Review

Cyberbullying Among Adolescents- A Literature Review

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ABSTRACT

Rapid development of information and communication technologies is having a direct impact on the lives of adolescents; and a new form of bullying has emerged. This article is a literature review on cyberbullying in India and around the globe in context with the adolescents. Starting with the inception spanning towards emphasizing the role of cyberspace in promoting cyberbullying along with the relationship between cyberbullying and school bullying; psychosocial traits and profile of bully and victim ; additional studies are also mentioned for better understanding of the situation in Indian context; It also highlights the statistics of particular groups exhibiting instances of cyberbullying; progression and mediums of cyberbullying; this review article is an in-depth understanding of the bleakness of the impending cyberbullying and its psychological manifestations.

The word cyberbullying transcends from 1530s from the source. It has become a global issue today. Bullies who use cyberspace to threaten, anger or shame the targeted, do not require any physical intimidation rather an impulse to terrorize. Anyone with access to a smartphone or a computer with a web connection may be a cyberbully because such perpetrators are mostly anonymous and don't face their victims. This anonymity may also end in the increase of cyberbullies. (Poland, 2010). Online assault is the new variety of spreading terror on feeble minds. Due of lack of visionary and theoretical certainty, the universal definition of cyberbullying isn't objectively stated (Vandebosch & Van Cleemput,2008; Tokunaga,2010). Harassing through detrimental texts or objectionable images frequently with the intention of mutilating, scaring and shaming those who are targeted for this. 'A new method has emerged known as cyberbullying" (Ybarra & Mitchell, 2004). This manner of aggression involves the employment of information and communication technology like mobile phones, video cameras, e-mails, and web pages to post or send harassing or embarrassing messages to different people". Consistent with the research by Wong-Lo (2009) a broad and comprehensive definition could be valuable for researchers but the outcomes indicate that it doesn't undoubtedly provides meticulous way of bullying victimization. Cyberbullying is that off-shoot of the conversion of adolescent hostility and online communication, and its rise in cases is

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alarming (Hinduja & Patchin, 2008). Almost 97% of the youngsters in U.S are linked to internet in a technique or the opposite (Tokunaga, 2010). A survey from 2014 has reported that India has an elevated rate of cyberbullying (32%) when put next to the U.S (15%) or UK (11%) (Manjula, 2015).

Relationship between school bullying and cyberbullying
Bullying originally has been associated with early peer problems in school as it happens within the school premises and is witnessed by the peers (Craige & Pepler, 1997: Olweus, 1993). But within the recent times cyberbullying has replaced the standard bullying and now has its root deep within the society. So, instead of regarding cyberbullying as a replacement occurrence, it's more likely that it is the modified version of bullying (Bjorkqvist, Lagerspetz & Kaukiainen, 1992). The link between school bullying and cyberbullying might be established with the assistance of social rank theory. According to this supposition, peer groups are formed in ranking but so as to realize a way of dominance and control. Some students use hostile and belligerence behavior on their peers (Espelage & Swearer, 2003: Pellegrini & long 2002). Therefore, the peers who surrender to the dominance at college are more likely to encounter online bullying as well. This can continue for a prolonged period of time and even outside of the college premises. It's likely to happen that children bullied at school; fight back exploiting cyberspace. As during this form there's no physical encounter which provides a way of relief and security to the targeted child and encourage them to use this modus operandi (Beran & Li, 2007). A cross sectional study was done in England with an eligible sample size of 120,115 school pupils. It showed the prevalence of cyberbullying among school pupils. The number was as low as 3% but its presence indicated poor mental wellbeing and was considered equally impairing as traditional bullying (Przybylski & Bowes, 2017).

