

Comparing the Impact of Cyberbullying and Face to Face Bullying on Young Adults

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ABSTRACT

This study explores how is Cyberbullying and face to face bullying impacting on young adults. By examining the frequency and relative effects of face to face and cyberbullying on young adults, this study explores the important topic of bullying. Data was carefully gathered from a sample of 109–112 respondents, representing a wide spectrum of young adults, by gender and occupation, using a survey-based methodology. The study sought to determine the degree to which this group is impacted by these two types of bullying and to draw attention to the subtle variations in their effects. The data clearly shows that both face to face and cyberbullying are major issues among the population surveyed. Face to face bullying typically occurs in direct, personal interactions, leaving immediate and tangible emotional and physical scars, and the study also emphasizes the particular difficulties that cyberbullying presents. This type of bullying poses a unique set of issues because of its widespread reach, tenacity, potential for anonymity, and ease of disseminating damaging content. The results show that victims of cyberbullying frequently endure ongoing online harassment, and that cyberbullying frequently entails higher rates of recurrent incidents. Because victims of cyberbullying feel constantly exposed and vulnerable, the persistent nature of this behaviour can greatly exacerbate psychological distress.

Keywords: *Cyberbullying, Face-to-face bullying, Young adults, Survey, Review*

Bullying is repeated aggressive behaviour intended to harm or intimidate another person and comes in many forms - physical, verbal, relational and cyberbullying. While traditional face-to-face bullying involves physical or verbal aggression in direct interactions, cyberbullying uses electronic communication to harm, often with anonymity, wider reach and permanence. This research compares the impact of both on young adults, recognising their differences and the consequences. Laptops, smartphones, tablets and Wi-Fi have made it possible for people to go online and be connected anywhere, anytime. Even communication in workplaces is increasingly electronic, not just through emails and texts but also through social media like Facebook, Twitter, social forums and digital communities. Digital communication with harassing features is called cyberbullying or online harassment. Cyberbullying is online negative acts repeated over time, online harassment is one-off or unique acts or behaviour. Cyberbullying among children and teens

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is a well-known phenomenon. Several studies have been done among young adults. When it comes to defining face-to-face workplace bullying, most researchers agree that “the negative acts are repeated and systematic over time” and “the person exposed to the acts has difficulty defending himself”. Cyberbullying can be done via text or images through different digital media. They have common characteristics that can be stored, shared and viewed repeatedly. Among the special characteristics of cyberbullying are high accessibility, large audience and anonymity and invisibility of the perpetrators. High accessibility through digital devices makes it difficult to avoid the negative acts since the bullied person can be targeted outside the workplace and after office hours. The negative acts can continue or even begin when the workday is already over. Since people are always connected to the internet, the victims of online harassment can be targeted anywhere and anytime, making them more vulnerable since there’s no “safe haven”. The social media environment allows for the material negative behaviours to be circulated and viewed repeatedly by the public audience, which raises the issue of what constitutes a perpetration in cyberbullying. For instance, if an image or video clip is posted on a certain website, one can argue that each person accessing that website could be considered as a culprit. Moreover, absence of seeing empathy eliciting facial and bodily actions by the target tend to reduce feelings of empathy. This means that there is nothing to stop the aggressor from engaging in more intense and severe negatives acts. Another aspect of cyber bullying that is common in bullying is the element of anonymity. The aggressor can sit behind a computer and harass the victim via text messages impersonating others by creating a fake account, which allows him/her to conceal his or her identity. On the other hand, traditional bullying can also be considered as inflicted aggression directed towards a weak person that is exposed to repeated violent acts from two or more people. Intimidation, exclusion, harassment, and mistreatment are a few examples of bullying that a person can be subjected to and can take both direct (physical or verbal) and indirect (threats, insults or other interfering actions) forms. Relational bullying or aggression is aimed at harming someone’s interpersonal relationships to a degree that will lower their self-perception and increase peer pressure through gossip and emotional neglect. A bully's aim is to inflict psychological, emotional, or physical harm. Young adults face both kind of bullying and it harms their mental health. The aim of the present study is to compare face to face bullying and cyber bullying among young adults and see how they cope.

REVIEW OF LITERATURE

Bullying, especially prevalent in schools, is a complex issue with significant social and health implications. Literature reviews highlight the importance of addressing bullying through various aspects. Research emphasizes the need for interventions focusing on supporting victims and helping perpetrators manage emotions. Bullying can lead to emotional, physical, and health effects, impacting academic performance. Additionally, children and young adults who are overweight or obese are at a higher risk of being involved in bullying situations. Understanding the relationship between aggression and bullying is crucial, as both proactive and reactive aggression play a role in bullying behaviours. Effective strategies, such as resilience-based anti-bullying programs and whole-school policies, are essential in combating bullying and creating a safer environment for all individuals involved.

