018b) explored the connections between problematic online social networking site use, peer victimization (both relational and overt physical and verbal), and peer aggression (overt vs. relational and reactive vs. instrumental), while accounting for gender and age (in early and mid-adolescence). 1,952 Spanish secondary school students in their adolescent years participated. The findings indicated that females and teenagers between the ages of 14 and 16 were more likely to utilize online social networking sites problematically. Overall, the findings pointed to the co-occurrence of victimization, peer aggressiveness, and problematic online social networking site usage. Furthermore, the findings demonstrated the impact of age and gender on peer victimization.

O'reilly et al. (2018) explored how teenagers use larger social and media discourses to voice an opinion. As so, this paper adds to the limited body of literature. Over three months, six focus groups were conducted with 54 teenagers, ages 11 to 18, who were selected from Leicester and London (UK) schools. Three themes emerged from the thematic analysis, which indicated that teenagers saw social media as a threat to their mental health, some believed it to be the source of mood and anxiety disorders, it was seen as a venue for cyberbullying, and social media use itself was frequently characterized as a form of addiction.

Touloupis (2022) investigated how often primary school kids with learning difficulties who attend general education classes use Facebook and how involved they are in cyberbullying. Additionally, it was investigated how students' feelings of loneliness and self-worth related to the aforementioned actions. A self-report questionnaire was filled out by 211 sixth-grade students (92 girls and 119 boys) from randomly selected schools in economically diverse districts of Thessaloniki, Greece. The questionnaire included a scale on the perceived intensity of Facebook use, cyberbullying, self-esteem, and sense of loneliness. In the past, learning problems have been detected in the students. The findings indicated that students, mostly females, appeared to use Facebook extensively and be victims or perpetrators of cyberbullying.

Wright and Wachs (2020) conducted a study to better understand the protective role that parental social support plays in preventing cyberbullying victimization and its correlations with subjective health complaints, suicidal thoughts, and non-suicidal self-harm. Participants included 121 teenagers (63% male; mean age = 14.10) with developmental disorders and intellectual disabilities who answered questionnaires about their experiences as victims of face-to-face and cyberbullying, their parental social support system, their subjective health complaints, their thoughts of suicide, and their non-suicidal self-harm during the seventh grade. They answered questions about non-suicidal self-harm, suicidal thoughts, and subjective health issues in the eighth grade. The results showed that there was a larger positive correlation at lower levels of Time 1 parental social support between being the victim of cyberbullying and subjective health problems, suicidal thoughts, and non-suicidal self-harm.

3. Methodology

In this study, the descriptive approach was used to study the current conditions of phenomena in terms of their forms, characteristics, relationships, and factors influencing them. This means that the descriptive approach is concerned with studying the present phenomena and events and may even often include predictions of the phenomena and events. The descriptive approach is based on careful monitoring and follow-up of a specific phenomenon or event quantitatively or qualitatively in a specific period or several periods to identify the phenomenon or event in terms of content and reach results and generalizations that contribute to understanding and developing reality.

3.1 Sampling

The study included 50 participants from parents of students with disabilities from Irbid City, Jordan. The participants were selected randomly after asking several schools about the contact data of parents of students with LDs. Their approval and consent to participate in the project were obtained for ethical considerations. The following table represents the data on the participants.

Table 1. Demographic data on the participants

| Variable | Category | Frequency | Percentage % |
|---------------------------------|--------------|-----------|--------------|
| Gender | Male | 20 | 40% |
| | Female | 30 | 60% |
| Age | 20-30 | 12 | 24% |
| | 31-40 | 30 | 60% |
| | More than 41 | 8 | 16% |
| Type of disability of the child | Mental | 12 | 24% |
| | Physical | 38 | 76% |
| Total | | 50 | 100% |

3.2 Instrument of the Study

The main instrument that was relied upon in this research is the questionnaire, which is a tool that includes a set of questions or declarative sentences that the subject is asked to answer in a way determined by the researcher according to the purposes of the research. The questionnaire consisted of four dimensions, the first was on demographic information on the participants. The second dimension was motives for social media users to engage in verbal violence against students with disabilities. The third dimension was the response of the students to verbal violence on social media. The fourth dimension was the suggestions and precautions parents use to reduce the level of verbal violence on social media against their children.

