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Cyberbullying and its Relationship to Emotional Intelligence Among Short Football Players

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ABSTRACT

Cyberbullying become a significant issue in modern sports environments, where athletes frequently interact on digital platforms. Athletes with distinctive physical characteristics, such as short stature, may experience online exclusion, ridicule, or psychological pressure, affecting their self-esteem and sporting identity. Emotional intelligence (EI) - the ability to recognize, understand, and manage emotions—is believed to protect athletes from engaging in or being affected by such negative online behaviors. The present study aimed to examine the relationship between cyberbullying and emotional intelligence among short-stature football players. It sought to determine whether higher levels of emotional intelligence are associated with lower involvement in cyberbullying behaviors within the sports context. A total of 120 male short-stature football players (mean age = 18.6 ± 2.4 years) participated voluntarily. Two instruments were developed and validated specifically for this population: the Cyberbullying Scale and the Emotional Intelligence Scale. Validity and reliability were confirmed using correlation analysis and Cronbach's alpha coefficients. Data were collected via self-report questionnaires and analyzed through descriptive statistics, Pearson's correlation, and linear regression to identify the direction and strength of relationships between variables. The findings revealed a significant negative correlation between emotional intelligence and cyberbullying ($r = -0.42$, $p < .001$). Players with higher levels of emotional intelligence reported lower engagement in cyberbullying behaviors. The sub-dimensions of emotional intelligence—particularly empathy and emotional regulation—showed the strongest inverse relationships with online aggression. Emotional intelligence plays a critical role in reducing cyberbullying behaviors among short-stature football players. These results highlight the importance of integrating emotional intelligence training into sports psychology programs and coaching practices. Strengthening athletes' emotional and social competencies can promote healthier online interactions, enhance team cohesion, and support psychological well-being in sports settings. Research for further studies should replicate these findings across different sports and cultural contexts to improve generalization.

Keywords: cyberbullying; emotional intelligence; short-statured players; sports; Psychological state

INTRODUCTION

Bullying recently become an important topic on the social scene in general and sports in particular. The topic of bullying become a topic worthy of study, as multiple forms of bullying have emerged, including aggression towards others, whether in the form of physical, verbal or psychological, as a behavior that has negative effects on its perpetrators and on the entire sports environment. There has a new term known as cyberbullying, and its negative impact on the psychological, security and social structure of society. It become a serious problem that threatens societal security and the health and safety of its members. cyberbullying is a common behavior in modern digital environments. It cannot be classified as a temporary phenomenon or a comprehensive crisis. Rather, its prevalence varies depending on multiple psychological and social variables. Curbing this behavior requires enhancing individuals' emotional and social skills, as they are effective tools for preventing and positively dealing with cyberbullying situations. This approach is particularly important when considering athletes, particularly short football players, who may face double the psychological challenges in such situations. This makes emotional intelligence a crucial tool in mitigating the impact of cyber-bullying and preventing escalation or negative reactions. In this context, (Hinduja & Patchin., 2012) argue that cyberbullying is characterized by a circular nature, in which individuals exchange the roles of victim and aggressor. A former victim can later become a bully as a result of complex psychological and social influences. This phenomenon can be explained from a psychological perspective by the fact that a traumatic experience weakens levels of empathy and enhances aggression as a defense mechanism. From this perspective, it is hypothesized that emotional intelligence among short football players can contribute to breaking this cycle by regulating emotions and developing a deeper understanding of one's own and others' feelings, thus preventing retaliatory or aggressive behavior patterns (Chapin & Coleman., 2017). Erişti and Akbulut's study concurs with this approach, demonstrating that individuals with high emotional intelligence resort to positive coping strategies, such as seeking support or adopting calm confrontation when exposed to cyber-bullying. This suggests that developing emotional intelligence among players in this category may enhance their psychological resilience in the face of digital pressures and reduce the likelihood of a negative or withdrawn response. (Erişti & Akbulut., 2019). In light of social learning theory, studies have examined cyberbullying behavior in the sports context, noting that this behavior is often shaped by repeated exposure to and imitation of aggressive models, especially within fan and spectator environments. The study demonstrated that low levels of self-control and emotional awareness are key factors contributing to the continuation of this negative behavior pattern. Therefore, developing emotional intelligence in athletes can serve as a protective factor that reduces their vulnerability to negative role models prevalent in the sports community (Shadmanfaat et al., 2019). In the same context, university athletes are exposed to multiple levels of bullying, exacerbated by competitive pressures and hierarchies within sports teams, leading to negative emotional effects such as isolation and low self-esteem. The study showed that emotional intelligence represents a psychological defense mechanism that helps athletes deal with these pressures in a healthy and balanced manner. This is particularly relevant for groups most vulnerable to bullying, such as short football players. (Mishna et al., 2019). and other studies have

found that female university athletes are exposed to repeated bullying situations, including digital abuse, which leaves profound psychological effects such as decreased self-confidence and increased social tension. These data highlight the effective role of emotional intelligence in mitigating the impact of these experiences and engaging positively in the sports environment. (Jewett et al., 2019). On the other hand, we find the importance of moral education in reducing cyber-bullying behavior, as it contributes to instilling values of respect for others, controlling behavior, and awareness of the consequences of aggression. Their results showed that developing emotional intelligence, along with moral development, is a promising approach to preventing these phenomena, especially among adolescents and young adults who are still in the stage of psychological and social formation. (Waters et al., 2020). In another context, they demonstrated that youth sports training environments are not immune to the phenomenon of bullying, which takes many forms, including digital bullying, and leads to feelings such as anxiety and withdrawal. The study confirmed that enhancing emotional intelligence among these athletes can form a protective shield that improves their ability to withstand pressure and engage positively in a competitive context. (Neary et al., 2018). Hicks' study showed that bullying, including cyberbullying, in middle school has a significant impact on students' psychological well-being, as it is associated with higher rates of anxiety and depression. The results also concluded that emotional intelligence, along with an effective social support network, are important protective tools that help students cope with these pressures. (Hicks et al., 2018). In the same context, a study revealed that students who were exposed to bullying during high school often struggle with adjustment during their first year in college, both academically and socially. The study indicated that developing emotional and adaptive skills is pivotal to overcoming these early challenges. (Goodboy et al., 2015). Even some studies have highlighted the effectiveness of professional sports programs such as Boston vs. Bullies" in reducing school bullying, by spreading awareness and building positive social behaviors. The results showed that using inspiring sports models contributes to strengthening educational messages and increases their impact among students. (Greif Green et al., 2020). Physical education teachers realize the significant impact of cultural and social aspects in shaping their strategies to confront bullying within educational settings. The study emphasized the importance of continuous professional training and institutional support in creating a safe and supportive school environment. (Wei et al., 2024) found that psychological pressures and social factors are among the most prominent causes of bullying behavior in physical education classes among children and adolescents. The researchers recommended the need to develop emotional intelligence among students, in addition to designing effective social interventions to reduce these practices. (Zhou et al., 2023). In the field of sports media, sports journalists specializing in sports face increasing cyberbullying, which requires them to exert great emotional effort while performing their duties under constant pressure. The study recommended the need to develop protection and psychological support policies to reduce the impact of this phenomenon. (Sinclair et al., 2024). On the other hand, the problem between joking and bullying in professional sports contexts, noting that inaccurate media coverage may lead to confusion of concepts. The study emphasized the importance of reevaluating these practices within a sports environment that is more aware of the differences between harmful behavior and acceptable joking. (Newman et al., 2023). began to shed light on college athletes' experiences with bullying