As this research indicates, Face to face bullying, Bullying is now defined as long-term, intentional aggression meant to do harm to another person, causing victimization and supported by a perceived imbalance of power (Olweus, 1993). After more than four decades of research, it has been clinically established that bullying is a common occurrence in

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schools within and outside the U.S. Numerous previous studies (Nansel et al., 2001) involving over 15,000 sixth to tenth graders nationally put students that are bullied at 16%. A recent large international study (N = 202,056) confirmed a rate of involvement of bullying, victimization, or dual participation by, on average, 26% of the adolescents, depending on country and gender (Craig et al., 2009). The literature examines the reasons for bullies' actions, frequently mentioning elements like power disparities, the need for social status as well as individual fears. Bystanders' role has been thoroughly examined, with research proving that a bystander Intervention may be essential in reducing the negative effects of bullying (Hawkins et al., 2001). Willard (2003) originally defined cyberbullying as the language that is "defamatory, constitutes bullying, harassment, or discrimination, discloses personal information, or contains offensive, vulgar or derogatory comments". Willard (2007) believes that the words "Internet" and "online" are interchangeable when talking about Internet-related issues because it's difficult to define the Internet's boundaries now. He thinks these terms include all present and future information and communication technologies. Cyberbullying doesn't allow for such an escape. It invades their homes, bedrooms, and personal devices like laptops and phones. It's often more damaging because it targets individuals directly or is broadcast online for all to see (Aftab, 2008; Coloroso, 2003; Willard, 2007). Cyberbullying, much like traditional bullying, can seriously impact a child's academic performance and overall well-being. The connection between home and school now empowers schools to tackle cyberbullying issues. Bullying might begin at school and extend online or start online and manifest at school (California School Boards Association, 2007). From face-to-face bullying tradition to cyberbullying Previously, people could escape bullying by returning home after school, finding a safe haven until the next day. Studies indicate that because cyberbullying occurs around-the-clock, offers the possibility of anonymity, and online communication is permanent, it may be especially damaging. (Hinduja & Patchin, 2010). However, Our Results back up this idea, proving that online harassment Victims might encounter a increased sense of powerlessness and have a lower chance of seeing the Bullying ends even after intervention Cyberbullying and face to face bullying have entwined negative impacts on a victim's mental health and their social life. There is evidence that clearly indicates a correlation between both bullying and a higher prevalence of anxiety, depression, social withdrawal, and feelings of worthlessness. (Kowalski et al, 2014; Patchin & Hinduja, 2012). Additionally, Cyberbullying The views of the peoples defining cyberbullying affects its definition. "When we define a behavior, it is important to remember it as an action that takes place in a particular context, at a particular time, with various influences operating on the individuals who take the action" (Shariff 2008). It is especially true with the context of cyberbullying. It is imperative that policy makers in education systems realize that in order to solve the problem of cyberbullying, where the young adults are the victims, the policy must allow implementation without marginalizing the youth. From face-to-face bullying tradition to cyberbullying Previously, people could escape bullying by returning home after school, finding a safe haven until the next day. These bullying forms are intertwined. Cyberbullying is purposeful these actions are often linked. Cyberbullying, much like traditional bullying, involves deliberate, repeated behaviour aimed at excluding someone. Shariff, in 2008, pointed out that the internet is simply another channel for these harmful messages. These messages are no different from those in face-to-face bullying, whether they are obvious or subtle. It's important to grasp both the content of the message and the way it's delivered online. By understanding this, we can use the internet as a tool to enhance learning and promote positive messages. The adverse effects of bullying are equally on scholars. Adolescents caught up in bullying often show increased school absenteeism (Kochenderfer & Ladd, 1997), poorer school performance (Nakamoto & Schwartz, 2010), alongside reports of lonely feelings (Olenik-

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Shemesh, Heiman, & Eden, 2012), worse health status (Fekkes, Pijpers, Fredriks, Vogels, & Verloove-Vanhorick, 2006), plus recessions of increased anxiety (Juvonen, Graham, & Schuster, 2003) and depression (Fekkes, Pijpers, & Verloove-Vanhorick, 2004) above others in their respective generation not facing victimization. Suicidal ideations have also been related to bullying (van der Wal, de Wit, & Hirasing, 2003) but to a great extent the increased rate of bullying episodes relates well to risk of suicidal ideation and suicide attempts (Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2007).

