

## School bullying and the role of social media

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### **Abstract.**

This study investigates the situation of school bullying, which has become a global concern in recent years. Bullying in school, which can take many different forms and has an effect on both the offender and the victim, has gained significant global significance in recent years. This paper presents the forms of bullying we encounter in the school unit and the crucial role of social media in it. Adolescent life now includes using social media inextricably. Social Media Use (SMU) could have harmful effects on teenage health, such as exposing them to aggressive content online. We looked at how teenagers engaged in SMU varied by age, gender, and country, as well as the connections between SMU and victimization and cyberbullying. SMU and cyberbullying vary among nations according to gender and developmental trends. Participating in SMU was linked in pooled analyses to experiencing cyberbullying victimization. These relationships were more pronounced for females against males and for cyber-perpetrators versus cyber-victims. Cyberbullying, whether as a victim and a perpetrator, was most significantly and consistently linked to problematic SMU. According to stratified studies, SMU was associated with cybervictimization in 19%–45% of nations and cyber-perpetration in 38%–86% of countries. Social media's accessibility and widespread use have created new chances for online hostility. Teenagers' use of social media, problematic behavior, and online conversations are all related to cyberbullying and call for public health action. The danger is greatest and most persistent when it comes to problematic social media use.

**Keywords.** School bullying, cyberbullying, SMU, cyber-perpetration, cybervictimization,

### **1. Introduction**

There has been a lot of discussion over the years about factors in the school setting that might either encourage or prevent bullying among young people. Early studies that focused on the physical characteristics of schools, such as the teacher-student ratio, student population, and budgets (Aluede, Oyaziwo, et al., 2008;), failed to reach any firm conclusions regarding which specific characteristics of schools, families, or communities were protective or risk factors. Researchers therefore broadened the scope of their investigations to take into account more complex structures as possible predictors of children's prosocial and problematic behaviors, including school policies, teacher attitudes, peer group functioning, and school atmosphere (Chaidi A. and Drigas A., 2022; Bakola L., Rizos N and Drigas A.S., 2019; Aluede, Oyaziwo, et al., 2008; Karagianni E. and Karabatzaki Z., 2022).

Bullying is widely acknowledged as a pervasive and sometimes ignored issue in schools all across the world, one that has major repercussions for both the bullied children and the bullies themselves. Bullies and victims are both at risk for short-term and long-term adjustment difficulties, such as academic problems (Batsche & Knoff, 1994; Fonagy, Twemlow, Vernberg, Sacco, & Little, 2005), psychological difficulties, and social relationship issues, according to a rapidly expanding body of research over the past 15 years. Bullying has been connected to subsequent delinquency and crime as well as to difficulties with externalizing, rage, aggressiveness, violence, attention deficit hyperactivity disorder (ADHD) and hyperactivity (Olweus, 1993). Victimization by peers has been

associated with diseases, skipping school, poor academic performance, increased fear and anxiety, and suicide thoughts, as well as with long-term internalizing issues including low self-esteem, anxiety, and depression (Hawker & Boulton, 2000; McDougall, Vaillancourt, & Hymel, 2009). Aside from that, both bullies and victims, most notably bully-victims, report having suicide thoughts (e.g., Kaltiala-Heino, Rimpela, Marttunen, Rimpela, & Rantanen, 1999). The aforementioned findings are strong, but it is not totally obvious if the links between bullying, victimization, and psychosocial issues represent causes, outcomes, or just co-occurring correlates of bullying and/or victimization.

When compared to conventional bullying, cyberbullying differs on a few key fronts. Bullies can be found, for instance, in work or in schools, according to the conventional wisdom. Bullying in the digital sphere is still effective and deadly since the perpetrators stay anonymous. In schools, bullying often occurs throughout the school day and targets kids who are physically frail, overweight, unpopular, or handicapped. On the other hand, a victim of cyberbullying might experience it at any moment. The children thus experience heightened victimization. Bullying online may take the form of sending hurtful messages, publishing offensive photos, and engaging in interactions in virtual reality, which is a different kind of reality from what we often experience. In the case of conventional bullying, the victim may have a little break from the abuse after returning home, but in the case of cyberbullying, the stress continues until the victim receives their electronic device back. Dooley et al research's supports the victim's increased sense of helplessness when they are the target of cyberbullying (Ortega, Rosario, et al., 2009).

In contrast to cyberbullying, where the victim has no control over when, where, or how the bullying will occur (e.g., via phone or computer), traditional bullying victims can anticipate when they will be bullied (e.g., at school or on the playground). This increased sense of helplessness as a result of this. According to recent studies, one of the most prevalent types of harassment experienced by teenagers is cyberbullying, which is ubiquitous.

Young people's usage of social media (SMU) has assimilated into daily life (Livingston JD, Cianfrone 2014). One of its advantages is that it allows you to keep in touch with your adult mentors, such as parents, family members, and instructors, while also allowing you to connect with peers and absorb new knowledge rapidly (Lenhart A, Smith A, Anderson M, et al., 2019). The frequent or intensive use of SMU, however, might interfere with opportunities to engage in other positive activities, such extracurricular and community events (Jiang X, Peterson RD 2012). In spite of being statistically significant, a recent worldwide research found that the impacts of exposure to digital technology on teenage well-being are moderate and not the authors' words, "insufficient to highlight the need for policy change" (Orben A, Przybylski AK 2019). Others, however, contend that "problematic SMU" (indicated by symptoms of addiction to social media) puts adolescents at risk for issues because it encourages potentially risky online interaction with strangers who have bad intentions Sasson H, Mesch G, 2014) and contributes to addictive behaviors (Qiaolei J, Xiuqin H, Ran T. 2018), social withdrawal (Valkenburg PM, Peter J. 2011), and impaired social functioning (Qiaolei J, Xiuqin H, Ran T. 2018).