within sports teams, as participants indicated that these practices impact both academic and athletic performance. The results indicated that the source of bullying is not limited to peers alone, but may also include coaches and administrative staff. The study concluded that promoting psychological well-being and emotional support are essential tools to help athletes adapt and deal with these challenges in a healthy manner. (Kerr et al., 2016). even found that athletes with disabilities experience bullying rates similar to their non-disabled counterparts. These behaviors, such as verbal and physical bullying, are often influenced by social biases toward disability. She emphasized the need to design specialized psychological and social support programs to enable these athletes to deal with these situations effectively and confidently. (Büyüklüoğlu et al., 2024). in a similar context bullying cases experienced by Australian athletes in secondary education, especially talented athletes who face high levels of performance-related pressure. Through the spread of verbal and social bullying, with emphasis on its negative repercussions on mental health and social relationships, this supports the need to develop support mechanisms that are appropriate to the specificity of this group. (O'Neill et al., 2014). parent's study focused on the development and initial validation of the Violence against Athletes Questionnaire (VTAQ), which is used to monitor forms of psychological and physical violence experienced by junior athletes in their training environments. The results highlighted the profound impact of these experiences on psychological well-being and overall performance, emphasizing the importance of preventive and supportive interventions (Parent et al., 2019). Furthermore, it should be recognized that fairness by physical education teachers plays a pivotal role in reducing bullying within school sports contexts. The study results showed that an increased sense of fairness is associated with a decrease in bullying behavior and an improvement in the quality of interaction between students and their athletic environment. (Lu et al., 2025). even stated that discussions led by adolescents on online forums about bullying contribute to expanding their understanding of the concept of victimhood. These conversations were not limited to exchanging experiences but also included reconsidering patterns of understanding and interaction with the phenomenon, which enhances their ability to develop more conscious strategies for dealing with cyberbullying (Brion- Meisels & Garnett., 2017). In the same context, exposure to a range of forms of bullying—whether social, physical, verbal, or cyber—is negatively associated with academic achievement levels. Addressing this challenge requires providing safe learning environments that allow students to grow without constant threat. (Torres et al., 2019). Studies also revealed a direct link between bullying, whether traditional or cyber, and adolescents' declining self-esteem. They explained that physical self-perception plays a mediating role between negative experiences and engagement in physical activities, highlighting the importance of enhancing this aspect as a means of motivating adolescents to participate in sports. (Benítez-Sillero et al., 2021) Finally, we find the significant impact of the observer's role in bullying situations, as responses vary between ignoring and positive intervention. The results showed that early intervention by witnesses can reduce the severity of the phenomenon and contribute to creating more supportive and safer environments, which necessitates raising awareness and stimulating conscious intervention among bystanders. (Leeth, 2023). The researchers believe that the major problems caused by bullying may extend over many years for both the bully and the victim. With the multiplicity of types of bullying and their development with the advancement of modern technology, the researchers noted the scarcity of

studies that addressed the subject of electronic bullying of short-statured soccer players. In addition, the researchers focused on studying the effects of this phenomenon on victims of bullying, in an attempt to find solutions and help them overcome the psychological crisis caused by bullying against them, while clearly neglecting the psychological problems that the perpetrator of this behavior may suffer from, which are likely the reason behind his bullying against others. These problems undoubtedly require treatment so that he can adapt to those around him and enjoy psychological health that frees him from practicing bullying behavior. The researchers believe that the problem of bullying may appear in all environments where there is a large number of peers who are close in age and similar in educational or cultural level, and it can be in a direct way whether it is traditional bullying or indirect bullying such as cyber bullying, this phenomenon is not limited to specific places but may also appear in clubs, various work environments, through social media sites, and others. Short football players are a fascinating category in sports and anthropological studies, as height is a central element in cultural and social perceptions of the "ideal athletic body." In many sports, height is portrayed as a crucial advantage for success, leaving short individuals vulnerable to marginalization or physical stigma, even if they possess exceptional skills. This tension between actual physical ability and stereotypes creates a fertile environment for cyberbullying, particularly on digital platforms that provide a space for fans and opponents to express prejudice. From a social identity theory perspective, short athletes are often categorized as an "outgroup" compared to taller players, perceived as less congruent with the ideal athletic body. This marginalization impacts their self-image and influences the construction of the "professional athlete" identity. In today's digital environment, this marginalization becomes a source of cyberbullying, potentially threatening a short player's athletic identity if they lack effective coping strategies. Hence, the importance of emotional intelligence as a psychosocial coping mechanism that helps players resist the pressures resulting from body stigma and cyberbullying. The ability to regulate emotions and reframe negative situations enables athletes to transform their body image from a "stigmatization" to a "marker of uniqueness," in line with kin anthropology, which views physical diversity as part of the richness of athletic performance, not an obstacle to it.

METHOD

Participants

The researchers used the descriptive approach because it was appropriate for the nature of the research.

- Research Community: The research community consists of short-statured football players in Iraq.
- Research Sample**:** The researchers randomly selected a sample of (60) short-statured football players from (Air force, Al-Shorta, Erbil, Al-Kahraba, Al-Naft, Al-Qasim, and Maysan Oil) football clubs.

The researchers divided the research sample as follows:

- Exploratory study sample: consisting of (17) individuals for the purpose of standardizing the research scales for conducting validity and reliability coefficients, representing (28.33%) of the total sample, and from outside the primary sample.