Recently, there has been attention in the overlap between bullying and cyberbullying. There is increasing agreement that many, if not most, teenagers who are bullied online or through text messaging also endure more conventional forms of bullying at school, despite reported overlap rates that differ slightly (Hinduja & Patchin, 2012). According to Ybarra et al. (2007), there was only a 36% overlap between the two groups. However, the researchers only asked students who reported experiencing cyberbullying during the previous year, and they only used one item to measure overlap in this study. More thorough comparisons that are evaluated using a variety of elements and given to victims of cyberbullying and traditional bullying at the same time have produced overlaps of 65% (Juvonen & Gross, 2008) and 85% (Hinduja & Patchin, 2008), with some researchers.

Some academics have started to doubt the cumulative effect of cyberbullying because of the overlap between pupils who experience bullying at school and those who are harassed online and through text messages. As was already indicated, the more sensationalized explanations of the cyberbullying phenomenon have been contested, especially by Olweus (2012). Olweus asserts, using multiple sizable samples, that cyberbullying is only an extension of in-person victimization and is not a qualitatively different phenomenon. Furthermore, he claims that when compared to in-person victimization, the correlations between cyberbullying and poor outcomes are negligible and that it has no influence on escalating the effects of traditional bullying. Some have contested Olweus's (2012) assertions (Hinduja & Patchin, 2012; Menesini, 2012; Smith, 2012). According to three recent research that compared the results of bullying and cyberbullying, cyberbullying actually predicts worse outcomes than traditional bullying (Bonanno & Hymel, 2013; Campbell et al., 2012; Perren, Dooley, Shaw, & Cross, 2010). The results are still conflicting, though, since one study found that cyberbullying no longer predicts depression when bullying is taken into account, and that the correlations between cyberbullying and anxiety symptoms become very insignificant (Dempsey, Sulkowski, Nichols, & Storch, 2009). Furthermore, according to a number of studies (Bauman & Newman, 2013; Sticca & Perren, 2013), cyberbullying is not inherently worse than traditional bullying, with the majority of young adults in these samples stating that they view bullying as more harmful than cyberbullying.

CONCLUSION

Face to face bullying is the subject of questions 1–15. A sizable portion of respondents said they had been the victim of face-to-face bullying in the form of verbal abuse, physical harm, social exclusion, and property damage. The prevalence of "Sometimes" and "Often/Very Often" answers suggests that face-to-face bullying is a persistent problem. As demonstrated by questions 2, 3, 12, and 14, a significant portion of people have been physically or mentally threatened.

Cyberbullying bullying is the subject of questions 16–30. Cyberbullying is common; many respondents reported experiences such as being excluded from online groups, having embarrassing content shared, receiving hurtful messages, and being threatened online.

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According to the responses, many people report experiencing cyberbullying "Sometimes," "Often," or "Very Often," indicating that it is not an isolated incident. A significant portion of people experience cyberbullying, according to questions 17, 18, 20, 21, 22, 23, 24, and 25.

While doing the comparison of cyberbullying and face-to-face bullying are both serious issues. cyberbullying generally exhibits a higher percentage of the "Sometimes" and "Often/Very Often" categories, indicating that it can be widespread and persistent. Because of the internet, cyberbullying can reach a much larger audience and have long-lasting effects.

lastly According to the data, young adults are significantly harmed by both in-person and online bullying. Cyberbullying poses special difficulties because of its widespread prevalence and potential for extensive harm, even though traditional, face-to-face bullying is still a significant problem.

The comparative impact is broken down as follows:

- **Reach and Persistence:** Because online content is so easily shared and disseminated, cyberbullying can reach a far wider audience than in-person bullying. Because digital content is permanent, online attacks can be ongoing, happening around-the-clock, and having long-lasting consequences.
- **Anonymity and Impersonation:** Because cyberbullies frequently conceal their identities, it can be challenging to find and hold them responsible. Bullies can cause harm without disclosing their true identities by impersonating others and creating false profiles.
- **Psychological Impact:** Anxiety, depression, and low self-esteem are among the serious psychological problems that can result from bullying in any form. However, because online attacks are public and victims feel like they are being watched or targeted all the time, cyberbullying can exacerbate these emotions.
- **Impact on emotions:** Because people are constantly connected to the internet, cyberbullying can make them feel unsafe at any time of day. Face-to-face bullying typically only occurs when the victim is around the bully. In conclusion, although face-to-face bullying is still a serious issue, the distinct and serious threat that cyberbullying poses to young adults' wellbeing is due to its attributes, including its reach, persistence, and potential for anonymity. Therefore, it is crucial to use thorough prevention and intervention strategies to address bullying in both its forms.

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Conflict of Interest

The author(s) declared no conflict of interest.

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