## **2. Definitions of School Bullying**

The phenomenon of bullying is difficult to be defined because it manifests itself in many forms. These manifestations can take the form of physical violence, threats, bullying and terrorism, but equally serious consequences can be accompanied by taunting and ridicule, exclusion and isolation (Karabatzaki Z., Stathopoulou, A., Drigas, A, 2018). British, Dutch, and Scandinavian educators refer to bullying as occurring at all levels of the educational system, and it is entwined with jeering, mocking, and joking. Other Europeans use the phrase "school violence" (Karagianni E. and Karabatzaki Z., 2022). an coined the phrase "bullying" in the years 1978 and 1984, and it was first used in worldwide literature. Its aim was to identify the mechanisms of peer victimization of children and adolescents, including systemic bullying. Olweus argues that, the cases in which the term bullying are those that two people of equal physical or mental strength, simply quarrel or engage in constant conflict (Smith, P.K, et al., 2008).

To understand the phenomenon, we must first make a general statement about the phenomenon, which states that bullying is a phenomenon of, youthful nature, delinquency that occurs in many countries of the world and refers to a range of behaviors and is characterized by use of violence between students or peers with the aim of causing disruption (Karagianni E. and Karabatzaki Z., 2022). This phenomenon is observed among students and targets individuals who cannot defend themselves. School violence refers to the imposition of one party's will on another with the aim of causing injury or damage within the context of the educational process, which distinguishes this sort of violence from the rest of society's forms of violence.

According to Lee (2006) several definitions of bullying have been given which consider it a continuum of behavior that involves an attempt to assert power and dominance over another. Another definition believes that bullying is a repetitive and systematic act that encompasses a variety of harmful actions such as social exclusion, pushing, shoving, grabbing or even destroying personal belongings. While another definition considers it a deliberate yet conscious desire to hurt and oppress another person, either occasionally and briefly, or frequently and over a long period of time. An equally interesting definition states that the school bullying is the main form in which school violence occurs and is a deliberate act aimed at causing physical or mental harm, pain and subjugation of the victim to children (Karagianni E. and Karabatzaki Z., 2022).

As far as the international literature is concerned, a broad definition states that bullying is when a student is repeatedly exposed to negative actions by a bully, by one or more other students, which manifests itself as forms of violent or aggressive behavior (Karagianni E. and Karabatzaki Z., 2022). Bullying, even, implies an imbalance of power between the bullying individuals and the victim, as the latter becomes unable to defend himself or herself and remains helpless in the face of others, which experts call an asymmetrical power relationship (Olweus, D. 1993).

The definitions of bullying should include the one formulated by Besag and Olweus. They describe the phenomenon as the use of one's power or position to intimidate, hurt or humiliate another person with less power or lower position. They further state that bullying should be distinguished from other peer attacks or conflicts. It always implies inequality between the person who bullies and the victim (Besag, E.V. 1989 & Olweus, D. 1993). Additionally, bullying is described as violent behavior that is deliberate and involves a power or strength imbalance in the international literature. It frequently occurs again and can take many different shapes (Olweus, D., 2007). Children experience bullying at some point throughout their stay in school, some experience it repeatedly in a single week, and some become chronic victims. Research has found that it can endure for a short length of time, with 19% of incidences lasting for a year (Sampson, R. 2002:13).

In the international literature, a more generalized definition describing the phenomenon of bullying or victimization, as bullying is otherwise commonly referred to, occupies an important place. This definition is formulated by Olweus and states that the phenomenon of bullying or victimization is a form of aggressive behavior that occurs mainly in the school environment and has serious consequences for the psycho-emotional development of children and adolescents and the learning process (Drigas A. and Mitsea E., 2022; Olweus, D. 1993). Specifically, a student is bullied or victimized when he or she is repeatedly and for a long period of time exposed to negative actions of another or other students, manifested as forms of violent or aggressive behavior (Papanastasiou G., Drigas A., et al., 2018; Drigas A. and Koukianakis L., 2004; Drigas A., Pappas M. and Lytras M., 2016).

Also of great interest are the definitions given by child victims and children who have not been bullied for this phenomenon. Starting with the child victims, according to the opinion of two female students, bullying is defined as the use of violence with the aim of gaining status and imposing in the school community and as all types of violence (psychological - verbal) from one member to another member of the school community, whether it stems from the power of position or from physical superiority respectively (Drigas A. and Mitsea E., 2022; Drigas A. and Vretarros J., 2004; Kefalis C., and Drigas A., 2019; Drigas A., and Dourou A., 2013). While a boy, learner refers to bullying by defining it as the aggression shown by children during school age towards other children or teachers

at school. Another student refers to the phenomenon of bullying through his personal experience. In particular, he describes that he too has used violence against others. But things never got out of hand. But very rarely he challenged others, especially if they were not his friends. Those who do this have a problem (Karabatzaki Z., Stathopoulou, A., Drigas, A, 2018; Drigas A and Pappas M., 2015).

The account of a youngster who was bullied at school is one that is both intriguing and compelling "This boy would often make fun of me for wearing inappropriate clothing and being bigger than him. But I admired him and yearned for his presence. To discourage him from making fun of me, I would offer him stickers and "plugs," but nothing worked. He would seek me out and find me to have fun even when I wasn't talking to him or playing away from him and his gang " (Karagianni E. and Karabatzaki Z., 2022; Vlachou J. and Drigas A., 2017; Papoutsis C., Drigas A. and Skianis C., 2018).

Regarding children who have not experienced bullying incidents, one student believes that bullying is harassment that children receive at school for fun. While one pupil believes that bullying is due to a psychological disorder of the child that mainly stems from the child's family environment (Bamicha V and Drigas A., 2022). Last but not least, a student reports that other students who know each other from school attack a different student who is typically quiet, shy and alone (Kokkalia G., Drigas A., 2019). The other students do not keep the victim company and instead make crude jokes at first, when the victim does not retaliate, he is then severely beat (Karabatzaki Z., Stathopoulou A., et al., 2018; Drigas A., and Angelidakis P., 2017).

### **3. Description of School Bullying**

Bullying in schools is a global phenomenon that occurs in all classrooms (Karagianni E. and Karabatzaki Z., 2022; Drigas A., and Kontopoulou M., 2016; Papanastasiou G., Drigas A., Skiannis C. and Lytras M., 2020). The phenomenon was first studied in Norway in 1978, while the hundreds of literature references that have been increasing since 1987, when the term bullying first appeared in scientific journals, concern incidents that take place in schools (Karagianni E. and Karabatzaki Z., 2022; Marios Pappas M., Demertzi E., Drigas A.S., et al., 2019; Theodoropoulou P and Drigas A., 2017).

