

# The Silent Scream: A Comprehensive Look at the Emotional Toll of Cyberbullying

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**Abstract:** Cyberbullying - one of the notorious problems from this digital age. Consequently, this research paper is embarked to elaborate upon the social context of cyber bullying highlighting its dimensions (ranges), types and effects etc., additionally presents an overall view at whole phenomena that has been taken in form literature review. The paper is going to use relevant quantitative and qualitative information in order for it has as many data-based resources possible on both the effects of cyberbullying individually, culturally, and societally. Cyberbullying has grown out of the rapid invention and accessibility to new digital technologies, coupled with the spreadability that social media platforms provide.

The proliferation of digital technologies and the rise in popularity of social media platforms have radically changed bullying, particularly among high school students. With the rising dependency of teenagers and children on digital communication mediums, their susceptibility to cyberbullying has shot up. Adolescents are particularly vulnerable of suffering from those emotional and social consequences by cyberbullying since their years in training go hand to hand with online presence where peers participate. For this particular subgroup, the endless being-online lends itself to added stress and a further reinforcement for cyberbullying - menaces including social exclusion, self-doubt, presentation of clinical-like conditions at times in these vulnerable lives.

This paper discusses features that characterize cyberbullying as uniquely different than other Internet and technology abuses, segues into a review of the literature on cyberabuse in general (which has led to over 90% accuracy rates for identifying online predators), then provides research proposals designed to further reduce it.

**Keywords:** *designed, presentation, identifying, cyberbullying*

## Introduction

As the world becomes more digital, people have changed how they interact and speak to others. Big little change #2: The power of the internet and social media platforms has made connecting easier however, it also come with a bad side CPCDer- cyberbullying. Cyberbullying is defined as deliberate and repeated misuse of digital technology to communicate with others in an offensive, hostile or aggressive manner. it has become an issue in this world. With kids having internet and basically other forms of bullying that is not just confined into the classroom it opened up a world where there really no escape from getting bullied. (Swartz, 2009).

These Meanwhile, the new-age cyberbullies has an arsenal of digital device and networks that they are able to utilize examples being texting through messages or social media channels; instant & e-mail. (Swartz, 2009). This form of online platforms have made for a special and different type of creating an atmosphere among victims compared to offline bullying. In stark contrast to traditional physical confrontations, cyberbullying

frequently happens under a veil of anonymity - with perpetrators using username and avatars to identify. This degree of separation masks the inherent cowardice found in bullies and allows them to take solace knowing they are unlikely be held accountable for it. With the internet now embedded in every corner of modern society, those who are harassed by means of cyberbullying have no place to hide since this ever-persistent threat can enter their own homes whenever they check a screen. Social media posts are easily shareable and go viral - leading to severe embarrassment for those targeted, with negative impacts that can be long-lasting.

The aim of the paper is a detailed literature review on cyberbullying and its emotional consequences. This review paper aims to investigate the different types and forms of cyber bullying based on available evidence, its psychological or social impacts towards victims as well as potential long term effects. The paper will therefore review a number of evidence-based guidelines and interventions at school, family and community level to tackle this pressing issue by preventing as well as mediating the negative repercussions associated with cyber bullying.

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## 1. Cyberbullying: Definitions, Prevalence, and Forms

Cyberbullying encompasses various behaviors, from sending threatening or harassing messages to sharing private details and pictures on the web. (Cassidy et al., 2013) This may also include isolating or alienating a friend from an online social group, impersonation of someone on the internet and distributing intimate details about another person publicly. (Bhat, 2008)

### 2.1. Types of cyberbullying

Cyberbullying is a peer-to-peer form of bullying that takes place over technology, and some common examples are:

1. **Flaming:** sending extremely angry, rude or vulgar messages directed at a person (Cassidy et al., 2013)
2. **Harassment:** sending many offensive messages
3. **Denigration:** posting or sending false, cruel, or harmful information about a person
4. **Impersonation:** which involves pretending to be somebody else, principally so that person ends up looking like the bad one or getting blamed for something
5. **Outing and trickery:** Swapping juicy secrets or even more maliciously sharing someone's innermost feelings on the internet.
6. **Exclusion:** cruelly and deliberately excluding someone from an online group (Snakenborg et al., 2011)

