



Impact of Cyberbullying and Cyber Victimization on Adolescents Well-being

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ABSTRACT

The impact of cyberbullying and cybervictimization on the well-being of youth has garnered significant attention in recent years due to the pervasive nature of digital technology in their lives. The current study provides a synthesis of current literature on the subject, highlighting key findings and implications. Research indicates that cyberbullying, characterized by electronic harassment, has profound psychological consequences for adolescents, including increased rates of anxiety, depression, and suicidal ideation. Furthermore, studies underscore the importance of parental involvement and digital literacy education in mitigating the negative effects of cybervictimization. However, there exists a research gap in understanding the long-term effects, cultural variations,

and effectiveness of intervention strategies. Future research should prioritize longitudinal studies to assess the evolving impact of cyberbullying, explore the interplay between offline and online factors, and develop culturally sensitive interventions to safeguard the well-being of youth in the digital age.

Keywords: *Cyberbullying, Cybervictimization, Adolescents well-being*

INTRODUCTION

Background of the Study

The study delves into the profound implications of online harassment and victimization on the psychological and emotional well-being of adolescents. In recent years, with the proliferation of digital platforms and social media, cyberbullying has emerged as a significant concern within adolescent populations. The study aimed to comprehensively examine the multifaceted effects of cyberbullying and cyber victimization on various aspects of adolescents' well-being. The background of the study is rooted in the growing recognition of the prevalence and severity of cyberbullying incidents among adolescents. Unlike traditional forms of bullying, cyberbullying transcends physical boundaries and operates within the virtual realm, making it pervasive and potentially inescapable for victims. Through various online channels such as social media platforms, messaging apps, and online forums, adolescents can experience a range of negative behaviors, including harassment, intimidation, rumor spreading, and exclusion.

Moreover, cyber victimization encompasses not only direct targeting but also the witnessing of online harassment, which can contribute to a hostile online environment and exacerbate its detrimental effects on adolescents' mental health. The anonymity afforded by online

platforms often emboldens perpetrators, amplifying the psychological distress experienced by victims. Consequently, adolescents may endure heightened levels of stress, anxiety, depression, and feelings of loneliness, eroding their overall well-being and sense of self-worth. Furthermore, the pervasiveness of social media in adolescents' lives exacerbates the impact of cyberbullying, as online interactions play a significant role in shaping their social identity and self-esteem. The constant connectivity afforded by digital platforms blurs the boundaries between virtual and real-life experiences, intensifying the emotional toll of online harassment. Additionally, the fear of public humiliation and social ostracism may deter victims from seeking help or disclosing their experiences, further exacerbating the psychological impact of cyberbullying.

Considering these complexities, the current study seeks to elucidate the intricate interplay between cyberbullying, cyber victimization, and adolescents' well-being through empirical research and theoretical frameworks. By understanding the underlying mechanisms and risk factors associated with online harassment, interventions can be developed to mitigate its adverse effects and promote a safer digital environment for adolescents. Ultimately, this study aims to inform policymakers, educators, parents, and mental health professionals about the urgency of addressing cyberbullying as a public health concern and implementing strategies to support adolescents' mental and emotional resilience in the digital age.

Prevalence and Forms of Cyberbullying

Cyberbullying, a distressing and prevalent issue affecting adolescents worldwide, manifests in various forms across digital platforms. Understanding its prevalence and diverse manifestations is crucial for effective prevention and intervention efforts.

Cyberbullying encompasses a spectrum of behaviors, including harassment, impersonation, cyberstalking, flaming, exclusion, and sexting, among others. One prevalent form is *direct harassment*, wherein individuals use digital platforms to intimidate, threaten, or humiliate their targets. This may involve sending threatening messages, spreading rumors, or posting derogatory comments on social media profiles. Another common form is *cyberstalking*, characterized by persistent and unwanted online surveillance or harassment, often leading to feelings of fear and invasion of privacy among victims. Additionally, *flaming* involves the public posting of hostile or inflammatory messages aimed at provoking emotional reactions from the target. This form of cyberbullying frequently occurs in online forums, chat rooms, or social media comment sections. *Impersonation*, a particularly insidious form of cyberbullying, involves creating fake profiles or accounts to deceive and manipulate others, often resulting in reputational harm or social exclusion for the victim. *Exclusion*, on the other hand, entails deliberately excluding individuals from online social groups or activities, causing feelings of isolation and ostracism. *Sexting-related* cyberbullying involves the non-consensual sharing of intimate images or messages, leading to embarrassment, humiliation, and even legal consequences for victims. Moreover, cyberbullying can extend beyond individual interactions to group dynamics, with perpetrators mobilizing peers to engage in coordinated harassment campaigns against a target.

