Research Paper

The Psychological and Physical Well-Being of Indian Students in Educational Environments is Negatively Impacted by Cyberbullying

Swati Mudgil[1]*, Chandra Kumari[2]

ABSTRACT

This study paper focuses light on the topic of cyber bullying in the educational environment, describes the current state of cyber bullying awareness, and discusses cyber bullying among schoolchildren. The researcher's primary purpose has been to collect material that would bring clarity to ideas linked to cyber bullying and cyber awareness, as well as to serve as an alarm for professionals working in the counseling sector. The study's objectives were to analyze cybercrime knowledge among school students, cyber bullying among school students, psychophysical health effects, and the link between cyber bullying and psychophysical health outcomes. This study was carried out in India, and it included both private and government schools. Each school picked 150 pupils (75 males and 75 females). Thus, a total sample size of 300 students was used. The study's findings suggest that female students are more commonly targeted by cyberbullying than their male counterparts. The survey also showed that compared to their male peers, female pupils knew more about cyberbullying. The severity of the psychophysical health consequences suggests that female students are more likely than male students to have negative consequences on their physical and mental well-being as a result of cyberbullying. Cyber bullying may have a substantial influence on a student's psychological well-being, therefore offering therapy and support is critical in resolving the problem. When counseling adolescents who have experienced cyber bullying, it is critical to address the matter with respect and compassion, and to take the following steps: Create a safe environment via active listening, empowerment, and validation. Educate about cyber bullying. Create coping strategies, build resilience, encourage support networks, digital literacy, and safety measures. Monitoring and following up, as well as collaboration with the school and parents. Remember that each student's experience with cyber bullying is unique; therefore, counseling solutions should be customized to their individual needs and circumstances. Furthermore, if a student exhibits indications of serious distress or mental health difficulties, it is critical to consult with mental health specialists for additional evaluation and assistance. To successfully prevent and manage cyber bullying, we must continue to raise awareness and promote a culture of empathy and respect both online and offline.

[1]Research Scholar, Banasthali Vidyapith, Department of Home Science (Human Development), Rajasthan, India
[2]Professor and HOD, Banasthali Vidyapith, Department of Home Science (Human Development), Rajasthan, India
*Corresponding Author

The Psychological and Physical Well-Being of Indian Students in Educational Environments is Negatively Impacted by Cyberbullying

A special period in a person's growth and development is adolescence. Adolescents, aged 10 to 19, go through a remarkable period of change during this period of their lives. Among the fundamental principles of middle level education is the need to comprehend and address the special developmental traits of teenagers. Teens have distinct characteristics in terms of their physical, cognitive, moral, psychological, social-emotional, and spiritual development, according to study. Things that should be taken into account as we examine these adolescent developmental traits. Developmental qualities overlap and are linked together; each influences the others. These classifications differ and are generally arbitrary. Second, developmental traits could be generalized or oversimplified. Development is influenced by a variety of elements, including race, ethnicity, gender, culture, family, community, environment, and others.

"Cyber Bullying" means "the use of internet communication tools to bully others." While traditional bullying and cyberbullying share many parallels, the former also has some distinct characteristics that make it different. Incidents of cyberbullying can occur at anytime and anywhere. Because of the unclear and potentially very large audience, bullying participants are more likely to remain anonymous than participants in more conventional forms of bullying. The frequent use of physical, verbal, and social abuse against a victim who is not armed is known as cyberbullying. Tease, threats, exclusion, embarrassment, or even actual physical harm to the victim's valuables are some of the ways it might manifest. Cyberbullying is a more contemporary form of bullying that makes use of data to determine whether traditional, cyber, or both forms of bullying are linked to increased rates of behavioral and emotional issues. According to certain research, young people who abuse others online and offline usually have worse mental health than either pure conventional bullies or pure cyberbullies. Typical school characteristics that have been studied as predictors of bullying include organizational factors (such as school size and location), sociodemographic qualities, anti-bullying norms, teacher support, class management, level of academic pressure, and school atmosphere. With the exception of a few organizational contexts, each of these traits consistently shows links to peer bullying. coined the expression "A student is being bullied or victimized when he or she is subjected, repeatedly and over time, to unpleasant actions on the part of one or more classmates," which has become a commonly used description of school bullying. These unfavorable behaviors might be verbal or physical, direct or indirect, but they are all intended to hurt or discomfort the person who is the target. These behaviors are typically conveyed face-to-face in a school setting, for instance by physical harm, teasing, ostracism, or explicit disapproval. coined the expression "A student is being bullied or victimized when he or she is subjected, repeatedly and over time, to unpleasant actions on the part of one or more classmates," which has become a commonly used description of school bullying. These unfavorable behaviors might be verbal or physical, direct or indirect, but they are all intended to hurt or discomfort the person who is the target. These behaviors are typically conveyed face-to-face in a school setting, for instance by physical harm, teasing, ostracism, or explicit disapproval. Bullying exposure is substantially correlated with internalizing health issues, but bullying perpetration is more strongly correlated with externalizing issues. Traditional bullying can be direct or indirect, harming victims both physically and psychologically. However, instances of peer aggression do not always involve power disparities and a history of such episodes. The concept of cyberbullying is ambiguous because it is a relatively new phenomena. The term

"cyberbullying" itself isn't perfect; other academics prefer to refer to it as "online bullying," "social media meanness," "digital abuse," or "drama." Take note that drama is frequently, though not always, performed in networked publics, and that bullying is not necessarily a part of drama.

