

Article Review 2: External Factors of Cybersecurity

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Research Question and Hypotheses

The research question is: “Do threat perceptions and [school climate] mediated by [prejudice] contribute to students’ [cyber aggression]? And how much are these variables contribute in shaping students’ [cyber aggression]?” (Mardianto et al., 2023, p. 3). Mardianto et al. also followed up with some hypotheses: “H1: There is a significant contribution of TP to CA behavior among students. H2: There is a significant contribution of SC to CA behavior among students H3: There is a significant contribution of TP to Adolescent CA through PJ H4: There is a significant contribution of SC to CA behavior through PJ,” (Mardianto et al., 2023, p. 3).

Research and Data Collection

The study uses literature review in order to compile previous findings of fellow studies. Mardianto et al. references multiple other studies to define many key terms in their study. These terms include threat perception (TP), prejudice (PJ), and cyber aggression (CA) (Mardianto et al., 2023, p. 2-3). Data was collected using “Web-based self-report personality scales for data collection,” (Mardianto et al., 2023, p. 3). Data taken from high school students who have social media accounts. Initial number of respondents: 1245. Selection based on completion of scale filling: 1118. 54.7% female, 45.3% male (Mardianto et al., 2023, p. 3).

Data Analysis

Researchers made a model to determine cyber aggression using threat perception, prejudice, and school climate. (Mardianto et al., 2023, p. 4). The model was then tested with structural equation modeling (SEM) (Mardianto et al. 2023, p. 3).

Relation to Social Sciences & Module Eight

The study has high relativism, showing how school, education, and other social systems impact cyber aggression. The study also achieves parsimony; definitions for key terms are laid out when mentioned,

and data collection, analysis, and results are easy to follow for a general audience. The study is not strong in empiricism, for it focuses on emotions of study participants. It has ethical neutrality, and does not force participants to answer, nor do they disclose any of their valuable information.

The study relates to module eight by displaying perspectives that relate to symbolic interactionism. Symbolic Interactionism means society can be understood through interactions between individuals. The study shows how interactions, through individuals and groups, affect the overall cyber aggression of said individual or groups. It also touches on the connection between sociology and technology and how peer connections are maintained through technology.

Contributions to Underrepresented Ethnicities & Genders

The study takes place in western Indonesia, which is a region that does not get much cybersecurity coverage, let alone southeast Asia as a whole. The study gives a perspective into how the culture of West Indonesia impacts cyber interactions. Although, it is hard to use the study's findings to define Indonesian culture as whole, it is a step in the right direction.

Not only that, but the study has a majority female sample, a gender that is underrepresented in cybersecurity studies as well. Through this, we can learn more about female behaviors in cyberspace.

Conclusion

Overall, the study better explores how external factors impact cyber aggression towards others, whether it be an individual or group setting.

References

Mardianto, M., Hartati N., Aulia F., Fikry Z., Utami R. H., & Magistarina E. (2023). Contribution Threat Perception, School Climate and Prejudice as Mediator to Student's Cyber Aggression. *Journal of Cybersecurity*. 9(1), 1-9, <https://doi.org/10.1093/cybsec/tyac017>.