- Primary study sample**:** consisting of (43) individuals, representing (71.67%) of the total sample, to apply the research scales. This is illustrated in Table (1).

Table 1. The total research sample distributed according to both the exploratory sample and the primary sample

Research categories	Research sample	Survey sample		Primary sample	
		No.	Percentage %	No.	Percentage %
Short players	60	17	28.33%	43	71.67%
Total	60	17	28.33%	43	71.67%

Instruments

- Cyber bullying Scale (prepared by the researchers)
- Emotional Intelligence Scale (prepared by the researchers)

The researchers divided measures of cyberbullying and emotional intelligence due to the lack of measures that had previously been applied to a sample of short players, and this prompted the researchers to build new measures.

FIRST: Cyberbullying Scale:

The researchers designed the Cyberbullying Scale for Short-Stature Soccer Players (Attached No. (2)) for the research sample shown in Table No. (1) as the primary data collection tool. The researchers followed the following steps to construct the Cyberbullying Scale for Short-Stature Soccer Players:

- Reviewing scientific references and studies related to the research topic, such as (Abeer Muhammad Al-Sabban ., 2020), (Mubarak .,2018) and (Al-Bahas .,2012).
- Conducting a personal interview with some of the players.

Using the previous steps, the researchers developed (4) axes for the Cyberbullying Scale for Short-Stature Soccer Players, as follows:

The first Axis: Harassment and Violation of Privacy, The second Axis: Mockery and Defamation, The third Axis: Threats and Insults, The fourth Axis: Exclusion

Justification for Developing the Measurement Scales

Although several standardized international instruments exist to measure cyberbullying behaviors and emotional intelligence, these tools were found to be unsuitable for the specific cultural and athletic context of the present study. Most existing scales were originally designed for school or university students and do not capture the unique characteristics of the sports environment, including team dynamics, athletic identity, and body-related stigma experienced by short-stature football players. Therefore, a context-specific scale was developed in Arabic to more accurately reflect the nature of cyberbullying and emotional intelligence within sports settings. The scale was reviewed by a panel of experts in sport psychology and physical education, pilot-tested on a sample similar to the target group, and demonstrated acceptable levels of validity and reliability.

Scientific Parameters for the Cyberbullying Scale

Validity :

In order to determine the validity of the cyber bullying scale, the researchers relied on:

- Content validity (Arbitrators' validity):

The researchers presented the axes to a group of (5) specialized experts who hold the rank of Asst. Prof. Dr. (Attachment No. (1)) to survey their opinions on the suitability of the proposed axes and express their opinion on the extent to which they were appropriate for achieving the research objectives. The experts approved the validity of the axes developed by the researchers, with a percentage ranging between (80%: 100%).The researchers then developed appropriate items for each axis, totaling (34) items. The axes and items of the scale were then presented in their initial form (Attachment (A1) to the experts. The questionnaire was personally delivered to the experts by the researchers to express their opinions on:

- The extent to which each statement is appropriate for the axis to which it belongs in achieving its goal.
- The correctness of the linguistic formulation of each statement. - Delete, merge, move, or modify as you see fit.

The experts agreed on the initial version of the cyberbullying scale, with the approval rate ranging between (80%–100%). Therefore, no modifications were made to the cyberbullying scale statements.

- Internal consistency validity:

The validity of the cyber bullying scale statements was confirmed by calculating the correlation coefficient between the score of each statement and the total score of the scale. This is illustrated in Table (A1).

Table (A1) shows that the correlation coefficients between each statement and the degree of the axis to which it belongs ranged between (0.438:0.859) and the total degree, which ranged between (0.444:0.894), and that they are statistically significant at a significance level of (0.05).

Table 2. The correlation coefficient between the score of each axis and the total score of the cyberbullying scale, N = 17

Scale axes	Correlation coefficient value
First Axis: Annoyance and Violation of Privacy	0.687*
Second Axis: Mockery and defamation	0.594*
Third Axis: Threats and Insults	0.847*
Fourth Axis: Exclusion	0.732*

*Statistically significant at 0.05 (Pearson's tabular correlation coefficient = 0.468). Table (2) shows that the correlation coefficients between each axis and the total scale ranged between (0.594: 0.847) and are statistically significant at a significance level of (0.05), indicating the validity of the internal consistency of the scale's axes.

Reliability:

Reliability was verified using Cronbach's alpha coefficient to determine the reliability of the cyberbullying scale statements and the reliability of the scale's axes, as shown in Table (A2).

Table (A2), which specifies the reliability coefficients of the cyberbullying scale statements using Cronbach's alpha coefficient, shows that the reliability coefficients for the statements and axes ranged between (0.713–0.906), and therefore no statement was deleted.

SECOND: Emotional Intelligence Scale:

The researchers designed the Emotional Intelligence Scale for Short-Stature Soccer Players (Attachment (A2) for the research sample shown in Table No. (1) as a primary tool for data collection. The researchers followed the following steps to construct the Emotional Intelligence Scale for Short-Stature Soccer Players:

- Reviewing scientific references and studies related to the research topic, such as Hussein Abdel-Azim & Hussein Taha (2016), Iyad Kamal Nimr Issa (2013), and Saad bin Hamed Al-Abdali (2013).
- Conducting a personal interview with some of the players.

Through the previous steps, the researchers developed (5) axes for the Emotional Intelligence Scale for Short-Stature Soccer Players. These are as follows:

The first Axis: Emotion Management, The second Axis: Empathy, The third Axis: Emotion Regulation

The fourth Axis: Adaptability, The fifth Axis: Social Communication

Scientific Parameters for the Emotional Intelligence Scale:

Validity:

In order to determine the validity of the Emotional Intelligence Scale, researchers relied on:

- Content validity (Arbitrators' validity):

The researchers presented the axes to a group of (5) specialized experts who hold the rank of Asst. Prof. Dr. The researchers sought their opinions on the suitability of the proposed axes and expressed their opinion on their suitability for achieving the research objectives. The experts' opinions clearly agreed on the validity of the axes developed by the researchers, with a percentage ranging between (80%–100%). The researchers then developed appropriate items for each axis, totaling (42) items. The axes and scale items were then presented to the experts in their initial form (Attachment (A2). The questionnaire was personally delivered to the experts by the researchers to express their opinions on:

- The extent to which each phrase is appropriate for the axis to which it belongs in order to achieve its objective
- The correctness of the linguistic formulation of each phrase.
- Delete, merge, move, or modify as you see fit.