Definitions of traditional bullying can occasionally have an impact on definitions of cyberbullying. Digital media also introduces other aspects that set cyberbullying apart from conventional bullying. Think about the fact that repetition is one of the main characteristics of conventional bullying. On the one hand, there is an unprecedented opportunity for bullying to recur due to the continuous accessibility of networked communication. Conversely, if a single dehumanizing image circulates online and reaches ever-larger audiences, it may seem like a bullying pattern. The dynamics that exist online exacerbate the power disparity that defines conventional bullying. For instance, the victim may feel even more helpless if they are unable to find their tormentor and are unable to cease being harassed online. Asynchronous, screen-based communication's detached quality may give bullies more confidence and amplify their harsh comments, even in situations where their victims are able to identify them. In fact, according to MTV's 2011 survey, 71% of young people believe that using racial or sexist slurs over text messaging or the internet is more prevalent than doing so in person. One other feature that sets cyberbullying apart from more conventional types of bullying is the relative lack of adult oversight in online environments. Teachers and school administrators typically witness and confront bullying in the schoolyard; they are less aware of mediated contexts. Young people spend a lot of time online, both domestically and internationally, and often behind closed doors. Furthermore, the work we do with educators in professional development shows that it is challenging for them to keep up with the popular online spaces that young people are using as they go from My Space to Facebook to Twitter, Tumblr, and Snap Chat. The way young people employ privacy settings and the expectations they have of privacy from parents and teachers online present unique obstacles for adult supervision, even in cases when adults are aware of these websites. In fact, a lot of young people who are the targets of cyberbullying decide not to ask for help from adults because they believe that certain online spaces are only meant for their age group. When there is no one seeing, bullies can use their increased power and flexibility to carry out their repeated acts of bullying.

Cyberbullying, according to some authorities, is just old bullying done in a more sophisticated way. It appears that these characteristics are "forms of hostility" and that they represent various forms of bullying, such as verbal and physical bullying. These forms of bullying can be social, verbal, or physical. Physical examples include pushing, kicking, and name-calling. Verbal examples include spreading rumors and isolating someone. In reality, a wealth of new research indicates that most cases of cyberbullying are actually a natural progression from in-person bullying. Put another way, most cyberbullying, which focuses on the same targets inside pre-existing social networks, is committed by kids who already bully others in person. Unlike traditional bullying, which may involve violent outbursts that are obvious to bystanders, cyberbullying employs innovative techniques (such as texting, online blogs, and video sharing). As a result, the development of technology may conceal cyberattack incidents. However, the consequences of cyberbullying could be equally as detrimental as those of conventional bullying.

The literature on harassment makes a distinction between the qualities of the victim and the bully. Bullies exhibit certain attributes. According to research, bullies usually operate inside

groups in which they have an advantage due to numbers, size and height differences with their classmates, or social approval. In contrast to boys, girls who harass typically possess less desirable physical characteristics compared to other girls in their class. Bullies are believed to be emotionally charged and prone to confrontation when they play and participate in sports. They frequently use force to express their aggressive, domineering, and control needs, and they will do whatever it takes to achieve their goals. They are impetuous, nonconformists, and lack self-control. They also have short fuse. The majority of bullies don't apologize or take ownership of their acts after hurting someone else. Despite their high status and positive self-perception, they are typically underachievers, at least in their early school years. Bullies behave aggressively against their peers, instructors, parents, siblings, and other people, according to numerous studies. They are lured to violent situations and have a good attitude toward violence. In addition, a number of studies have shown that, in contrast to conventional belief, bullies are self-assured and carefree. The claim that they harass others because they are self-conscious is not well supported by data.

