

**Cyberbullying in Adolescents: Exploring the Impacts of Cyberbullying Victimization and
Perpetration**

By

Jenny “Xue Wei” Chen

A Paper in Partial Fulfillment of the Degree of Master of Counselling (MC)

City University in Canada

Vancouver BC

May, 2025

Approved by:

Jill Taggart, Ph.D., RCC, Capstone Supervisor, Counsellor Education Faculty

Dr. Chris Kinman, Ph.D. RCC, Faculty Reader, Counsellor Education Faculty

School of Health and Social Sciences

Abstract

As adolescents become increasingly more dependent on technology and social media, the rates of cyberbullying have also risen drastically (Trompeter et al., 2022). The nuances and details of cyberbullying are complex, leaving many adults struggling to understand exactly what cyberbullying looks like for current adolescents. Previous research has helped provide clarity on traditional bullying and what can be done, but cyberbullying has proven to be its own unique form of social aggression. Most adolescents who engage in cyberbullying do not fit the typical profiles of victims and perpetrators – as many online perpetrators may also be victims of traditional bullying (Liang et al., 2024). This capstone provides insight into the realities of cyberbullying, the consequences of victimization and perpetration, why cyberbullying occurs, and potential interventions. It also gives tangible recommendations that can be applied for different stakeholders such as parents, teachers, counsellors, and schools.

Key Terms: adolescents, bystander, cyberbullying perpetration, cyberbullying victimization, protective factors

Acknowledgement

Thank you to my lovely parents, I am here only because of your sacrifices and perseverance – my achievements are your achievements. Thank you to my husband, for your never-ending encouragement and care. I am forever grateful for all the meals, walks, and late-night talks. Your laughter and steadiness are an anchor for me. Lastly, thank you to my bunnies. Although the two of you often distracted me with your antics, you also kept me sane with your gentle and fluffy presence.

Table of Contents

Acknowledgement	iii
Abstract	ii
Chapter One: Introduction	7
Background Issue	7
Purpose of the Paper	9
Research Question	9
Significance of the Research.....	9
Theoretical Orientation	10
Positionality Statement	11
Definition of Terms.....	12
Chapter Summary	13
Chapter Two: Literature Review	14
Social Learning Theory.....	15
Family Systems Theory	16
Defining Cyberbullying	17
Adolescent Perspectives on Bullying and Cyberbullying.....	18
Parent Perspectives	19
Prevalence	20
Social Media	23
Impacts of Cyberbullying	25
Social Anxiety and Depression.....	25

Eating Disorders.....	27
Sexting	28
Suicide.....	29
Motivations of Cyberbullying Perpetrators	31
Social Dominance	32
Parenting Styles and Prevention	34
Protective Factors and Interventions.....	35
Psychoeducation	36
Coping Strategies	38
Remediation	39
Emerging Technology.....	40
Chapter Summary	41
Chapter Three: Summary, Discussion, Recommendations and Conclusions	43
Implications.....	43
Implications for Parents	43
Implications for Counsellors.....	45
Implications for Teachers	46
Implications for Schools and Policy Makers	47
Recommendations.....	48
Approach With Curiosity	49
Move From Punishment to Restoration	50

Limitations to the Capstone	51
Conclusions.....	52
References.....	54

Chapter One: Introduction

As the prevalence of digital communication and social media continues to rapidly grow, it is imperative to understand how the digital realm can impact adolescents and their mental well-being. While there is ample research supporting the negative consequences of bullying in a real-life context, the impacts and details of cyberbullying remain somewhat in the dark (Hellfeldt et al., 2019). Hu and Xiao (2023) explain how the anonymous nature of the internet can provide an outlet for adolescents to vent their negative emotions. In addition, some victims of traditional school bullying may turn to cyberbullying as a means of retaliation. As a result, adolescents are increasingly grappling with the growing issue of cyberbullying (Hu & Xiao, 2023).

In this capstone, I will discuss the issue of cyberbullying in adolescents, and its damaging effects on both perpetrators and victims. In the next chapter, I will review the literature on use of social media in adolescents, impacts of cyberbullying, why it occurs, and what can be done to mitigate the effects of cyberbullying. Lastly, in chapter 3, I will discuss the implications of this literature review for relevant stakeholders, such as parents, teachers, and counsellors. I will also propose some recommendations that readers can apply to support any adolescents struggling with cyberbullying.

Background Issue

Cyberbullying is a distinct form of bullying, as it allows anonymity for perpetrators, limitless boundaries, and the potential for widespread information and pictures (Hellfeldt et al., 2019). This form of social aggression involves behaviors such as posting damaging comments on social media, spreading harmful or embarrassing information, sending harassing texts, taunting, lying, and spreading false rumors (Castaño-Pulgarín et al., 2022). Some scholars have suggested that cyberbullying is even more harmful and stressful than traditional forms of offline bullying

due to the feelings of helplessness it invokes, and the potential for fast dissemination of malicious content. A quantitative study conducted by Cañas et al. (2020) explored the emotional adjustment of adolescents involved in cyberbullying and traditional bullying. The results showed that victims of online bullying displayed the most emotional impairment compared to those who were victims of traditional bullying, or even victims of both cyberbullying and traditional bullying.

Cyberbullying victims are at risk of developing social anxiety and depression, which may cause functional impairment and potential future mental health disorders (Wang, 2022). Victimization is linked to low self-esteem, social isolation, self-harm, and suicidal ideation (Yusuf & Ahsan, 2024). Several studies have also shown that many victims of cyberbullying present with high levels of social anxiety (Cañas et al, 2020; Martínez-Monteaudo, 2020). It is possible that adolescents who struggle with social anxiety are more likely to engage in online friendships, therefore exposing themselves to online victimization. Cañas et al. (2020) explains that anxiety is a vulnerability factor for adolescents to become a target of peer mistreatment. Perpetrators may purposefully choose individuals who struggle with social interactions and have less ability to defend themselves (Martínez-Monteaudo, 2020).

While perpetrators may appear to have the upper hand, in actuality they are not exempt from the negative impacts of cyberbullying. Research has shown that cyberbullying perpetration leads to anxiety and depressive symptoms, as well as reduced levels of subjective well-being (Hellfeldt et al., 2019). Adolescent perpetrators tend to show poorer academic achievements and hold a more negative perception of their family compared to their non-bullying peers (Cañas et al., 2020). Previous studies have also reported that cyberbullying perpetrators display a more negative self-image, while traditional bullies generally show a positive self-image (Delgado et al.

2014; Marsh et al. 2004). This distinction demonstrates one of the ways in which cyberbullying differs from traditional bullying and again highlights the importance of understanding cyberbullying as its own form of social aggression. It appears that cyberbullying has harmful effects on all involved individuals, regardless of whether they are a victim or perpetrator. Additionally, due to the connectedness of the online world, cyberbullying has become a cross-cultural and worldwide issue. Considering the widespread occurrence and significant repercussions of cyberbullying victimization, it is crucial to explore the ways in which this problem affects the mental health of adolescents and look into protective factors.

Purpose of the Paper

Through this literature review, I will seek to understand the realities of cyberbullying for adolescents and explore potential protective factors that could be helpful in combatting cyberbullying. Cyberbullying has become its own unique form of social aggression and requires further examination to fully comprehend. The purpose of this capstone is to help provide clarity around the experiences of adolescent victims and perpetrators of cyberbullying and explore the question of “what can be done?”. The ultimate aim is to propose effective preventative measures and protective factors that could discourage the development of antagonistic behaviors often seen in cyberbullying, as well as minimize the negative effects of cyberbullying victimization.

Research Question

The research questions this literature review will address are; what is the impact of cyberbullying on the mental well-being of adolescents? What proactive measures can be employed to prevent or alleviate the negative consequences associated with cyberbullying victimization and perpetration?

Significance of the Research

Counsellors, parents, and teachers could all benefit from knowing the research this literature review seeks to explore. Parents, in particular, may benefit from understanding their role in their child's upbringing, as their parenting style could promote future cyberbullying behaviors or prosocial behaviors (Legate et al., 2019). Rather than dealing with the negative impacts of cyberbullying, it would be much more effective to simply prevent it from happening in the first place. This would also be helpful for parents whose children are victims of cyberbullying, as it would allow them to understand the reality of what their children may be dealing with and what solutions could be feasible – for example, simply taking away their child's digital devices may not be an effective or realistic solution.

This paper also includes relevant information for counsellors, teachers, and other helping professionals trying to support an adolescent who is dealing with cyberbullying victimization, cyberbullying perpetration, or both. As the research has shown, cyberbullying negatively impacts adolescents whether they are the victim or perpetrator (Cañas et al., 2020; Hellfeldt et al., 2019). Additionally, there are times when an individual is both a victim and a perpetrator. In knowing how exactly cyberbullying occurs, and understanding the expected behaviors of online engagement, it may be easier for a counselor or teacher to effectively support the affected adolescents. As digital communication will likely continue to develop at a rapid pace, it is imperative to keep up with the realities of the online world in order to best support adolescents.

Theoretical Orientation

Both Albert Bandura's Social Learning Theory (1977) and Murray Bowen's Family Systems Theory (1950) serve as the foundation through which literature research will be examined within this paper. Social learning theory believes that new behavior patterns can be obtained through personal experience, or by observing the actions of others (Bandura, 1977).

Bandura (1977) noted that individuals often exhibit learning for things they have no direct experience with. Rather, they may have seen someone else perform the action in person or through media. Additionally, this theory highlights the importance of both intrinsic and external reinforcement as factors in strengthening behaviors.

Bowen's Family Systems Theory views family as a collective system and unit (Keller & Noone, 2020). This theory highlights the influence that family relationships have on individuals – one family member's problems will also have an effect on the other members, and any changes in a family member will result in the adaptations of all the other members. Bowen suggests that individuals cannot be understood in isolation. Instead, they must be observed as part of the family unit, with each member adhering to their expected roles, allowing them to maintain a system of patterns and equilibrium.

Positionality Statement

As digital communication and social media have rapidly grown over the years, I feel that adults – including myself – have not been able to keep up with adolescents and fully understand how exactly they engage with the online world. Yet, to understand this is extremely important, as social media plays such a large role in the life of an adolescent. It is their way of connecting with peers and exploring their self-expression, all while going through a time of great development and oftentimes emotional turmoil. Arguably, adolescents may even identify and engage more with their online persona compared to their real-life selves, especially with the changes that Covid brought.

I believe that it is imperative to acknowledge and understand what is happening with adolescents in the online realm. Compared to a decade ago, cyberbullying has likely gone through many changes, as the way adolescents interact online has also changed. There are many

more avenues now in which an adolescent can present themselves online, such as TikTok, Instagram, Snapchat, and even communication platforms such as Discord or Kik. Compared to real-life bullying, cyberbullying may feel more inescapable and long-lasting. Pictures and comments posted on the internet could truly last forever and follow a person far beyond their time in school.

In the past, the sentiment of “just get off social media” would often be brought up as a solution for cyberbullying. However, nowadays social media has become such a large and important part of adolescent’s socialization and peer community. To simply just leave social media would mean leaving behind a massive source of connection and even one’s self-identity. Thus, I want to explore how cyberbullying looks like in our current times, how it impacts adolescents, and what can be done to help prevent or mitigate the serious negative consequences that can range from mental health disorders to suicide.