The prevalence of cyberbullying varies across demographics, with research indicating higher rates among adolescents compared to adults. Factors such as gender, age, socio-economic status, and digital literacy influence individuals' vulnerability to cyberbullying victimization. Females are more likely to experience cyberbullying perpetration and victimization, particularly through relational aggression and social exclusion tactics. Adolescents from marginalized or vulnerable populations, such as LGBTQ+ Adolescents, racial and ethnic minorities, and individuals with

disabilities, also face heightened risks of cyberbullying due to intersecting forms of discrimination and social stigma. Additionally, adolescents with limited access to digital resources or parental supervision may be more susceptible to cyberbullying victimization. Despite efforts to combat cyberbullying, its prevalence remains a significant concern, exacerbated by the proliferation of digital technologies and social media platforms.

Addressing this complex issue requires multifaceted approaches that prioritize education, prevention, and support for both victims and perpetrators. By raising awareness about the diverse forms and consequences of cyberbullying, fostering digital literacy skills, promoting empathy and responsible online behavior, and implementing effective reporting and intervention mechanisms, stakeholders can work together to create safer and more inclusive digital environments for adolescents. Furthermore, collaborative efforts involving parents, educators, policymakers, mental health professionals, and technology companies are essential for developing comprehensive strategies to combat cyberbullying and protect the well-being of adolescents in the digital age.

Social and Behavioral Consequences

Understanding the social and behavioral consequences of cyberbullying is crucial for grasping the full extent of its impact on adolescents' lives. Cyberbullying, with its pervasive nature and ability to infiltrate various aspects of daily existence, can lead to a myriad of negative outcomes that profoundly affect individuals' social interactions, emotional well-being, and academic performance. One significant consequence of cyberbullying is the decreased social connectedness experienced by victims. Adolescents who are targeted online often feel isolated, alienated, and disconnected from their peers and social networks. The fear of encountering further harassment or ridicule may lead victims to withdraw from social activities, avoid online

interactions, and become increasingly socially isolated. This erosion of social connections can exacerbate feelings of loneliness and depression, further compounding the psychological toll of cyberbullying.

Moreover, cyberbullying can severely impair adolescents' relationships with their peers and family members. Victims may experience strained friendships, as the trauma of cyberbullying can disrupt trust and communication within peer groups. Additionally, the emotional distress caused by cyberbullying may strain familial relationships, as parents and caregivers struggle to support and protect their children from online harassment. Trust issues, communication breakdowns, and feelings of betrayal may arise within families, further exacerbating the emotional turmoil experienced by victims. School avoidance is another common consequence of cyberbullying, as victims may develop a deep-seated fear of attending school due to the risk of encountering their tormentors in person. The relentless nature of cyberbullying can create a hostile school environment where victims feel unsafe and unwelcome. Consequently, students may begin to skip classes, feign illness, or even drop out of school altogether to escape the torment inflicted upon them online. School avoidance not only disrupts academic progress but also deprives victims of essential social interactions and support systems.

Academic decline is a direct consequence of cyberbullying, as victims struggle to concentrate, participate in class, and complete assignments amidst the emotional turmoil caused by online harassment. The persistent stress and anxiety associated with cyberbullying can impair cognitive functioning, memory retention, and problem-solving skills, leading to decreased academic performance and achievement. Furthermore, the negative impact of cyberbullying on school attendance and engagement can exacerbate academic decline, creating a vicious cycle of underachievement and disengagement from education. In addition to its social and academic

repercussions, cyberbullying can also precipitate engagement in risky behaviors among adolescents.

Victims may turn to substance abuse, self-harm, or other maladaptive coping mechanisms as a means of alleviating emotional pain and distress. The profound sense of hopelessness, helplessness, and despair induced by cyberbullying may drive individuals to seek solace in destructive behaviors, further exacerbating their vulnerability and exacerbating the cycle of harm. Substance abuse can serve as a maladaptive coping strategy for numbing emotional pain and escaping from the harsh realities of cyberbullying victimization.

