

## Cyber Bullying and Victimization on Self-Esteem Among Young Female Adolescents

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### ABSTRACT

This study investigated the influence of cyber bullying and victimization on the self-esteem of undergraduate students and aims to understand the relationship between adolescent self-esteem, cyber bullying and cyber victimization and significance difference based on demographic data such as place of living, place of birth and having online friends. Its objective is to provide additional data and understanding of the influence of cyber bullying on various variables affecting undergraduate female students. The survey sample consisted of 77 young female adolescents. The data were collected using the Revised Cyber Bullying Inventory, which evaluates the frequency and media used to perpetrate cyber bullying, and the Rosenberg self-esteem scale, which evaluates the aspects of self-esteem in young female adolescents. Survey method was used to collect the data. Karl Pearson's product moment correlation and independent sample t-test were applied to analyze the collected data. The findings revealed that there is a no significant relationship between self-esteem, cyber bullying and cyber victimization. Female adolescents from rural area have significant difference when compared with urban areas female adolescents in cyber victimization and then who have more online friends on cyber victimized compared with less number of online friends.

**Keywords:** *cyber bullying, cyber victimization, self-esteem*

Cyber bullying is a prevalent behavior that has recently attracted the attention of scholars and the media. Cyber bullying study has delved into many facets of the behavior, with a focus on the personal and demographic characteristics of those participating. These characteristics have been studied in particular in the adolescent population, when all forms of bullying are most frequent. (Carney & Merrell, 2001; Eslea & Rees, 2001). According to Smith et al., (2008), cyber bullying is "an aggressive, intentional act carried out repeatedly and over time by a group or individual using electronic forms of contact against a victim who cannot easily defend himself or herself." This definition is similar to traditional offline bullying (physical, verbal, and relational bullying) and includes three essential elements that distinguish bullying from harassment or assault (Sevcikova & Smahel, 2009). Bullying requires aggressive behavior, a discernible power imbalance between the bully and the victim, and the act to be repeated over a short period of time

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(Newey & Magson, 2010). Cyber bullying can occur on a variety of technology platforms, including social networking sites (such as Facebook and Twitter), email, instant messaging, text messaging, photos or videos shot with mobile phones or webcams, chat rooms or forums, and a variety of other websites (Smith et al., 2006). Furthermore, cyber bullying is not limited to sending nasty or insulting messages; it involves a wide range of behaviors, from publicly disclosing personal information about someone to constructing a false persona in order to obtain information or embarrass a victim (Willard, 2005). Furthermore, research has revealed that these people aren't just cyber bullies and cyber victims. Instead, cyber bullying is made up of numerous identities, sometimes known as typologies that address the various roles that people play in relation to cyber bullying.

Self-esteem is a well-studied factor in cyber bullying study, and it may be able to distinguish cyber bullies from victims and bully/victims. Self-esteem, according to Rosenberg (1965), is "a favorable or unfavorable attitude toward oneself." Furthermore, according to Leary and Downs (1995), self-esteem is an internal representation of social acceptance and rejection, as well as a psychological measure that tracks how much a person is included vs. excluded by others. These two conceptualizations emphasize the reality that self-esteem is a perception – one's belief in one's own personal worth – that is influenced by one's engagement in the social world, where interpersonal disputes frequently lead to bullying behavior. The study looked at how cyber bullying and victimization affects young female adolescents' self-esteem.