It is one of the most important problems to be solved in the last decade that the international educational research scene has highlighted. At the global level it has existed since the birth of mass education, but it has taken on major dimensions now in the so-called globalization era, especially after the transformation of our educational system into a multicultural one (Drigas A., Kokkalia G. and Lytras M.D., 2015; Pappas M., and Drigas A.S., 2015; Drigas A., and Kostas I., 2014).

But while this phenomenon may have always been, it has now attained dangerous proportions, gained significant awareness, and can be considered to have worsened (Papoutsis, C. and Drigas, A., 2017). The prevalence of violence in schools has been addressed, and those who experience the issue, students, teachers, and parents, are understandably worried. Furthermore, it is noted that bullying and aggressive behavior among minors is now a common phenomenon in schools, both in urban and semi-urban centers and in rural areas and is something that most children face in one way or another (Drigas A. and Ioannidou R.E. 2013; Drigas A. and Georgousi P., 2019; Kircaburun K, Jonason PK, Griffiths MD, 2018).

These children are likely to experience bullying either as perpetrators or as victims. On one side are bullies who aim to inflict physical or mental pain and may openly attack the victim by hitting, swearing, and insulting them. This form of bullying is likely to include spreading rumors about the victim and marginalising the victim from peer groups. On the other end of the spectrum, victims of bullying describe it as an ongoing and persistent act of harassment and violence committed by the victim over an extended period of time. These threats and actions can be physical, verbal, emotional, and/or even sexual in nature. Bullying is, as can be plainly understood, an aggressive behavior when it expresses itself in this specific way within the framework of interschool violence. However, it is crucial to emphasize the differences from disputes across schools (Papoutsis, C. and Drigas, A., 2017).



Because the victim is a weak and helpless foe in comparison to the offender, this quality serves as the basis for choosing the victim. The attack on him is also planned out and repeated frequently, with the main objective of emphasizing and validating the victim. As opposed to disputes that occur inside the context of the school, where the parties involved are on an equal footing and any events that may occur are isolated and random, rather than planned as in bullying (Papoutsis, C. and Drigas, A., 2017; Baldry, A.C., 2003; Bakola L., Rizos N and Drigas A.S., 2019; Kontostavrou E.Z. and Drigas A.S. 2019). Even while the battle will finish with the final consolidation of the authority of one or the other party engaged, it is still important to emphasize that the aim is defined largely as a "game" of dominance.

Bullying must be seen as a societal phenomenon, not as an isolated incident that only occurs in the school setting and has nothing to do with serious social issues. The social phenomenon of violence is directly correlated with social exclusion, dissatisfaction, and variety. It is entangled with crime, inaction, and dread, as well as with annihilation and the devaluing of man by man (Karagianni E. and Karabatzaki Z., 2022; Stathopoulou A., Loukeris D., et al. 2020). As a result, classroom violence both reflects and perpetuates more widespread societal and familial violence. The unique traits of each kid participating in bullying episodes, as well as social and cultural phenomena and societal contexts in which bullying phenomena are seen, all have a role in the violence that takes place in the school setting (Drigas A. and Ioannidou R., 2013). It is also intertwined with social and cultural circumstances of existence and frequently appears as an alternative response to societal disputes and socio-economic inequality (Drigas A., Kokkalia G. and Lytraw M.D. 2015; Drigas A.S. and Vlachou J.A., 2016).

#### **4. Bullying at Global Level**

Research on bullying began in the 1970s by Dan Olweus at the University of Bergen, Norway. Initially limited to the Nordic countries and then expanded, in Europe and the USA, bullying was studied in other countries such as Japan, Canada, England, Australia and also Denmark in the late 1980s and early 1990s (Olweus 2007). Surveys of 12 to 18-year-olds in the US, where the most severe acts of violence have been recorded, reveal that 4% to 14% of the sample claim they had experienced bullying at school. While 13% of students were found to be in possession of, firearms, knives, cutlasses and scissors in a 1993 national study by Associates and Harris. Miller said that throughout the period of a month in 1994, 157,000 infractions had been logged, with half of them being reported to the police.

In Norway, Olweus recorded in 1983 in a population of 568,000 students, that 9% of them were perpetrators, 7% reported being victims, while 1.6% were both perpetrators and victims. A 1993-1994 survey by Rigby in Australia found that 19% and 14.6% of boys and girls respectively had been victims at school, with an average age of 10-14 years. The American Medical Association reports that 15-30% of students in the US are involved as perpetrators or victims of bullying and over 2/3 of them believe that the school does not respond adequately to bullying.

The highest rates of bullying occur in the 11-13 age groups (Eslea & Ress, 2001). Many researchers point out that the form of bullying chosen to be used by perpetrators depends on their gender, concluding that physical-physical violence is more characteristic of male perpetrators, while psychological violence, mainly through rumor spreading and social exclusion, is more prevalent among girls. This indirect form of intimidation that girls choose to use favors their non-identification as perpetrators, in contrast to boys - perpetrators of physical abuse. Verbal bullying emerges as the dominant form of bullying in both genders (Whitney & Smith, 1993, Beran, T. 2008; Smith P. K., & Sharp, S. 1994; Craig & Pepler, 1997).

Regarding cyberbullying, a form of bullying that has been particularly prevalent in recent years, a 2002 survey by the National Children's Home in the UK showed that one in four children have been

bullied by mobile phone or internet. Similarly, in Australia, a survey of 120 students aged eight years showed that at least  $\frac{1}{4}$  of children know someone who has been bullied using technology (Campbell, 2005).

The factors that contribute to the occurrence of violence and bullying in schools are both individual and environmental. Individual factors include the individual characteristics of children, such as ethnicity, student vulnerability and cognitive abilities. Environmental factors include school climate, school ethos, as well as the attitude of teachers and parents towards violence. As Rigby, (1993) states, perpetrators usually have 'poor' relationships with their parents and their families are made up of people with poor psychosocial health. Baldry (2003), further, stated that children who experience incidents of domestic violence are more likely to become perpetrators than those who do not experience such incidents.