Psychosocial traits and profile of bully and victim
It is well established in studies (Olweus 1993, 1994, 1995; Pelligrini, 2002) that adolescents who display certain psychosocial attributes results in indulgence in bullish behavior like cyberbullying. Cyberbullies often display traits like maladaptive self-esteem, narcissism, defensive egotism (Olweus 1991 et al.; 1999). Need for dominance, power, control and the inability to regulate emotions are factors within the creation of a cyberbullies (McKenna & Bargh, 2000; Olweus, 1994). Cyberbullying can also be the end result of a response to being bullied either in traditional way or in Cyberspace. This displacement behavior is named reactive aggression (Camodeca et al.; 1999). Adolescents with certain personality traits or who express social, emotional, and behavioral issues could also be targeted online and even in offline space. Studies have also shown that children who are victimized in one domain are more likely to be targeted in other domains, like school or in several premises whether or not they relocate to a unique habitat (Kumpulainen et al., 1999; Olweus, 1979; Perry et al., 1988). Some studies have indicated parent-child relationship problems to be also an element (Ybarra & Mitchell, 2004a). Significant findings of links between below par caregiver-child relationships and cyberbullying are prominent in different studies. Severe and inconsistent parenting styles, lack of emotional support, use of violence and aggression are the causes of increased implications in adolescent minor crimes and cyberbullying (Patterson et al.; 1984).

Progression and mediums of cyberbullying
The sequence with which the progression of cyberbullying takes place is through technology, abuse of personal information and mutilation of victim's mental well-being. Adolescents have moved from physical to virtual and cyber modes of communication, this has impacted the positive social-relationships by giving rise to cyberbullying (S. Rao et al.,

2018). Adolescents have a higher level of curiousness than adults especially in cyberspace. Children dwell deep into the social media without the awareness of the implications and outcomes of its misuse. Cyberbullying has similar psychological manifestations as traditional bullying. But the anonymous nature of cyberbullying provides a better medium to the victim or bully to vent out their emotions or motive. This anonymity gives confidence to the bully that no matter what there will be no consequences or confrontations.

In a scientific study conducted in 2004 by McAfee, with a sample size of 1422 Indian pupils were taken, consisting of 711 males and 711 females. The study was conducted on the early and middle-adolescents of Mumbai, Pune, Chennai, Hyderabad and Ahmedabad. The major sites targeted by them were Facebook, YouTube and WhatsApp. The mediums for accessing these sites were desktops, laptops and smartphones. The findings extracted from the study showed that 80% of the adolescents were aware of the dire consequences of circulating or spreading offensive messages and images on the internet. Also discovered in the study that 50% of the teenagers are the victims of cyberbullying or are witnessing cyberbullying in one way or the other. The study also emphasized that one out of three Indian teen is being cyberbullied. The act of cyberbullying is also likely to be influenced by revenge (Goberecht, 2008; Hinduja & Patchin, 2009; Sanders, 2009). Revenge is a counterattack which gives a sense of content and a feeling of restoring honor (Govier, 2002; Gollwitzer, 2009). There are other reasons to be likely responsible for cyberbullying such as need for control and dominance (e.g., Pellegrini & Bartini, 2001), establishing power and social status (e.g., Ireland, 2002), social attention / popularity (e.g., Kingston, 2008), self-worth (e.g., Salmivalli et al., 1999). As all of these motives are associated to cyberbullying but the studies indicated that most frequent and common motive linked to cyberbullying is 'revenge' 22.5% (Goberecht, 2008; Hinduja and Patchin, 2009) and another 2.8% also revealed 'Because they picked on me in school', again associating it with revenge. This makes the victim act out in hostility by spreading hate messages, demeaning images and revenge porn on the internet eventually the victim ends up becoming the bully.

Researches underlying cyberbullying in Indian Context
Below given table consists of five Indian researches on cyberbullying from 2015-2021. This additional data will provide more insight of the issue in Indian context. The studies mentioned in the table shows the prevalence and measures taken to ramify the instances of cyberbullying.