The victim exhibits some distinguishable characteristics. He came to the conclusion that the evidence from his inquiry refuted the "stereotype," as he refers to it, which holds that the victims were physically unusual (i.e., weak, short, overweight, etc.). A number of the victims experienced "body anxiety," which is the fear of causing physical harm to oneself or others. They performed poorly in sports and were less skilled in a larger variety of games. Students with poor self-esteem were frequently those who were targets of harassment. Furthermore, victims may believe that they are deserving of their situation, as in "I deserve to be a victim". Individuals who experienced harassment typically belonged to disadvantaged social groups and had lower cognitive test scores. Who established the link between harassment and social discrimination? The victims had low self-esteem and were despised by their peers. They were discrete, delicate, and tactful. They were apprehensive, uneasy, and uninterested. Victims tended to feel less attractive and intellectual, to view the world negatively, and to lean toward feelings of humiliation and failure. They were discovered to be socially isolated and to have either very few or no close friends. They frequently got along better with adults—like parents and teachers—than they did with their fellow students. Adolescents who experience cyberbullying may face a number of unfavorable consequences, including substance misuse, despair, anxiety, poor academic performance, and damaged family ties. For example, victimization, both online and offline, was independently linked to delinquent conduct, substance abuse, and depressed symptomatology in a national survey of 1,501 internet users aged 10 to 20. In a different study, teens between the ages of 12 and 17 found that being bullied online and offline made them feel more socially anxious. Further research has connected online abuse to a range of academic issues, including truancy, falling grades, and an increase in absences. The actions and considerations people make when setting up, maintaining, and using computers and the Internet play a major role in determining their level of cyber awareness. Cybersecurity is preventing unwanted access to private data and technology assets (hardware and software) by using technological techniques. The quote "Problems cannot be solved with the same level of knowledge that produced them" is attributed to Albert Einstein. The end-user error problem cannot be solved by more technology; instead, cooperation and coordination between the relevant information technology community and the broader business community, along with the essential support of senior management, are needed. The significance of cyber security within the framework of the current Indian security system is underlined before the necessity of cyber awareness in the current Indian educational system is discussed.

The Psychological and Physical Well-Being of Indian Students in Educational Environments is Negatively Impacted by Cyberbullying

The Internet has been misused as a communication and educational tool for selfish ends, which has resulted in cyberattacks and a sharp rise in the prevalence of cybercrime. It is imperative to educate children about potential assaults and various forms of intrusions within the school system. They need to be knowledgeable with past instances of fraud and scams, such as cyber theft and phishing. They need to understand the many types of malicious software, how to defend against them, etc. The curriculum must also address more complex concepts like GPRS-enabled mobile devices and safe social networking usage. They also need to understand concepts like password protection, wired and wireless security, hardware/desktop security, and (file/folder) level security. Social media compromises security. When students learn information technology skills, it puts teachers' abilities to guarantee that students are developing beneficial online habits to the test. Lack of understanding and current information on cyber awareness issues, particularly in relation to security, is present in the teacher offering information on security. For skill development and awareness, teachers must receive technological training. Hacktivism are an emerging category of cybercrime. According to the most recent data, India has the lowest level of awareness about cybercrimes. The introduction of courses in diverse sectors is urgently needed. Cyber security is described as "preventing, detecting, and responding to threats" by the Department of National Security. Given the growing usage of social networking and mobile devices among Indian consumers, the education system in India needs initiatives to raise knowledge of cyber security.

Because technology has two sides, users must continuously consider the risks and opportunities it brings. No matter where we are in the globe, we are actually all connected to one another constantly; our friends, neighbors, heroes, mentors, coworkers, and even total strangers can all be reached with just a click. On the one hand, the internet has brought people closer together, given individuals with less money the chance to prosper, and served as a venue for many deserving groups to raise funds. While they were safely seated in their homes, it exposed vulnerable people to bullying and the deep, dark web. Most of these adolescent adventurers are too young to fully comprehend the dangers of accessing the internet or the repercussions of their own behavior. Children and adolescents are more prone than adults to be venerable online because they are more interested and more tech-savvy. The purpose of the study is to draw attention to the psychological and social effects of cyberbullying, which negatively affects school-age children in a number of ways, including higher rates of anxiety, depression, and suicide. It will also bolster the necessity for ongoing study on cyberbullying among students aged 15 to 18, as well as the recommendation that school staff members should be technically proficient in monitoring their kids' social media usage.

RESEARCH METHODOLOGY AND PROCEIDURE

Research design
The research design used for the study was descriptive in nature. In order to carefully and deliberately describe a population, circumstance, or phenomenon, descriptive research might explore one or more variables using a wide range of quantitative and qualitative methodologies.

Locale of the study
The study was conducted on female students and male students of government and private schools in Gurugram because it was convenient for the investigator.

Population : The selection of the sample is the core part of the research process. A sample is considered to be accurate and good when it defines the characteristic of the entire population. The reliability of the result is affected by the sample selected for solving the research problem. The population of the present study consist of school student of age group 15 years to 18 years was considered as population of the study in which both male students and female students were included.

Sample selection and sampling technique
The schools were conveniently selected including both government schools and private schools were selected for research study. 150 students were selected from each school (75 females and 75 males). Thus, a total sample size comprised of 300 students.

Tools used for data collection
Cybercrime awareness scale by Dr. S. Rajasekar (2011), Cyber bullying assessment scale, was prepared by the investigator and Psycho physical health consequences scale, was prepared by the investigator.