Definition of Terms

Adolescents

Typically spans the ages of 10 to 19 years.

Bystander

An individual who is present at a particular event or situation but is not directly involved or participating.

Cyberbullying

The use of electronic communication, such as social media, messaging apps, or other online platforms, to harass, threaten, or intimidate an individual or group of individuals (Castaño-Pulgarín et al., 2022).

Cyberbullying Perpetration

“The degree to which an individual has been involved in cyberbullying others” (Tan et al., 2019, p.89).

Cyberbullying Victimization

“The degree to which an individual has been cyberbullied” (Tan et al., 2019, p.89).

Depression

A mental health disorder characterized by persistent feelings of sadness, hopelessness, and a lack of interest or pleasure in daily activities.

Protective Factors

Characteristics that work to reduce the impact of negative outcomes when exposed to adversity and risk factors (Zimmerman, 2013).

Social Anxiety

A mental health condition characterized by an intense fear of social situations and a heightened self-consciousness about one's behavior, judgment, and performance in social settings (“U.S Department”, n.d.).

Chapter Summary

In chapter 2, I will be exploring the literature on cyberbullying. I will first delve into the definition of cyberbullying, and what exactly constitutes as cyberbullying. Then, chapter 2 will explore social media use and the impacts of cyberbullying. The motivation for cyberbullying behaviors will be discussed, then the chapter will end with protective factors and interventions. Chapter 3 will provide reflections on the findings of this literature review, including implications for stakeholders and recommendations. Lastly, the literature review will conclude with limitations and gaps in the research.

Chapter Two: Literature Review

Identity formation is a significant and vital part of the adolescent life stage (Yusuf & Ahsan, 2023). During this time, adolescents look toward their peers for cues and social validation. At this crucial and vulnerable life stage, cyberbullying victimization and perpetration can have long lasting negative impacts on an adolescent's personal and professional development (Yusuf & Ahsan, 2023). Research has shown that cyberbullying victimization is linked to increased depression, substance use and anxiety – along with decreased performance in school (Wang et al., 2021; Yusuf & Ahsan, 2023).

Unlike traditional forms of bullying which are limited to certain times and settings, cyberbullying can occur at all hours (Pathak et al., 2024). Additionally, cyberbullying allows for anonymity of the perpetrator. As a result, there is an increasing number of adolescents becoming involved in acts of cyberbullying perpetration (Wang et al., 2021). This growing issue needs to be addressed in order to prevent the deterioration of self-esteem and well-being in current and future generations of adolescents.

In this chapter, I will explore the many different facets of cyberbullying and the online world of adolescents. The definition of cyberbullying and bullying will be examined, as previous definitions of bullying may not fully encompass the intricacies of cyberbullying in our current society (Menin et al., 2021). Chapter two will look at social media, which plays a large role in understanding cyberbullying. Adolescents have developed their own rules of engagement online, and social media provides the platform for cyberbullying to occur anytime, anywhere. This literature review will also discuss the prevalence of cyberbullying, and the demographics of adolescent perpetrators and victims, including themes such as; the impacts of cyberbullying

victimization, the motivations of cyberbullying perpetrators, and potential overlap of cyberbullying perpetration and victimization.

Additionally, chapter two focuses on addressing the question of “what can be done”? This involves examining protective factors, interventions, and the role of parents, peers, and school support. Gender and cultural differences will be considered throughout this literature review, as they may have a large impact on the way each adolescent experiences and responds to cyberbullying. Lastly, chapter two will touch on emerging technology, and the potential implications of this related to cyberbullying behaviors.

Social Learning Theory

Social learning theory introduces the concept of *vicarious reinforcement* (Bandura, 1977). For example, if an adolescent sees another adolescent being praised for completing their homework on time, they are more likely to finish their own homework. Thus, individuals are more likely to imitate someone who is rewarded for their behaviors and are less likely to imitate behaviors that have negative outcomes. In the context of cyberbullying, social learning theory suggests that adolescents are more likely to engage in cyberbullying behaviors if they witness perpetrators gain social status or dominance through cyberbullying. At the same time, I hypothesize that vicarious reinforcement can also serve to help prevent and stop cyberbullying behaviors, as negative reactions towards perpetrators can reduce the prevalence of cyberbullying.

Bandura (1977) explains that individuals are more likely to model the behaviors of those similar to them, or whom they identify with. This can include peers, parents, adult figures, or people in the media. Media plays a large role in social processing for children, as children learn what is normal and acceptable through observation, which includes what they see in the media (Bandura, 1977; McLeod, 2024). Children who are repeatedly exposed to violence or aggressive

behaviors online can become desensitized, increasing their likelihood of behaving aggressively. This theory provides some insight into the question of why adolescents become cyberbullies. They may be influenced by their peers or online figures who engage in aggressive behaviors. They might also be modeling the behavior of their parents, as research has shown that more harsh parenting styles lead to increased likelihood of cyberbullying behaviors in children (Legate et al., 2019).

Additionally, the impact of social media is crucial to consider, as adolescents spend hours a day online. Repeated exposure to aggression online normalizes such behaviors and provides a framework for acceptable social behavior (McLeod, 2024). Through the lens of social learning theory, it appears that cyberbullying begets cyberbullying. In order to address this issue, it is important to understand how behavior is learned, reinforced, and discouraged – all of which Bandura (1977) touches on.

Family Systems Theory

Family systems theory explains how behavior patterns and emotional reactivity are passed down through multiple generations (Cohen, 2023). This theory helps explain the ways in which adolescents are greatly influenced and affected by their family of origin. Certain adolescents may be more prone to becoming perpetrators or victims based on their family and upbringing. Substance use within the family or among adolescents is linked to an increased risk of cyberbullying victimization. (Ma et al., 2024, Pathak et al., 2024). Research has also shown that parenting styles play a significant role in shaping the development of bullying behaviors (Legate et al., 2019).

Additionally, Bowen (1950) highlights the significance of enmeshment in family relationships. When families become enmeshed, their emotions and needs start to blur with one

another, creating unhealthy boundaries and loss of self (Cohen, 2023). If an adolescent grows up in a high anxiety home with parents who do not model healthy boundaries or individuality, it is possible that they will be more vulnerable to cyberbullying, or more likely to develop cyberbullying behaviors.

Family systems theory provides a lens through which cyberbullying can be understood as not just an individual problem or choice, but an issue involving the whole family unit (Cohen, 2023). Parents must be aware of how their actions impact their children, and potentially the lives of other children. This theory also serves as a framework for understanding why certain adolescents are more at risk of engaging in cyberbullying, and what parents can do if they are worried about their own children.

Defining Cyberbullying

According to most bullying researchers, there are three crucial elements that must be met in order for an individual or group's actions to be considered bullying – the intent to cause harm, an imbalance of power, and repeated negative actions (Menin et al., 2021, Stives et al., 2023). While this bullying criterion has been widely accepted and utilized, Menin et al. (2021) argues that it may not be accurate or sufficient enough to encompass all the complexities of what constitutes cyberbullying. In cyberbullying, a single act such as making a defamatory post about someone can have ongoing and long-lasting effects (Menin et al., 2021). According to the traditional definition of bullying, this post would not constitute as bullying since it does not meet the requirement of repeated actions. Yet, due to the continuous visibility and permanence of online content, the negative impacts of one post could follow an individual for many years to come.

Additionally, power imbalance in cyberbullying may appear differently than how it would in traditional bullying, as anonymity strips away individual attributes and allows for an even playing field of sorts (Ansary, 2020; Menesini et al., 2013; Menin et al., 2021). Traditional bullies tend to have higher social status compared to their victims. However, cyberbullying occurs in a space where social status plays a limited role, and thus, adolescents with less social status are actually more likely to engage in cyberbullying behaviors (Castaño-Pulgarín et al., 2022). Over the last two decades, there have been discussions around revisiting the definition of bullying and several studies exploring how bullying looks in different contexts (Menin et al., 2021; Volk et al., 2014).

Adolescent Perspectives

Menin et al. (2021) conducted a study that investigated the perceptions of adolescents regarding what they view as bullying and cyberbullying, and what they do not. Perception is an important consideration, as the impacts of an experience are not solely due to the experience itself, but also how an individual interprets and assesses what happened (Menin et al., 2021). For this study, 894 adolescents were recruited as participants. The age of participants ranged from 11 to 16, with 32% being female and 68% being male. Participants were asked to evaluate their perceptions of aggression and victimization, as well as other factors such as dominance, frequency, deliberateness.

The results showed that *dominance*, assessed by the question of “how strongly do you feel that this person/s dominates (controls or overpowers) you?” (Menin et al., 2021, para. 16), was determined to be the variable most strongly associated with the participants’ perception of whether they have been a victim or perpetrator of cyberbullying. *Frequency* and *deliberateness* of actions impacted the perception of being cyberbullied for victims, but did not influence the

perception of being a cyberbully for perpetrators (Menin et al, 2021). In real terms, this means that cyberbullying perpetrators who frequently and deliberately leave harmful comments and texts, spread damaging information, or in general target other individuals may not view themselves as “cyberbullies”. Power imbalance and perceived harm also did not have a significant influence on perceptions of cyberbullying, and no significant gender differences were found (Menin et al, 2021).

In comparison, for traditional bullying, female participants were less likely to consider themselves perpetrators. Perceived harm was also a strong factor in whether a participant considered themselves a bully (Menin et al, 2021). Further research may be needed to determine any differences between gender in bullying, due to the imbalanced gender ratios of this study. The findings in this study highlights what factors adolescents consider most when defining cyberbullying victimization and perpetration.

Parent Perspectives

Based on the findings of Stives et al.’s (2023) study, it seems that adolescents and parents have different views on the definition of bullying and cyberbullying. In this study, 50 parents were asked to give their own definitions of bullying in an open-ended questionnaire (Stives et al., 2023). The responses were organized into three themes that appeared most – “intent, repetition, and power imbalance” (Stives et al., 2023, para. 27). Ninety per cent of the participants included intent in their definition, and almost half the participants focused on intent as the sole requirement for bullying. Meanwhile, 30% of participants mentioned power imbalance, and only 18% mentioned repetition.

For parents, intent is evidently the largest deciding factor for whether an action is considered bullying (Stives et al., 2023). On the other hand, intent is not an important part of

defining bullying or cyberbullying for adolescents, as they are more focused on feelings of dominance and harm (Menin et al., 2021). More research is needed to form a clear, comprehensive criterion for cyberbullying. Having a clear and accepted definition of cyberbullying would help adolescents, parents, teachers, and counselors better recognize and respond to cyberbullying behaviors (Stives et al., 2023).

Prevalence

In the aftermath of a worldwide COVID-19 pandemic, social media and digital communication have grown rapidly, with individuals increasingly relying on their digital devices like never before (Zhang et al., 2021). Adolescents in particular have embraced online forms of communication and engagement. West et al. (2024) explains how closeness and relatedness are fundamental needs for every individual, and these needs are especially heightened during adolescence. Many adolescents are self-described as being online almost constantly (Anderson & Jiang, 2018) and spend at least five hours a day engaging on social media (Scott et al., 2019; West et al., 2024).