Demaray & Malecki (2003) came to the conclusion in their study that students who engage in this phenomenon feel more encouraged by their peers than by school or families. This finding is important because it speaks to the importance of schools in preventing such behaviors. Diversity appears to be the selection factor for the victim above the offender. As a result, children with particular mental or physical impairments, physical limitations, members of ethnic minorities, and those who do not match stereotypical gender roles are frequently the targets of bullying (Smith & Sharp, 1994; Whitney, I., & Smith., P.K. 1993). In addition, children who have experienced bullying, either as perpetrators or victims, display a variety of traits and symptoms, including anxiety, elevated despair, psychosomatic diseases, low self-esteem, and issues with their interpersonal connections.

It is important to note that, according to a research done in the US in 1994 by Hoover et al, high school students who experience bullying at least once a month often skip class out of dread of another assault. Regarding teacher's views on bullying, some acknowledge that they lack the necessary management and coping skills, that there are frequently no witnesses, and that certain instances of "light bullying" are trivial and won't have any lasting effects. In addition, teachers who have themselves experienced bullying at a young age are more sympathetic toward kid victims, more eager to engage with them, and more comfortable doing so.

## **5. Forms of School Bullying**

Depending on the methods the victim student will employ to cause harm to the victim student, the problem of school bullying can take on many different forms. Bullying may take two different forms: indirect forms, in which the victim is bullied without the offender ever seeing them face to face, and direct forms, in which the victim is bullied directly. Additionally, both, an individual or a group may do it, and both a person or a group may be the intended victim (Olweus, 2007).

Bullying at school is a behavior that targets the victim and is intended to do them harm, including emotional distress, bodily harm, and submission. The type of bullying varies by age and gender (Stathopoulou A., Karabatzaki Z., et al 2022). In contrast to older children, who use more verbal and covert forms of aggressiveness like undermining and seclusion, younger children express themselves more via their body. Girls tend to be more indirectly aggressive, whereas guys tend to be more explicitly and physically violent (Drigas A. and Kokkalia G., 2017). Of course, aggression is always intended to intimidate the weak, both explicitly and repeatedly. Bullying can take many forms of violence such as physical, verbal, psychological/emotional and social exclusion of the individual, sexual violence and harassment and cyberbullying which is a new phenomenon that has spread rapidly latest years across Europe.

The main forms of bullying are:

- **Physical form:** this is the use of physical violence such as pushing, shoving, kicking, and hitting with various objects with the purpose of physically injuring or threatening to injure the

victim. It is most commonly seen in young children and is the most prevalent form of school violence used by boys.

- **The verbal form:** Defined by the systematic use of abusive language, insults and threats, use of slurs intended to humiliate and reduce the person's self-confidence. It is further manifested by negative comments and the expression of offensive language that may have to do with appearance, origin, sexuality, social status or any other characteristic that may differentiate a student from others.
- **The psychological/emotional form:** targets instilling the victim with a sense of terror where any action would result in emotional suffering. The victim is isolated from various groups, blackmail is used, their possessions are destroyed, and theft occurs. Fundamentally, indirect bullying aims to restrict the victim's social interactions by creating an emotional exclusion that the victim perceives as unwelcome (Smith & Sharp, 1994). It's crucial to note that although there is occasionally a chance that guys may utilize this type of bullying, it tends to happen more frequently to girls than to boys.
- **The sexual form:** The sexual form: this form of bullying mainly affects girls, who seem to be the most affected by sexual harassment. This results in girls, unlike boys, suffering from lower self-esteem, poorer mental and physical health and more traumatic symptoms as thoughts and feelings emerge from experiences in which they have experienced intense stress, and includes sexual harassment or abuse, unwanted touching, threats and obscene acts, offensive messages and verbal harassment.

Particularly, sexual bullying, which occurs in most schools throughout the world, may take many different forms and encompass a spectrum of behaviors from an incidence of crude and detailed painting to graffiti on a school wall to abusive comments, improper touching, and violent sexual assaults. All of the aforementioned forms share the aspect that students are coerced into performing a sexual act with in which they are uncomfortable. Additionally, many find it quite challenging to discuss it and admit that it actually did happen to them.

- **The electronic form:** The electronic form: Cyberbullying is the newest and most modern form of school bullying (Chaidi A. and Drigas 2022). According to a survey conducted by the Adolescent Health Unit of the 2nd Pediatric Clinic of the University of Athens, it was found that 5% of children have received threatening messages via the Internet, citing their classmates as the most likely perpetrators (Kokkalia G.K and Drigas A.S., 2016). The perpetrator in this case aims to make fun of the victim through e-mail, a web-site or an internet chat room, by spreading rumors but also by sending pictures or videos that humiliate the victim, which the perpetrator may have recorded with his/her mobile phone inside or outside the school premises.

Bullying is becoming more prevalent than ever thanks to the various forms it can take in the aforementioned online environments (Drigas A. and Kokkalia G., 2017; Campbell, M. A., 2005). Any youngster may bully and threaten their classmates at any time of day by taking advantage of their anonymity. Bullying occurs on computers among kids, often aged 9 to 14, using instant messaging, online magazines, and online social networks.

## **6. Cyberbullying**

In recent years, attention has been drawn to the emergence of cyberbullying as a societal concern and its probable link to the bullying issue. Because youngsters are increasingly using the internet from an early age and creating profiles on social networking sites, cyberbullying has grown to alarming proportions. According to a poll by the Hellenic Internet Safety Center, 32% of Greek instructors have dealt with cases of online bullying and student defamation on social media sites like Facebook and mobile devices (Karabatzaki Z., Stathopoulou, A. , Drigas, A, 2018).

Cyber-bullying is therefore a modernized version of traditional forms of bullying where victims are more vulnerable and exposed, and involves the use of information and communication technologies to intentionally support, repeated and hostile behavior by an individual or group that is

intended to harm others (Karabatzaki Z., Stathopoulou, A., Drigas, A, 2018). The differences between cyberbullying and traditional bullying are that i) it can reach many recipients in very little time, ii) the bully believes he or she can remain anonymous and iii) the victim is affected in his or her personal space.