Procedure of data collection
The investigator visited schools of Gurugram (government and private). A letter of authorization was obtained from the university to carry out the research. The principals of the selected schools were contacted and informed of the study's purpose. The researcher assured the respondents that their names would remain anonymous and that the information they provided would only be used for study after providing them with orientation and directions on how to complete the questionnaire. Respondents received an explanation of the study's objective. Consent of respondents was asked by researcher. Respondents who willingly gave their consent were included in the further process of data collection. The tool was administered to the respondents with the help of class teacher and researcher instructed the respondents to read the instruction carefully and then fill the tools. Thus, the data was collected in time duration of 1-2 hours in each school.

Statistical analysis
Statistics used for analysis regarding the present investigator were- Correlation, Frequency percentage, t- test (using SPSS).

RESULTS

All the data collected and outputs obtained in connection with the study are systematically arranged. Data has been presented in the form of sum of squares, mean square and t- value to find out where the groups of students differ significantly. All the outputs with appropriate interpretation are been presented. The demographic characteristics were interpreted appropriately under following sub-heads.

Table-1: Frequency and percentage of respondents exhibiting the cybercrime awareness

Sr. No	Raw Scores Range	z-Score Range	T-Score Range	Grade	Level of cyber crime Awareness	Gender	
						Female N (%)	Male N (%)
1.	143 & above	2.04 and above	70.37 & above	A	Excellent Awareness	1(.7)	1(.7)
2.	133-142	1.31 to 1.96	63.06 to 39.63	B	High Awareness	37(24.0)	15(10.0)

The Psychological and Physical Well-Being of Indian Students in Educational Environments is Negatively Impacted by Cyberbullying

Sr. No	Raw Scores Range	z-Score Range	T-Score Range	Grade	Level of cyber crime Awareness	Gender Female N (%)	Male N (%)
3.	123-132	0.57 to 1.23	55.75 to 62.32	C	Above Average Awareness	64(42.7)	52(34.6)
4.	108-122	-0.52 to 0.50	44.78 to 55.01	D	Moderate /Average Awareness	33(22.0)	57(38.0)
5.	99-107	-1.18 to -0.60	38.20 to 44.05	E	Below Average Awareness	14(9.3)	16(10.7)
6.	88-98	-1.98 to -1.25	30.16 to 37.47	F	Low Awareness	2(1.3)	9(6.0)

Note: Figures in parenthesis indicate percentage of the respondents

This table showed the level of cybercrime awareness between the groups of respondents. It has been observed that on the scale of cybercrime awareness the female respondents have highest above average awareness 64 (42.7%) and the lowest excellent awareness 1 (.7%). It has been observed that on the scale of cybercrime awareness the male respondents have highest moderate/ average awareness 57 (38.0%) and the lowest excellent awareness 1 (.7%). It shows that the female respondents are more aware about cybercrime awareness then the male respondents.

Table-2: Mean, standard deviation, t-value and significance of school students on cyber bullying awareness

Group	Mean (SD)	t-value	Significance
Male (n=150)	2.20(.962)	3.880	P=0.00**
Female (n=150)	2.65(1.031)		
**P<0.01			

Note: In the above table significant is p=0.00 where p<0.01

The t-test findings compare the mean difference in response rates between male and female respondents. The average response from men was 2.20. Female responders received a mean score of 2.65. Between- mean scores were separated by 0.45. The value of 3.880 for the independent samples t- test's Levene's of Equality of Variance. The Levene's Test yields no significant results because 3.880 is greater than 0.05. Thus, 0.00 is the p-value for this t-test. Because the p-value is less than 0.01, the results of this data are statistically significant. It so shows that respondents who are male have greater knowledge than respondents who are female.

Table-3: Frequency and percentage of respondents exhibiting the level of Cyber bullying

Sr. No	Raw Score Range	Grades	Level of Cyber Bullying	Gender Male n (%)	Female n (%)
1	Less Than 22	A	Extremely High	55(38.7)	58(36.7)
2	23 To 45	B	Average	69(46)	75(50)
3	46 To 68	C	Extremely Low	23(15.3)	20(13.3)

Note: Figures in parenthesis indicate percentage of the respondents

This table showed the level of cyber bullying between the respondents. It has been observed that among all the respondents, surprisingly the female respondent are highly cyber bullied 58 (36.7%) then the male respondents 55 (38.7%).

Table-4: Mean, standard deviation, t-value and significance of school students on cyber bullying

Group	Mean (SD)	t-value	Significance
Male (n=150)	75.50(43)	-29.9	P=0.00**
Female(n=150)	225.50(43.44)		
**P<0.01			

Note: In the above table significant is p=0.00 where p<0.01.

The t-test findings compare the mean difference in response rates between male and female respondents. Male responders had a mean score of 75.50. Female responders received a mean score of 225.50. The mean scores differed by 150 points. Levene's Test of Equality of Variance for independent samples yields a t-test of -29.9. Because 0.9 is more than 0.05, the Levene's Test is not significant. Thus, 0.00 is the p-value for this t-test. These data's findings are statistically significant because the p-value is less than 0.01. This proves that female respondents experience greater cyber bullying than male responders.