### 2.2. Pervasive Nature of Cyberbullying

Cyberbullying can be especially problematic because victims often cannot escape bullying at home, given the 24/7 availability of their online social media profiles (Snakenborg et al., 2011). These individuals may be distraught with low self-esteem and they are among a number of negative emotions felt by victims as found in the literature; others include depression, suicidal ideation. (Bhat, 2008) (Marées & Petermann, 2012)

The anonymity that comes with using digital and social media platforms may also mean that people who are bullying others will be emboldened to engage in worse or more regular harassment as they are not confronted in the immediate context about their behaviour. (Cassidy et al., 2013) (Aboujaoude et al., 2015)

Studies show the prevalence of adolescent victimization by cyberbullying has increased, with estimates as high as 40% to over half (50%) experiencing online insults. (Marées & Petermann, 2012)

## 2.3. The Emotional and Social Impacts

The emotional and social effects of cyberbullying are severe, often even more hurtful than in-person bullying that we might be faced with as children. (Bhat, 2008) Those who are victims may experience social alienation and the inability to create or continue relationships that are meaningful which is ultimately due in part to an innate need for nurture from a person one feels safe with. (Marées & Petermann, 2012) Cyberbullying has been associated with substantial rates of self-harm and suicidal behaviors among youth. (Aboujaoude et al., 2015)

### 2.4. Cyberbullying and Vulnerable Populations

Overall, cyberbullying can take a devastating toll on physical and mental health - but some groups such as LGBTQ+ people or even individuals with disabilities may be far more vulnerable to being picked upon by online bullies. (Marées & Petermann, 2012)

Victims of the digital age have an additional, unique level of emotional vulnerability that arises from being ever-connected and having to constantly navigate exposure via social media. But cyberbullying can seep into every corner of a victim's life thanks to smartphones and social platforms always in-hand. Victims already deal with the very public accountability of their experience but then this is exacerbated by social pressure to maintain an attractive online appearance and fear of being humiliated via social media.

## 2. Addressing the Challenge: Prevention and Intervention Strategies

Cyberbullying prevention and intervention approaches have been discussed as a response to the growing issue of cyber harassment. Multi-Faceted approaches: This involves some of the following:

- Activities to raise awareness and foster digital citizenship in students, parents and teachers through educational campaign.
- Identified school-based programs that established clear policies, procedures for addressing cyberbullying incidents and support mechanisms available to victims.

The increasing prevalence of cyberbullying is well-documented. And research has shown that between 10% and 40% of young people are being cyberbullied, with the rates highest among middle school- to junior high age students and teens. (Marées & Petermann, 2012) Cyberbullying is frequently reported to complement face-to-face bullying (Marées & Petermann, 2012) and the majority of cyber victims report being bullied both on- or offline. The problem in this case has been

worsened by the wide use of smartphones and social media services, meaning that cyberbullies can gain access to their victims at any time with immediate effect.

### **3. Emotional and Psychological Impacts of Cyberbullying**

The merciless persecution of cyberbullying can deeply wound emotional and psychological well-being, with scars that linger. Victims commonly experience amplified sentiments of unease, gloom, low self-regard, and isolation from others. (Aboujaoude et al., 2015) The constant barrage of online torment and public humiliation can potentially induce chronic stress, hinder academic performance, or even spark suicidal notions in the most dire cases. (Willard, 2006)

The inability to escape from the persistent torment of cyberbullies, as it can dog their every footstep even into the sanctuary of their homes, can be uniquely devastating to their mental health. Prey may feel a profound sense of powerlessness and lack sovereignty over their online persona and reputation. (Marées & Petermann, 2012)

Furthermore, the open display of cyberbullying, where hurtful communiques and insults can proliferate among peers, can amplify sensations of shame, embarrassment, and social rejection. The perpetual and conceivably indelible nature of online content may also haunt victims for years, cumbering attempts to progress and heal from emotional trauma.