Research on cyber-bullying seems to have started from 2000 onwards. Survey results have shown that 15%-35% of young people have been a victim of cyber-bullying while 10%-20% of young people admit to being involved in cyber-bullying, 1 in 12 parents say their child has been a victim of cyber-bullying and the majority of people who are either cyber-bullied or cyber-bullied are aged 12-16, and it is worth noting that girls may be more likely to be involved in cyber-bullying incidents.

There are several ways that cyberbullying can appear, some of which we shall examine below:

- **Advertisement:** sending or disseminating rumors or slander in an effort to harm the target's reputation or relationships with others.
- **Imitation:** Pretending to be someone else and sending or publishing material to cause trouble to the person whose identity is being used, damaging the person's reputation or friendships.
- **Publication:** Publishing a person's secrets or embarrassing information or images online.
- **Internet stalking (cyberstalking):** threatening or instilling fear while engaging in persistent, severe harassment and defamation

People who use this form of intimidation are possessed by strong negative emotions, which they try to diffuse in this way (Drigas A. and Ioannidou S, Kokkalia G., 2014). These feelings can be rejection, despair, desperation, anger, abandonment, rage and fear, feelings which may have been caused by problematic family relationships, social dysfunction and other difficult personal relationships (Karabatzaki Z., Stathopoulou, A., Drigas, A, 2018). By following these tactics, abusers feel empowered and in control, and thus reduce the feelings of distress they feel. These individuals experience loneliness, have low self-esteem and difficulties adjusting their feelings (Drigas A. and Kokkalia G., 2017).

According to one definition of cyberbullying, it is "a hostile act or behavior that is carried out by a group or a person repeatedly and over time against a victim who cannot readily defend himself using technological means" (Smith, P.K, et al., 2008). Therefore, using information and communication technology to misuse power in a systematic manner is known as cyberbullying (Karyotaki M. and Drigas A., 2015). Recent research has looked into cyberbullying using a variety of more targeted media. The phenomena can, however, become very unpleasant and have extremely poisonous effects on the victim's mental health when the victim does not get any support or assistance (Aluede, Oyaziwo, et al., 2008). According to studies, internalized fear may go hand in hand with a sense of helplessness, whereas fear that is furious and aggressive may fuel a stress response. An attitude of either confrontation or avoidance may be supported by stress, which is linked to reactive emotions like rage.

Cyberbullying victims frequently feel bad emotions over which they have little control and which have an impact on their wellbeing and influence in the classroom and larger social environment (Ortega, Rosario, et al., 2009; Kokkalia G., Drigas A and Economou A., 2016). Additionally, studies showed a connection between suicide thoughts and victimization due to bullying in person and online (Hinduja, Sameer and Justin W. Patchin 2010). Youth suicide is a serious public health issue. It ranks as the third most common cause of mortality for young people. A thorough review of several studies revealed a continuous link between bullying and young suicide ideation. Additionally, teenagers who engage in bullying and cyberbullying are more likely than adolescents who do not experience sadness, suicidal thoughts, and suicide attempts (Bauman and Sheri 2013). As a result of their fixation on the cyberbullying incident, victims of cyberbullying frequently report having academic difficulties. Students showed a rapid decline in their grades, an increase in absenteeism, anxiety over social isolation, and emerging attitudes that school is no longer safe. In addition, reports of delinquent behavior and other major academic issues including skipping class, accruing detentions and suspensions, and class cutting are made (Drigas A. and Ioannidou R., 2013; Karyotaki M. and Drigas A., 2015). Increased feelings of dissatisfaction with the bully and the circumstance among victims can



be linked to declines in academic performance (Tokunaga and Robert S. 2010)

Response averages are notably high for sample groups that have suffered the death of a family member, neglect, and lack of connection with the father (Drigas A. and Ioannidou S, Kokkalia G., 2014). The study's findings support the worldwide literature's assertion that adolescents felt alone and withdrew from their regular activities while they are lamenting (Karabatzaki Z., Stathopoulou, A., Drigas, A, 2018). The results are in line with the worldwide literature, which maintains that the teen has periods of mourning because he lacks the stamina to feel sorrow and melancholy for an extended period of time (Bryant, Clifton D. 2009). Lack of attention and communication with the father can also lead to emotions of worthlessness, loneliness, and suffering (Karyotaki M. and Drigas A., 2015). When an adolescent is going through a wave of biological and social changes that prepare them for adulthood, the lack of a parental pattern can cause a range of negative feelings (Rutledge and Rebecca 2007; Schneider and Barry H., 2014).

### **7. Social Media Use and Cyberbullying**

Young people's usage of social media (SMU) has assimilated into daily life (Livingston JD, Cianfrone 2014; Drigas A. and Ioannidou S, Kokkalia G., 2014). One of its advantages is that it allows you to keep in touch with your adult mentors, such as parents, family members, and instructors, while also allowing you to connect with peers and absorb new knowledge rapidly (Lenhart A, Smith A, Anderson M, et al., 2019). The frequent or intensive use of SMU, however, might interfere with opportunities to engage in other positive activities, such extracurricular and community events (Jiang X, Peterson RD 2012). In spite of being statistically significant, a recent worldwide research found that the impacts of exposure to digital technology on teenage well-being are moderate and, not the authors' words, "insufficient to highlight the need for policy change" (Orben A, Przybylski AK 2019). Others, however, contend that "problematic SMU" (indicated by symptoms of addiction to social media) puts teenagers at risk for issues because it promotes the possibility of risky online interaction with strangers who have bad intentions (Drigas A. and Ioannidou S, Kokkalia G., 2014; Sasson H, Mesch G. 2014) and contributes to addictive behaviors (Qiaolei J, Xiuqin H, Ran T. 2018), social withdrawal (Valkenburg PM, Peter J. 2011), and impaired social functioning (Qiaolei J, Xiuqin H, Ran T. 2018).