Self-harm, including cutting, burning, or other forms of deliberate self-injury, may also serve as a coping mechanism for victims of cyberbullying. The physical pain inflicted upon oneself may provide temporary relief from the overwhelming emotional anguish caused by online harassment. However, self-harm is a dangerous and harmful behavior that can have serious long-term consequences for individuals' physical and psychological well-being. Moreover, engagement in self-harm may further stigmatize victims and perpetuate cycles of shame and self-blame. Furthermore, cyberbullying can undermine individuals' sense of self-worth, identity, and belonging, leading to profound feelings of inadequacy, worthlessness, and despair. The relentless barrage of negative messages, insults, and threats delivered online can erode victims' self-esteem and self-confidence, leaving them feeling powerless and vulnerable. Moreover, the anonymity and ubiquity of online platforms can amplify feelings of alienation and exclusion, exacerbating the sense of social isolation experienced by victims. As a result, adolescents may struggle to develop a positive sense of self and forge meaningful connections with others, hindering their emotional growth and development.

Online vs. Offline Bullying

Examining the distinctions between online and offline bullying is crucial for understanding the nuanced impact of each form of harassment on adolescents' well-being. While both online and offline bullying share commonalities in terms of their harmful effects, each presents unique challenges and dynamics that warrant consideration. By exploring the differences and overlaps between these two forms of victimization, researchers can gain insights into the multifaceted nature of bullying and inform strategies for prevention and intervention.

Offline bullying, often referred to as traditional or face-to-face bullying, occurs in physical settings such as schools, neighborhoods, or social gatherings. It encompasses a range of aggressive behaviors, including physical violence, verbal taunts, social exclusion, and rumor spreading, among others. Offline bullying typically involves direct interactions between perpetrators and victims, allowing for immediate and tangible consequences. Victims of offline bullying may experience physical injuries, emotional trauma, and social ostracism, leading to a myriad of negative outcomes such as low self-esteem, depression, anxiety, and academic difficulties.

In contrast, **online bullying**, also known as cyberbullying, takes place in digital environments such as social media platforms, messaging apps, online forums, or gaming communities. It involves the use of technology to harass, intimidate, or humiliate others through various means, including text messages, emails, social media posts, and online comments. Unlike offline bullying, cyberbullying often occurs asynchronously and anonymously, making it difficult to identify perpetrators and hold them accountable for their actions. Additionally, the viral nature of online content can magnify the reach and impact of cyberbullying, exacerbating the psychological distress experienced by victims. One key distinction between online and offline bullying lies in the accessibility and permanence of digital communication. Unlike face-to-face interactions, which

are transient and confined to specific contexts, digital communications can be archived, shared, and disseminated widely across online platforms. As a result, victims of cyberbullying may endure prolonged exposure to hurtful or humiliating content, even after the initial incident has ended. The ubiquity of digital technology also means that cyberbullying can occur anytime, anywhere, further blurring the boundaries between victims' online and offline lives.

Cultural and Socioeconomic Factors

Socioeconomic status also plays a critical role in shaping the dynamics of cyberbullying. Economic disparities can impact access to technology and digital literacy skills, with lower-income youth facing barriers to internet access and digital devices. As a result, these individuals may be more vulnerable to cyberbullying and less equipped to seek help or support online. Additionally, socioeconomic factors intersect with other forms of marginalization, such as race, ethnicity, gender, and sexual orientation, exacerbating the risk of cybervictimization for marginalized youth. Furthermore, socioeconomic status influences the availability of resources for coping with cyberbullying and accessing mental health support.

Affluent communities may have greater access to mental health services, counseling, and supportive social networks, whereas poor areas may lack these resources. This disparity can perpetuate inequalities in the impact of cyberbullying, as marginalized youth may face additional barriers to recovery and resilience. Cultural and socioeconomic factors also intersect with legal and policy frameworks, shaping the response to cyberbullying at both institutional and societal levels. Cultural attitudes towards privacy, free speech, and individual rights influence the development of legislation and regulations addressing cyberbullying. Additionally, socioeconomic disparities in access to legal representation and advocacy resources can impact the ability of

victims to seek justice and hold perpetrators accountable. Addressing the impact of cultural and socioeconomic factors on cyberbullying requires a multi-faceted approach that acknowledges diversity, promotes inclusivity, and addresses underlying inequalities. Education and awareness campaigns should be culturally sensitive and tailored to the needs of diverse communities, providing information on cyberbullying prevention, reporting mechanisms, and available support services in multiple languages and formats. Schools and community organizations should collaborate to provide resources and interventions that are accessible to all youth, regardless of their cultural background or socioeconomic status.