As one example, a BBC report highlighted the case of a young victim who experienced severe and relentless cyberbullying that had eviscerated his confidence and self-worth over a protracted period during secondary school, as noted in a study on the pervasive psychological effects of online harassment. (Saibon et al., 2017) The detailed report recounted how complete strangers had viciously attacked and denigrated him across various social media platforms. As a result, he found forming and maintaining friendships an impossible struggle. This heartbreaking story powerfully exemplifies how cyberbullying can profoundly damage the mental wellbeing and social development of susceptible and vulnerable young people.

### **4. Literature Review**

Dredge, Gleeson, and Garcia's (Dredge et al., 2014) groundbreaking analysis uncovered the varied hardships of 25 teen victims of online torment through social sites. Semi-structured interviews revealed how victims frequently conceptualize cyberbullying more broadly than definitions emphasize the profound emotional effect as paramount. The research uncovered a spectrum of SNS experiences including mockery, impersonation, secret revealing and deception, as well as isolation.

Remarkably, interviewees predominantly reported simultaneously coping with emotional, social, and behavioral consequences. The authors stress the critical importance of comprehending victims' perspectives to better capture cyberbullying's true nature in definitions, as well as engineer helpful interventions addressing this growing problem's multifaceted impacts on youth.

Chan, Cheung, and Lee (Chan et al., 2021) analyze patterns, theories, and roles involved with cyberbullying in an extensive literature review. Drawing from social cognitive theory, they present an integrated framework to further understanding of cyberbullying's complex dynamics as a growing societal problem. Their research highlights cyberbullying's prevalence among children and teenagers. However, it also calls attention to the urgent need to expand studies to adult and elderly populations. Recognizing research gaps, the authors advocate using diverse methodologies beyond typical surveys and experiments. This aims to gain deeper insight into the evolving issue as technology advances, allowing cyberbullying to affect more lives in subtle yet impactful ways. Varied sentence structures provide nuanced glimpses into this pervasive issue's intricate facets and their influences over society's members - young and old. Continued exploration appears imperative to comprehending cyberbullying's adaptation and crafting optimal solutions addressing its many forms and far-reaching effects.

Sonia Camacho, Khaled Hassanein, and Milena Head's (Camacho et al., 2018) investigated how a victim's view of cyberbullying's severity influences their satisfaction with information and communication technologies in their study. Using the Transactional Theory of Stress and Coping and Expectation-Confirmation Theory, the researchers proposed a conceptual model testing how those perceiving cyberbullying as more severe felt less satisfied with the medium facilitating the harassment. Through a survey of 115 victims, they discovered perception of severity negatively impacted satisfaction with the technology where cyberbullying occurred. This emphasizes perceived severity, not just occurrence, significantly affects well-being and perception of enabling technologies. The nuanced look at relationships between cyberbullying, victim experiences, and technology's role underscores needing deeper understanding and targeted interventions for society's growing issue.

Constantinos M. Kokkinos, Eleftherios Baltzidis, and Danae Xynogala's (Kokkinos et al., 2016) investigation (Kokkinos et al., 2016) explored the relationship involving individual characteristics and cyberbullying behaviors on Facebook amidst Greek university students. The experts surveyed a sample of 226 contributors and

determined that nearly one-third reported engaging in Facebook bullying no less than once in the previous month. Notably, the analysis uncovered that male learners exhibited elevated participation in Facebook bullying compared to their female peers. Interestingly, the researchers too found a link between low Agreeableness scores and heightened Facebook bullying tendencies, nevertheless this association was witnessed only amidst the male students. According to these detections, the authors accentuate the crucial necessity for focused intercessions, especially tailored for male learners, that concentrate on promoting compassion and liable social media use. This underscores the importance of comprehending the gender-particular dynamics and individual aspects linked with cyberbullying behavior to expand more compelling strategies to handle this developing issue among youthful grownups.