Teenagers that engage in intense and harmful SMU are exposed to online violence, including cyberbullying (Boniel-Nissim M, Sasson H., Nixon CL. 2014; Englander E, Donnerstein E, Kowalski R, et al., 2017; Kowalski RM, Giumetti GW, Schroeder AN. 2014). Frameworks are provided by modern social theories to comprehend these connections. The first is that more frequent and intense SMU expose youth to violent conduct, including cyberbullying (Gottfredson MR, Hirschi T. 1990; Drigas A. and Ioannidou S, Kokkalia G., 2014). According to the Problem Behavior Theory (Jessor R, Jessor SL. 1977; Jessor R. 2016), susceptibility is caused by certain risk profiles, which are grouped, ordered, and diverse risk behaviors. Online hostility can become more acceptable through reward and role modeling when it is repeatedly exposed to (Boniel-Nissim M, Sasson H., Nixon CL. 2014; Englander E, Donnerstein E, Kowalski R, et al., 2017; Kowalski RM, Giumetti GW, Schroeder AN. 2014). As young individuals grow compelled to comply to group norms in their social surroundings, seeing the social benefits of aggressiveness or cyberbullying, such as an increase in social standing, also promotes the behavior (Blakemore SJ, Mills KL. 2014; Olweus D. 1993). Additionally, the absence of face-to-face signs at SMU masks the deleterious effects of online violence or cyberbullying. As a result, the aggressive conduct may be more likely to return without this constructive feedback (Olweus D. 1993; Barlett CP, Gentile DA., 2012). Furthermore, the "disinhibition effect" may appear after exposure to online bullying or hostility repeatedly (Olweus D. 1993; Barlett CP, Gentile DA., 2012).

In other words, these violent actions may eventually start to seem normal to young people. These consequences might make it more probable for someone to cyberbully someone else or become a victim of cyberbullying. Additionally, children who use electronic communications excessively may be more vulnerable than other kids, who may struggle with psychological issues including social

anxiety and loneliness (Karyotaki M. and Drigas A., 2015). Even while these young people are at risk for being exploited online, they may not have the social support or knowledge to guard against it when it happens (Prizant-Passal S, Shechner T, and Aderka I., 2016). As a result, engaging in problematic and frequent SMU may raise the risk that one may observe and imitate violent online behaviors, both as a perpetrator and as a victim.

Cross-sectional studies have demonstrated a link between increasing teenage cyberbullying and cybervictimization and both intense and problematic SMU (Erreygers S, Vandebosch H, Vranjes I, et al., 2019; Casas JA, Del Rey R, Ortega-Ruiz R. 2013; Kircaburun K, Jonason PK, Griffiths MD. 2018; Rice E, Petering R, Rhoades H, et al., 2015 Sampasa-Kanyinga H, Hamilton HA. 2015; Machimbarrena J, Calvete E, Fernández-González L, et al., 2018; Lee HW, Choi JS, Shin YC, et al., 2012). The suggested timing of these relationships is supported by longitudinal research (Barlett CP, Gentile DA, Chng G, et al., 2018; Gámez-Guadix M, Borrajo E, Almendros C. 2016). Few researches have looked at the possibility of interacting with strangers in online contexts as a possible risk factor for online aggressive behaviors, even though this may potentially have an etiological role (Barlett CP, Gentile DA., 2012). Given this context, we examined age, gender, and cross-national disparities in adolescents' SMU activity through a school-based survey of youth in 42 countries and regions (Roberts C, Freeman J, Samdal O, et al., 2009). We next looked at connections between SMU and cyberbullying victimization and perpetration. In order to capture a continuum of exposures with increasing costs in terms of online aggression, we expected that three SMU variables, frequent usage, problematic use (defined by addictive-like behaviors), and engagement with strangers, would be necessary. While concurrently correcting for the impacts of important confounders, such as mutual control for each indicator of SMU, we looked at their particular connections with cyber-bullying and cyber-victimization. Our goal was to offer fundamental knowledge that supports laws that promote adolescent health in the modern, digital era (Drigas A. and Kokkalia G., 2017).

During the 2017–2018 academic year, the 2017–2018 Health Behaviour in School aged Children (HBSC) study was carried out in 47 nations and regions across Canada and Europe. According to a standard study technique, national research teams interviewed samples of 11-, 13-, and 15-year-old kids who were nationally representative (Roberts C, Freeman J, Samdal O, et al., 2009; Wendy C., Meyran B.N. and Nathan K., 2020). Following a defined methodology that includes translation, back-translation into English, and finally centralized verification, questionnaires were translated to fit the participating nations' respective languages. Classes within schools were chosen for sampling, and different sample criteria were used depending on the conditions in each nation. To assure representativeness, standardized weights were developed since certain nations oversampled certain subpopulations (such as those based on geography and ethnicity).

The investigation of SMU and cyberbullying/victimization employed information from 42 nations and regions. These comprised 11 "low- and middle-income" and 31 "high-income" nations, respectively, according to World Bank classifications (World Bank. World development report., 2020). Cyber-bullying. From the initial 47 nations, three did not gather data on SMU, and two more did not provide data by the time of the research. Each nation's team received permission to conduct the survey from the institution administering each individual national survey or from an analogous regulatory authority connected to it. Following national human subject regulations, school officials, parents, and teenagers were asked for their agreement (explicit or implicit), which was required for the voluntary nature of the study. For the prevalence calculation, were used information from 180,919 teenagers in 42 countries (Table 1). With the 42 nations that provided comprehensive data on cyberbullying, SMU, age, gender, and socioeconomic status, were used a subsample of 166,979 teenagers (weighted n=166,647) to assess relationships between factors (Wendy C., Meyran B.N. and Nathan K., 2020).

### **Cyber-bullying measures**

Participants were asked to rate how frequently they had been the target of cyberbullying in the previous two months using an item adapted from the validated Olweus bullying scale (Olweus D. 1993). Examples of cyberbullying include sending hurtful instant messages, emails, or texts; making fun of someone on social media; and sharing offensive or inappropriate images online without permission. Because cyberbullying is not common, its five ordinal answer categories were dichotomized into two options (never vs. at least once in the last two months) (Wendy C., Meyran B.N. and Nathan K., 2020). This was done based on international precedence and the low occurrence of cyberbullying. A second question asked participants how frequently they had participated in the practice of cyberbullying using a similar stem and response categories. Similar binary categorization of response alternatives was used (Craig W., Boniel M., King N., et al 2020).