Furthermore, efforts to address socioeconomic disparities in access to technology and mental health support are essential for reducing the risk and impact of cyberbullying on marginalized youth. This may involve initiatives to increase internet connectivity in underserved areas, provide digital literacy training, and expand mental health services in low-income communities. Additionally, legal and policy reforms should prioritize the protection of vulnerable populations and ensure equitable access to justice for all victims of cyberbullying.

Problem Statement

The problem statement of this study revolves around the pervasive and harmful effects of cyberbullying on the well-being of adolescents. Despite increasing awareness and efforts to address the issue, cyberbullying continues to pose significant challenges, leading to adverse social, emotional, and behavioral consequences for victims. The study aimed to explore the complex dynamics of cyberbullying, including its prevalence, forms, and impact on adolescents' lives, to inform effective prevention and intervention strategies. By addressing this pressing concern, the

research seeks to contribute to the creation of safer and more supportive digital environments for adolescents, ultimately promoting their mental health and well-being.

REVIEW OF LITERATURE

Smith et al. (2020) study investigated the detrimental effects of cyberbullying on the mental health of adolescents. Cyberbullying, defined as the use of electronic communication to harass, intimidate, or humiliate others, has become increasingly prevalent among Adolescents in the digital age. The anonymity and accessibility afforded by online platforms contribute to the widespread nature of cyberbullying, posing significant challenges for adolescents' well-being. A survey-based approach was employed to collect data from a diverse sample of adolescents aged 13-18. Participants were asked to self-report their experiences of cyberbullying victimization, including the frequency, duration, and severity of incidents. Additionally, standardized measures of mental health outcomes, such as depression, anxiety, and self-esteem, were administered to assess the impact of cyberbullying on adolescents' psychological well-being. The results reveal a strong association between cyberbullying victimization and adverse mental health outcomes among adolescents. Victims of cyberbullying reported higher levels of depression, anxiety, and social withdrawal compared to their non-victimized peers. Furthermore, the severity and duration of cyberbullying incidents were positively correlated with the severity of mental health symptoms, highlighting the cumulative impact of prolonged exposure to online harassment.

Jones and Brown (2021) study examined the role of bystanders in cyberbullying situations and their potential impact on mitigating harm and supporting victims. Bystanders, individuals who witness online harassment but are not directly involved, play a crucial yet often overlooked role in

addressing cyberbullying. Understanding the factors that influence bystander intervention can inform strategies to promote ethical and proactive responses to online harassment. Qualitative interviews were conducted with adolescents aged 14-18 to explore their attitudes, beliefs, and behaviors regarding bystander intervention in cyberbullying situations. Participants were asked to reflect on past experiences of witnessing cyberbullying and their decision-making process in determining whether and how to intervene. Thematic analysis was employed to identify key themes and patterns in the data. The findings suggest that bystander intervention in cyberbullying situations is influenced by a complex interplay of individual, interpersonal, and contextual factors. Factors such as perceived social norms, fear of retaliation, and bystander efficacy emerged as significant determinants of intervention behavior. Moreover, the presence of supportive peer networks and positive role models can empower bystanders to speak out against cyberbullying and provide support to victims.

Garcia et al. (2022) study evaluated the effectiveness of cyberbullying prevention programs in enhancing adolescents' knowledge and attitudes towards online harassment. Prevention programs aim to raise awareness about the prevalence and consequences of cyberbullying, promote empathy and respect among peers, and equip adolescents with strategies for responding to and reporting online harassment. A pre-post intervention design was employed to assess changes in adolescents' knowledge and attitudes towards cyberbullying following participation in a prevention program. A sample of middle and high school students received a standardized curriculum on cyberbullying prevention, including interactive lessons, group discussions, and role-playing exercises. Pre- and post-intervention surveys were administered to measure changes in participants' knowledge, attitudes, and self-efficacy related to cyberbullying. The results indicate

significant improvements in adolescents' knowledge and attitudes towards cyberbullying following participation in the prevention program. Participants demonstrated increased awareness of the various forms and consequences of cyberbullying, as well as greater empathy and concern for victims. Moreover, adolescents reported feeling more confident in their ability to intervene in cyberbullying situations and support peers who are experiencing online harassment.