With the increase of social media use, it is understandable that the prevalence of cyberbullying has also increased. According to Ma et al. (2024), research has shown that the COVID-19 pandemic may have played a role in the increase of cyberbullying among adolescents, particularly in regions such as Australia and Asia. A longitudinal study conducted by Trompeter et al., (2022) from 2015 to 2020 revealed that there was a drastic spike in reports of cyberbullying victimization and perpetration in 2020 as compared to 2015-2019. They hypothesized that the combination of social distancing, improvements in technology, and overall dependence on digital devices had come together to lay the grounds for a new generation that is increasingly reliant on social media as a form of connection.

A cross-sectional study conducted by Pathak et al. (2024) surveyed 387 adolescents aged 15-19 living in Gurugram, India. The purpose of the study was to determine the prevalence of cyberbullying in adolescents. More than one in four participants in this study reported having experienced cyberbullying victimization at least once throughout their life (Pathak et al., 2024). Twenty-four per cent of the participants also reported having experienced cyberbullying in the last 30 days, and 7% of the participants reported that they were cyberbullied more than once. Adolescents who owned a smartphone, spent two or more hours a day online, and reported tobacco use in the family or self were at a much higher risk of experiencing cyberbullying victimization. Pathak et al. (2024) hypothesized that exposure to familial tobacco use leads to increased stress and decreased emotional stability, as well as difficulties forming healthy attachments. These factors could make adolescents more vulnerable targets to cyberbullying, as they might engage in behaviors such as seeking validation online, reacting impulsively to provocations, and sharing personal information to fit in. Additionally, addictive behaviors modelled in the family could affect the adolescent's decision making, leading to more risk-taking behaviors online.

Another study conducted by Ma et al. (2024) explored the prevalence of cyberbullying amongst adolescents in Yixing, China. The study selected four high schools and three junior high schools at random, then distributed questionnaires to the students (Ma et al., 2024). Over 12,000 students completed the questionnaires. Among the participants, 13% reported being cyberbullying victims. One hundred and fifteen participants reported being cyberbullying perpetrators, 370 reported being both cyberbullying victims and perpetrators. Out of the students who reported having dual roles as victim and perpetrator, 71.1% were male and 28.9% were female.

The results of this study revealed that cyberbullying victimization was more prevalent among the male students (Ma et al., 2024). Other factors such as being older, smoking, drinking, lower academic performance, and being less popular with peers were also linked to cyberbullying victimization. Adolescents who had more preference towards playing battle games online versus other forms of online media had a higher prevalence of experiencing cyberbullying. Ma et al. (2024) suggested this could be due to the fact that battle games often involve violence and competition. Prolonged exposure to these games could increase aggressive tendencies, which increase the likelihood of engaging in online bullying behaviors. Furthermore, the anonymity these games allow may encourage unchecked behaviors. Lastly, the risk of cyberbullying victimization increased with more use and engagement with online social networking and chatting platforms. More research is warranted regarding these findings, particularly on the relationship between substance use, gaming and cyberbullying victimization. The results for the dual role of cyberbullying victimization and perpetration were similar to cyberbullying victimization, with a few differences. For example, having an average or occasional amount of conflict in the family is linked to a higher risk of victimization and perpetration.

There appear to be trends emerging across the studies. One observation is that substance use in the family or in the adolescent is often linked to higher risks of cyberbullying victimization (Ma et al., 2024, Pathak et al., 2024). It has also been shown that cyberbullying has increased over the years (Trompeter et al., 2022), although the prevalence seems to vary between different studies. The lack of clear definition and criterion for cyberbullying may cause some issues around consistency and variation in results and must be considered when reviewing the current research. Furthermore, there is a need for more current studies conducted in 2023 or

2024. Considering how much cyberbullying had spiked in just one year from 2019 to 2020 (Trompeter et al., 2022), it would be useful to gain more data from the most recent years, as social media growth is simply not slowing down.

Social Media

In order to recognize and understand cyberbullying, it is necessary to first have an understanding of social media, and the different platforms adolescents use. Currently, the most popular platforms for adolescents include YouTube, TikTok, Snapchat, and Instagram. Other apps that are used but less popular include Facebook, X (formerly known as Twitter), and BeReal. In a study by Pathak et al. (2024), Instagram, Snapchat, and WhatsApp were reported as being the most commonly used social media for cyberbullying. Other platforms reported were Facebook, X, and text messaging. It seems that certain social media, while popular among adolescents, are used less or rarely used to engage in cyberbullying. This could be due to the nature of the platform, and whether it allows for cyberbullying behaviors.

Participants in Pathak et al.'s (2024) study reported mean pictures and comments as one of the most common ways of being cyberbullied. Then, in order of most common to least common ways of cyberbullying, participants reported the following; spreading rumors online, threatening harm, and creating a hurtful webpage about the victim (Pathak et al., 2024). Based on these findings, it is understandable why certain social media platforms are more popular than others for cyberbullying. Apps such as YouTube and TikTok are used very frequently by adolescents. However, because they are content sharing platforms mostly used to watch videos and short clips, there is not much opportunity for adolescents to engage in cyberbullying behaviors such as posting mean pictures or threatening harm towards a targeted individual. This of course changes if an adolescent is posting videos or content on these apps that others can view

and engage with. Meanwhile, chat-based apps may be much more user friendly for cyberbullying behaviors. For example, Snapchat – an app that lets individuals share photos and videos with others – fully deletes pictures sent to a user after a certain amount of time, allowing for photos to be sent without a digital trail. One can see how this would make cyberbullying behaviors easier and more discreet.

Sobkin and Fedotova's (2021) examined the behaviors of adolescents on social media. The researchers sent out an anonymous online survey and received 40,575 responses from students in grade 7-11 across Russia (Sobkin & Fedotova, 2021). Only 2.3% reported that they do not use social media. Forty-eight per cent described themselves as moderate users, meaning that they update their social media accounts once in a while and communicate with their peers online. Thirty per cent identified as active users, who constantly look at their social media accounts, actively engage online, and have looked for new friends through social media.

Regarding intensity of social media use, 25.7% of the respondents reported spending more than five hours a day on social media, and 25.6% spent three to five hours a day online (Sobkin & Fedotova, 2021). Only 13.5% of the adolescents spent less than an hour a day on social media. Based on the findings of this study thus far, it seems that a majority of adolescents are spending copious amounts of time online. The study also highlighted that adolescents who described themselves as lonely were much more likely to spend more than five hours a day on social media. Sobkin and Fedotova (2021) observed that social media may serve as a sort of tool for social compensation with adolescents who are less connected to their peers in person.

Students with lower social status and students with higher social status had a tendency to describe their social media pages as provocative or extraordinary, versus peers with average social status who mostly described their social media pages as ordinary (Sobkin & Fedotova,

2021). It seems that online engagement is especially appealing for students who struggle to socialize with their peers in person, as it provides them the opportunity to cultivate a digital identity different from their real-life personas. This study shows that adolescents have many different reasons for using social media, which can affect their experiences online. It is important to recognize both the dangers and benefits of social media, especially in the context of cyberbullying. While it may be easy to make broad statements about adolescents staying away from social media, cutting off online access would also be cutting off a huge avenue for connection, identity formation, learning, and perhaps even a place of solace for some adolescents.

Impacts of Cyberbullying

Research has shown that cyberbullying victimization is linked to many mental health and physical concerns, such as anxiety, depression, self-harm, suicidal ideation, poor sleeping, and stomachaches just to list a few (Kowalski & Limber, 2013; Wright, 2024). Sourander et al. (2010) found that both cyberbullying victims and cyberbullying victim-perpetrators experienced more somatic issues and complaints compared to peers who were uninvolved. Amidst the different psychosocial issues that may develop from cyberbullying, depression and social anxiety have been noted as two of the most common problems (Polanczyk et al., 2015; Wang, 2022). Research has also shown that victims of cyberbullying experience higher levels of anxiety and depression compared to victims of traditional bullying (Castaño-Pulgarín et al., 2022). It is clear across studies that cyberbullying victimization has negative effects on the affected individual's mental, emotional, and physical wellbeing.

Social Anxiety and Depression

Wang (2022) sought to further understand and explore the relationship between cyberbullying and mental health in adolescents in China. Wang (2022) felt that this study was necessary as the influence of Chinese culture and values may affect the impact of cyberbullying and the responses towards it. Five factors were measured in the surveys – cyberbullying victimization, depression, social anxiety, self-mastery (“I have little control over the things that happen to me” (Wang, 2022, para. 16) and social competence. The results, completed by 607 participants, showed that there was a significant relationship between cyberbullying victimization, depression, and social anxiety (Wang, 2022). Cyberbullying victimization was positively linked with depression and social media. Meanwhile, cyberbullying victimization was also associated with less self-mastery, and slightly less social competence.

Another study by Paruk and Nassen (2022) explored the relationship between cyberbullying and psychiatric disorders. Ninety-seven adolescents from South Africa were recruited, with the inclusion criteria that they could not be actively psychotic or suicidal (Paruk & Nassen, 2022). The participants completed a questionnaire administered by a medical officer. Results showed that around one third of the participants were both victims and perpetrators. Other studies have found that bullies often start as victims and later justify their bullying behaviors as an outlet for their feelings of anger and harassment (Paruk & Nassen, 2022; Vandebosch & Cleemput, 2009).

The study revealed that most participants with a diagnosis of Major Depressive Disorder had been involved with cyberbullying, either victimization or perpetration (Paruk & Nassen, 2022). Paruk & Nassen (2022) observed that the odds of MDD increased six-fold in adolescents who were cyberbully victims. The researchers hypothesized that the stress and peer rejection of cyberbullying could lead to the development of depression. Other diagnoses such as Attention

Deficit Hyperactivity Disorder and Oppositional defiant disorder were less linked to cyberbullying involvement than expected. Based on this study, it seems that pre-existing disorders do not increase an adolescent's chances of being a cyberbullying victim or bully.

Eating Disorders

With cyberbullying being linked to lower self-esteem and increased risk of issues such as depression and anxiety, research has shown that this may also lead to the development of eating disorders in both victims and perpetrators (Cheng et al., 2023; Sander et al., 2021). Eating disorders often begin during adolescence, and include symptoms such as fear of gaining weight, self-induced weight loss, and binge eating. According to Cassidy et al. (2009), cyberbullying perpetrators often focus on the victim's appearance and weight. As a result, cyberbullying can negatively impact an adolescent's body image and relationship with food. To explore this further, Cheng et al. (2023) conducted a cross-sectional data analysis of a longitudinal study with 11,875 child and adolescent participants from the United States. The mean age of participants was 12, with 48.8% being female and 51.2% being male. Around half were White, and the other half consisted of participants with different ethnicities like Latino, Black, Asian, and Native American.

In this study, participants were assessed for eating disorder symptoms. The participants were asked if they engaged in behaviors like only eating low calorie foods, using diet or laxative pills, throwing up, exercising often, and worrying about their weight frequently (Cheng et al., 2023). The adolescents were also asked to complete a questionnaire regarding their experiences with cyberbullying victimization or perpetration. Results from the study showed that cyberbullying victimization was associated with all the symptoms of an eating disorder which met the clinical criteria of the DSM-5. Cyberbullying perpetration was linked to the same

symptoms, with the exception of “inappropriate compensatory behavior to prevent weight gain” (Cheng et al., 2023, p. 2340). However, it is important to note that this study had a low number of participants who reported as being cyberbullying perpetrators which may have skewed the results. Only 1.1% of the participants identified as having perpetrator experiences, while other studies have shown the prevalence of cyberbullying perpetration to be 1.2% - 44.1% (Brochado et al., 2017; Cheng et al., 2023).