The research study led by José A. Casas, Rosario Del Rey, and Rosario Ortega-Ruiz ([Casas et al., 2013](#)) explored the intersections between traditional bullying and its digital counterpart. In their 2013 work, the academics argued that despite differing contexts, cyberbullying and in-person torment often stem from similar roots. To test this hypothesis, they surveyed 893 secondary students and discovered that programs aiming to curb face-to-face harassment could likewise curb online abuse among youth. This finding emphasized adopting inclusive anti-bullying strategies addressing shared causes rather than addressing traditional bullying and cyberbullying as entirely separate issues. Meanwhile, interventions successfully curbing traditional tactics like ridicule and social exclusion may transfer to the digital realm by building empathy and respect. While new platforms emerge, core human behaviors persist, and compassion unites us regardless of technology. A holistic rather than divided approach shows promise for fostering caring communities where all people, young and old, can feel secure.

Michele L. Ybarra and Kimberly J. Mitchell's ([Ybarra & Mitchellb, 2004](#)) thoroughly explored the personal characteristics of youth engaged in internet harassment in their 2004 study. Their substantial findings, derived from an expansive national study, proposed that cyberbullying constitutes a significant issue of public health. The researchers discovered that young people who partake in online harassment are more prone to additional psychosocial challenges, such as troubled caregiver relationships, substance abuse, and unlawful conduct. Notably, the study underscored that aggressors frequently are victims of digital and real-world bullying themselves. Ybarra and Mitchell juxtaposed their conclusions with prior examination of traditional bullying, highlighting parallels and distinguishing factors

related to demographics and risks linked with cyber harassment. Their work underscored the importance of comprehending the intricate interplay of individual, relational, and environmental elements that contribute to the perpetuation of online bullying among youth. This awareness can inform more targeted and effectual intervention strategies to address this growing societal problem.

Bellmore, Calvin, Xu, and Zhu ([Bellmore et al., 2014](#)) immersed themselves in exploring machine learning's capacity for examining Internet patterns of tormenting on Twitter. The analysts obtained an enormous information set of more than 9 million openly accessible tweets from September 2011 through August 2013, zeroing in on posts explicitly referencing "tormenting." Their investigation uncovered a few key bits of knowledge. To start with, they discovered that the greater part of the posts were composed either by casualties of tormenting or bystanders detailing witnessed cases. This proposes that Twitter can fill in as an outlet for people influenced by tormenting to share their encounters and look for help. Second, the examination order the sorts of tormenting tended to and discovered that a critical extent alluded to general types of pestering instead of explicit events. This underscores the ubiquitous nature of tormenting and the significance of managing it widely. Intriguingly, the specialists likewise found a relationship between the quantity of tormenting related tweets starting from a specific state and the state's populace estimate. This discovering proposes that more extensive, all the more densely populated territories may encounter a more noteworthy pervasiveness of digital tormenting.

Anna Costanza Baldry, David P. Farrington, and Anna Sorrentino ([Baldry et al., 2015](#)) explore the phenomenon of cyberbullying that has gained traction in contemporary society as the problem of aggression and peer abuse in children and adolescents. The article reviewed a collection of all existing studies and assessment instruments concerned with risk and factors of the phenomena of cyberbullying and cyber victimization. The authors consider the core points of a risk and needs assessment approach. In particular, sufficient attention is paid to the ecological framework of both cyberbullying and cyber victimization. Around one hundred assessment forms are reviewed, and an analysis of conducted studies is provided. On the whole, the article provides a sound realization of the complexity of the explicit phenomenon and underlines the fact that cyberbullying has multiple risks that do not match one risk factor.

A long-range research conducted by Samantha R. Rosenthal, Stephen L. Buka, Brandon D. L. Marshall, Kate B. Carey and Melissa A. Clark ([Rosenthal et al.,](#)

2016) delved into linking up doom-laden Facebook experiences of young adults depression symptoms. Their examination revealed that an array of bad experiences on Facebook-such as being harassed by others, unsought contacts and misunderstandings about what is the real meaning behind someone's language- were all strongly associated with high levels of depressive symptoms in this population group. These results stress the significant effects that online social life can have on mental health among young people and suggest a need to focus more attention over intervention in order to look after these emergent public health matters.