The instrument of the study was presented before its application to ten judges of faculty members specialized in special education in Jordanian universities. They provided their feedback on the suitability of the questions and their integrity. The instrument was adjusted based on their opinions and reviews.

3.3 Data Analysis

The questionnaire was sent electronically to participants and the answers were analyzed based on the content analysis method. The data was then interpreted based on the questions of the study and the results were presented and discussed.

4. Results and Discussion

To answer the questions of the study, percentages for the responses of the participants on the parts related to the level of verbal violence on social media against students with LDs were calculated. The following table presents the results.

The results in the above table for the first-dimension show that 45% of the sample denied engaging in verbal violence on Facebook. The most important expressions of verbal violence encountered by the sample members are offensive insults, such as slander and cursing using obscene expressions, with a percentage of 22%. Females are the most exposed to verbal violence, at 45%. Considering verbal violence as normal as long as it is on a virtual site such as Facebook is rejected by 22% of the respondents. Differences in opinion are not a justification for verbal violence, according to the opinion of 22% of the respondents. Low moral standards are one of the most important reasons for the spread of the phenomenon of verbal violence by 2%. These results indicate that students with disabilities are exposed to verbal violence on social media according to the opinions of their parents. The levels of violence are high and expected to rise according to their views which affects the students' mental health, and consequently, affects their academic levels.

The results of the second dimension revealed that 42% of the respondents' children had previously been exposed to verbal violence on social media. Ignoring is the reaction of 55% of the sample when exposed to verbal violence. 25% of the sample believe that they were psychologically affected when exposed to verbal violence. 25% of the sample believe that verbal violence on social media leads to a loss of self-confidence. Prolific pages are the most vulnerable to the presence of expressions of verbal violence in their users' comments, according to 22% of the sample. The findings indicate that some students choose to ignore verbal violence on social media, but at the same time, they are affected emotionally and mentally by these insults. The parents showed their concern about the presence of several prolific pages on social media that invite different people with different ideas regarding disability and its impacts.

In an attempt to answer the second research question on the precautions and suggestions for reducing verbal violence on social media, the parents answered several questions related to the third dimension of the questionnaire. The findings for this dimension revealed that 25% of respondents believe that awareness campaigns are insufficient to reduce the spread of the phenomenon of verbal violence. 22% of the sample support the idea of preventing those under 14 years of age from opening accounts on social media. 22% of the sample agree with banning pages that stir up sectarian and religious strife. 22% of the respondents support the idea of judicial oversight against those who practice verbal violence in any form, whether it is insults, cursing, or racist expressions. The most important solutions that the sample members consider appropriate to reduce the phenomenon of verbal violence on social media are electronic monitoring by deleting health

records, judicial oversight, and guardians’ monitoring of their children’s accounts, in addition to awareness campaigns.

Table 2. The percentages and frequencies of the responses of the participants on the parts related to the level of verbal violence on social media

