

Conclusions: The prevalence of ADHD symptoms in the governorate of Monastir is similar to the rate found in other parts of the world. Identifying predisposing factors helps early intervention, which in turn reduces the psychosocial impact of this disorder.

Disclosure of Interest: None Declared

EPV0315

Cyberbullying in the Digital Age: Prevalence and Associated Factors

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Introduction: Cyberbullying has emerged as a significant concern in today's digital age, particularly among adolescents. As technology becomes increasingly integrated into daily life, the prevalence of online harassment has risen, impacting the mental health and well-being of students.

Objectives: This study aims to explore the prevalence of cyberbullying among Tunisian schoolchildren and to identify the associated factors that contribute to its occurrence.

Methods: This is a cross-sectional descriptive and correlational study among students from two public middle schools in the Sousse governorate (Tunisia) for the year 2020/2021 using an information sheet concerning: Socio-demographic data, schooling, peer relationships, child's use of the Internet and also the 'Cyberbullying Screening Test' which is a self-administered questionnaire designed to assess cyber-bullying behaviour among young people aged 12 to 18.

Results: We included 238 middle-school students. 63.6% of the population were girls, with a sex ratio of 0.57. The majority of participants (83.1%) was between 13 and 15 years old. More than half of middle school students (51.3%) reported having been cyberbullied at least once and 30.2% having been sexually harassed at least once by cell phone or on the Internet. We identified a significant association between cyberstalking and the mother's level of education ($P=0.041$). There was a statistically significant relationship between cyberbullying and the student's place of residence ($P=0.023$). School repetition among students was also associated with cyberbullying with a strong significance ($P=0.002$). A notable relationship was found between cyberstalking and the frequency of digital technology use on weekends ($P=0.055$).

Conclusions: The findings of this study reveal a significant prevalence of cyberbullying among Tunisian middle school students, with notable associations linked to many environmental and individual factors. These results emphasize the urgent need for comprehensive strategies to combat cyberbullying and support affected students in educational environments.

Disclosure of Interest: None Declared

EPV0316

COVID-19 Vaccination Among Students in Tunisia: Perceptions and Attitudes

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Introduction: COVID-19 has had a major impact on public health globally, prompting mass vaccination campaigns to curb virus transmission and severe disease outcomes. Vaccination uptake among young adults, including university students, plays a crucial role in achieving herd immunity. However, perceptions about vaccine safety, effectiveness, and necessity influence vaccination rates and acceptance.

Objectives: Assessing the prevalence of COVID-19 vaccination among students at the Higher Institute of Technological Studies in Ksar Hlel, Tunisia, and exploring their perceptions regarding vaccination, including willingness to receive future doses and attitudes toward vaccine mandates.

Methods: This is a cross-sectional descriptive study conducted from the 6th to the 15th December 2021, involving a sample of students from the Higher Institute of Technological Studies (ISET) in Ksar Helal, Tunisia, using a pre-established questionnaire. Data entry and statistical analysis were performed using SPSS software, version 22.

Results: Our sample consists of 315 students, of whom 43.5% were aged between 18 and 20, and 42.9% were in their first year. The sex ratio was 0.53. Ninety-nine students (31.4%) had contracted COVID-19, with 76 rapid or PCR tests (24.1%) conducted. COVID-19 had affected 190 of the students' family members (60.3%). COVID-19 vaccination coverage among the students was 76.8% (242 students). Among the vaccinated, 135 students (55.8%) received one dose, and 107 (44.2%) received two doses. Regarding the reasons for vaccination, 183 students (75.6%) accepted the vaccine to prevent transmitting COVID-19 to their family or friends, 179 students (74%) to protect themselves from the virus, and 152 (62.8%) to help end the COVID-19 pandemic. Adverse effects from vaccination were reported by 86% of students (208) including headaches (97.9%), arm pain (68.4%), and fever (58.3%). In our sample, 202 students (64.1%) were convinced of the benefits of vaccination, while 176 (55.9%) opposed mandatory vaccination, and 228 (72.4%) were against receiving a third dose. Among the unvaccinated students, 11 (15.1%) expressed confidence in the vaccination and indicated willingness to get vaccinated in the future.

Conclusions: The study reveals a high prevalence of COVID-19 vaccination among students, with a majority expressing confidence in the vaccine's benefits. However, there is notable resistance to mandatory vaccination and additional doses, indicating mixed perceptions and lingering concerns.

Disclosure of Interest: None Declared