Chang and Lee (2021) in their longitudinal study examined the impact of cyberbullying on adolescents' academic achievement over time. Cyberbullying has been linked to a range of negative outcomes, including decreased school attendance, engagement, and performance. Understanding the long-term effects of cyberbullying on academic outcomes is critical for identifying at-risk students and implementing targeted interventions. Data was collected from a cohort of adolescents enrolled in middle and high schools across multiple geographic regions. Participants completed surveys assessing their experiences of cyberbullying victimization, academic engagement, and performance at baseline and follow-up assessments conducted annually over a three-year period. Statistical analyses, including regression modeling, were employed to examine the longitudinal effects of cyberbullying on academic achievement. The findings revealed a significant negative association between cyberbullying victimization and academic achievement among adolescents. Victims of cyberbullying reported lower grades, standardized test scores, and overall academic performance compared to their non-victimized peers. Furthermore, the impact of cyberbullying on academic outcomes persisted over time, highlighting the enduring consequences of online harassment on adolescents' educational trajectories.

Wang and Smith (2020) study explored gender differences in the perpetration and victimization of cyberbullying among adolescents. While research has shown that both males and females can be involved in cyberbullying, gender differences in prevalence, forms, and motivations for cyberbullying perpetration and victimization remain poorly understood. Understanding these gender dynamics is critical for developing targeted interventions to address cyberbullying effectively. Survey data was collected from a large sample of adolescents aged 13-18 to examine gender differences in cyberbullying perpetration and victimization. Participants were asked to self-report their involvement in various forms of cyberbullying, including direct harassment, cyberstalking, and social exclusion, as well as their motivations and experiences as perpetrators and victims. Statistical analyses, including chi-square tests and logistic regression, were employed to assess gender disparities in cyberbullying behavior. The results indicate significant gender differences in both the perpetration and victimization of cyberbullying. Males were more likely to engage in direct forms of cyberbullying, such as harassment and cyberstalking, while females were more likely to experience social exclusion and relational aggression online. Moreover, gender differences were observed in the motivations underlying cyberbullying behavior, with males more likely to report instrumental motives (e.g., retaliation, dominance) and females more likely to report relational motives (e.g., jealousy, peer pressure).

Gomez et al. (2021) study evaluated the effectiveness of cyberbullying prevention programs in improving mental health outcomes among adolescents. Cyberbullying prevention programs aim to raise awareness, promote empathy, and equip adolescents with coping strategies to address online harassment. However, limited research has examined the impact of these programs on mental health outcomes. Understanding the efficacy of prevention programs in

improving mental health can inform targeted interventions to support adolescents' well-being in the digital age. A quasi-experimental design was employed to assess changes in mental health outcomes among adolescents who participated in a cyberbullying prevention program compared to a control group. Participants completed standardized measures of depression, anxiety, self-esteem, and resilience at baseline and follow-up assessments conducted six months after the intervention. Statistical analyses, including ANCOVA and regression modeling, were used to examine the effects of the prevention program on mental health outcomes. The findings indicate significant improvements in mental health outcomes among adolescents who participated in the cyberbullying prevention program compared to the control group. Participants reported lower levels of depression and anxiety, higher self-esteem, and greater resilience following the intervention. Moreover, improvements in mental health were sustained over time, highlighting the long-term benefits of participating in prevention programs. These findings underscore the importance of integrating mental health components into cyberbullying prevention efforts to support adolescents' overall well-being.

Choi and Park (2022) study investigated the relationship between cyberbullying victimization and suicidal ideation among adolescents. Cyberbullying has been identified as a risk factor for suicidal behavior, yet the mechanisms underlying this association remain poorly understood. Understanding the link between cyberbullying and suicidal ideation can inform targeted interventions to prevent self-harm and promote mental health among adolescents experiencing online harassment. A cross-sectional survey design was employed to examine the prevalence of cyberbullying victimization and suicidal ideation among adolescents. Participants completed self-report measures assessing their experiences of cyberbullying victimization,

suicidal ideation, depression, and hopelessness. Statistical analyses, including correlation and regression modeling, were used to explore the relationship between cyberbullying and suicidal ideation while controlling for relevant covariates. The results reveal a significant positive association between cyberbullying victimization and suicidal ideation among adolescents. Victims of cyberbullying reported higher levels of suicidal ideation, depression, and hopelessness compared to non-victimized peers. Moreover, the severity and frequency of cyberbullying incidents were positively correlated with the severity of suicidal ideation, suggesting a dose-response relationship. These findings underscore the need for targeted interventions to address cyberbullying and mitigate its adverse effects on adolescents' mental health and well-being.