The experts' agreement on the initial version of the Emotional Intelligence Scale was evident, with the approval rate ranging between (20% - 100%), with the suggestion of deleting items (14, 15, 26, 28).based on the experts' modifications to the Emotional Intelligence Scale, including the deletion of some items, the scale in its final form before implementation is attached as (5). The number of items in the scale in its final form reached (38) items.

- Internal consistency validity :

The validity of the Emotional Intelligence Scale items was confirmed by calculating the correlation coefficient between the score of each phrase and the total score of the scale, as shown in Table (A3).

Table (A3) shows that the correlation coefficients between each statement and the score of the axis to which it belongs and the total score are statistically significant at a significance level of (0.05).

Table 3. The Correlation coefficient between the score of each axis and the total score of the Emotional Intelligence Scale, N=17

Scale axes	Correlation coefficient value
The first axis: Managing emotions	0.597*
The second axis: Empathy	0.814*
The third axis: Emotional regulation	0.718*
The fourth axis: Adaptability	0.605*
The fifth axis: Social Communication	0.769*

*Statistically significant at 0.05 (Pearson's tabular correlation coefficient = 0.468).

Table (3) shows that the correlation coefficients between each axis and the total scale ranged between (0.897:0.814) and were statistically significant at a significance level of (0.05), indicating the validity of the internal consistency of the scale's axes.

***Reliability*:**

Reliability was verified using Cronbach's alpha coefficient to determine the reliability of the emotional intelligence scale statements and the reliability of the scale's axes, as illustrated in Table (A4).

Table (A4), which specifies the reliability coefficients of the emotional intelligence scale statements using Cronbach's alpha coefficient, shows that the reliability coefficients for the statements and axes ranged between (0.715–0.901), and therefore no statement was deleted.

Statistical Processing Methods Used in the Research:

Statistical processing methods were developed using SPSS version 2020 as follows:

- Percentage %
- Correlation Coefficient (Pearson)
- Cronbach's alpha reliability coefficient
- Arithmetic Mean
- Chi-square

LIMITATIONS OF THE STUDY

This study has several limitations that should be acknowledged.

First, the sample size was relatively small and limited to short-stature football players from a specific geographic area, which may restrict the generalizability of the findings to other athletic populations.

Second, data were collected through self-report questionnaires, which may be subject to social desirability bias or inaccuracies in participants' responses.

Third, the study relied on newly developed measurement instruments that, although tested for validity and reliability, may require further cross-cultural validation in future research.

Finally, the cross-sectional design limits the ability to establish causal relationships between emotional intelligence and cyberbullying.

Future studies are encouraged to include larger, more diverse samples, use longitudinal designs, and combine self-report data with behavioral or observational measures to enhance the robustness of the findings.

PRESENTATION AND DISCUSSION OF RESULTS

First: Presentation and Discussion of the Results of the Cyberbullying Scale

Likert scale: weighted mean: 1.00–1.66 (disagree), 1.67–2.33 (somewhat agree), 2.34–3.00 (agree)

Frequency, Percentage, and Statistical Significance of the Cyber bullying Scale Statements

See Table (A5) for the frequency, percentage, and statistical significance of the items in the (cyberbullying) scale.

It is clear from Table (A5) regarding the frequency, percentage and statistical significance of the items (cyber bullying scale) that there are significant differences between the responses in all items, and these values for the chi-square are significant at the level of 0.05, for items numbered (5, 28, 29, 33), with an agreement rate ranging between (2.33% to 81.40%). The results of the study by Sulaiman & Rosli, Chang Lai, and MM Mohamad indicates that 66% of students were exposed to cyberbullying, and that there were statistically significant differences between male and female students in cyberbullying in favor of female students, and that the most common confrontation strategy was to obtain help from friends and classmates. (Sulaiman & Rosli., 2017). In this regard, Sayed Ahmed Al-Bahas indicates that bullying students need programs that work to eliminate excessive activity that leads to assaulting others and their feeling of security and stability and gaining the trust of others. This is what the case study aimed to achieve, which is to get rid of excess energy among students through a proposed psychological and sports guidance program to reduce anxiety, feel safe, and gain self-confidence (Al-Bahas., 2012). The results of the study by (Al-Sabban .,2020). indicated that the phenomenon of electronic bullying is not widespread among the sample of students. There are no statistically significant differences between males and females in the phenomenon of electronic bullying. There are no differences between students according to the intermediate and secondary school stage. Work on more preventive programs that prevent the spread of the phenomenon of electronic bullying and increase community awareness of the phenomenon to avoid its dangers.

Second: Presentation and discussion of the results of the emotional intelligence scale.

Likert scale: weighted mean: 1.00–1.66 (disagree), 1.67–2.33 (somewhat agree), 2.34–3.00 (agree)

Table (A6), which details the frequency, percentage, and statistical significance of the Emotional Intelligence Scale statements, shows significant differences between responses to all statements. These chi-square values are significant at the 0.05 level. The number of statements is (7, 8, 10, 22, 23, 34), with a percentage of agreement ranging from (43.02% to 94.19%).saad bin Hamed Al-Abdeli indicates that emotional intelligence enhances students' ability to control their emotions and cope with the daily pressures they face (Al-Abdeli, 2013). This, in turn, contributes significantly to increasing students' social and academic abilities, in terms of their ability to control their own emotions and the emotions of others. This enhances students' social skills, which in turn impacts their psychological well-being, increasing their ability to adapt to themselves and the society in

which they live, accepting themselves as they are, and maintaining an optimistic outlook on the future. In this regard, Hussein Abdel-Azim & Hussein Taha indicates that emotional management refers to how an individual deals with negative feelings and emotions that hurt and upset them (Abdel-Azim & Taha., 2016). This refers to eliminating negative emotions and transforming them into positive ones, or rationalizing them in a way that helps the individual adapt to the situation.

Third: Presentation and discussion of the results of the relationship between cyberbullying and emotional intelligence among short-statured soccer players.