The findings of this cross-sectional data analysis are concerning, as eating disorders have one of the highest mortality rates out of the psychiatric disorders (Cheng et al., 2023). This study also brings up some questions. For example, why is it that cyberbullying perpetrators experience negative body image if they are the perpetrator? Could it simply be due to the harmful influence of social media in general? Have these perpetrators also experienced cyberbullying victimization, or does having negative body image lead to cyberbullying behaviors? More research is needed on the relationship between cyberbullying perpetrators and eating disorders.

Sexting

Digital communication and social media provide adolescents with a space in which they can connect with peers and form relationships. This includes maintaining romantic relationships, as well as sexual exploration and expression (Wachs et al., 2021). Sexting is a popular form of sexual expression amongst adolescents, and can be defined as sharing sexually suggestive photos, videos, or texts through digital communication or social media. Research has shown that sexting may be risky because it often involves blackmailing, pressure, or sharing of content without permission can have severe and harmful consequences (Mori et al., 2019; Van et al., 2020; Wachs et al., 2021). When used as a cyberbullying tactic, sexting can have extremely damaging, long-term effects.

In a study by Wachs et al.'s (2021), 2506 adolescents aged 13-16 were recruited from eight high schools in the United States. Eighteen per cent of the students identified as being a sexual minority, such as gay, lesbian, bisexual, or questioning (Wachs et al., 2021). The participants were given a questionnaire and assessed for the following categories; consensual sexting, non-consensual sexting, pressured sexting, depressive symptoms, non-suicidal self-harm (including questions such as, do you hit yourself, or prevent your wounds from healing?) and demographic.

The results of this study revealed that male adolescents engaged in more non-consensual sexting, while female adolescents experienced more pressured sexting (Wachs et al., 2021). The researchers also found that consensual sexting was not associated with depressive symptoms or non-suicidal self-harm, while non-consensual and pressured sexting was significantly linked to both depressive symptoms and non-suicidal self-harm. These results contrast with previous research, which has largely found a positive relationship between consensual sexting and depressive symptoms (Frankel et al., 2015; Gámez-Guadix et al., 2017; Wachs et al., 2021).

Based on the findings of this study, it seems that there needs to be more distinguishment between consensual and non-consensual sexting (Wachs et al., 2021). While there are certainly negative consequences linked to non-consensual sexting, consensual sexting may not be as harmful as once suspected. Perhaps consensual sexting could even serve a purpose for adolescents, allowing them to explore their sexuality while avoiding risks such as pregnancy or STIs. Research into the potential positive functions of sexting amongst adolescents is lacking, and more evidence is needed.

Suicide

Unfortunately, the negative effects of cyberbullying can cause suicidal thoughts, and has triggered several heartbreaking cases of suicide among adolescents (Mohd Fadhli et al., 2022). Amanda Todd, a British Columbia adolescent committed suicide as a result of extensive cyberbullying. Through YouTube, Amanda shared her story of meeting new people online on webcam, and how her life changed after a man asked her to flash her breasts (Amanda Todd Legacy Society, 2024). Amanda complied, and the man took a screenshot. This screenshot was later used to threaten, harass, and sextort Amanda for more explicit pictures. Amanda did not agree to his demands, and her photo was spread online to her family and peers. Despite the involvement of police, the anonymous perpetrator continued to harass Amanda. Even after moving schools and cities, the screenshot followed Amanda, leading to more gossip and cyberbullying from her peers. Peers urged Amanda to kill herself, made jokes about her, and called her degrading names. At the age of 15, Amanda died by suicide after a previously unsuccessful attempt.

The risk of suicide due to cyberbullying is real and must be taken seriously. As shown in the case of Amanda Todd, cyberbullying differs from traditional bullying because the perpetrator can remain completely anonymous, and the perpetrator can continue harassing a victim even if the victim relocates. Mohd et al. (2022) found that cyberbullying victimization could lead to suicidal thoughts and behaviors in adolescents, while cyberbullying perpetrators were not at risk. However, John et al.'s (2018) study concluded that both cyberbullying victims and perpetrators had double the risk of suicidality compared to their noninvolved peers. Considering that there is a gap in time between the two studies, it could be that more research is needed to provide clarity and explore current trends.

Another study on suicidality and cyberbullying was conducted in Malaysia, and involved students aged 13-17 (Mohd et al., 2022). Results from this cross-sectional study revealed that adolescents with experiences of cyberbullying victimization were much more prone to engaging in suicidal behaviors and have depressive thoughts (Mohd et al., 2022). Meanwhile, cyberbullying perpetration was not linked to increased suicidal behaviors. The frequency of cyberbullying victimization did not have a significant association with suicidal thoughts, which highlights that one-time acts of cyberbullying are not necessarily less impactful than multiple acts of cyberbullying. The results also found that adolescents were less at risk of having suicidal thoughts as their age increased. Adolescents with less stable families or social support were more at risk. It seems that younger adolescents with less family and social support are most at risk of developing suicidal thoughts from cyberbullying. Suicide is a serious consequence that could arise from cyberbullying and must be considered in order to fully comprehend the gravity of cyberbullying.

Motivations of Cyberbullying Perpetrators

What motivates cyberbullying perpetrators? How does an adolescent become a perpetrator? These are important questions to address in order to understand the behaviors of cyberbullying perpetrators and find ways to diminish the prevalence of such behaviors. Research has shown that undergoing the physical and mental stress of bullying can cause individuals to exhibit increased aggression (Liang et al., 2024). Some bullying victims may also resort to aggression as a form of self-defense or revenge. Thus, some victims eventually become perpetrators. Liang et al. (2024) suggests that bullying victims do not immediately become perpetrators and must undergo a series of events or maladjustment before they change roles.

To explore this pathway from victim to perpetrator, Liang et al. (2024) conducted a study in Zhejiang, China with 1113 high school participants. The students were given a questionnaire with questions around perpetration, victimization, maladjustment, self-control, and cyberbullying. The study found that students who experienced higher levels of traditional bullying victimization also exhibited greater maladjustment and increased bullying perpetration (Liang et al., 2024). Liang et al. (2024) hypothesized that the feelings of depression and anxiety associated with maladjustment could be alleviated through aggressive behaviors, which explains why victimization is linked to perpetration. The results were the same for cyberbullying victimization and perpetration. Self-control was shown to have moderating effects on the relationship between traditional bullying victimization and bullying perpetration. Adolescents with higher self-control are more able to restrain from socially undesirable actions, and thus less inclined to engage in bullying behaviors. However, self-control did not have any effects on cyberbullying perpetration. Liang et al. (2024) suggests that the lack of social feedback and anonymity of online engagement may allow bullied adolescents to express themselves more freely, resulting in lowered self-reflection and regulation, which hinders the role of self-control.

The findings of this study highlight why many cyberbullying perpetrators also consider themselves victims (Liang et al., 2024). Additionally, adolescents who experience bullying in person may express their anger and frustration online through cyberbullying behaviors. This is an area that requires more research, as there is not much current research focused on cyberbullying perpetrators.

Social Dominance

When describing bullies, many adults may say things like “they’re probably just unhappy with themselves”, or “perhaps they are being bullied at home”. However, this is not always the

case. According to Menin et al. (2021), adolescents may use bullying behaviors to gain social dominance and establish membership within their chosen group. The role of social dominance in cyberbullying has also been confirmed by several other studies (McInroy & Mishna, 2017; Menin et al., 2021; Ybarra & Mitchell, 2004). Although this chapter previously discussed how victimization may lead to bullying behaviors, it is also important to recognize that some perpetrators have not experienced victimization or difficult family lives. Instead, they simply have a desire for social power over their peers (Pan et al., 2023). Bullying has been shown to help perpetrators gain power, popularity, and even dating opportunities (Volk et al., 2021).

To determine if social dominance played a role in bullying across cultures, Volk et al. (2021) conducted a study with Canadian and Chinese adolescents aged 12-18. Three hundred and eighty-nine adolescents were recruited from extracurricular clubs in Canada, while 442 adolescents were recruited from high schools in China. All participants were asked to complete a questionnaire, with the questions being in Mandarin for the Chinese adolescents. The study does not explain why they chose to source participants from different contexts (clubs and high schools) rather than selecting one to maintain consistency. Nevertheless, Volk et al. (2021) did try to control variables by recruiting participants of similar ages, who predominantly reported to being middle-class status in their countries.

The results showed that social dominance served as a function for bullying in both Canadian and Chinese adolescents. Additionally, certain personality traits were linked to greater social dominance. Volk et al. (2021) suggests that traits related to greater social dominance are an evolved adaptation, as they help individuals control social resources. At the same time, Volk et al. (2021) also concludes that individuals with personalities predisposed towards bullying will only express these tendencies in contexts where bullying behaviors are likely to give them

rewards and gains. In terms of cyberbullying, this means that bullying behaviors occur because perpetrators have something to gain from their online actions. Ultimately, there are many reasons why adolescents engage in cyberbullying behaviors. For some, it can be used as a coping or venting strategy. For others, it is an adaptive strategy. The next section of this chapter will take a look at protective factors, intervention methods, and how to prevent cyberbullying behaviors.

Parenting Styles and Prevention

The link between cyberbullying and family systems theory could be related to parenting styles. Legate et al. (2019) explain how parents are one of the main influences that impact the development of bullying behaviors. They suggest that those with an autonomy-supportive style of parenting are less likely to see aggressive or antisocial behavior in their children (Legate et al., 2019). Legate et al.'s (2019) study recruited 1004 British adolescents, along with their parents. The adolescents and parents were both given surveys and asked to complete them separately. Adolescents were assessed for their cyberbullying experiences and feelings towards their parents, while parents were assessed for their parenting style and feelings around hypothetical cyberbullying.

Results from the study showed that controlling parenting methods such as shame, guilt, and conditional regard led to more cyberbullying behaviors in children (Legate et al., 2019). On the other hand, parents who used autonomy-supportive strategies — “understanding the adolescent’s perspective, offering choice and giving rationales for prohibitions” (Legate et al., 2019, para. 1) — had children who displayed less or non-existent cyberbullying behaviors. However, Legate et al. (2019) notes that more research needs to be done around reciprocity within parent-child relationships and how a child’s actions may influence their caregiver’s parenting style.

Based on the above studies, it seems that parenting can have a great effect on both preventing cyberbullying and mitigating the effects of victimization (Castaño-Pulgarín et al., 2022; Legate et al., 2019). Knowing this information, preventive strategies for cyberbullying may want to start by targeting parents, rather than adolescents. Although adolescents could also benefit from psychoeducation, awareness around cyberbullying, and more open dialogues, parents have more power to prevent and stop cyberbullying behaviors by working on their own parenting style. However, presently there is not much research on the impact of parenting styles in cyberbullying prevention, with most of the research focusing on prevention strategies directed at adolescents.

