

the impact of cyberbullying on cyberbullicide ideation among Jordanian college students

Trinity Watson

Department of Cybersecurity

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Cyberbullying negatively impacts students health by increasing stress, anxiety, and depression, which can lead to suicidal thoughts. It also affects their school experience by reducing concentration, increasing school avoidance, and contributing to negative perceptions of the school environment. Victims may experience increased absences and a decline in academic performance due to the emotional toll of cyberbullying.

Introduction

In the digital age, cyberbullying has become a serious issue that affects teens and young adults on a variety of platforms. This reading dives into the complex relationship between cyberbullying and its psychological consequences, particularly focusing on cyberbullicide ideation which can happen among college students in Jordan. This study is to contribute to the increasing body of information on cyberbullying and help with the development of policies for educational institutions by examining the incidence of cyberbullying, its impact on mental health, and the need for effective solutions.

Discussion

The study examines individual behaviors and mental health outcomes related to cyberbullying, highlighting the psychological impact on victims and perpetrators, which is related to Social Sciences Principles. It explores social dynamics, such as peer relationships and societal expectations, particularly regarding gender roles that influence bullying behavior and victimization. Research Questions and Hypotheses

Similarly, the Hypothesis could be that Cyberbullying victimization leads to increased cyberbullicide ideation among adolescents. A Research Question to be asked is “what is the relationship between cyberbullying victimization and suicidal thoughts among Jordanian students?”.

Methodology

Moving on, the Sample Size is 1,000 students from various colleges in Jordan. The study collected quantitative data through surveys, focusing on self-reported experiences of

cyberbullying victimization, perpetration, and associated mental health indicators like suicidal thoughts. Key findings were that 26% experienced cyberbullying; 73% knew victims; 64% knew perpetrators. Cyberbullying victimization significantly correlated with suicidal thoughts. There was also a higher cyberbullicide ideation in females. Concepts from the PowerPoint presentations that relate to cyberbullying align with the article's exploration of victimization and perpetration, emphasizing the role of digital platforms in facilitating harassment.

Moreover, The article highlights how marginalized groups, such as those based on gender, ethnicity, or sexual orientation, often face heightened risks of cyberbullying, exacerbating their vulnerability and mental health issues. It raises concerns about the lack of support and resources for these groups, which can lead to feelings of isolation and hopelessness, further increasing the likelihood of cyberbullicide ideation. Also study contributes to understanding the unique experiences of marginalized individuals in the context of cyberbullying, advocating for targeted interventions and policies that address their specific needs and promote inclusivity in educational environments. These studies enhance public awareness and the impact of cyberbullying, fostering educational initiatives that inform students, parents, and educators about its risks and consequences.

Conclusion

All in all, there is an Urgent need for policies and interventions to address cyberbullying and its mental health impacts. Cyberbullying presents challenges to students' mental health and academic performance, urgent attention from educators, parents, and policymakers. While the effects are well-documented, it is crucial to acknowledge the individual responses and the potential for strong and supportive online communities. By fostering an understanding of these

dynamics, people can implement targeted interventions that not only combat cyberbullying but also promote a healthier, more supportive school environment for all students.

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