Table 4. Correlation coefficient between cyberbullying and emotional intelligence among short-statured soccer players. N=43

Pearson's correlation coefficient with the emotional intelligence axes					
Cyber bullying axes	*Axis 1: Managing emotions*	*Axis 2: Empathy*	*Axis 3: Emotional regulation*	*Axis 4: Adaptability*	*Axis 5: Social Communication*
Axis 1: Annoyance and Violation of Privacy	0.441*-	0.329*-	0.312*-	0.419*-	0.502*-
Axis 2: Mockery and defamation	0.509*-	0.361*-	0.514*-	0.489*-	0.529*-
Axis 3: Threats and Insults	0.631*-	0.517*-	0.402*-	0.521*-	0.287*
Axis 4: Exclusion	0.310*-	0.578*-	0.321*-	0.694*-	0.628*-

* Statistical significance at 0.05 (Pearson's table at 0.05 = 0.297).

Table (4), which deals with the correlation coefficients between cyberbullying and emotional intelligence among short-statured soccer players, shows that there is:

A statistically significant negative inverse relationship between the axes of the cyberbullying scale and the axes of the emotional intelligence scale for short-statured soccer players. The correlation coefficient between them ranged between (0.310: 0.631), which is greater than the tabular "r" value at the 0.05 level. This indicates that the level of cyberbullying decreased as their emotional intelligence level increased. This fulfills the research hypothesis, which states, "There is a statistically significant relationship between cyberbullying and emotional intelligence among short-statured soccer players." In light of the above, the researchers believe that emotional intelligence acts as a psychosocial buffer that protects athletes from the negative effects of cyberbullying. A player with a high capacity for self-awareness, emotional regulation, and awareness of others' feelings can reinterpret digital mockery or abuse not as a reality about themselves, but rather as a reflection of others' attitudes or biases. This strengthens psychological resilience and prevents cyberbullying from degrading self-confidence or performance. In addition, high emotional intelligence contributes to reducing impulsive responses (such as aggressive responses or excessive withdrawal from the team), thus preserving the player's professional image and keeping them engaged within the sporting environment. Here, a deeper dimension emerges: emotional intelligence not only protects the individual, but also maintains team harmony by preventing the escalation of conflicts or the transfer of external pressures to the locker room. Based on these findings, coaches should train players in emotional intelligence skills (such as reframing and positive thinking) that can become part of their psychological preparation

programs, especially for short players who may frequently encounter body stigma. The researchers believe that emotional intelligence not only prevents cyberbullying, but also plays a role in building a safer and more respectful digital environment. It contributes to understanding and managing emotions effectively, increases empathy, and reduces the likelihood of engaging in aggressive behavior online. Emotional intelligence can also contribute to developing positive coping strategies for victims, helping them mitigate the negative consequences of cyberbullying and enhance their mental health.In light of the above; the researchers believe that emotional intelligence acts as a psychosocial buffer that protects athletes from the negative effects of cyberbullying. Athletes who possess a high capacity for self-awareness, emotional regulation, and awareness of others' feelings can reinterpret digital mockery or abuse not as a fact about themselves, but rather as a reflection of others' attitudes or biases. This strengthens psychological resilience and prevents the transmission of cyberbullying to diminished self-confidence or performance. The need to develop a cyberbullying scale for short-statured players, which includes four axes (harassment and invasion of privacy, mockery and defamation, threats and insults, and exclusion). Focusing on developing an emotional intelligence scale for short-statured players, which includes five axes (emotional management, empathy, emotional regulation, adaptability, and social communication), noting the presence of a statistically significant negative inverse correlation between the axes of the cyberbullying scale and the axes of the emotional intelligence scale for short-statured football players. This leads to the importance of applying the cyberbullying scale and the emotional intelligence scale to short-statured football players, focusing on setting standard levels for the cyberbullying scale and the emotional intelligence scale for short-statured football players, and holding special introductory seminars and courses by spreading awareness of the dangers of cyberbullying among individuals. Also, developing guidance and treatment programs for the phenomenon of cyberbullying by researchers and specialists to contribute to reducing this phenomenon .Focusing on developing regulations, systems, and oversight bodies for various electronic communication tools with the aim of controlling their use and holding accountable anyone who uses them inappropriately.

CONCLUSIONS

The present study developed and validated two new instruments for assessing cyberbullying and emotional intelligence among short-stature football players. The findings demonstrated a significant negative relationship between emotional intelligence and cyberbullying, indicating that higher emotional intelligence is associated with lower involvement in harmful online behaviors. These results emphasize the importance of emotional regulation, empathy, and social awareness as psychological skills that protect athletes from digital aggression. From a practical standpoint, integrating emotional intelligence training into sports psychology programs and coaching practices could help athletes build positive communication habits, enhance team cohesion, and promote mental well-being in sports environments. Research for further studies should expand these findings by including larger and more diverse samples across different sports and cultural contexts to enhance the generalizability and application of the proposed measurement tools.

RECOMMENDATIONS:

In light of the findings of this study, the researchers recommend the following:

- The need to establish standard levels for measuring cyberbullying and emotional intelligence among short-statured soccer players.
- The need to raise awareness of the dangers of cyberbullying among individuals.
- Ignoring negative comments and not responding to them on social media.
- Developing guidance and treatment programs for cyberbullying by researchers and specialists to help reduce this phenomenon.
- The need to establish regulations, systems, and oversight bodies for various electronic communication platforms to control their use and hold accountable anyone who uses them inappropriately.

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APPENDIX A. SUPPLEMENTARY TABLES

Table A1. Correlation coefficients between the items of the Cyberbullying Scale and its sub-dimensions N=17

Phrase No.	Correlation coefficient on the axis	Scale correlation coefficient	Phrase No.	Correlation coefficient on the axis	Scale correlation coefficient	Phrase No.	Correlation coefficient on the axis	Scale correlation coefficient	Phrase No.	Correlation coefficient on the axis	Scale correlation coefficient
The first axis			**The second axis**			**The third axis**			**The fourth axis**		
1	0.563*	0.645*	10	0.767*	0.624*	19	0.595*	0.642*	27	0.638*	0.565*
2	0.648*	0.770*	11	0.616*	0.579*	20	0.631*	0.710*	28	0.617*	0.724*
3	0.621*	0.748*	12	0.773*	0.596*	21	0.664*	0.656*	29	0.843*	0.650*
4	0.520*	0.747*	13	0.798*	0.609*	22	0.545*	0.715*	30	0.730*	0.793*
5	0.454*	0.473*	14	0.587*	0.602*	23	0.516*	0.596*	31	0.859*	0.793*
6	0.489*	0.547*	15	0.706*	0.624*	24	0.709*	0.495*	32	0.859*	0.896*
7	0.539*	0.697*	16	0.585*	0.519*	25	0.497*	0.541*	33	0.847*	0.863*
8	0.486*	0.490*	17	0.563*	0.597*	26	0.502*	0.496*	34	0.673*	0.572*
9	0.584*	0.695*	18	0.741*	0.868*						

The Correlation coefficient between the score of each statement and the score of the axis to which it belongs and the total score of the scale.