### **Powerful SMU**

SMU was assessed using an altered 4-item scale from the EU Kids Online Survey (Van den Eijndem, Lemmes J. and Valkenburg PM., 2016). Respondents were asked how frequently they communicate online with the following types of individuals: close friends, friends from a bigger social circle, friends you met online but didn't know before, and other persons not in your social circle (such as parents, siblings, classmates, and instructors). Answer options for each of these four questions varied from 1 (very never) to 5 (nearly always during the day), as well as a do not know/doesn't apply choice. With regard to at least one of the four elements, intense SMU was defined as having nearly constant online interaction throughout the day.

### **Problematic SMU**

The Social Media Disorder Scale ( $\alpha=0.89$ ) (Van den Eijndem, Lemmes J. and Valkenburg PM., 2016) measured problematic SMU in 9 dichotomous (yes/no) items that describe addiction-like symptoms: preoccupation with social media, dissatisfaction about a lack of time for its use, feeling bad when not using it, trying but failing to spend less time using it, neglecting other obligations in order to use it, regular arguments over it, lying to parents or friends about its use, using it to escape from negative feelings, As suggested by the scale's designers, endorsement of 6-9 items indicated problems SMU.

Frequent of interaction with strangers on the internet and other variables. It was calculated how frequently people communicate online with strangers by responding, "nearly all the time throughout the day," to a question about how often people communicate online with friends they met online but had never met before (Mascheroni G and Olafsson K., 2014). The HBSC questionnaire also gathered information on self-declared gender (boy, girl, and in some countries, "neither term describes me"), age group (11, 13, and 15 years), socioeconomic class (a 6-item measure of material assets in the home including the number of vehicles, the number of bedrooms shared, computer ownership, bathrooms at home, dishwashers at home, and family vacations), (Currie C., Molcho M and Boyce W. et al., 2008) and family support, both family support (a 4-item scale describing the degree of help, emotional support, communication, and assistance in decision-making perceived to be experienced in families) and peer support (a 4-item scale describing the degree of help from friends, ability to depend on them, communication of happy and sad feelings, and communication of problems with friends) (Wendy C., Meyran B.N. and Nathan K., 2020) are important sources of support.

**Table 1**  
Description of international study sample, HBSC study, 2018

Descriptor	Number
Number of countries reporting, n	42
Total participants, n	180,919
By country, n	
Median	3,715
Minimum	1,446 (Albania)
Maximum	11,155 (Wales)
By gender, n (%)	
Boys	86,981 (48.1)
Girls	93,938 (51.9)
By age group, n (%)	
11 years	56,219 (31.1)
13 years	62,661 (34.6)
15 years	62,039 (34.3)

All values are weighted. HBSC=Health Behaviour in School-aged Children.

There were different degrees of reported cyberbullying victimization and perpetration by country, gender, and age group (Table 2). For both victimization and perpetration, the median estimates were usually low and, in the pooled analysis, were reasonably ( $p=0.22$ ) constant by age group for victimization girls ( $p=0.02$ ). However, for perpetration (boys:  $p=0.01$ ; girls:  $p=0.02$ ). Girls reported a greater median prevalence of victimization than males did, particularly at age 13 ( $p=0.02$ ). Across contrast, in all age categories, guys reported a greater median prevalence of perpetration than girls (all comparisons,  $p < 0.01$ ) (Craig W., Boniel M., King N., et al 2020; Wendy C., Meyran B.N. and Nathan K., 2020).

**Table 2**  
Reported victimization by and perpetration of cyber-bullying in 42 countries, HBSC study, 2018

	Prevalence per 100 children								
	Within countries by age group and gender								
	11			13 years			15 years		
	Minimum	Median	Maximum	Minimum	Median	Maximum	Minimum	Median	Maximum
<b>Boys</b>									
Victimization by cyber-bullying	4.0	12.5	27.5	2.2	11.9	24.3	3.2	11.3	4.0
Perpetration of cyber-bullying	1.8	7.6	26.7	3.1	10.3	28.8	3.6	11.8	1.8
<b>Girls</b>									
Victimization by cyber-bullying	3.8	12.7	24.5	6.4	13.9	27.8	5.3	12.7	3.8
Perpetration of cyber-bullying	0.7	6.1	14.0	2.5	7.2	19.1	1.6	7.5	0.7

All values are weighted, HBSC = Health Behavior in School-aged Children.



### Social media use

According to median estimations, strong SMU positively correlated with age, especially in females ( $p < .01$ ; Table 3). At age 11, girls were less likely than males to participate in harmful SMU, but at ages 13 and 15, they were more likely. Boys were more likely than females to have frequent online communication with strangers as they aged. In general, frequent encounters with strangers were less common among girls than problematic SMU. Boys were more likely than girls to have frequent interactions with strangers and troublesome SMU (Craig W., Boniel M., King N., et al 2020); Drigas A. and Kokkalia G., 2017; Wendy C., Meyran B.N. and Nathan K., 2020).

**Table 3**  
Reported engagement in sentinel indicators of electronic media communication within countries, HBSC study, 2018

	Prevalence per 100 children Within countries by age group and gender								
	11			13 years			15years		
	Minimum	Median	Maximum	Minimum	Median	Maximum	Minimum	Median	Maximum
<b>Boys</b>									
Intense use of social media	14.1	28.9	47.3	17.1	32.4	48.9	18.0	36.8	52.3
Problematic social media use	1.2	5.8	25.3	2.9	6.4	17.8	2.1	6.1	17.5
Frequent social media contact with strangers	1.2	6.0	14.3	2.4	7.5	12.7	2.7	8.5	13.0
<b>Girls</b>									
Intense use of social media	12.5	29.3	48.5	16.9	41.8	60.3	21.1	45.6	64.4
Problematic social media use	1.1	4.7	14.5	3.6	8.4	20.1	3.9	8.8	18.7
Frequent social media contact with stranger	0.6	3.4	7.7	2.7	6.2	11.6	2.2	6.2	13.7

All values are weighted. For Slovenia, only 15-year-olds included for problematic social media user. HBSC = Health Behavior in School aged Children.