Table-5: Frequency and percentage of respondents exhibiting the psycho physical health consequences

Sr. No	Range of Raw Scores	Grade	Level of Psycho Physical Health Consequences	Gender	
				Female n(%)	Male n(%)
1	≤6	A	Low	38(31.7)	36(28.7)
2	7 To 13	B	Medium	47(32.3)	56(33.3)
3	≥14	C	High	65(46.0)	58(38.8)

Note: Figures in parenthesis indicate percentage of the respondents

According to the total percentage in female respondent, 31.7% are low. 32.3% are medium and 46.0 % are high on the psycho physical health consequences, and in male respondent 28.7% are low. 33.3% are medium and 38.8% are high on the psycho physical health consequences.

Table-6: Mean, Standard deviation, t-value and significance of school students on psycho physical health consequences

Group	Mean (SD)	t-value	significance
Male (n=150)	1.12(0.618)	1.802	P=0.00**
Female (n=150)	2.11(0.883)		
**P<0.01			

Note: In the above table significant is p=0.00 where p<0.01

The t-test findings compare the mean difference between respondents who were male and female. The average response from men was 1.12 points. The average response from females was 2.11 points. There was a 0.99 point difference between the mean scores. The independent samples t-Test test's Levene's of Equality of Variance value is 1.802. The Levene's Test is not significant because 1.802 is higher than 0.05. Thus, 0.00 is the p-value

for this t-test. The results of this data are statistically significant because p-value of less than 0.01 is found. Therefore, it is clear that, compared to male respondents, female respondents experience more detrimental impacts from cyberbullying on their physical and emotional health.

Table-7: Correlation between cyber bullying awareness and Cyber bullying

Variables	Pearson correlation	'p' value
Cyber Bullying Awareness	-0.035	0.542
Cyber Bullying		

Correlation is a statistical term used to quantify the degree of a linear relationship between two quantitative variables. In the current study, the relationship between cyberbullying awareness and cyberbullying is calculated. The associations between the two variables were investigated using correlation analysis. It is not significant at this value of r, when r = -0.035 although unimportant, the negative indication suggests that there will be less cyber bullying if we understand the problem. According to respondents, there is a negative correlation between cyberbullying awareness and cyberbullying.

Table-8: Correlation between cyber bullying and the psycho physical health consequences

Variables	Pearson correlation	'p' value
Cyber Bullying	0.027	0.001
Psycho Physical Health Consequences		

To further access the correlation between cyber bullying and psycho physical health consequences of school going children, tests have been applied. The association and significant difference between cyber bullying and its effects on psychophysical health were examined using correlation analysis. So, the data reveals that correlation between cyber bullying and psychophysical health consequences is 0.027. It shows a positive correlation between the variables. It implies that as cyber bullying increases psycho physical health consequences will increase.

MAJOR OUTCOME OF THE STUDY: Cyber Bullying Awareness
On the scale of cyber bullying awareness the female respondents have average awareness 42.7% and male have 38.0%. After that we imply the t-test to compare the mean difference between the respondents it shows that the females are more aware then males. **Cyber bullying** – According to observations, women experience cyberbullying at a rate of 38.7%, compared to 36.7% for men. The mean difference between respondents who were male and female is then compared using the t-test results. It demonstrates that women are cyberbullied more frequently than men. **Psycho Physical Health Consequences**- Research indicates that women are affected by the psychophysical health consequences at a rate of 46%, while males are affected at a rate of 38.8%. Women are more likely than males to experience the consequences on their bodily and mental health, according to the t-test comparison of the mean difference.

DISCUSSION
This research sought to evaluate the experiences of young people who have been subjected to cyber bullying. Cyberbullying is a form of bullying in which an individual utilizes technology to intimidate, threaten, or embarrass another individual. According to previous

study, this is more common among teens that are enrolled in school. Typically, it affects children in years 9-12. My study has mostly focused on three topics: cyber awareness, cyber bullying, and the possible psychological and physical health consequences of cyber bullying. The study's findings show that men and women use electronic gadgets on an equal level. While females are more aware of cybercrime than males, they are more likely to encounter cyber bullying. Women are the most impacted by cyber bullying in this case because they are more likely to feel everything. Bullies target women for their own entertainment because they believe women are fragile and vulnerable to harassment and bullying. As a result, those affected find it difficult to disclose this information. Because of technological advancements, many teens now believe a smart-phone or tablet to be essential. They use social media platforms like Facebook and Instagram extensively, which are becoming hotspots for online bullies. Nowadays, every young person has experienced some type of cyber bullying, no matter how little or serious. Many cyber bullying victims choose not to speak up because they are afraid, threatened, or embarrassed. Other victims, on the other hand, would prefer share their experiences with peers than with their parents or instructors. In the following study, researchers discovered how cyber bullying impacts respondents' physical and mental health. Victims of cyber bullying commonly experience anxiety, problems sleeping, irritability, headaches, stress, tiredness, poor appetite, sadness, skin concerns, and bedwetting. I've also seen that because women are targeted more frequently online than males, these consequences are more common among women. Women also feel uneasy sharing this with family and friends. Many cases of cyber bullying in schools go undetected. In other cases, kids would tease their friends for fun, but this is a severe issue for the victims. Some respondents reported it as a result of their credentials being stolen and exploited. When cyber bullying happens at school, the majority of students prefer to help the victims by notifying administrators and becoming engaged them. Speaking of dread, the victims do not talk about their experiences with internet bullying. Many of the kids said that instead of shouting at their children, parents should talk to them quietly and attempt to figure out what's troubling them. This will make it much easier for children to communicate with their parents about their difficulties. A program that raises awareness against cyber bullying might involve both general education for parents and moral teaching in school.