*Statistically significant at 0.05 (Pearson's tabular correlation coefficient = 0.468).

Table A2. Cronbach's alpha coefficients for the Cyberbullying Scale N=17

Phrase No.	Cronbach's alpha reliability coefficient in case of deleting the phrase		Phrase No.	Cronbach's alpha reliability coefficient in case of deleting the phrase		Phrase No.	Cronbach's alpha reliability coefficient in case of deleting the phrase		Phrase No.	Cronbach's alpha reliability coefficient in case of deleting the phrase	
	For the axis	For scale		For the axis	For scale		For the axis	For scale		For the axis	For scale
	The first axis			**The second axis**			**The third axis**			**The fourth axis**	
1	0.825	0.892	10	0.821	0.887	19	0.821	0.912	27	0.775	0.898
2	0.713	0.892	11	0.825	0.887	20	0.906	0.912	28	0.789	0.898
3	0.836	0.892	12	0.814	0.887	21	0.825	0.912	29	0.821	0.898
4	0.811	0.892	13	0.755	0.887	22	0.84	0.912	30	0.869	0.898
5	0.847	0.892	14	0.869	0.887	23	0.833	0.912	31	0.711	0.898
6	0.789	0.892	15	0.736	0.887	24	0.894	0.912	32	0.824	0.898
7	0.841	0.892	16	0.765	0.887	25	0.781	0.912	33	0.844	0.898
8	0.852	0.892	17	0.769	0.887	26	0.881	0.912	34	0.863	0.898
9	0.847	0.892	18	0.754	0.887						

Table (A3). The Correlation coefficient between the score of each phrase and the score of the axis to which it belongs and the total score of the Emotional Intelligence Scale N=17

Phrase No.	Axis correlation coefficient	Scale correlation coefficient	Phrase No.	Axis correlation coefficient	Scale correlation coefficient	Phrase No.	Axis correlation coefficient	Scale correlation coefficient
	The first axis			**The second axis**			**The third axis**	
1	0.517*	0.635*	8	0.728*	0.761*	17	0.734*	0.813*
2	0.861*	0.761*	9	0.806*	0.750*	18	0.748*	0.567*
3	0.757*	0.583*	10	0.706*	0.649*	19	0.745*	0.712*
4	0.786*	0.821*	11	0.955*	0.963*	20	0.902*	0.700*
5	0.784*	0.864*	12	0.795*	0.506*	21	0.898*	0.821*
6	0.786*	0.821*	13	0.886*	0.761*	22	0.776*	0.685*
7	0.657*	0.628*	14	0.764*	0.812*	23	0.898*	0.821*
			15	0.883*	0.816*	24	0.792*	0.906*
			16	0.499*	0.583*	25	0.541*	0.719*

The fourth axis			The fifth axis		
26	0.898*	0.821*	33	0.679*	0.690*
27	0.883*	0.889*	34	0.861*	0.761*
28	0.898*	0.821*	35	0.545*	0.590*
29	0.883*	0.816*	36	0.666*	0.748*
30	0.769*	0.845*	37	0.969*	0.906*
31	0.737*	0.830*	38	0.900*	0.690*
32	0.898*	0.821*	39	0.831*	0.906*

*Statistically significant at 0.05 (Pearson's tabular correlation coefficient = 0.468).

Table A4. Reliability coefficients of the emotional intelligence scale items using Cronbach's alpha coefficient N=17

Phrase No.	Cronbach's alpha reliability coefficient in case of deleting the phrase		Phrase No.	Cronbach's alpha reliability coefficient in case of deleting the phrase		Phrase No.	Cronbach's alpha reliability coefficient in case of deleting the phrase	
	For the axis	**For the scale**		**For the axis**	**For the scale**		**For the axis**	**For the scale**
	The first axis			The second axis			The third axis	
1	0.821	0.859	8	0.819	0.898	17	0.850	0.897
2	0.821	0.859	9	0.879	0.898	18	0.847	0.897
3	0.821	0.859	10	0.864	0.898	19	0.799	0.897
4	0.831	0.859	11	0.715	0.898	20	0.784	0.897
5	0.847	0.859	12	0.759	0.898	21	0.825	0.897
6	0.841	0.859	13	0.832	0.898	22	0.887	0.897
7	0.821	0.859	14	0.784	0.898	23	0.821	0.897
			15	0.841	0.898	24	0.879	0.897
			16	0.839	0.898	25	0.844	0.897
The fourth axis			The fifth axis					
26	0.835	0.905	33	0.821	0.890			
27	0.866	0.905	34	0.814	0.890			
28	0.804	0.905	35	0.814	0.890			
29	0.825	0.905	36	0.793	0.890			
30	0.901	0.905	37	0.795	0.890			
31	0.801	0.905	38	0.790	0.890			
32	0.861	0.890						

Table A5. Frequency, percentage, and statistical significance of the cyber bullying scale statements N= 43

No	Phrase content / Statistical implications	Agree		To some extent		disagree		Chi-square	Significance level	Arithmetic mean	Overall response (Likret)	Agreement percentage %
		Frequency	Percentage %	Frequency	Percentage %	Frequency	Percentage %					
	The First Axis: Annoyance and Violation of Privacy											
1	I promote false news	6	13.95%	4	9.30%	33	76.74%	36.605	.000	1.37	No	18.60%
2	I steal some of my colleagues‘ ideas and attribute them to myself via Facebook.	4	9.30%	3	6.98%	36	83.72%	49.163	.000	1.26	No	12.79%
3	I publish scandals and private information via a fake account.	1	2.33%	4	9.30%	38	88.37%	58.930	.000	1.14	No	6.98%
4	Some friends bully me using my photos.	28	65.12%	13	30.23%	2	4.65%	23.767	.000	2.60	No	80.23%
5	I send annoying messages to anyone who harasses me.	19	44.19%	14	32.56%	10	23.26%	2.837	.242	2.21	To some extent	60.47%
6	I impersonate a colleague on social media.	11	25.58%	9	20.93%	23	53.49%	8.000	.018	1.72	To some extent	36.05%
7	I intentionally ignore my colleagues‘ comments on social media.	32	74.42%	6	13.95%	5	11.63%	32.698	.000	2.63	No	81.40%
8	I have a fake account to take revenge on someone who hurt me.	2	4.65%	4	9.30%	37	86.05%	53.907	.000	1.19	No	9.30%
9	I share a friend‘s secrets without their permission on Facebook.	1	2.33%	4	9.30%	38	88.37%	58.930	.000	1.14	No	6.98%

