

**Cyberbullying on Social Media**

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## **Overview**

This article examines what cyberbullying is, how common, and the effects that it has on people and society. Using the PRISMA search strategy, the authors used 71 studies to study the major challenges of cyberbullying, along with addressing the issue (Ray et al., 2024, p. 1).

Cyberbullying is very common today, especially with children and teenagers. Platforms like Instagram, Facebook, and Snapchat are to be the main sources. Cyberbullying has many impacts, such as mental health problems like depression, anxiety, social isolation, and suicidal thoughts (Ray et al., 2024, p. 1).

## **Relation to Social Science**

Cyberbullying relates directly to the principles of social sciences as it focuses on human behavior and relationships. It shows how new technologies can change social behaviors, both good and bad. The authors highlight factors such as anonymity, constant connectivity, and social validation as the main motives of cyberbullying (Ray et al., 2024 p. 1). These motives align with social and psychological behaviors. The article connects the digital world to social science concepts about power, inequality, and human interaction.

## **Research Question, Hypothesis, Variables**

The article review was guided by five research questions: how is cyberbullying defined in the literature, what factors contribute to cyberbullying and how can they be measured, what is the impact of personality traits on the likelihood of engaging in or being victimized by cyberbullying, how do direct involvement and indirect experiences influence the prevalence of cyberbullying, how does cyberbullying affect individuals and what measures can be taken to mitigate its effects (Ray et al., 2024, p. 2). The article does not state a clear hypothesis, but it does imply that cyberbullying is shaped by personality traits such as narcissism psychopathy, and

social media features like anonymity increase the chance of cyberbullying, and that it has major negative effects on mental health. With this, the independent variables include personality traits, age and gender, and online behaviors. The dependent variables are the victimization experiences, and mental health outcomes such as depression, anxiety, and suicidal ideation (Ray et al., 2024 p. 12).

### **Research Methods & Data & Analysis**

This article and authors used a systematic literature review, using the PRISMA approach to identify relevant studies across databases such as Scopus, Google Scholar, and Science Direct (Ray et al., 2024, p. 2). There were a total of 71 studies selected, all that were between 2007 to 2022. The article included many research designs that included surveys, interviews, case studies, and meta-analysis. The data that is collected included statistics of prevalence rates and demographics of the people who were affected by cyberbullying. The authors explained that their meta-analysis showed “a diversified representation of age groups, regions, and methods employed in the studies” (Ray et al., 2024, p. 3), which gives the article a global view.

### **Relation to Course**

This article also connects to the coursework in social sciences. Cyberbullying shows how the social science study of mental health represents bad behavior that is shaped by technology. It also relates to socialization and identity as victims have trouble with identity and the “attackers” seeking validation. For instance, this article can align with Parsimony and how scientists keep their understanding simple in order to understand cyberbullying. Determinism can also relate to the article as cyberbullying can be the cause of previous events.

### **Relation to Marginalized Groups**

The article highlights that kids, women, and LGBTQ people are the main victims of cyberbullying. Data shows that these groups have higher rates of cyberbullying than men. The article states “female victims are more likely to experience social anxiety and sleep problems, while male victims are more likely to engage in antisocial behaviours” (Ray et al., 2024, p. 1). This shows concerns with inequality and vulnerability within these groups. These problems highlight the challenges that are faced and how there is a lack of support to help these marginalized groups.

### **Contributions to Society**

The authors give a standard definition of cyberbullying, providing a foundation for future research. The definition of cyberbullying described by the authors includes Repetition, Power Imbalance, Intent, and Harm (Ray et al., 2024, p. 6). They also highlight the need to study how adults are affected as most research is children focused. It shows the connection between cyberbullying and mental health, highlighting that there must be strategies in order to prevent it. With that, the article highlights the responsibility of social media platforms to protect users and make safe environments for them. These contributions help with future policies, technology designs, and public health.

### **Conclusion**

In conclusion, the article provides knowledge of what is known about cyberbullying on social media, while also providing the problems that must be addressed. It connects directly to social science principles by looking into human behavior. Although the article focuses on the cause, impact, and intervention of cyberbullying, it also highlights the needs to protect marginalized groups. This research is aimed to help with creating a safer and healthier online community where people can interact without being bullied.

## References

Ray, G., McDermott, C. D., & Nicho, M. (2024). Cyberbullying on social media: Definitions, prevalence, and impact challenges. *Journal of Cybersecurity*, *10*(1), tyae026.

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