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Atomic Research Centre

**Research on Cyberbully Perpetrator & Victimization**



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1. **PURPOSE OF ARC:**

Universities are challenged by the influx of technology in all aspects of our lives, particularly as many workplaces are demanding new forms of information production and communication. Education is feeling the pressure to offer learning opportunities using technology as well as provide more flexible modes of learning such as online learning. While the internet and social media can be a great way to learn new information, they can also open the doors to cyberbullying.

Cyberbullying is a relatively new phenomenon. Cyberbullying is sending or posting harmful or forbidding text or metaphors using the internet or other digital communication devices. When people experience harassment, humiliation, embarrassment, intimidation, and/or are threaten via information and communication technologies by another person they are said to be victimized. The negative effects inherent in cyberbullying are not slight or trivial and have the potential to inflict serious psychological, emotional, or social harm. It is even possible that the damage resulted from cyberbullying is greater than bullying because there is no easy escape for the cyber victims and harmful materials can be easily preserved as well as quickly and widely spread.

Most researchers have indicated that lower levels of self‑esteem and loneliness were associated with both cyberbullying perpetration and cyber‑victimization. This study, therefore, aims to explore the social context of cyberbullying through the examination of students’ perceptions.

1. **OBJECTIVE**
* To study the sociodemographic variables.
* To find the level of self‑esteem among perpetrator of cyberbullying
* To evaluate the predictive capacity of loneliness, with reference to being a perpetrator of cyberbullying or victim.
1. **METHODOLOGY**

Convenience sampling technique was employed in this cross‑sectional study to investigate the contributing factors of cyberbullying behaviour among undergraduate university students. Data will be gathered through self‑report questionnaires, and included the sociodemographic characteristics, Cyber Victim and Bullying Scale, UCLA Loneliness Scale Version 3, and 10‑item Rosenberg’s Self‑Esteem Scale.

1. **EXPECTED OUTCOME**

The ultimate merit of any educational research is its implication in educational practice. Teachers need to understand the significant implication of cyberbullying/victimizationas well as to learn how to identify and handle such incidents. Teachers also need to provide better supervision when technology is used in classrooms for learning. Parents and educators are all key stakeholders to combat cyberbullying.

1. **Team Members**
2. Sridevi Ganji
3. Harisoorya
4. **WORKING PAPERS**

Potential Sociodemographic Predictors of Cyberbullying Behavior among University Students.

1. **PUBLICATION**

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