

Caleb Mingle-Taylor

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CYSE201S

Mr. Yalpi

Article Review #1: Cyberbullying and Cyberbullicide Ideation Among Jordanian College Students

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Introduction:

With the beginning of the Internet age, cyberbullying has increased its significance, particularly among college students who are frequent Internet users. Diab Al-Badayneh, Maher Khelifa, and Anis Ben Brik's article "Cyberbullying and Cyberbullicide Ideation Among Jordanian College Students" addresses the issue in the Jordanian context (Al-Badayneh, Khelifa, & Ben Brik, n.d.).

Relationship to Social Sciences Principles

By the acquisition of information regarding social interaction, human conduct, and virtual environments' influences on psychological well-being, the study conforms with psychology concepts. Cyberbullying as a social entity is something that sociological as well as mental health studies must focus on, given that they are shaped by cultural, psychological, and technical factors. The study also addresses the part social structures play in shaping cyberbullying experiences as well as their psychological impacts, like peer relationships as well as support structures within the organization (Al-Badayneh et al., n.d.).

Research Questions and Hypotheses

The researchers set out to determine the prevalence of cyberbullying and its impacts on Jordanian university students. They examined cyberbullying experiences about ideation of cyberbullying or suicidal ideation due to online harassment. Students who are more exposed to cyberbullying are hypothesized to be suffering from psychological problems and plan to commit suicide in the study (Al-Badayneh et al., n.d.).

Research Methods:

The study employed survey-based data collection techniques and a quantitative research design. The participants completed questionnaires that were constructed to assess their emotional response, mental state, and perceptions of online bullying. The study also employed the cross-sectional study design, which allows researchers to study relationships and trends at one point in time.

Data and Analysis:

To maintain representative populations, data was gathered from a student population in the college in Jordan. Statistical examination using regression and correlation was utilized by the researchers to examine the relationship between repeated exposure to cyberbullying and ideation of cyberbullying. The outcome revealed the profound psychological impact of cyber harassment through a significant relationship between suicidal ideation and repeated exposure to cyberbullying (Al-Badayneh et al., n.d.).

Connection to Course Concepts:

The article concurs with conventional topics addressed under social science papers, particularly for oppressed groups, mental well-being, and online society. The PowerPoint lectures on cyberpsychology in module four helped me understand the topic better. To describe why cyberbullying persists and affects victims differently based on their psychological and social resources, theories including peer influence or support networks.

Impact on Marginalized Groups:

The research proves the vulnerability of marginalized groups like socially isolated individuals, low-income students, and individuals with issues with their mental health. Marginalized students are also more likely to experience severe emotional distress and suicidal ideation because they may lack the support systems that are essential in addressing cyberbullying.

Contribution to Society:

The study here is a useful contribution to policy and public education on cyberbullying. It challenges colleges and universities, legislators, and mental health practitioners to act in prevention by highlighting the psychological impact of online harassment. These results warrant greater online harassment laws, more mental health services for students, and greater digital education programs.

Conclusion:

The article "Cyberbullying and Cyberbullicide Ideation Among Jordanian College Students" presents a meaningful consideration of the mental health and cyberbullying interrelationship. The study indicates that more efficient social and institutional interventions for protecting at-risk students are called for. Stronger online harassment prevention practices and school-based digital well-being are based on social science advancements in this study.

References:

<https://cybercrimejournal.com/menuscript/index.php/cybercrimejournal/article/view/329/9>