### REVIEW OF LITERATURE

The existing studies have found evidence to suggest that bullies tend to have both higher and lower self-esteem than non-bullies. There is also research indicating no significant difference between the self-esteem of bullies and non-bullies. While the direction of the relationship between bullying and self-esteem is not fully clarified by the available literature, research has consistently found that the relationship to self-esteem, regardless of its direction, is weaker among bullies than it is among victims (Patchi et al., 2010). The cyber bullied social media users will only fall into perceived depression when their state self-esteem is also negatively affected by their perception of being cyber bullied, up to the point where they learn that they are helpless. (Prihadi et al., 2019). According to the findings, cyber bullying perpetrators who have done it more than twice (many times) have a high degree of family harmony, whereas those who have only done it once or twice have a lower level of family harmony (Triantoro & Safaria, 2015). Self-esteem partially mediated the relationship between Cyber victimization and depression among Vietnamese college students, while coping techniques regulated the involvement of CV and depression among Vietnamese college students, according to the findings (Ho et al., 2021). Self-esteem and empathy are important predictors of cyber bullying victimization and perpetration, according to a study by researchers at the University of Bristol. Findings suggest that self-esteem-oriented interventions may successfully address cyber bullies behavior (Brewer & Kerslake, 2015). According to (Ildirim et al., 2017), Cyber bullying and cyber victimization positively correlate with anxiety, depression, somatization, hostility, impulsivity and internet addiction. On the contrary, cyber bullying is negatively correlated with empathy. As a result, it was concluded that cyber bullying and cyber victimization go hand in hand. Results revealed a strong relationship between victimization in school and victimization in internet chat rooms; school victims are significantly more often chat victims. Furthermore, the predictors of chat and school victimization show both commonalities (gender, self-concept, child-parent relationship) and differences (social integration, popularity, and bullying behavior) (Katzer et al., 2009). High levels of social media use were found to be associated with an increased

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risk of cyber-victimization, whereas self-esteem was positively correlated with feelings of belonging to an online community (Triantafyllopoulou et al., 2021). Cyber bullying and school bullying and/or victimization experiences were independently associated with increased depression (Prihadi et al., 2019). The findings suggest a need to consider the parent–adolescent relationship while working with victimized youth, and the implications for research and practice (Ozedemir & Yalcin, 2014). Cyber victimization is significantly correlated with low body esteem and low social support and social self-efficacy. Low body esteem and low social support predicted the probability of being a cyber-victim. The results extend the knowledge about potential personal and social risk factors for cyber victimization during adolescence (Olenikshemesh et al., 2016).

### *Objectives*

- To analyze the relationship between adolescents self-esteem and cyber bullying and victimization.
- To analyze the significance difference on self-esteem and cyber bullying and victimization based on demographic data.

## **METHODOLOGY**

**Method:** Survey method is used for collecting data like demographic questions, a cyber-bullying questionnaire from revised cyber bullying inventory (RCBI) and a self-esteem from Rosenberg self-esteem scale (RSES).

### *Participant and Tools*

Participants were adolescent female students.

**Revised Cyber bullying Inventory (RCBI):** RCBI is a 28 item self-report measure with a 4-point Likert scale which requires the participant to respond to two subscales: first if they have performed the fourteen listed behaviors (Bully scale), and second, if others have used the behaviors against them (Victim scale) during the previous twelve months. The RCBI has been found to have strong reliability with Cronbach coefficients at .92 for the Bully scale and .80 for the Victim scale. It also provides higher construct validity than similar scales by assessing fourteen specific instances of behavior, rather than singular global measures of bullying behavior for this sample, the Bully scale was calculated to have a Cronbach coefficient of .79; while the Victim scale had a coefficient of .86. (Topcu & Erdur-Baker, 2010).

**Rosenberg Self-esteem Scale (RSES):** Developed by Rosenberg (1989), the RSES features 10 items, a 4-point Likert scale and is one of the most commonly used self-report measures of self-esteem in both research and clinical settings. The 10-item self-esteem scale was used to assess the overall self-worth by assessing both positive and negative feelings toward oneself. The internal consistency of the self-esteem scale ranges from 0.77 to 0.88. The scale's test-retest reliability ranges from 0.82 to 0.85.

### *Analysis*

The data were subjected to Karl Pearson's product correlation and independent sample t-test to find the relationship and significant differences among the confounded variables.

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**Table 1** *The relationship between self-esteem, cyber victimization, cyber bullying*

	Cyber victimization	Cyber bullying
<b>Self esteem</b>	.018	.104
<b>Cyber victimization</b>	1	.762**

*Note: \*\* Correlation is significant at the 0.01 level (2- tailed)*

Table 1 depicts the interdependence of self-esteem, cyber bullying and cyber victimization. The relationship between self-esteem, cyber bullying and cyber victimization was investigated using Karl Pearson product moment correlation co-efficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was no significant relationship between self-esteem, cyber victimization ( $r=.018$ ,  $p<0.01$ ) and cyber bullying ( $r=.104$ ,  $p<0.01$ ). The table 1 states that there is a weak positive correlation between self-esteem and cyber bullying. Furthermore, cyber bullying is positively and significantly related to cyber victimization ( $r=.762$ ,  $p<0.01$ ).