Protective Factors and Interventions

Currently, there seems to be a gap in the research regarding protective factors and interventions for adolescents involved in cyberbullying. To mitigate the damaging effects of cyberbullying, Castaño-Pulgarín et al. (2022) suggests that social support could be a protective factor. Social support is described as the perception that one is valued by their peers and relatives. To explore the role of social support further, in their systematic qualitative review, Castaño-Pulgarín identified three main sources of social support – family, friends and peers, and school staff. They found that adolescents who experienced rejection from peers were less likely to seek social support, but those with a positive attachment to their parents were more likely to speak out about their cyberbullying victimization experiences. Thus, having a supportive parental relationship makes a big difference for adolescent victims, as it could affect whether or not they open up to anyone. Additionally, the review discovered that compared to parental support, peer support had an even greater mitigating effect on the relationship between cyberbullying and depression or anxiety symptoms. This may be due to the fact that adolescents

tend to spend more time with their peers in this life stage, and would rather turn to their friends for support, a finding also replicated in Worsley et al. (2019). Feeling supported by school staff such as teachers was linked to a reduction of negative effects from cyberbullying, but more research is needed as most studies were focused on the impact of family and friends (Castaño-Pulgarín et al., 2022).

The review also looked at the impact of bystanders, and discovered that 55.4% of bystanders are passive, while 44.6% are active and provide help (Castaño-Pulgarín et al., 2022). The behavior of bystanders was largely impacted by their relationship to the victim. Supportive bystander behavior was found to have a significantly positive effect on the well-being of victims, and served to prevent further incidents of cyberbullying. At the same time, bystanders could also engage in harmful behavior such as leaking secrets and spreading photos, which increases the negative impacts of cyberbullying. Castaño-Pulgarín et al. explain how cyberbullying diminishes an adolescents' sense of belonging, which is why social support can have such a powerful and positive influence.

Psychoeducation

According to Yurdakul and Ayhan (2023), the strongest predictor for cyberbullying behaviors is having positive attitudes towards cyberbullying. *Subjective norms*, which is an individual's perception of how they are expected to behave, also plays a role in cyberbullying (Yurdakul & Ayhan, 2023). Studies have shown that many adolescents believe cyberbullying behaviors are simply a form of joking and entertainment, which should not lead to negative emotions in victims (Topçu et al., 2008; Yurdakul & Ayhan, 2023). This belief may be due to a lack of awareness around the negative consequences of cyberbullying. Thus, psychoeducation is

crucial for preventing and stopping cyberbullying, as many adolescents may not fully understand the implications of cyberbullying.

Yurdakul and Ayhan's study (2023) showed that students who participated in a modularized cyberbullying awareness program had higher anti-bullying attitudes and decreased cyberbullying behaviors when comparing their post-test and pre-test answers. The cyberbullying awareness program is based on social cognitive theory and the theory of planned behavior and is geared towards secondary school students (Yurdakul & Ayhan, 2023). Attitude towards cyberbullying and knowledge of cyberbullying are the main focus within this program. The program also helps students develop social skills such as communication skills, empathy, and social responsibility. Raising awareness and increasing knowledge around cyberbullying can help reduce motivations for cyberbullying in adolescents and decrease bystander support for perpetrators. Without bystander support, perpetrators may develop a new subjective norm in which bullying behaviors are not celebrated or accepted.

The cyberbullying awareness program uses activities that promote active learning and participation (Yurdakul & Ayhan, 2023). These activities include "question-answer, discussion, game, case study, role playing, animation, mind map, brainstorming [and] story formation" (Yurdakul & Ayhan, 2023, p. 24212). Adolescents are also encouraged to express themselves during group discussions and reflect on how the program's content relates to their own experiences. Additionally, the cyberbullying awareness program provided psychoeducation on coping and protective strategies. After completing the program, participants showed increased knowledge in cyber security and confidentiality (Yurdakul & Ayhan, 2023). They also stated that they had more information on how to reach out for support. The findings of this study support psychoeducation as an effective intervention and preventative strategy for cyberbullying.

Coping Strategies

Expanding on psychoeducation, teaching coping strategies can be a crucial and helpful intervention strategy. Andrysiak et al. (2022) explores three types of coping – online, offline, and intrinsic. Online coping involves actions adolescents might choose to take in order to stop or prevent cyberbullying. Adolescents can censor their online presence and limit access to their social media content (Andrysiak et al., 2022). This could look like putting their profile on private or being cautious about accepting friend requests. Another strategy is to block or report any cyberbullies. Changing one’s contact information can also be helpful, particularly if the cyberbullying is occurring by phone or email. Lastly, shutting off technology might be necessary if other strategies are not effective. Adolescents can choose to disengage from certain apps and websites, or they may even decide to stay away from the internet completely. Of course, this does not need to be a permanent decision, and it should also not be forced by an adult figure.

Offline coping is also vital in dealing with the effects of cyberbullying (Andrysiak et al., 2022). For many victims, talking about their experiences with others is an essential part of coping with cyberbullying. Having a safe space to vent and express their feelings helps adolescents with processing their emotions. Being able to separate offline and online life is also very important for coping with cyberbullying, along with building self-esteem, finding healthy outlets, and reframing one’s thoughts. For some victims, changing the environment by transferring schools or changing classes can be extremely helpful, as it allows them to distance themselves from harmful people and memories.

Intrinsic coping consists of individual personality traits that help individuals develop resiliency (Andrysiak et al., 2022). While intrinsic coping is bit harder to teach, it is still helpful for adolescents to be aware of the importance of intrinsic coping, as it highlights the value of

self-awareness, self-esteem, and determination. Andrysiak et al. (2022) also adds that social support can strengthen and reinforce these internal qualities in adolescents, through acceptance and understanding.

Remediation

Restorative conferencing – a mediated conversation between adolescents who have been harmed and adolescents who have caused harm, has been identified as an effective intervention for cyberbullying (Hendry et al., 2023). These remediations generally involve the affected adolescents, and mediators such as school counselors or police officers. During these meetings, the situation is discussed, and a plan to end the conflict is created together. One police officer explains why restorative conferencing is essential:

If there is a dispute—one is bullying the other...it gives them a chance to explain why they were doing it, but also the victim too. You know, see how it made them feel and what have you done, and hold them to more account. I think it is pretty effective.

(Hendry et al., 2023, para. 29)

Furthermore, when students are given a chance to meet in person and communicate, it helps to diminish the online hostility (Hendry et al., 2023). This type of intervention gives perpetrators the chance to understand the impact of their actions and allows victims the opportunity to share their thoughts and feelings. If done successfully, both parties will hopefully move forward from the situation in a peaceful manner, with a sense of growth and greater understanding.

However, it is important to note that this type of intervention is not feasible or safe in every case of cyberbullying. Sometimes the perpetrator is anonymous, which makes it difficult or impossible to find the source of the cyberbullying. There are also instances where the perpetrator is a dangerous adult, or an adolescent who is simply unapologetic and unwilling to

engage in remediation. In such cases, restorative conferencing would not be helpful or possible, and other interventions may be necessary in order to support the victim. Overall, more specific research on effective interventions for cyberbullying is needed. With technology rapidly evolving, it is clear that further research and perhaps new interventions may be required in order to keep up with the growing digital landscape.

Emerging Technology

As researchers are still trying to explore and understand the complexities of cyberbullying among adolescents, new technologies are already emerging. 2024 saw a boom in AI technology with the release of ChatGPT – an AI chatbot. The introduction of AI means many dangerous possibilities. Altered photos and deepfakes (a video in which a person is digitally altered to resemble someone else) could be used in highly destructive ways for cyberbullying perpetrators (Anjani et al., 2024). Such contents could be utilized for blackmail, spreading false rumors, and more. Additionally, due to AI being a new and growing field, there are currently not many laws in place around the regulation of AI usage – or even the technology available to effectively detect all forms of AI. More studies and research around AI are highly needed, particularly for the safety of children and adolescents. Just as researchers are beginning to understand how adolescents operate online, new advances could greatly shift and alter the online world of adolescents.

At the same time, AI may also offer some encouraging possibilities. Anti-bullying AI has been suggested, which would scan social media texts and flag any posts that are deemed potentially harmful (Digital Technologies Hub, n.d., Gabrielli et al., 2021). Scanning every text and post online would simply be impossible with human capacities, but with AI it could be a real possibility. Overall, research in this area is still very lacking and more information is needed in

order to determine how often AI is already being used in cyberbullying, if at all, and what exactly the growth of AI means for generations of adolescents raised on technology.

Chapter Summary

Prevailing research agrees that cyberbullying is a serious and widespread issue among adolescents (Zhang et al., 2021). Many adolescents are spending five or more hours a day on social media, which means that a large portion of their socializing could be occurring online (Scott et al., 2019; West et al., 2024). The reality is, social media serves an important role in the lives of adolescents, as it is used for identifying formation, relationship building, gaining knowledge, and even just enjoyment. However, as this literature review has shown, social media can also provide an avenue for adolescents to engage in harmful cyberbullying behaviors such as spreading rumors, threatening harm, and making negative comments about someone's appearance (Pathak et al., 2024).

The negative impacts of cyberbullying are immense and have been proven throughout several studies (Kowalski & Limber, 2013; Wright, 2024). Both cyberbullying victims and perpetrators are at higher risk of concerns such as depression, anxiety, and poor sleeping. Other issues that are linked to cyberbullying victimization include eating disorders, self-harm, non-consensual sexting, and suicide. Additionally, adolescent cyberbullying is occurring worldwide and is not just a North American problem (Cheng et al., 2023).

Cyberbullying differs from traditional bullying, as cyberbullying perpetrators generally have low social status, while traditional bullies have high social status (Castaño-Pulgarín et al., 2022). There is evidence showing that cyberbullying could be an outlet for adolescents experiencing in person bullying. Perpetrators may have motivations like revenge, or social

dominance (Volk et al., 2021). Either way, adolescents feel that they have something to gain from cyberbullying behaviors.

Regarding cultural and gender considerations, the existing research is inclusive of different cultures and ethnicities but lacks consideration around gender diversity. There is little research focused on the experience of queer adolescents and the LGBTQ+ community in relation to cyberbullying. Additionally, while gender differences are acknowledged in several studies, more information is needed to provide clarity, as results differ between studies.

Chapter two of this literature review also explored the question of “what can be done?” in regard to cyberbullying. According to existing research, social support from friends, family, and school staff could be a protective factor against the harmful effects of cyberbullying (Castaño-Pulgarín et al., 2022). Additionally, parenting styles can also greatly affect the development of cyberbullying behaviors in adolescents (Legate et al., 2019). Based on these findings, it seems that an adolescent’s parents and surrounding community play a large role in the prevention and mitigation of cyberbullying. Overall, research shows that adolescents must be taught how to use social media in a healthy manner, rather than simply quitting altogether. Chapter three will discuss implications from the findings of this literature review and provide some suggestions on what to do moving forward.

Chapter Three: Summary, Discussion, Recommendations and Conclusions

Based on the findings, social media seems to play an extremely important role in the lives of adolescents – resulting in both positive and negative impacts (West et al., 2024).

Cyberbullying is one of the unfortunate downsides to social media and must be treated as a unique form of social aggression set apart from traditional bullying. A clear criterion for what constitutes cyberbullying has not been agreed upon and requires further clarification in the academic realm. Research has shown that even one act of cyberbullying can have long lasting effects, while traditional bullying requires multiple actions over time to be considered bullying (Menin et al., 2021). Both perpetrators and victims are at risk of many physiological and psychological concerns (Wright, 2021). This literature review highlights how it is crucial to understand how cyberbullying works, why adolescents engage in cyberbullying, and what can be done to prevent or mitigate the effects of cyberbullying.