SN	Authors	Year of the study	Title of the research	Aim of the study
1	Rekha, Anurag, Siddhant, Abhishek and Husen	2015	Methods for detection of cyberbullying: A survey	This study aims to find the best method for detection of cyberbullying
2	Catherine, Kirandeep, Damajit and Suresh	2018	Cyberbullying in higher education in India and France: an empirical investigation	This research focuses on cross cultural instances of cyberbullying in India and France
3	Rahul, Sudhanshu and Aparna	2020	Detecting a twitter cyberbullying using machine learning	This study aimed at implementing a software that will help in detecting offensive posts and tweets.
4	Saswati, Debashish,	2019	Cyberbullying in late adolescence: A cross-	This study focused on the prevalence of cyberbullying

			sectional study in two higher secondary schools of Kolkata, West Bengal	among late adolescents.
	Abhishek, Raghunath, Amitabh and Tushar			
5	Nikhil and Balaji.	2021	Study on cyberbullying and the challenges in using Hindi in social media	This study aims at developing a model for detecting cyberbullying in the native language (Hindi)

Psychological manifestations of cyberbullying

As cyberbullying has recently emerged, it is observed that not much is known about the instant ramifications of cyberbullying on adolescents but its long-term consequences are equivalent to traditional bullying (Kowalski et al., 2008). Adolescents exposed to cyberbullying exhibit a range of psychological issues and health concerns along with rapid growth in suicidal ideation. Study was conducted in the United States with a sample of 1,963 school teenagers. They took a survey regarding the internet use and their encounters. Students that faced traditional bullying or cyberbullying displayed higher instances of suicidal ideation or self-harm than their counterparts who didn't faced such forms of peer aggression (Hinduja & Patchin, 2010). Another empirical research conducted in Great Britain with a large sample size of 156,384 adolescents. The extracted findings also showed that victims of cyberbullying are at a higher risk of self-harm and suicidal behavior than non-victims (Ann Johnet al., 2018). The most common psychological issues observed in adolescents exposed to cyberbullying are depression, anxiety, loneliness and self-esteem issues (Delia, 2008). Adolescents who respond to cyberbullying with sadness are more likely to develop declining effects of depression (Olweus, 1993; Rigby, 1996). According to Rigby (1996), Adolescents who were exposed to bullying or cyberbullying on a frequent basis manifested symptoms such as worrying, loss of sleep, anxiety and panic attacks. General anxiety and social anxiety are also positively associated with the victims of cyberbullying (Crick & Grotpeter, 1996). Researches have shown that victims of cyberbullying or bullying to be socially avoidant and have difficulties with their capability to form relationships. Victims are also likely to be lonely more often (Hodges & Perry, 1999). Various studies have revealed that victims of bullying have unstable self-esteem and problems with self-control (Austin & Joseph, 1996; Egan & Perry 1998; Sharp, 1996). The review of literature confirms that victims face psychological manifestations regardless of their gender (Crick & Bigbee, Howes, 1996).

CONCLUSION

Adolescence is already a struggling and confusing phase for the teenagers as they go through a transitional phase from childhood to adulthood. There is no specific rational that leads the adolescents to indulge in cyberbullying. As the child is vulnerable, being bullied leaves the child depressed, insecure, helpless and in worse scenario even suicidal. So far, we have not come up with any established solution to handle cyberbullying, but by exercising certain steps we can improve the situation to a better end. With thorough review of this literature, it can be concluded that cyberbullying has some serious and long-term psychological manifestations and should be dealt with gravity. School authorities should implement anti-bullying policies, keep an open line communication with the children and most importantly should spread awareness. Parent-child relationship is very crucial and plays a significant role in making a child bully or in supporting a child if he/she is bullied. Parents should be vigilant, should monitor and limit the access of cyberspace. Strict laws should be formed and implemented effectively by the government. Website like, StopBullying.gov from US

department of Health and Human services could serve some excellent tips to implement anti-bullying policies. The Ministry of Human and Child Development in India has also taken an initiative and lunched a website #HelpmeWCD to tackle cyberbullying. Cyberbullying is a growing concern for our society and we as a society should work on individual level to minimize the incidents.

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Conflict of Interest

The author(s) declared no conflict of interest.