Here are the first four sentences of my re-writing Along with identifying practical recommendations for reducing or ending victimization, Robert S. Tokunaga's

(Tokunaga, 2010) comprehensive review of quantitative research provides valuable insights into cyberbullying victimization. Tokunaga gives a unified definition for cyberbullying, distinguishing it from traditional bullying at the same time as he presents previously unnoted connections between them or new twists they share in common. This review showed that quite a large percentage of teenagers, ranging from 20 to 40%, have had first-hand experience with cyberbullying. Particularly, the study found there was no strong link between age and gender on the one hand and cyberbullying victimization likelihood on the other. But as noted, Tokunaga's work highlights the connection between cyberbullying victimization and serious difficulties--psychosocial, emotional, and academic--faced by those who have been hit.

## 5. Consequences of Cyberbullying

Consequences	Short Term	Long Term	Ref.
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Sadness</li> <li>• Anxiety</li> <li>• Fear</li> <li>• Humiliation</li> <li>• Shame</li> <li>• Anger</li> <li>• Difficulty concentrating</li> <li>• Sleep disturbances</li> <li>• Withdrawal from friends and family</li> <li>• Lowered self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical depression</li> </ul>	<u>Ghemri et al., 2013</u>
		<ul style="list-style-type: none"> <li>• Anxiety disorders</li> <li>• PTSD</li> <li>• Suicidal thoughts and behaviors</li> <li>• Difficulty forming trusting relationships</li> <li>• Negative self-image</li> <li>• Persistent low self-esteem</li> </ul>	<u>Manges et al., 2024</u>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Social isolation and withdrawal</li> <li>• Damaged reputation</li> <li>• Fear of attending school or social events</li> <li>• Reluctance to engage online</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty forming and maintaining healthy relationships</li> <li>• Social anxiety and avoidance</li> <li>• Long-term damage to reputation</li> <li>• Limited social opportunities</li> </ul>	<u>Bahnemiri et al., 2024</u>
<b>Academic</b>	<ul style="list-style-type: none"> <li>• Declining grades</li> <li>• Reduced Learning Passion</li> <li>• School avoidance</li> <li>• Trouble staying in focus during lectures</li> </ul>	<ul style="list-style-type: none"> <li>• Lower academic achievement</li> <li>• Increased risk of school dropout</li> <li>• Reduced future educational and career prospects</li> </ul>	<u>Subedi et al., 2024</u>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Psychosomatic symptoms (headaches, stomach-aches)</li> <li>• Sleep disturbances</li> <li>• Fatigue</li> <li>• Changes in appetite</li> </ul>	<ul style="list-style-type: none"> <li>• Weakening immune system</li> <li>• Higher risk of chronic disease states (stress)</li> </ul>	<u>Faria et al., 2024</u>

<b>Other</b>	<ul style="list-style-type: none"> <li>• Loss of interest in hobbies and activities</li> <li>• Excessive hours on screen and internet consumption</li> <li>• Distrust in online environments</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty trusting others</li> <li>• Negative impact on online identity and digital footprint</li> <li>• Increased vulnerability to future online harassment</li> </ul>	<u>Aswad &amp; Hassan, 2024</u>
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**Table1.** Consequences of cyberbullying on Victim