Studies have found by Patchin et al., (2010) evidence to suggest that bullies tend to have both higher and lower, self-esteem than non-bullies. There is also research indicating no significant difference between the self-esteem of bullies and non-bullies. According to Idirim et al., (2017) Cyber bullying and cyber victimization positively correlate with anxiety, depression, somatization, hostility, impulsivity and internet addiction. On the contrary, cyber bullying is negatively correlated with empathy. As a result, it was concluded that cyber bullying and cyber victimization go hand in hand. Accordingly, individuals who experienced Cyber-victimization may display Cyber bullying when the conditions are suitable and found, consistent with the literature, a direct relationship between Cyber bullying and Cyber-victimization in all models. (Durak & Saritepeci, 2020).

**Table 2** *Self-esteem, cyber victimization, cyber bullying based on demographic data*

	Personal variable		Mean (SD)	t-value
<b>Self esteem</b>	Place of living	Rural	19.935(2.69)	1.192 <sup>NS</sup>
		Urban	20.774(2.77)	
	Place of birth	Rural	20.255(2.98)	0.063 <sup>NS</sup>
		Urban	20.300(3.16)	
	Do you have online friends?	Yes	20.139(3.09)	.360 <sup>NS</sup>
		No	20.390(3.02)	
<b>Cyber victimization</b>	Place of living	Rural	16.72(4.68)	1.973*
		Urban	14.94(2.20)	
	Place of birth	Rural	16.22(4.66)	.989 <sup>NS</sup>
		Urban	15.26(3.31)	
	Do you have online friends?	Yes	16.89(4.87)	1.99*
		No	15.22(2.77)	
<b>Cyber bullying</b>	Place of living	Rural	16.60(4.66)	1.672 <sup>NS</sup>
		Urban	15.07(2.27)	
	Place of birth	Rural	16.62(4.65)	1.118 <sup>NS</sup>
		Urban	15.17(3.24)	
	Do you have online friends?	Yes	16.50(4.94)	1.324 <sup>NS</sup>
		No	15.24(3.31)	

*Note: rural=31, urban=46, rural=47, urban=30, having online friends=26, not having online friends=41. \* p<0.05, NS=Not Significant.*

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Table -2 shows that there is no significant difference in the self-esteem, cyber bullying and there is a significant difference in cyber victimization ( $t$ -value= 1.973\*) ( $p < 0.05$ ) based on young female adolescents from the rural and the urban areas. This table shows that there is no significant difference in the self-esteem, cyber bullying and cyber victimization based on young female adolescents from the place of birth. This suggests that the young female adult's level of self-esteem, cyber bullying and victimization is not caused by their locality. Young female Adolescents having online friends show significantly high chance to undergo cyber victimization ( $t$ -value=1.99\*) ( $p < 0.05$ ). This could be due to the fact that adolescents with online friends get acquainted with strangers & share their personal information's that paves way to cyber victimization.

### CONCLUSION

The present study concluded that there is a no significant relationship (there is a weak correlation) between self-esteem, cyber bullying and cyber victimization. There is a significant relationship between cyber-bullying and cyber-victimization. Female adolescent students from rural area have significant difference when compared with urban areas female adolescent students in cyber victimization and then who have more online friends are cyber victimized when compared with less number of online friends.

#### *Limitation*

The studies were conducted with the limited samples and particularly in a specific region. The data are collected through online who might affect the genuineness of the score.

#### *Suggestion*

The study can be conducted in a larger sample with wider range of participants. It can be carried out as an experimental method and as a cross-sectional, cross-cultural study. The study variables can be paired with other psychological variables such as internet addiction, bullying, subjective well-being, mindfulness etc.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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