No	Phrase content / Statistical implications	Agree Frequency	Agree Percentage %	To some extent Frequency	To some extent Percentage %	disagree Frequency	disagree Percentage %	Chi-square	Significance level	Arithmetic mean	Overall response (Likret)	Agreement percentage %
	The Second Axis: Mockery and Defamation											
10	I monitor other people's conversations via electronic programs.	0	0.00%	4	9.30%	39	90.70%	28.488	.000	1.09	No	4.65%
11	I send messages and invitations to join inappropriate chats.	0	0.00%	3	6.98%	40	93.02%	31.837	.000	1.07	No	3.49%
12	I mock some of my colleagues in chat rooms.	4	9.30%	9	20.93%	30	69.77%	26.558	.000	1.40	No	19.77%
13	I send indecent messages on social media.	0	0.00%	2	4.65%	41	95.35%	35.372	.000	1.05	No	2.33%
14	I publish my colleagues' secrets online.	1	2.33%	5	11.63%	37	86.05%	54.326	.000	1.16	No	8.14%
15	I impersonate a colleague on social media to portray them in a bad light.	2	4.65%	4	9.30%	37	86.05%	53.907	.000	1.19	No	9.30%
16	I make fun of other people's photos on social media.	1	2.33%	1	2.33%	41	95.35%	74.419	.000	1.07	No	3.49%
17	I write funny items about a colleague on social media.	7	16.28%	8	18.60%	28	65.12%	19.581	.000	1.51	No	25.58%
18	I make fun of my colleagues' appearance on social media.	6	13.95%	7	16.28%	30	69.77%	25.721	.000	1.44	No	22.09%

No	Phrase content / Statistical implications	Agree Frequency	Agree Percentage %	To some extent Frequency	To some extent Percentage %	disagree Frequency	disagree Percentage %	Chi-square	Significance level	Arithmetic mean	Overall response (Likret)	Agreement percentage %
The Third Axis: Threats and Insults												
19	I insult someone on social media	0	0.00%	3	6.98%	40	93.02%	31.837	.000	1.07	No	3.49%
20	I call people who disagree with me offensive names	1	2.33%	2	4.65%	40	93.02%	68.977	.000	1.09	No	4.65%
21	I feel comfortable insulting my colleagues on social media	0	0.00%	3	6.98%	40	93.02%	31.837	.000	1.07	No	3.49%
22	I threaten my colleagues by posting offensive photos of them	0	0.00%	2	4.65%	41	95.35%	35.372	.000	1.05	No	2.33%
23	I threaten those who ignore my posts on social media	0	0.00%	4	9.30%	39	90.70%	28.488	.000	1.09	No	4.65%
24	I like to know my colleagues‘ secrets to use them to threaten them	2	4.65%	2	4.65%	39	90.70%	63.674	.000	1.14	No	6.98%
25	I threaten my colleagues with physical harm through email	2	4.65%	1	2.33%	40	93.02%	68.977	.000	1.12	No	5.81%
26	I insult and mock those who don‘t comment on my posts	0	0.00%	2	4.65%	41	95.35%	35.372	.000	1.05	No	2.33%

No	Phrase content / Statistical implications	Agree Frequency	Agree Percentage %	To some extent Frequency	To some extent Percentage %	disagree Frequency	disagree Percentage %	Chi-square	Significance level	Arithmetic mean	Overall response (Likret)	Agreement percentage %
Axis Four: Exclusion												
27	I encourage my colleagues to boycott others on social media.	4	9.30%	3	6.98%	36	83.72%	49.163	.000	1.26	No	12.79%
28	I refuse to share online chat rooms with those who disagree with me.	21	48.84%	12	27.91%	10	23.26%	4.791	.091	2.26	To some extent	62.79%
29	I exclude those who disagree with me on social media.	16	37.21%	12	27.91%	15	34.88%	.605	.739	2.02	To some extent	51.16%
30	I block some of my colleagues‘ posts.	36	83.72%	4	9.30%	3	6.98%	49.163	.000	2.77	Yes	88.37%
31	I punish those who anger me by excluding them from my social media group.	17	39.53%	12	27.91%	14	32.56%	.884	.643	2.07	To some extent	53.49%
32	Normal friends ignore me because of my short stature.	22	51.16%	12	27.91%	9	20.93%	6.465	.039	2.30	To some extent	65.12%
33	I block the page of someone who ignores me.	17	39.53%	11	25.58%	15	34.88%	1.302	.521	2.05	To some extent	52.33%
34	I show signs of fear to a colleague on social media to intimidate them.	5	11.63%	10	23.26%	28	65.12%	20.419	.000	1.47	No	23.26%

*Chi-square is significant at the 0.05 level, where the significance level is ≤ 0.05, with degrees of freedom 2 = 5.99, and degrees of freedom 1 = 3.84.

Table A6. Frequency, percentage, and statistical significance of the items in the (emotional intelligence) scale. N=43

NO	Phrase content / Statistical implications	Agree		To some extent		Disagree		Chi-square	Significance level	Arithmetic mean	Overall response (Likret)	Agreement percentage %
		Frequency	Percentage %	Frequency	Percentage %	Frequency	Percentage %					
	The First Axis: Emotional Management											
1	I have the ability to control my emotions from moment to moment.	31	72.09%	6	13.95%	6	13.95%	29.070	.000	2.58	yes	79.07%
2	I trust my own ability to solve problems effectively.	28	65.12%	12	27.91%	3	6.98%	22.372	.000	2.58	Yes	79.07%
3	I share my teammates‘ hopes, pains, and defeats.	23	53.49%	16	37.21%	4	9.30%	12.884	.002	2.44	Yes	72.09%
4	I can accomplish my athletic work with a high degree of excellence through energy, calm, and focus.	16	37.21%	23	53.49%	4	9.30%	12.884	.002	2.28	To some extent	63.95%
5	If I make a mistake against someone in front of my teammates, I immediately apologize to them and to them.	32	74.42%	9	20.93%	2	4.65%	34.372	.000	2.70	Yes	84.88%
6	I can shift from a negative emotional state to a positive emotional state when performing in matches.	25	58.14%	16	37.21%	2	4.65%	18.744	.000	2.53	Yes	76.74%
7	I am happy and joyful in all circumstances.	21	48.84%	12	27.91%	10	23.26%	4.791	.091	2.26	To some extent	62.79%