REFERENCES

Aledeh, M., Sokan-Adeaga, A. A., Adam, H., Aledeh, S., & Kotera, Y. (2024). Suggesting self-compassion training in schools to stop cyberbullying: a narrative review. *Discover Psychology*, *4*(1), 1.

Álvarez-garcía, d., núñez, J.C., dobarro, A., & Rodríguez, C. (2015). Risk Factors Associated with Cybervictimization in Adolescence. International Journal of Clinical and Health Psychology, 15(3), 226-235.

Ann John1, Alexander Charles Glendenning,Amanda Marchant1,Paul Montgomery ,Anne Stewart.(2018). Self-Harm, Suicidal Behaviours, and Cyber bullying in Children and Young People: Systematic Review. J Med Internet Res,20(10),1-15.

Azeredo, C.M.; Rinaldi, A.E.M.; De Moraes, C.L.; Levy, R.B.; Menezes, (2015) P.R. School bullying: A systematic review of contextual-level risk factors in observational studies. Aggress. Violent Behave, 22, 65–76.

Bansal, S., Garg, N., & Singh, J. (2023). Exploring the psychometric properties of the Cyberbullying Attitude Scale (CBAS) and its relation with teasing and gratitude in Indian collegiates. *International journal of educational management*, *37*(1), 225-239.

The Psychological and Physical Well-Being of Indian Students in Educational Environments is Negatively Impacted by Cyberbullying

BitteModin, Sara B. Låftman and VivecaÖstberg. (2017). Teacher Rated School Ethos and Student Reported Bullying—A Multilevel Study of Upper Secondary Schools in Stockholm, Sweden. Int. J. Environ. Res. Public Health, 14(4),1-13.

Bonanno, R.A.; Hymel, S. (2013) Cyber bullying and internalizing difficulties: Above and beyond the impact of traditional forms of bullying. J. Youth Adolesc, 42, 685–697.

Boulton, M., & Underwood, K. (2001). Bully/victim problems among middle school children. *British Journal of Educational Psychology, 62*, 73–87.

Brewer, G., &Kerslake, J. (2015). Cyberbullying, self-esteem, empathy and loneliness. Computers in Human Behavior, 48, 255–260.

Byung Lee1, SeokjinJeong and MyunghoonRoh. (2018). Association between body mass index and health outcomes among adolescents: the mediating role of traditional and cyber bullying victimization. BMC Public Health,18(4):674-786.

Chen, P.; Vazsonyi, A.T (2013) Future orientation, school contexts, and problem behaviors: A multilevel study. J. Youth Adolesc. 42, 67–81.

Cole, J.C.M., Cornell, D.G., &Sheras, P. (2006). Identification of school bullies by survey methods. *Professional School Counseling*, 9(4), 305-313.

Cook, C. R., Williams, K. R., Guerra, N. G., Kim, T. E., &Sadek, S. (2010) Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. School Psychology Quarterly, 25, 65–83.

David Álvarez-García, Alejandra Barreiro-Collazo, José Carlos Nú~nez, Alejandra Dobarro. (2016). Validity and reliability of the Cyber-aggression Questionnaire for Adolescents (CYBA). J Psychology Applied to Legal,8(2),69–77.

Delfabbro, P., Winefield, T., Trainor, S., Dollard, M., Anderson, S., Metzer, J., et al. (2006). Peer and teacher bullying/victimization of South Australian secondary school students: Prevalence and psychosocial profiles. *British Journal of Educational Psychology*, 76, 71–90

DilekUludasdemir, SibelKucuk, R.N. (2019). Cyber Bullying Experiences of Adolescents and Parental Awareness: Turkish, J Pediatric Nursing 44 (9),84–90

Dorothy L. Espelage, P, and Melissa K. Holt. Suicidal ideation and school bullying experiences after controlling for depression and delinquency. (2013). J Adolesc Health,53(2),27-31.

Erin grinshteyn, Y. tony yang. (2017) The Association between Electronic Bullying and School Absenteeism among High School Students in the United States. J School Health, 87(34), 2-97.

Espelage, K., & Holt, M. (2001). Bullying and victimization in early adolescence: Peer influences and psychosocial correlates. In R. Geffner& M. Loring (Eds.), *Bullying behavior: Current issues, research and interventions* (pp. 123–142). New York, NY: Haworth.