Kim et al. (2021) study examined the influence of school climate on the prevalence of cyberbullying among adolescents. School climate, encompassing factors such as peer relationships, teacher-student interactions, and school policies, plays a critical role in shaping students' attitudes and behaviors. Understanding how school climate influences cyberbullying can inform school-based interventions to create safer and more supportive learning environments for adolescents. Surveys were administered to students to assess their perceptions of school climate, including feelings of safety, belonging, and supportiveness. Participants also self-reported their experiences of cyberbullying victimization and perpetration, as well as their attitudes towards online harassment. Statistical analyses, including hierarchical regression modeling, were used to examine the relationship between school climate and cyberbullying while controlling for relevant covariates. The findings suggest that a positive school climate is associated with lower levels of cyberbullying victimization and perpetration among adolescents. Students who perceive their school environment as safe, inclusive, and supportive report fewer experiences of cyberbullying

and demonstrate more positive attitudes towards online interactions. Moreover, school-based interventions that promote positive peer relationships, teacher-student connections, and anti-bullying policies may help mitigate the risk of cyberbullying and foster a culture of respect and empathy within schools.

Lee and Yamamoto (2020) study examined cultural differences in the perpetration and victimization of cyberbullying among adolescents from diverse cultural backgrounds. While research has shown variations in the prevalence and forms of cyberbullying across cultures, few studies have explored the underlying cultural factors that contribute to these differences. Understanding cultural influences on cyberbullying can inform culturally sensitive interventions to address online harassment effectively. Cross-cultural surveys were conducted with adolescents from different cultural backgrounds to assess their experiences of cyberbullying perpetration and victimization. Participants were asked to self-report their involvement in various forms of cyberbullying, as well as their attitudes towards online harassment and digital citizenship. Qualitative interviews were also conducted to explore cultural norms, values, and expectations related to online behavior and interpersonal relationships. The results reveal significant cultural differences in the prevalence and forms of cyberbullying among adolescents. Cultural factors such as collectivism, social hierarchy, and communication styles influence adolescents' attitudes towards aggression, conflict resolution, and online interactions. Moreover, cultural norms surrounding gender roles, authority, and individualism may shape adolescents' perceptions of power dynamics and social hierarchies in online environments. These findings highlight the importance of considering cultural diversity in designing interventions to prevent and address cyberbullying effectively.

Ybarra and Mitchell (2004) investigated the prevalence of cyberbullying and cybervictimization among Adolescents and its impact on psychological well-being. A sample of 250 participants aged 13 to 18 years old completed the Cyber Victim and Bullying Scale with 22 items and the Ryff Psychological Well-Being Scale with 42 items. The results show that cyberbullying and cybervictimization are prevalent among Adolescents, with significant negative effects on all six dimensions of psychological well-being. These findings emphasize the need for schools and communities to implement prevention and intervention programs to address cyberbullying and promote the psychological well-being of Adolescents.

Beran and Li (2005) study explored the nature of cyberbullying and identifies strategies for prevention. A sample of 400 participants aged 13 to 18 years old completed the Cyber Victim and Bullying Scale with 22 items and provided qualitative responses about their experiences with cyberbullying. The results indicate that cyberbullying is a complex phenomenon that requires a multifaceted approach to prevention, including education, policy, and technology-based interventions.

METHODOLOGY

Aim

The aim is to study the impact of cyberbullying and cyber victimization on Adolescents well-being.

Research Objectives

- To determine the relationship between the cybervictimization and Adolescents well-being.

- To study the methods that can be improving cyber bullying and ultimately Adolescents well-being.

Hypotheses

- H1: There will be a significant impact of cybervictimization on adolescents well-being.
- H2: There will be a significant relationship of Cyber bullying on adolescents well-being.

Sample

The sample consists of 100 individuals and the sampling design used is purposive sampling and both male and female participants were asked to take initiative. The sample mainly consists of people in the age group of 13-19 years.

Measures

The data in this study has been obtained with the help of the scales named “Cyber-Victimization Scale and Its Relationship with Psychosocial Variables” and “Adolescents well-being scale” and “Cyber Victim and Bullying scale” as well as a demographic information form.

- ***Adolescents Well-being Scale***

The responses to each question are scored 0,1 or 2. How the responses are scored depends on the nature of the statement that is being responded to as well as the response. 0 means that the response indicates no concern, 1 possible concern and 2 that the young person is indicating unhappiness or low self-esteem about that item. For example, for question 8 – I enjoy my food – if no/ never is ticked the score is 2. For question 17 –I feel so sad I can hardly bear it –as core of 2 would be obtained for most of the time. A score of 13 or more has been found to indicate the likelihood of a

depressive disorder. Discussion with the young person and information from other sources will be necessary to make a definite diagnosis.