NO	Phrase content / Statistical implications	Agree		To some extent		Disagree		Chi-square	Significance level	Arithmetic mean	Overall response (Likret)	Agreement percentage %
		Frequency	Percentage %	Frequency	Percentage %	Frequency	Percentage %					
The Second Axis: Empathy												
8	I can quickly regain my composure after something important upsets me.	21	48.84%	12	27.91%	10	23.26%	4.791	.091	2.26	To some extent	62.79%
9	I feel emotionally stable during important matches.	22	51.16%	15	34.88%	6	13.95%	8.977	.011	2.37	Yes	68.60%
10	If I look at any player‘s face, I can read their true emotions.	10	23.26%	17	39.53%	16	37.21%	2.000	.368	1.86	To some extent	43.02%
11	I have maintained good relationships with many of my teammates for many years.	30	69.77%	12	27.91%	1	2.33%	29.907	.000	2.67	Yes	83.72%
12	I have the ability to quickly control my emotions, thoughts, and actions.	28	65.12%	13	30.23%	2	4.65%	23.767	.000	2.60	Yes	80.23%
13	If I encounter a problem, I console myself and ease the tension.	32	74.42%	7	16.28%	4	9.30%	32.977	.000	2.65	Yes	82.56%
14	I can remain calm when scoring a goal.	32	74.42%	10	23.26%	1	2.33%	35.488	.000	2.72	Yes	86.05%
15	My life has no meaning without playing football.	26	60.47%	12	27.91%	5	11.63%	15.953	.000	2.49	yes	74.42%
16	I deal with others flexibly.	24	55.81%	16	37.21%	3	6.98%	15.674	.000	2.49	Yes	74.42%

NO	Phrase content / Statistical implications	Agree Frequency	Agree Percentage %	To some extent Frequency	To some extent Percentage %	Disagree Frequency	Disagree Percentage %	Chi-square	Significance level	Arithmetic mean	Overall response (Likret)	Agreement percentage %
The Third Axis: Emotional Regulation												
17	I control my emotions when making any decision.	28	65.12%	10	23.26%	5	11.63%	20.419	.000	2.53	Yes	76.74%
18	I possess a high degree of patience, even if I fail to achieve any tangible results.	27	62.79%	10	23.26%	6	13.95%	17.349	.000	2.49	Yes	74.42%
19	I can respond to my teammates‘ desires on the field.	29	67.44%	9	20.93%	5	11.63%	23.070	.000	2.56	Yes	77.91%
20	I am responsible for my own emotions. I make friends easily.	26	60.47%	11	25.58%	6	13.95%	15.116	.001	2.47	Yes	73.26%
21	Make friends easily	31	72.09%	9	20.93%	3	6.98%	30.326	.000	2.65	Yes	82.56%
22	I believe I am a likeable person.	24	55.81%	19	44.19%	0	0.00%	.581	.446	2.56	Yes	77.91%
23	I am satisfied with my entire coaching career, both ups and downs.	27	62.79%	16	37.21%	0	0.00%	2.814	.093	2.63	yes	81.40%
24	I understand my teammates‘ emotions on the field.	28	65.12%	12	27.91%	3	6.98%	22.372	.000	2.58	Yes	79.07%
25	I handle my own emotions calmly.	24	55.81%	13	30.23%	6	13.95%	11.488	.003	2.42	Yes	70.93%

NO	Phrase content / Statistical implications	Agree Frequency	Agree Percentage %	To some extent Frequency	To some extent Percentage %	Disagree Frequency	Disagree Percentage %	Chi-square	Significance level	Arithmetic mean	Overall response (Likret)	Agreement percentage %
The Fourth Axis: Adaptability												
26	I rarely get angry at teammates who harass me during training.	28	65.12%	12	27.91%	3	6.98%	22.372	.000	2.58	Yes	79.07%
27	I try to help my teammates solve their problems.	35	81.40%	8	18.60%	0	0.00%	16.953	.000	2.81	Yes	90.70%
28	I am able to reward myself after any failure.	30	69.77%	10	23.26%	3	6.98%	27.395	.000	2.63	Yes	81.40%
29	I am adept at listening to my teammates‘ problems.	31	72.09%	10	23.26%	2	4.65%	31.302	.000	2.67	Yes	83.72%
30	I express my feelings and emotions accurately.	35	81.40%	8	18.60%	0	0.00%	16.953	.000	2.81	yes	90.70%
31	I use all my emotions, both positive and negative, as a source of wisdom about how to lead my athletic career.	33	76.74%	8	18.60%	2	4.65%	37.721	.000	2.72	Yes	86.05%

NO	Phrase content / Statistical implications	Agree Frequency	Agree Percentage %	To some extent Frequency	To some extent Percentage %	Disagree Frequency	Disagree Percentage %	Chi-square	Significance level	Arithmetic mean	Overall response (Likret)	Agreement percentage %
The Fifth Axis: Social Communication												
32	I have the ability to understand my teammates‘ emotional states during training.	33	76.74%	7	16.28%	3	6.98%	37.023	.000	2.70	Yes	84.88%
33	I take pride in my athletic personality.	38	88.37%	5	11.63%	0	0.00%	25.326	.000	2.88	yes	94.19%
34	I feel frustrated and unsuccessful in my social and athletic relationships.	15	34.88%	16	37.21%	12	27.91%	.605	.739	2.07	yes	53.49%
35	When I‘m unable to solve a problem, I ask my coach for help.	30	69.77%	9	20.93%	4	9.30%	26.558	.000	2.60	To some extent	80.23%
36	My negative emotions help me in athletic competitions.	29	67.44%	10	23.26%	4	9.30%	23.767	.000	2.58	yes	79.07%
37	I gather sufficient information about any situation I find difficult to face.	31	72.09%	11	25.58%	1	2.33%	32.558	.000	2.70	yes	84.88%
38	I‘ve learned to control my negative thinking.	30	69.77%	9	20.93%	4	9.30%	26.558	.000	2.60	yes	80.23%

*Chi-square is significant at the 0.05 level, where the significance level is ≤ 0.05, with degrees of freedom 2 = 5.99, and degrees of freedom 1 = 3.84.

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