Implications

The findings of this literature are relevant and important for any adults who are supporting an adolescent in their personal or professional life. It also provides helpful insights for schools and policy makers, as understanding the realities of cyberbullying allows for better regulations that could aid in supporting cyberbullying victims and discourage cyberbullying behaviors in the first place.

Implications for Parents

The implications of these findings are immense for parents, because it reveals how widespread cyberbullying is, and highlights the potentially devastating impacts of cyberbullying perpetration and victimization. A parent's involvement and parenting style could influence the development of cyberbullying perpetration behaviors, as well as vulnerability towards

cyberbullying victimization (Eden & Tal, 2024). According to Eden and Tal (2024), parents are having a harder time monitoring their children's internet usage due to the rapid growth of online media. Yet, as the research reveals, it is crucial for parents to keep up with the emerging social media platforms and have some understanding of what exactly their children are doing online. By understanding what cyberbullying looks like and how it may impact an adolescent, parents are able to intervene, provide support, and hopefully help prevent serious negative effects.

Additionally, since research has drawn a connection between parenting styles and cyberbullying (Eden & Tal, 2024), it is crucial for parents to consider their own parenting style and how they are influencing their children. Through this literature review, parents may develop an understanding of how there are different types of parenting styles, with some being less optimal. Eden and Tal (2024) explain how permissive and authoritarian parenting styles are both associated with increased risk of cyberbullying involvement, and internet addiction. Meanwhile, a parenting style that involves clear boundaries and expectations, but also acceptance, explanations, and support are associated with children who display the ability to accept others, and healthy vulnerability (Eden & Tal, 2024).

This shows how important it is for parents to recognize their own parenting style, and the effects it is having on their children. With this knowledge in mind, parents who lean towards permissive or authoritarian parenting styles can seek support and work towards a healthier parenting style. By doing so, they will be able to help decrease the risks of cyberbullying involvement in their children. Furthermore, if an adolescent does become a victim of cyberbullying, they will be more likely to speak out and ask for support if they have a healthy relationship with a parent (Eden & Tal, 2024). Overall, parents hold a special role in the lives of adolescents and allows them to make a big difference when it comes to cyberbullying.

Implications for Counsellors

The findings of this literature review are extremely relevant for counsellors, especially those who work with parents, adolescents, or families. Counsellors will benefit from understanding the complexities and nuances of cyberbullying. First of all, it is important for counsellors to be aware that many adolescents do not realize the potential harmful effects of cyberbullying (Yurdakul & Ayhan, 2023). Some adolescents also do not realize that they are engaging in cyberbullying, as they believe that their actions are harmless. Knowing this, counsellors could take a more educational approach when supporting adolescents who seem to be engaging in cyberbullying behaviors, rather than assuming their intentions. Psychoeducation has been shown to be a highly effective mitigative and preventative factor for cyberbullying (Hendry et al., 2023).

It is also important to consider the prevalence of cyberbullying amongst adolescents. By understanding the risk factors for cyberbullying perpetration and victimization, as well as the effects of cyberbullying involvement, counsellors would be better equipped to recognize when an adolescent may be struggling with cyberbullying. This would allow the counsellor to ask questions and open space for further conversation. As the research has shown, cyberbullying perpetrators and victims may look different from what one might typically expect (Castaño-Pulgarín et al., 2022). A counsellor may have an adolescent client who presents as confident and socially well liked and dismiss the idea that they could be a victim of cyberbullying. Yet, this is not the case, as social status does not play the same role in cyberbullying as it does in traditional bullying. Knowing this information helps counsellors check their bias and make less assumptions about what is going on with their client.

For managing cyberbullying cases, remediation has been found to be an effective method. It would be helpful for counsellors to learn how to properly facilitate a restorative conversation between conflicting parties (Hendry et al., 2023). However, more research is needed regarding what exactly it looks like for remediation to occur in cases of cyberbullying. Cyberbullying can be complicated, as it is likely not as simple as one victim and one perpetrator. One individual may experience harassment from many perpetrators, and perpetrators may also be victims.

Lastly, it is beneficial for counsellors to keep in mind that parents are a large factor in an adolescent's behavior and involvement in cyberbullying. Supporting adolescent victims and perpetrators will likely require some engagement from parents if possible. If the parent is willing, psychoeducation regarding the impacts of parenting styles and support around making healthy changes would greatly assist the well-being of the adolescent.

Implications for Teachers

Teachers can have a great impact on adolescents, as they spend many hours together during school days. Many adolescents may not have access to a counsellor or actively present parent, which makes their teacher a main source of adult influence. How a teacher responds to cyberbullying and speaks about cyberbullying can have a large effect on how their students approach cyberbullying (Aldosari, 2024). As this literature review has highlighted the importance of subjective norms in cyberbullying, Aldosari (2024) suggests that the intervention of teachers can be pivotal in changing attitudes towards cyberbullying in their students.

By understanding how social dominance plays a role in cyberbullying motivations (Menin et al., 2021), teachers can use this knowledge to discourage cyberbullying. If a teacher witnesses or is notified of cyberbullying taking place, they can react and respond in a way that makes it clear that cyberbullying behaviors are not tolerated. This could also be done through

psychoeducation. When a teacher is able to foster an environment in which cyberbullying is not seen as positive, and students do not support those who engage in such behaviors, then the social benefits of cyberbullying are taken away – thereby creating less reason for adolescents to engage in cyberbullying.

Teachers can also take a proactive approach and include discussions about cyberbullying in their curriculum. Knowing how prevalent cyberbullying is, it can be helpful to talk about it and ensure that adolescents receive adequate education around the effects of cyberbullying (Aldosari, 2024). Psychoeducation has been continuously noted as one of the most helpful interventions for cyberbullying, and teachers have the opportunity to provide this information in a constructive way (Yurdakul & Ayhan, 2023). The cyberbullying awareness program mentioned in this literature review is designed for a group of students, so that discussion and sharing can take place. In order for this program to take place, consenting teachers are required, who would then be trained. Thus, teachers may also need to seek out additional training or more education around cyberbullying so that they can provide helpful psychoeducation for their students.

Implications for Schools and Policy Makers

Hendry et al. (2023) discusses how the zero-tolerance policy is still practiced in many schools, despite research showing that this could result in students being pushed into the criminal justice system. Punitive measures have been associated with increased expulsions and dropouts (Berlowitz et al., 2017). More research is needed regarding how exactly cyberbullying is handled in schools, and whether the zero-tolerance policy is often applied in such cases. However, considering the findings of this literature review, it is clear that harsh punishments would not be helpful for managing cyberbullying. Since cyberbullying cases can be complex, harsh punishments such as suspension may not be effective because the adolescent might have truly

been unaware that they were engaging in cyberbullying. Additionally, there is quite a bit of overlap between perpetrators and victims, which complicates how punishment would be distributed.

Considering that remediation is an effective strategy for managing cyberbullying, schools and policy makers might want to move away from the zero-tolerance policy and take a more restorative approach (Hendry et al., 2023). Ultimately, parents, counsellors, and school educators all have the same goal – to protect and support the growth of children and adolescents. While individual changes can make a big difference, systemic changes also need to occur in order to positively influence the new generations.

Recommendations

My first recommendation for parents, counsellors, and teachers is to stay well-informed. Digital media is constantly changing, and new platforms are always emerging. As mentioned in this literature review, the rapid growth of AI likely means many more changes and different uses for social media (Anjani et al., 2024). It seems that the current research on cyberbullying is struggling to keep up with the speed at which digital media is growing, as every year there appears to be more updates. Adults must be mindful that unless they are continuously educating themselves, or actively engaging with new social media platforms, they may not be as knowledgeable as they think.

Being aware of what platforms adolescents are using and how they are using it allows adults to better understand and support adolescents. For many adolescents, their online persona and engagement is just as important – if not more important – than their real-life interactions, due to the amount of time they spend online (West et al., 2024). Therefore, adults will be able to better connect with adolescents if they have an understanding of what the adolescent's online

world looks like. Furthermore, cyberbullying could be hard to identify if adults are not aware of the language of adolescents. Adolescents may not be outright making aggressive comments when engaging in cyberbullying, which contributes to the disconnect of not realizing their behaviors are harmful (Yurdakul & Ayhan, 2023). Cyberbullying might occur in the form of jokes, memes, pictures, or nuanced language. If adults can grasp the intricacies of such communication, they would be able to more effectively distinguish between genuine harmless joking and harmful behavior. To do this, adults can ask more questions and allow adolescents to share, as well as do their own research online.

Approach With Curiosity

My next recommendation is to approach adolescents with curiosity. It is clear from the research that shame, punishments, or ignoring are not effective for managing cyberbullying (Eden & Tal, 2024). Each parent likely has their own perspective on cyberbullying. Some parents may feel strong emotions at the mention of cyberbullying and have preconceived ideas about cyberbullying perpetrators and victims. Other parents might not take cyberbullying seriously and feel that it is less real because it is occurring online. Rather than engaging with adolescents from one's own assumptions and perspectives, it would be more helpful to approach with a curious mindset and allow the adolescent to share about their experience. Ultimately, the adolescent is the one who has the most information and understanding of what they are experiencing.

Furthermore, curiosity allows for more conversations and discussions. By being curious and showing interest in the life of an adolescent, it may open up space for more sharing. For some adults, it may seem somewhat irrelevant if an adolescent is talking about their Snapchat streaks, or a friend who unfollowed them on Instagram. Yet, by showing curiosity about these

topics, adults may find that these comments are more important than they think and could lead to further discoveries.

Move From Punishment to Restoration

This recommendation applies to all stakeholders, including parents, teachers, counsellors, and schools. Cyberbullying and bullying can have serious, long lasting negative effects on the victim (Wright, 2021). Thus, it is understandable that such behaviors are met with consequences, which have often been in the form of punishments (Hendry et al., 2023). However, as the research has shown, punishing actions are not very effective in stopping cyberbullying behaviors (Eden & Tal, 2024). Of course, not taking any action at all or having a lack of consequences also does not stop cyberbullying behaviors. Instead, based on the findings, it seems that restoration is more helpful in dealing with cyberbullying cases (Hendry et al., 2023).

For parents, this starts before a child is even displaying any cyberbullying behaviors. If a child engages in a negative or harmful behavior, the parent could state clear boundaries and explain the purpose of the boundaries with their child (Eden & Tal, 2024). By doing so, they are providing a consequence in a clear but understanding way, rather than through a punitive method. This will help set their child up for healthy behaviors, and a positive relationship with their parent.

Teachers, counsellors, and schools may want to educate themselves on how to engage in remediation for conflicting individuals. When cyberbullying occurs, the ultimate goal should not be to shame and punish the perpetrators, but to provide a sense of safety, justice, and healing for the victim while also allowing the perpetrators a chance to learn and grow. This would be hard to do with punishments, as the perpetrator might still lack an understanding of how their actions caused harm, and the victim does not get a chance to receive an apology or the space to express

their hurts. However, as remediation for cyberbullying lacks adequate research, facilitators should approach with mindfulness and care, as this process could also cause harm if not done in an effective way (Hendry et al., 2023).