Consequences	Short Term	Long Term	Ref
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Feelings of power and control (temporary)</li> <li>• Increased popularity or social status (often fleeting)</li> <li>• An absence of empathy and guilt</li> </ul>	<ul style="list-style-type: none"> <li>• Increased likelihood of adopting other risky behaviors, such as substance abuse or aggression.</li> <li>• Difficulty forming and maintaining healthy relationships.</li> <li>• Inability to form genuine connections with people</li> <li>• Social isolation</li> </ul>	<u>(Casas et al., 2013)</u>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Rejection by peers who disapprove of bullying behavior</li> <li>• Damaged reputation</li> <li>• Punishment from the school or a parent</li> </ul>	<ul style="list-style-type: none"> <li>• Reputational damage that can impact future opportunities</li> </ul>	Chan, Cheung, and Lee (Chan et al., 2021)
<b>Academic</b>	<ul style="list-style-type: none"> <li>• Academic discipline</li> <li>• Negative impact on learning environment for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Increased likelihood of encountering difficulties in school and even failing.</li> <li>• Limited future opportunities due to poor academic record</li> </ul>	<u>(Baldry et al., 2015)</u>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Victims may physically retaliate.</li> <li>• Risk of injury if he were to catch himself in a physical altercation.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical health problems – possible development of more severe mental health problems.</li> </ul>	<u>(Bellmore et al., 2014)</u>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Desensitization to the suffering of others.</li> <li>• Normalizes aggressive behavior.</li> <li>• Erosion of Ethical values.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty finding work, either due to one's reputation or as a consequence of other criminal behavior</li> <li>• Difficulty securing employment</li> <li>• Negative impacts on personal relationships.</li> </ul>	<u>(Marées &amp; Petermann, 2012)</u>

**Table2.** Consequences of cyberbullying on Bully

### Literature Review Summary:

The research literature is dotted with references to an absolutely huge issue: cyberbullying in youth. There are now a number of studies that demonstrate the varied and intricate nature of cyberbullying. Some of the many individual, relationship and environmental factors which go into creating it appear from this perspective functionally irrelevant.

The studies indicate that a considerable number of young people--frequently estimated between 20-40 percent--have been involved in some type of cyber-bullying. Equally importantly, the research highlights the profound psychosocial, emotional, and educational repercussions faced by victims of this social problem, concentrates needs urgent intervention or prevention strategies indeed badly.

Moreover, the literature underlined the importance of implementing a risk factor and needs assessment approach to diagnose high risk in advance and develop targeted accompanying therapies. At the same time, the research focuses on using online platforms, such as social media, to better understand the processes of cyberbullying and inform more highly targeted prevention activities.

The research points to the potential not only for improved understanding about, but also redress of cyberbullying through use computational tools and machine learning. The existing research shows the multidimensionality of cyberbullying, and emphasizes that remedying this trend must become a multi-discipline and empirically based pursuit.

### 6. Conclusion

A review of the research literature on Children's Cyberbullying yields disturbing and extensive examples of harmful effects for society.

The study describes in detail how cyber bullying is many-layered and complex, being influenced by a variety of individual, relationship and environmental factors. The research also shows that cyber bullying has far-reaching psychological suffering, somatic complaints and scholastic problems for victims. Youngsters who suffer from additional distress may as well find their academic performance falls off or that they become anti-social owing to depression or anxiety. Consequently, these findings underscore the need for effective intervention and prevention strategies to tackle this ever-growing societal problem. The earlier we take this stance, offering more preventive measures to head off a bad situation before it starts, respondents say, "The better

off we'll be." We should not wait for things to get out of hand like water coming up beneath one's feet.

The literature also stresses the importance of adopting a risk and needs assessment approach in order to identify at-risk individuals early on and develop comprehensive interventions specific to their individual needs. In addition, the studies focus on how online platforms such as social media have enormous potential to improve our understanding of the complex dynamics involved in cyberbullying. By analyzing patterns, trends and interactions within these digital spaces, researchers can obtain valuable intelligence for more focused prevention and intervention strategies, based on clear evidence but adaptable to the developing nature of this social problem.

This research also underlines the great promise of computational tools and machine learning techniques for enriching our knowledge and devising more effective strategies on this intricate social issue. Using advanced data mining and predictive modelling techniques, researchers and practitioners can get new insights into the underlying dynamics of cyberbullying, discover early warning signs and develop tailored interventions tailored to the unique needs of people affected. In sum, the current research on cyberbullying among adolescents calls for an interdisciplinary coherently grounded approach that also integrates innovative technological solutions to more fully confront this disease-laden social issue--and in consequence improve the well-being and resilience of young people everywhere.

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