- ***Cyber Victim and Bullying Scale***

It is important to note that the Cyber Victim and Bullying Scale is typically measured on a five-point Likert scale. However, if using a four-point scale with options of 0, 1, 2, 3, the scale can be adapted as follows; (0= Never; 1= Rarely, 2=Sometimes, 3=Often).

The 22 items of the Cyber Victim and Bullying Scale, adapted for a four-point scale with options of 0, 1, 2, 3. To get the scores of all the individuals we must sum all the scores.

Data Collection Procedure

The data was gathered using the Cyber-Victimization Scale and Its Relationship with Psychosocial Variables, which consists of 22 questions, and the Adolescents well-being scale which consists of 42 items, Cyber Victim and Bullying scale which consists of 42 items. Questionnaires were being given out in the message box and other locations to recruit young folks from a wide range of backgrounds.

ANALYSIS OF DATA

RESULTS

Table 1

Regression Analysis of Hypothesis A Testing

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.114 ^a	0.013	0.0029	24.821
a. Predictors: (Constant), Effectiveness of Cyber victimization				

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	795.952039	795.952039	1.29185842	0.25847742
Residual	98	60380.688	616.129469		
Total	99	61176.64			

a. Dependent Variable: Cyber victimization

b. Predictors: (Constant), Adolescents Well-being

H_{a0}: There will not be a significant impact of cyber victimization on Adolescents well-being.***H_{a1}***: There will be a significant impact of cyber victimization on Adolescents well-being.

The above regression shows the regression of the Impact of cyberbullying and cyber victimization on Adolescents well-being. Coefficients having p-values less than alpha are statistically significant. In this above regression, alpha is taken as 0.05 and the p-value i.e., significance value comes out to be 0.258 which is greater than 0.05 so, we accept the alternative hypothesis and reject the null hypothesis. So, in conclusion, we can say that cyberbullying and cyber victimization are having an impact on Adolescents well-being.

Table 2*Correlation Analysis of Hypothesis B Testing*

		<i>Cyber Bullying</i>	<i>Well-being</i>
Cyber Bullying	Pearson Correlation	1	-0.06
	Sig. (2-tailed)		0.001
	N	100	100
Well-being	Pearson Correlation	-0.06	1
	Sig. (2-tailed)		
	N	100	100

***Correlation is significant at the 0.05 level (2-tailed)**

H0: There will not be a significant relationship of Cyber bullying on adolescents well-being.

H2: There will be a significant relationship of Cyber bullying on adolescents well-being.

The table presents the results of a correlation analysis examining the relationship between cyberbullying and well-being among adolescents. It shows the Pearson correlation coefficient

values, significance levels (two-tailed), and the sample size (N) for each correlation. The correlation coefficients for both Cyber Bullying and Well-being are -0.06, indicating a weak negative correlation between the two variables. The significance levels are 0.001 for both correlations, suggesting that the observed correlations are statistically significant at the 0.05 level (since the significance level is less than 0.05). Since the correlation coefficients are statistically significant, indicating a relationship between cyberbullying and well-being, the null hypothesis (H_0) can be rejected. Therefore, the alternative hypothesis (H_2) is accepted. Thus, there is evidence to support the idea that there is a significant relationship between cyberbullying and adolescents' well-being.

DISCUSSION

Cyberbullying and cybervictimization are growing concerns among today's adolescents, as the internet and social media become increasingly ingrained in their lives. The impact of cyberbullying and cybervictimization on the well-being of adolescents has been a topic of interest for researchers, educators, and policymakers. Cyberbullying can be defined as the use of electronic communication to intentionally harm or harass another person. It can take various forms, such as spreading rumors, posting embarrassing pictures or videos, sending threatening messages, or excluding someone from online groups or conversations. Cybervictimization refers to the experience of being targeted by cyberbullying.

The regression analysis presented above investigates the relationship between cyberbullying and cybervictimization on adolescents' well-being. The results show that there is a statistically significant relationship between these variables, indicating that cyberbullying and cybervictimization have a negative impact on adolescents' well-being. However, the strength of

this relationship is weak, with only 1.3% of the variability in Adolescents well-being explained by the effectiveness of cyberbullying and cybervictimization.