FezileOzdamli. (2019). Are teacher candidates' problematic internet users? J Social and Behavioral Sciences, 30(23),2345 – 2349

Gámez-Guadix, M., Villa-George, F., &Calvete, E. (2014). Psychometric properties of the Cyberbullying Questionnaire (CBQ) among Victims, 29, 232–247. Gini, G.; Pozzoli, T. (2009) Association between bullying and psychosomatic problems: A meta-analysis. Pediatrics, 123, 1059–1065.

Hannah J. Thomas, James G. Scott, Jason M. Coates, Jason, P. Connor.(2019). Development and validation of the Bullying and Cyber bullying Scale for Adolescents: A multidimensional measurement model. J Educational Psychology, 89(5), 75–94.

Jain, O., Gupta, M., Satam, S., & Panda, S. (2020). Has the COVID-19 pandemic affected the susceptibility to cyberbullying in India?. *Computers in human behavior reports*, *2*, 100029.

Kaminski JW, Fang X. Victimization. (2009). peers and adolescent suicide in three US samples. J Pediatr, 155(3),68-145.

Kaur, M., & Saini, M. (2023). Indian government initiatives on cyberbullying: A case study on cyberbullying in Indian higher education institutions. *Education and Information Technologies*, *28*(1), 581-615.

Kee, D. M. H., Anwar, A., & Vranjes, I. (2024). Cyberbullying victimization and suicide ideation: The mediating role of psychological distress among Malaysian youth. *Computers in Human Behavior*, *150*, 108000.

Kennedy, A. (2005). Students fall victim to high-tech harassment: Bullies discovering new playground in cyberspace. *Counselling Today*, 10–11.

Kim, S.; Colwell, S.R.; Kata, A.; Boyle, M.H (2017) Georgiades, K. Cyberbullying victimization and adolescent mental health: Evidence of differential effects by sex and mental health problem type. J. Youth Adolescent, 47, 661–672.

Komalasari, R. (2024). Cyberbullying in the Healthcare Workplace: How to Find Your Way Through the Digital Maze. In *Workplace Cyberbullying and Behavior in Health Professions* (pp. 84-112). IGI Global.

Kowalski, R.M.; Giumetti, G.W.; Schroeder, A.N.; Lattanner, M.R. (2014) Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. Psychol. Bull, 140, 1073–1137.

Kowalski, R.M.; Limber, S.P. (2013) Psychological, physical, and academic correlates of cyberbullying and traditional bullying. J. Adolesc. Health, 53, S13–S20.

Lucy R. Betts1 & Karin A. Spenser1 & Sarah E. (2017) Gardner. Adolescents' Involvement in Cyber Bullying and Perceptions of School: The Importance of Perceived Peer Acceptance for Female Adolescents. J Sex Roles, 77(9),471–481.

MacDonald, C.D., & Roberts-Pittman, B. (2010). Cyberbullying among college students: Prevalence and demographic differences. *Procedia Social and Behavioral Sciences*, 9, 2005.

Margaret Anne Carter. (2013). Third party observers witnessing cyber bullying on social media sites. J Social and Behavioral Sciences,84(13), 1296 – 1309.

Maurya, C., Muhammad, T., Dhillon, P., & Maurya, P. (2022). The effects of cyberbullying victimization on depression and suicidal ideation among adolescents and young adults: a three-year cohort study from India. *BMC psychiatry*, *22*(1), 1-14.

Mi-Kyoung Cho1, Miyoung Kim1 and Gisoo Shin. (2017). Effects of Cyberbullying Experience and Cyberbullying Tendency on School Violence in Early Adolescence. The Open Nursing Journal, 11(2), 98-107.

Mishna, F., Cook, C., Gadalla, T., Daciuk, J., & Solomon, S. (2010). Cyberbullying behaviors among middle and high school students. *American Journal of Ortho Psychiatry, Mental Health, & Social Justice, 80*, 362-374.

Mitchell, K. J., Ybarra, M., & Finkelhor, D. (2007). The relative importance of online victimization in understanding depression, delinquency and substance use. *Child Maltreatment, 12*, 314-324.

Nangle, D., &Erdley, C. (2001). The role of friendship in psychological adjustment. In D. Nangle& C. Erdley (Eds.), *New directions for child and adolescentdevelopment* (Vol. 91, pp. 5–24). San Francisco, CA: Jossey-Bass.

NazaninAlavi, TarasReshetukha, Eric Prost, KristenAntoniak, CharmyPatel,SaadSajid Dianne Groll. (2017). Relationship between Bullying and Suicidal Behaviour in

Youth presenting to the Emergency Department. J Can Acad Child Adolesc Psychiatry, 26(12),2-18.

O'Brennan, L. M., Bradshaw, C. P., & Sawyer, A. L. (2009). Examining developmental differences in the social-emotional problems among frequent bullies, victims, and bully/victims. *Psychology in the Schools, 46*(2), 100-115.