### SMU and cyber-bullying

Bivariate models for cyber-victimization revealed weak to high associations between each of the three SMU markers and experiencing cyber-bullying. After correction, the size of the RRs dropped, indicating that the observed effects for each of the three indicators were partially explained by known confounders. However, despite the addition of these additional controls, the relationship between each SMU indicator and cyber-victimization persisted (Craig W., Boniel M., King N., et al 2020; Drigas A. and Kokkalia G., 2017; Wendy C., Meyran B.N. and Nathan K., 2020). A number of nations have reported statistically significant increases in relative risk, demonstrating the constancy of such impacts across nations. There was a sizable difference in the importance of the link between heavy usage and cyber-victimization across nations (there were eight countries with a significant correlation for males and 25 for girls). Cyber-victimization was most significantly and consistently linked to problematic SMU (Craig W., Boniel M., King N., et al 2020). In 20 nations for males and 29 countries for girls, the connection was substantial. Frequently interacting with strangers has been linked to cyber-victimization in 10 nations for males and 19 countries for girls.

When compared to the relative risks for victimization, bivariate models for cyberbullying perpetration found higher associations between each of the three SMU markers and being a perpetrator. Confounder adjustments reduced overall relative risks, but the impacts on boys and girls remained large and statistically significant. Again, there were differences across nations. When boys and girls reported acute and troublesome SMU (22 and 36 nations, boys and girls, respectively), we saw a statistically significant greater probability of perpetration. Only 16 nations for males and 28 for girls had substantial connections with perpetration and frequent conversation with strangers (Craig W., Boniel M., King N., et al 2020).

Adolescents' unauthorized use of social networking sites is causing a situation where the teenager interacts less and less vocally and physically with others around him, including parents, teachers, and friends (Craig W., Boniel M., King N., et al 2020; Chaidi I. and Drigas A., 2022). His relationships with his parents, teachers, and friends suffer greatly as a result of bullying, whether he is the victim or the perpetrator.

Teenagers are also reaching a point of awareness due to a lack of engagement and excessive internet use, and as a result, they are accepting cyberbullying as a common occurrence without understanding its idea, overreach, or ramifications. Cyberbullying is a serious problem that parents, teachers, tweens, and adolescents must deal with. Every element of life is impacted by it. Similar to conventional bullying, cyberbullying seriously harms a person and can occasionally push them to consider suicide (Craig W., Boniel M., King N., et al 2020). Most frequently, victims of cyberbullying reported feeling resentment, humiliation, fear, melancholy, frightened, threatened, upset, lonely, anxiety and poor academic performance at school, loss of confidence and self-esteem, and want for retribution. Various delinquent behaviors, include self-harm, suicide, family issues, academic challenges, and cyberbullying.

## **8. Conclusion**

Concluding we understand the dangers of misuse of the technology but we have to underline the importance of the digital technologies in education domain and that is very productive and successful, facilitates and improves the assessment, the intervention and the educational procedures via Mobiles which brings educational activities everywhere [104-110], various ICTs applications which are the core supporters of education [111-142], AI, STEM & ROBOTICS which raise educational procedures into new levers of performance [143-160], and games which transforms the education in a very friendly and enjoyable interaction [161-172]. Additionally, the enhancement and combination of ICTs with theories and models of metacognition, mindfulness, meditation and emotional intelligence cultivation [173-212] as well as with environmental factors and nutrition [99-103], accelerates and improves more over the educational practices and results, especially in the emotional intelligence and social behavior domain of students.

More specifically, and focusing on bullying, social media's accessibility and widespread use have created new chances for online hostility (Karyotaki M. and Drigas A., 2015; Chaidi I. and Drigas A., 2022). Teenagers' use of social media, problematic behavior, and online conversations with strangers are all related to cyberbullying and call for public health action (Chaidi I. and Drigas A., 2022). The danger is greatest and most persistent when it comes to problematic social media use (SMU).

SMU has been more popular among teenagers over the years, raising worries about its detrimental effects on adolescent health and wellbeing (Livingston JD, Cianfrone 2014; Sasson H, Mesch G. 2014; Qiaolei J, Xiuqin H, Ran T. 2018; Valkenburg PM, Peter J. 2011). It has been found that there are more consistent correlations among the three categories of SMU for cyberbullying than for cybervictimization. More nations have shown similar correlations between cyberbullying and cybervictimization for females than for boys. Additionally estimations show that there are weak to high consequences of cyberbullying and cybervictimization for both boys and girls in the majority of nations, which call for public health action. Our findings are in accordance with an "exposure viewpoint" (Brown JD, Bobkowski PS. 2011) and show that SMU exposes children to increased risks of engaging in cyberbullying and more aggressive online behaviors, particularly for guys (Chaidi I. and Drigas A., 2022).

Online time consumption (SMU), particularly if it is regular and/or problematic, takes the place of possibilities for engaging in positive and protective in-person social interactions that foster socioemotional and moral growth (Jiang X, Peterson RD 2012). Theoretically, circumstances that "reinforce aggressiveness, give violent models, frustrate and victimize them, and teach them that aggression is normal and effective" (Anderson CA, Carnagey NL. 2004) might cause aggressive tendencies to emerge in young individuals. Adolescents could be exposed through peers and social

norms that are intense and troublesome SMU to behaviors that are acceptable and reinforced, including cyberbullying. Because SMU offers a secure and anonymous avenue to communicate frustrations, which might transfer into online violence among vulnerable kids (Best P, Manktelow R, Taylor B. 2014; Aboujaoude E, Savage MW, Starcevic V, Salame WO. 2015), associations between severe and problematic SMU and cyber-bullying may be worsened by related cognitive, emotional, and social weaknesses.

Finally, teenagers have access to new and different social contexts where they can form relationships thanks to the rapidly expanding field of electronic social media technology and its extensive adoption into their everyday life (Chaidi I. and Drigas A., 2022). Even while social media platforms mostly duplicate aspects of conventional face-to-face interactions, they have altered how teenagers perceive and define social connection. The widespread use of social media and the ease, with which it is accessible, have created new chances for cyberbullying, posing new problems and opportunities for health policy and practice to safeguard children.

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