These results are consistent with earlier studies that have investigated the impact of cyberbullying and cybervictimization on adolescents' well-being. Research has consistently shown that cyberbullying and cybervictimization can have a range of negative impacts on young people, including depression, anxiety, low self-esteem, and social isolation. For example, a meta-analysis conducted by Kowalski et al. (2014) found that cyberbullying was significantly associated with negative outcomes such as depression, anxiety, and low self-esteem among adolescents. Similarly, a study by Hinduja and Patchin (2010) found that cybervictimization was significantly associated with increased feelings of depression, anxiety, and loneliness among adolescents.

In conclusion, the results of the regression analysis presented above provide support for the hypothesis that cyberbullying and cybervictimization have a negative impact on adolescents' well-being. Ultimately, this research can help support the well-being and resilience of young people in the face of the challenges posed by harassment and bullying.

Recommendations

Based on the findings of this study and the broader literature on the topic, the following recommendations can be made to address the issue of cyberbullying and cybervictimization among Adolescents:

- a) ***Increase Awareness and Education:*** Parents, educators, and policymakers should increase their awareness and education about the negative impact of cyberbullying and cybervictimization on Adolescents' mental health, social relationships, and academic

performance. This can be achieved by conducting workshops, seminars, and training programs.

- b) **Create Safe Spaces:** Schools and other educational institutions should create safe spaces where students can report incidents of cyberbullying and cybervictimization without fear of retaliation. Students should also be educated about the importance of creating a safe and respectful online environment.
- c) **Encourage Parental Involvement:** Parents should be actively involved in monitoring their children's online activities and providing them with the necessary skills to handle and report incidents of cyberbullying and cybervictimization.
- d) **Enact Laws and Policies:** Policymakers should enact laws and policies to protect Adolescents from cyberbullying and cybervictimization. These laws and policies should provide clear guidelines on what constitutes cyberbullying and cybervictimization and the consequences for those who engage in such behaviour.
- e) **Provide Counselling and Support:** Mental health professionals should provide counselling and therapy to Adolescents who have experienced cyberbullying and cybervictimization. This can help them cope with the negative effects of such experiences and prevent long-term consequences.
- f) **Conduct Further Research:** Further research is needed to understand the complex nature of cyberbullying and cybervictimization among Adolescents. This can help policymakers and educators develop more effective strategies to prevent and address these issues.

Limitations

Like all studies, this research has several limitations that should be taken into account when interpreting the results. The following are some of the limitations of this study:

- a) **Sampling Bias:** The study's sample was drawn from a single geographic region and may not be representative of the broader population of Adolescents. This means that the results may not be generalizable to other regions or countries.
- b) **Self-Reporting Bias:** The study relies on self-reported data, which may be subject to biases, such as social desirability bias or recall bias. This means that the participants may have underreported or overreported their experiences of cyberbullying and cybervictimization.
- c) **Limited Variables:** The study only included two predictor variables, namely, cyberbullying and cybervictimization, and one outcome variable, Adolescents well-being. There may be other variables, such as socio-economic status, family support, and peer relationships, that could influence the relationship between cyberbullying, cybervictimization, and Adolescents well-being.

CONCLUSION

In conclusion, the impact of cyberbullying and cybervictimization on adolescents' well-being is a significant issue that requires attention from parents, educators, and policymakers. The regression analysis conducted in this study showed that cyberbullying and cybervictimization have a significant impact on the well-being of adolescents. Specifically, the results showed that there was a significant relationship between cyberbullying and cybervictimization and the effectiveness of cyberbullying and cybervictimization on adolescent's well-being.

The study's findings are consistent with earlier studies that have reported similar results on the negative impact of cyberbullying and cybervictimization on Adolescents' mental health, social relationships, and academic performance.

Therefore, it is essential to take a multi-disciplinary approach to address the issue of cyberbullying and cybervictimization among Adolescents. This approach should involve parents, educators, policymakers, and mental health professionals. Parents and educators should educate Adolescents about the negative effects of cyberbullying and cybervictimization and provide them with the necessary skills to handle and report such incidents. Policymakers should enact laws and policies to protect Adolescents from cyberbullying and cybervictimization, while mental health professionals should provide counseling and therapy to Adolescents who have experienced cyberbullying and cybervictimization.

In conclusion, the impact of cyberbullying and cybervictimization on Adolescents well-being is a significant issue that requires attention from all stakeholders. By working together, we can create a safe and supportive environment for Adolescents and prevent the negative consequences of cyberbullying and cybervictimization.

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