| Questions | Answers/variables | Frequency | Percentage |
|---|----------------------------|-----------|------------|
| Dimension 1: motives for social media users to engage in verbal violence | | | |
| What racist statements do the students encounter? | Racist statements | 14 | 18% |
| | Insults | 22 | 44% |
| | Religious insults | 9 | 28% |
| | Dishonorable phrases | 5 | 10% |
| The sample opinions on the most frequent members of verbal violence on social media | Males | 12 | 24% |
| | Females | 38 | 76% |
| The sample’s opinions about considering verbal violence as normal as long as it is in social media | Yes | 6 | 12% |
| | No | 44 | 88% |
| The sample opinions on the disagreement of views as a justification of verbal violence | Yes | 3 | 6% |
| | No | 47 | 94% |
| The most important reasons for the spread of verbal violence on social media | Low moral level | 21 | 42% |
| | Low education level | 10 | 20% |
| | The teenage stage | 5 | 10% |
| | The absence of dialogue | 14 | 28% |
| Was your child exposed to verbal violence on social media? | Yes | 39 | 78% |
| | No | 11 | 22% |
| What form of verbal violence did your child experience? | Immoral insults | 23 | 58.97% |
| | Racist insults | 11 | 28.2% |
| | Others | 5 | 12.82% |
| Dimension 2: the response of the students to verbal violence on social media | | | |
| The response of the students if they were subjected to verbal violence | Ignoring | 33 | 66% |
| | Return violence | 6 | 12% |
| | Responding politely | 11 | 22% |
| Does the exposure to verbal violence on social media affect the students' psychology? | Yes | 28 | 56% |
| | No | 22 | 44% |
| What is the impact of verbal violence on students with LDs? | Becoming more violent | 18 | 36% |
| | Losing self-confidence | 23 | 46% |
| | Introversion and isolation | 9 | 18% |
| Dimension 3: The suggestions and precautions parents use to reduce the level of verbal violence on social media | | | |
| The sample’s opinion about the effectiveness of awareness campaigns to reduce the phenomenon of verbal violence on social media | Yes | 17 | 34% |
| | No | 23 | 46% |
| | To some extent | 10 | 20% |
| The sample members support the idea of preventing those under the age of 14 from opening accounts on social media | Yes | 42 | 84% |
| | No | 8 | 16% |
| Do you support the idea of banning pages that raise sectarian or racist ideas from use? | Yes | 47 | 94% |
| | No | 3 | 6% |
| Supporting the idea of judicial oversight against verbal violence on social media against people with LDs. | Yes | 42 | 84% |
| | No | 8 | 16% |
| Total | | 50 | 100% |

5. Conclusion

This study explored the levels of verbal violence against students with disabilities from the perspective of their parents in Irbid, Jordan. The study reached several conclusions. Violent insults, obscene expressions, racist words that make fun of gender, color, or shape, expressions that insult religion, extremism of an opinion, and an attempt to suppress others by harassing them with words that insult them are forms of verbal violence that are frequently found on social media, which we see in user posts and in posts whose goal is to spread and increase the number of followers. Even through temptation, this phenomenon affects whoever is exposed to it, and his reactions vary, such that he may ignore him or treat him like a hypocrite. It is also possible for him to respond with a respectful response and confront the insult with kindness. The results demonstrated the need to monitor the content of social media accounts that students use without limiting their freedom. Parental censorship should be used to specific limits and with collaboration with schools and educational centers that can provide awareness campaigns to reduce the levels of verbal violence on social media.

6. Recommendations

Providing children with knowledge, values, and behavioral attitudes that guide their inclinations and methods of behavior and make them normal people. This is what makes their moral level high, and they gain their reward through their dealings in various fields, including social networking sites and Facebook. Imposing laws and regulations on how to use the Internet, for example, challenging the Internet to block and encrypt pages that incite hatred and violence. Electronic censorship is used to prevent verbal violence and defamation of positions on electronic descriptions, and following up on the practice of this violence in a judicial manner is very sufficient to reduce this phenomenon. Spreading the culture of dialogue, respecting the other's opinion, and accepting it, as long as it reduces differences in religion and political opinion, through broadcasting awareness-raising programs on electronic channels, as well as in the media.

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Authors contribute

Dr. khasawneh responsible for study design and revising. and responsible for data collection. and drafted the manuscript and revised it. Dr. khasawneh read and approved the final manuscript. In this paragraph, also explain any special agreements concerning authorship, such as contributed equally to the study.

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Data sharing statement

No additional data are available.

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