Limitations to the Capstone

Due to the fact that cyberbullying is tied with a digital landscape that is constantly evolving, there is a lack of up-to-date research involving current media platforms. Although there is published literature from 2024, much of the data still falls behind. The impact and use of AI in cyberbullying is one area in which more research is needed (Anjani et al., 2024). Additionally, there is also a gap regarding cyberbullying and adolescents who have a large social media following. More and more adolescents are creating online platforms in which they have thousands to millions of followers. For whatever reason, there seems to be a general consensus that cyberbullying is acceptable when it comes to famous adolescents. Some of these adolescents receive hundreds or thousands of harmful comments daily, and may even be stalked or harassed in person. Yet, due to their fame, this type of cyberbullying is generally considered normal or unavoidable. More research regarding the effects of cyberbullying on adolescents with a large social media following would be beneficial, especially as it is becoming more common for adolescents to present themselves online to the public.

There also seems to be a gap in literature for specific counselling interventions that support cyberbullying. Much of the intervention involves school programs or psychoeducation (Chicote-Beato et al., 2024). While this is helpful, it does not provide much information for counsellors in terms of counselling modalities or techniques. Although there are counselling interventions available for bullying in general, more research specifically for cyberbullying

counselling interventions is necessary, as research has shown that there are significant differences between traditional bullying and cyberbullying (Pathak et al., 2024).

Lastly, there is a lack of qualitative research for cyberbullying. Much of the research I found was quantitative and conducted through surveys. For an experience as personal and nuanced as cyberbullying, it would be helpful to hear from adolescents and learn more about their unique experiences. This could provide crucial information and context, which surveys with pre-decided questions and answers might miss. If future studies are able to address these gaps, there will be more well-rounded and comprehensive research on cyberbullying. Ultimately, updated research is necessary in order to provide adolescents with much needed support and psychoeducation.

Conclusion

As an adult who rarely uses social media, I felt the importance and urgency of equipping myself with knowledge on cyberbullying and social media use of adolescents, as I understand the enormous role social media plays in the lives of adolescents. I recognize that digital media can be an intimidating space for many adults, including myself. Due to the rapid pace of social media growth, it may feel overwhelming and difficult for adults to keep up with adolescents, who seem to possess a natural understanding for the culture of new social media platforms. However, after exploring the research on cyberbullying, I found myself feeling a little less overwhelmed, and a bit more hopeful.

Looking at the current research, it appears that adolescents are indeed spending a great amount of their time on social media (West et al., 2024). For some parents and adults, this might be a discouraging reality to face. Some adults may hold the belief that being online has negative impacts and is associated with undesirable outcomes such as lack of socialization, internet

addiction, or laziness. Yet, as I explored the research, it became more and more clear that social media can have many positive impacts on adolescents. When used correctly, and within certain limits, social media can provide a sense of connection, identity formation, and allows adolescents to feel seen or understood in ways that they may not without the internet. These findings provided me with a sense of relief, and I hope it does the same for other adults as well. The reality is, social media is not going away – in fact, it is only becoming more prominent. Perhaps it can be viewed as a tool which can be used to enhance the lives of adolescents.

At the same time, the research highlighted how complex cyberbullying can be. Compared to traditional bullying, it feels like cyberbullying rests much more in a grey area, and is rarely straightforward. This literature review only provides a glimpse into the depths of cyberbullying and demonstrates a need for further research. While writing this literature review, I found myself with more questions than answers. Despite this, the findings seem promising and offer helpful directions to take. As scholars seek to find answers and more effective interventions for cyberbullying, perhaps they will stumble into helpful realizations. Are certain interventions outdated? Has there been missing research regarding the way adolescents' function? Should we be looking at adolescent behaviors and consequences from a different angle? The more questions that appear, the more opportunities there will be for correction and discovery.

References

Aldosari, M. S. (2024). Examining the influence of teachers and social dynamics in adolescent cyberbullying intervention. *El Profesional de La Información*, 33(5), 1–17.

<https://doi.org/10.3145/epi.2024.ene.0517>

Amanda's story. Amanda Todd Legacy Society Official Site. (2024).

<https://www.amandatoddlegacy.org/amandas-story.html>

Anderson M., Jiang J. (2018). *Teens, social media and technology 2018*. Pew Research

Centre. <http://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/>

Andrysiak, C. J. L., Mani, P. S., Pomrenke, M., Ukasoanya, G. U., & Mizock, L. (2022). The changing world of bullying: student strategies for cyberbullying intervention. *Journal of Prevention and Health Promotion*, 3(2), 246-

257. <https://doi.org/10.1177/26320770211064330>

Anjani, S. D., Sai, K. T., Venkata, S. S., Venkata, S. S., Subhan, S. S., & Vikas, K. K. (2024).

Detection of deep fakes using deep learning. *I-Manager's Journal on Image Processing*, 11(1), 1. <https://doi.org/10.26634/jip.11.1.20719>

Ansary, N. S. (2020). Cyberbullying: concepts, theories, and correlates informing evidence-based best practices for prevention. *Aggression and Violent Behavior*, 50, 101343.

<https://doi.org/10.1016/j.avb.2019.101343>

Bandura, A. (1977). *Social learning theory*. Prentice-Hall.

Berlowitz, M., Frye, R. & Jette, K. (2017). Bullying and zero-tolerance policies: the school to prison pipeline. *Multicultural Learning and Teaching*, 12(1), 7-

25. <https://doi.org/10.1515/mlt-2014-0004>

- Bowen, M. (1966). The use of family theory in clinical practice. *Comprehensive Psychiatry*, 7(5), 345-374 doi;10.1016/S0010-440X(66)80065-2
- Cañas, E., Estévez Estefanía, Carmen, M. M., & Delgado, B. (2020). Emotional adjustment in victims and perpetrators of cyberbullying and traditional bullying. *Social Psychology of Education : An International Journal*, 23(4), 917-942. <https://doi.org/10.1007/s11218-020-09565-z>
- Cassidy, W., Jackson, M., & Brown, K. N. (2009). Sticks and stones can break my bones, but how can pixels hurt me? Students' experiences with cyber-bullying. *School Psychology International*, 30(4), 383–402.<https://doi.org/10.1177/0143034309106948>
- Castaño-Pulgarín, S. A., Millán, K., Acosta Echavarría, Á. A., Redondo Mendoza, C. E., Cardona Parra, M. C., & Castilla Tang, J. F. (2022). Perceived social support and risk of cyberbullying in adolescents: A Systematic Review. *The Qualitative Report*, 27(7), 1290-1304. <https://doi.org/10.46743/2160-3715/2022.5039>
- Cheng, C. M., Chu, J., Ganson, K. T., Trompeter, N., Testa, A., Jackson, D. B., He, J., Glidden, D. V., Baker, F. C., & Nagata, J. M. (2023). Cyberbullying and eating disorder symptoms in US early adolescents. *The International Journal of Eating Disorders.*, 56(12), 2336–2342. <https://doi.org/10.1002/eat.24034>
- Chicote-Beato, M., González-Víllora, S., Bodoque-Osma, A. R., & Navarro, R. (2024). Cyberbullying intervention and prevention programmes in primary education (6 to 12 years): A systematic review. *Aggression and Violent Behavior*, 77, 101938. <https://doi.org/10.1016/j.avb.2024.101938>
- Delgado, B., González, C., Vicent, M., Selva, N., & Inglés, C. J. (2014). 6.1. Resultados de los estudios de investigación sobre violencia escolar, bullying y cibebullying: El

cyberbullying y el ajuste psicoemocional en estudiantes de 5º y 6º de Educación Primaria

[6.1. Results of research studies on school violence, bullying and cyberbullying:

Cyberbullying and psychoemotional adjustment in 5th and 6th grade students of Primary

Education]. In *Cultivando Emociones, 2: Educación Emocional de 8 a 12 años*

[*Cultivating Emotions, 2: Emotional Education from 8 to 12 years old*] (pp. 230– 245).

Spain: Conselleria de Cultura, Educació i Esport.

Digital Technologies Hub. (n.d.). *Anti-bullying ai*.

<https://www.digitaltechnologieshub.edu.au/teach-and-assess/classroom-resources/lesson-ideas/anti-bullying-ai/>

Eden, S., & Tal, H. (2024). Why do parenting styles matter? The relation between parenting styles,

cyberbullying, and problematic internet use among children with and without

SLD/ADHD. *Journal of Learning Disabilities, 0*(0).

<https://doi.org/10.1177/00222194241301051>

Frankel, A. S., Bass, S. B., Patterson, F., Dai, T., & Brown, D. (2018). Sexting, risk behavior,

and mental health in adolescents: an examination of 2015 pennsylvania youth risk

behavior survey data. *Journal of School Health, 88*(3), 190–199.

<https://doi.org/10.1111/josh.12596>

Gabrielli, S., Rizzi, S., Carbone, S., & Piras, E. M. (2021). School interventions for bullying-

cyberbullying prevention in adolescents: insights from the UPRIGHT and CREEP

projects. *International journal of environmental research and public health, 18*(21),

11697.

- Gómez-Guadix, M., de Santisteban, P., & Resett, S. (2017). Sexting among Spanish adolescents: prevalence and personality profiles. *Psicothema, 1*(29), 29–34.
<https://doi.org/10.7334/psicothema2016.222>
- Hellfeldt, K., López-Romero, L., & Andershed, H. (2019). Cyberbullying and psychological well-being in young adolescence: the potential protective mediation effects of social support from family, friends, and teachers. *International journal of environmental research and public health, 17*(1), 45. <https://doi.org/10.3390/ijerph17010045>
- Hendry, B. P., Hellsten, L. M., McIntyre, L. J., & Smith, B. R. (2023). Recommendations for cyberbullying prevention and intervention: A Western Canadian perspective from key stakeholders. *Frontiers in Psychology, 14*. <https://doi.org/10.3389/fpsyg.2023.1067484>
- Hu, X., & Xiao, B. (2023). The effect of emotional neglect on cyberbullying among rural Chinese left-behind adolescents-mediating role of social anxiety. *Children (Basel, Switzerland), 10*(6), 1055. <https://doi.org/10.3390/children10061055>
- John, A., Glendenning, A. C., Marchant, A., Montgomery, P., Stewart, A., Wood, S., Lloyd, K., & Hawton, K. (2018). Self-harm, suicidal behaviours, and cyberbullying in children and young people: systematic review. *Journal of Medical Internet Research, 20*(4).
<https://doi.org/10.2196/jmir.9044>
- Keller, M. N., & Noone, R. J. (2020). *Handbook of Bowen Family Systems Theory and Research Methods: A Systems Model for Family Research*. Routledge.
- Kowalski, R. M., & Limber, S. P. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health, 53*(1).
<https://doi.org/10.1016/j.jadohealth.2012.09.018>

