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**Article Review #1: View of Cyberbullying and Cyberbullicide Ideation Among Jordanian College Students**

**Introduction**

This article explores the pressing issue of cyberbullying and its connection to cyberbullicide ideation among Jordanian college students. Given the rise in digital interactions, understanding the psychological and social implications of online harassment is crucial. This study examines how cyberbullying affects mental health and contributes to suicidal thoughts among young adults in Jordan.

**Relationship to Social Science Principles**

Cyberbullying is deeply connected to social science principles, particularly in understanding human behavior, societal influences, and psychological responses. This study sheds light on how social dynamics, cultural factors, and technology intersect to impact mental health. Additionally, it emphasizes the role of social structures in either mitigating or exacerbating cyberbullying incidents.

**Research Questions or Hypotheses**

The study investigates key research questions, including:

1. What is the prevalence of cyberbullying among Jordanian college students?
2. How does cyberbullying impact mental health and cyberbullicide ideation?
3. What demographic or psychological factors contribute to increased susceptibility to cyberbullying?
These questions guide the research in uncovering critical patterns and risk factors associated with online harassment.

**Research Methods**

The researchers used a mixed-methods approach, combining quantitative surveys with qualitative interviews. The survey measured students' experiences with cyberbullying, mental health outcomes, and social support levels. The qualitative interviews provided deeper insights into personal experiences and coping mechanisms.

**Data and Analysis**

The study collected data from a sample of Jordanian college students through online questionnaires and structured interviews. Statistical analysis included correlation tests and regression models to identify significant relationships between cyberbullying and cyberbullicide ideation. The qualitative data was analyzed thematically to capture personal narratives and emotional impacts.

**Connection to Course Concepts**

The article aligns with key topics discussed in class, such as the psychological effects of digital interactions, the role of social norms in online behavior, and the impact of cyber victimization on mental health. The findings reinforce theories related to cyberpsychology, social deviance, and the digital divide.

**Impact on Marginalized Groups**

Marginalized groups, including students from lower socioeconomic backgrounds and those with limited digital literacy, are at a higher risk of cyberbullying. This study highlights how certain social and cultural factors can increase vulnerability and limit access to mental health resources. Gender dynamics also play a crucial role, with female students often facing higher levels of online harassment.

**Societal Contributions**

The study provides valuable insights into the mental health crisis linked to cyberbullying. It emphasizes the need for policy changes, educational programs, and digital literacy initiatives to prevent online harassment. Additionally, it advocates for increased mental health support in academic institutions to help students cope with cyberbullying-related stress.

**Conclusion**

This article contributes to the broader discussion on cyberbullying by highlighting its severe psychological consequences. By analyzing cyberbullying through a social science lens, the study underscores the need for intervention strategies to protect students from online harassment. Addressing these challenges requires collaboration between educators, policymakers, and mental health professionals.

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