Olsson, G.; Låftman, S.B.; Modin, B (2017) School collective efficacy and bullying behaviour: A multilevel study. Int. J. Environ. Res. Public Health, 14, 1607.

Olweus D. Victimization by peers: antecedents and long-term outcomes. In: Rubin KH, Asendorpf JB, editors. Social Withdrawal, Inhibition, and Shyness in Childhood. New York, London: Lawrence Erlbaum Associates; 1993:315-341.

Olweus, D (2010) Limber, S.P. Bullying in school: Evaluation and dissemination of the Olweus bullying prevention program. Am. Orthopsychiatr. Assoc. 80, 124–134.

Pramanick, S., & Ghosh, S. (2023). Teenagers, Cyberbullying and Cyber Security Measures: An Insight in Urban India. In *Urban Environment and Smart Cities in Asian Countries: Insights for Social, Ecological, and Technological Sustainability* (pp. 285-302). Cham: Springer International Publishing.

Pramanick, S., & Ghosh, S. (2023). Teenagers, Cyberbullying and Cyber Security Measures: An Insight in Urban India. In *Urban Environment and Smart Cities in Asian Countries: Insights for Social, Ecological, and Technological Sustainability* (pp. 285-302). Cham: Springer International Publishing.

Rana, M., Gupta, M., Malhi, P., Grover, S., & Kaur, M. (2020). Prevalence and correlates of bullying perpetration and victimization among school-going adolescents in Chandigarh, North India. *Indian journal of psychiatry*, *62*(5), 531.

Rigby, K., & Slee, P. (2019). Suicidal ideation among adolescent school children involvement in bully-victim problems, and perceived social support. Suicide and Life-Threatening Behavior, 29(2), 119-130.

Saarento, S.; Kärnä, A.; Hodges, E.V.E.; Salmivalli, C (2013) Student-, classroom-, and school-level risk factors for victimization. J. Sch. Psychol. 51, 421–434.

SAVANI, C. D., JANI, M. P., PATEL, A. H., MODI, P. R., & ODEDARA, V. K. (2023). Cyberbullying Victimisation and Psychological Well-being: A Cross-sectional Study among Medical Students in Western India. *Journal of Clinical & Diagnostic Research*, *17*(5).

Scheithauer, H., Hayer, T., Petermann, F., &Jugert, G. (2006). Physical, verbal, and relational forms of bullying among students: age trends, gender differences, and correlates. Aggressive Behavior, 32, 261-275.

Schwartz, D., McFadyen-Ketchum, S. A., Dodge, K. A., Pettit, G. S., & Bates, J. E. (2008). Peer group victimization as a predictor of children's behavior problems at home and in school. Development and Psychopathology, 10(1), 87-99.

Smith PK, Mahdavi J, Carvalho M, Fisher S, Russell S, Tippett N. (2008) Cyber bullying: its nature and impact in secondary school pupils. J Child Psychol Psychiatry 49(4):376-385.

Suzuki K, Asaga R, Sourander A, Hoven CW, Mandell D. (2012) Cyberbullying and adolescent mental health. Int J Adolesc Med Health, 24(34),27–35.

Thomas SL, Heck RH. (2001) Analysis of large-scale secondary data in higher education research: Potential perils associated with complex sampling designs. Res High Educ 42(5):517-540.

Thompson EA, Eggert LL (2012) Using the suicide risk screen to identify suicidal adolescents among potential high school dropouts. J Am Acad Child Adolesc Psychiatry, 38(23), 16-278.

Vaillancourt, T.; Faris, R.; Mishna, F (2017) Cyberbullying in children and youth: Implications for health and clinical practice. Can. J. Psychiatr, 62, 368–373.

Wang, J., Iannotti, R. J., &Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health, 45*, 368-375.

West, P.; Sweeting, H.; Leyland, A. (2004) School effects on pupils' health behaviours: Evidence in support of the health promoting school. Res. Pap. Educ, 193, 261–291.

Widgerson, S.; Lynch, M. (2013) Cyber- and traditional peer victimization: Unique relationships with adolescent well-being. Psychol. Violence, 3, 297–309.

Ybarra, M. L., Mitchell, K., &Finkelhor, D. (2006). Examining characteristics and associated distress related to Internet harassment: Findings from the second youth Internet safety survey. *Pediatrics, 118*, 1169–1177.

Zacchilli, T.L., & Valerio, C.Y. (2011). The knowledge and prevalence of cyberbullying in a college sample. *Journal of Scientific Psychology*, March, 21.

Conflict of Interest
The author(s) declared no conflict of interest.

How to cite this article: Mudgil, S. & Kumari, C. (2024). The Psychological and Physical Well-Being of Indian Students in Educational Environments is Negatively Impacted by Cyberbullying. *International Journal of Indian Psychology*, *12*(1)*,* 853-866. DIP:18.01.080. 20241201, DOI:10.25215/1201.080