- Legate, N., Weinstein, N., & Przybylski, A. K. (2019). Parenting strategies and adolescents' cyberbullying behaviors: evidence from a preregistered study of parent-child dyads. *Journal of Youth and Adolescence*, *48*(2), 399-409. <https://doi.org/10.1007/s10964-018-0962-y>
- Liang, H., Zhu, F., Li, X., Jiang, H., Zhang, Q., & Xiao, W. (2024). The link between bullying victimization, maladjustment, self-control, and bullying: a comparison of traditional and cyberbullying perpetrator. *Youth & Society*, *0*(0). <https://doi.org/10.1177/0044118X241247213>
- Ma, J., Su, L., Li, M., Sheng, J., Liu, F., Zhang, X., Yang, Y., & Xiao, Y. (2024). Analysis of prevalence and related factors of cyberbullying-victimization among adolescents. *Children (Basel, Switzerland)*, *11*(10), 1193. <https://doi.org/10.3390/children11101193>
- Marsh, H. W., Parada, R. H., Craven, R. G., & Finger, L. (2004). In the looking glass: a reciprocal effects model elucidating the complex nature of bullying, psychological determinants and the central role of self-concept. In C. S. Sanders & G. D. Phye (Eds.), *Bullying: Implications for the classroom* (pp. 63–109). Orlando, FL: Academic Press. <https://doi.org/10.1016/b978-012617955-2/50009-6>.
- Martínez-Monteagudo, M. C., Delgado, B., Inglés, C. J., & Escortell, R. (2020). Cyberbullying and social anxiety: a latent class analysis among Spanish adolescents. *International journal of environmental research and public health*, *17*(2), 406. <https://doi.org/10.3390/ijerph17020406>
- McInroy, L. B., & Mishna, F. (2017). Cyberbullying on online gaming platforms for children and youth. *Child and Adolescent Social Work Journal*, *34*(6), 597–607. <https://doi.org/10.1007/s10560-017-0498-0>

- McLeod, S. (2024, February 1). *Albert Bandura's social learning theory in psychology*. Simply Psychology. <https://www.simplypsychology.org/bandura.html#What-is-Observational-Learning>
- Menesini E., Nocentini A., Palladino B.E., Scheithauer H., Schultze-Krumbholz A., Frisé A., Berne S., Luik P., Naruskov K., Ortega R., Calmaestra J., Blaya C. (2013). Definitions of cyberbullying. *Cyberbullying through the New Media*.
<https://doi.org/10.4324/9780203799079>
- Menin, D., Guarini, A., Marni, C., Skrzypiec, G., & Brighi, A. (2021). Was that (cyber)bullying? Investigating the operational definitions of bullying and cyberbullying from adolescents' perspective. *International journal of clinical and health psychology : IJCHP*, 21(2), 100221. <https://doi.org/10.1016/j.ijchp.2021.100221>
- Mohd Fadhli, S. A., Liew Suet Yan, J., Ab Halim, A. S., Ab Razak, A., & Ab Rahman, A. (2022). Finding the link between cyberbullying and suicidal behaviour among adolescents in peninsular Malaysia. *Healthcare (Basel, Switzerland)*, 10(5), 856.
<https://doi.org/10.3390/healthcare10050856>
- Mori, C., Temple, J. R., Browne, D., & Madigan, S. (2019). Association of sexting with sexual behaviors and mental health among adolescents. *JAMA Pediatrics*, 173(8), 770.
<https://doi.org/10.1001/jamapediatrics.2019.1658>
- Pan, B., Garandeanu, C. F., Li, T., Ji, L., Salmivalli, C., & Zhang, W. (2023). The dynamic associations between social dominance goals and bullying from middle to late childhood: The moderating role of classroom bystander behaviors. *Journal of Educational Psychology*, 115(2), 349-362. <https://doi.org/10.1037/edu0000776>

- Paruk, M. E., & Nassen, R. (2022). Cyberbullying perpetration and victimisation amongst adolescent psychiatric patients at Lentegour Hospital, South Africa. *The South African journal of psychiatry : SAJP : the journal of the Society of Psychiatrists of South Africa*, 28, 1755. <https://doi.org/10.4102/sajpsychiatry.v28i0.1755>
- Pathak, V. K., Tripathi, S., Kumar, M., Panigrahi, S. K., Sohkey, R., Kadian, A., Bhattacharya, M., & Jha, N. (2024). Prevalence and factors associated with cyberbullying among adolescents (15-19 years) in Gurugram District - a community based cross-sectional study. *Indian journal of psychiatry*, 66(5), 449–456. https://doi.org/10.4103/indianjpsychiatry.indianjpsychiatry_867_23
- Piaget, J. (1953). *The origin of Intelligence in the child*. Routledge & Kegan Paul.
- Polanczyk G. V., Salum G. A., Sugaya L. S., Caye A., Rohde L. A. (2015). Annual research review: a meta-analysis of the worldwide prevalence of mental disorders in children and adolescents. *Journal of Child Psychology and Psychiatry*, 56(3), 345–365. <https://doi.org/10.1111/jcpp.12381>
- Sander, J., Moessner, M., & Bauer, S. (2021). Depression, anxiety and eating disorder-related impairment: moderators in female adolescents and young adults. *International Journal of Environmental Research and Public Health*, 18(5), 2779. <https://doi.org/10.3390/ijerph18052779>
- Scott H., Biello S. M., Cleland Woods H. (2019). Social media use and adolescent sleep patterns: Cross-sectional findings from the UK Millennium Cohort Study. *BMJ Open*, 9(9), 1–9. <https://doi.org/10.1136/bmjopen-2019-031161>

- Sobkin, V. S., & Fedotova, A. V. (2021). Adolescents on social media: aggression and cyberbullying. *Psychology in Russia : state of the art*, *14*(4), 186–201.
<https://doi.org/10.11621/pir.2021.0412>
- Sourander, A., Brunstein Klomek, A., Ikonen, M., Lindroos, J., Luntamo, T., Koskelainen, M., Ristkari, T., & Helenius, H. (2010). Psychosocial risk factors associated with cyberbullying among adolescents. *Archives of General Psychiatry*, *67*(7), 720.
<https://doi.org/10.1001/archgenpsychiatry.2010.79>
- Stives, K. L., May, D. C., & Bethel, C. L. (2023). Parental perspectives about what it means to bully. *Journal of Family Issues*, *44*(12), 3273-3292.
<https://doi.org/10.1177/0192513X221129865>
- Tan, K. H., Hwa, N. S. H., & Chong, S. T. (2019). Cyberbullying victimization and cyberbullying perpetration with self-esteem as the moderator. *International Journal of Recent Technology and Engineering*, *8*(2S10), 88–92.
<https://doi.org/10.35940/ijrte.b1014.0982s1019>
- Topçu, Ç., Erdur-Baker, Ö., & Çapa-Aydın, Y. (2008). Examination of cyberbullying experiences among Turkish students from different school types. *Cyberpsychology & Behavior*, *11*(6), 643–648.
- Trompeter, N., Jackson, E., Sheanoda, V., Luo, A., Allison, K., & Bussey, K. (2022). Cyberbullying prevalence in Australian adolescents: time trends 2015-2020. *Journal of School Violence*, *21*(3), 252–265. <https://doi.org/10.1080/15388220.2022.2075881>
- U.S. Department of Health and Human Services. (n.d.). *Social anxiety disorder: more than just shyness*. National Institute of Mental Health.
<https://www.nimh.nih.gov/health/publications/social-anxiety-disorder-more-than-just->

shyness#:~:text=Social%20anxiety%20disorder%20is%20an,social%20anxiety%20disorder%20is%20treatable

- Van Ouytsel, J., Punyanunt-Carter, N. M., Walrave, M., & Ponnet, K. (2020). Sexting within young adults' dating and romantic relationships. *Current Opinion in Psychology, 36*, 55–59. <https://doi.org/10.1016/j.copsyc.2020.04.007>
- Vandebosch, H., & Van Cleemput, K. (2009). Cyberbullying among youngsters: profiles of bullies and victims. *New Media & Society, 11*(8), 1349–1371. <https://doi.org/10.1177/1461444809341263>
- Volk, A. A., Dane, A. V., & Marini, Z. A. (2014). What is bullying? A theoretical redefinition. *Developmental Review, 34*(4), 327–343. <https://doi.org/10.1016/j.dr.2014.09.001>
- Volk, A. A., Provenzano, D. A., Farrell, A. H., Dane, A. V., & Shulman, E. P. (2021). Personality and bullying: pathways to adolescent social dominance: research and reviews. *Current Psychology, 40*(5), 2415–2426. <https://doi.org/10.1007/s12144-019-00182-4>
- Wachs, S., Wright, M. F., Gámez-Guadix, M., & Döring, N. (2021). How are consensual, non-consensual, and pressured sexting linked to depression and self-harm? The moderating effects of demographic variables. *International journal of environmental research and public health, 18*(5), 2597. <https://doi.org/10.3390/ijerph18052597>
- Wang, L. (2022). The effects of cyberbullying victimization and personality characteristics on adolescent mental health: an application of the stress process model. *Youth & Society, 54*(6), 935–956. <https://doi.org/10.1177/0044118X211008927>
- Wang, X., Zhao, F., Yang, J., & Lei, L. (2021). School climate and adolescents' cyberbullying perpetration: a moderated mediation model of moral disengagement and friends' moral

- identity. *Journal of Interpersonal Violence*, 36(17-18), NP9601-NP9622. <https://doi.org/10.1177/0886260519860089>
- West, M., Rice, S., & Vella-Brodrick, D. (2024). Exploring the “social” in social media: adolescent relatedness—thwarted and supported. *Journal of Adolescent Research*, 39(3), 539-570. <https://doi.org/10.1177/07435584211062158>
- Worsley, J. D., McIntyre, J. C., & Corcoran, R. (2019). Cyberbullying victimization and mental distress: testing the moderating role of attachment security, social support, and coping styles. *Emotional and Behavioral Difficulties*, 24(1), 20-35. <https://doi.org/10.1080/13632752.2018.1530497>
- Wright M. F. (2024). The associations among cyberbullying victimization and Chinese and American adolescents' mental health issues: the protective role of perceived parental and friend support. *International journal of environmental research and public health*, 21(8), 1069. <https://doi.org/10.3390/ijerph21081069>
- Ybarra, M. L., & Mitchell, K. J. (2004). Online aggressor/targets, aggressors, and targets: A comparison of associated youth characteristics. *Journal of Child Psychology and Psychiatry*, 45(7), 1308–1316. <https://doi.org/10.1111/j.1469-7610.2004.00328.x>
- Yurdakul, Y., & Ayhan, A. B. (2023). The effect of the cyberbullying awareness program on adolescents’ awareness of cyberbullying and their coping skills: Research and Reviews. *Current Psychology*, 42(28), 24208-24222. <https://doi.org/10.1007/s12144-022-03483-3>
- Yusuf, A., & Ahsan, A. (2024). Relationships among self-Esteem, bullying, and cyberbullying in adolescents: a systematic review. *Journal of Psychosocial Nursing & Mental Health Services*, 62(5), 11-17. <https://doi.org/10.3928/02793695-20231013-01>

- Zhang, Y., Xu, C., Dai, H., & Jia, X. (2021). Psychological distress and adolescents' cyberbullying under floods and the COVID-19 pandemic: parent-child relationships and negotiable fate as moderators. *International journal of environmental research and public health*, *18*(23), 12279. <https://doi.org/10.3390/ijerph182312279>
- Zimmerman, M. A. (2013). Resiliency theory: a strengths-based approach to research and practice for adolescent health. *Health Education & Behavior*, *40*(4), 381-383. <https://doi.org/10.1177/1090198113493782>