

Cyberbullying and Cyberbullicide Ideation Among Jordanian College Students

Tayshon Mott

Old Dominion University

CYSE 201s

Diwakar Yalpi

11/14/2025

Relationship to Principles of the Social Sciences

The article connects to a lot of the principles we talk about in the social sciences. For example, relativism comes through because the authors make it clear that cyberbullying has to be understood within Jordan's own cultural setting, not just treated as something that works the same way everywhere. You can also see determinism in the way they expect certain things—like gender, family issues, or substance use—to influence students' involvement in cyberbullying or suicidal thoughts. The researchers also keep an ethically neutral tone by not blaming or labeling anyone; they just report what the numbers show. They stay skeptical too, especially when they point out the limits of self-reported data. Their whole approach is based on empiricism since everything is drawn from surveys and measurable information. They also keep things pretty simple, which fits the idea of parsimony, only using the variables they really need. Lastly, they aim for objectivity by using standardized tools and running everything through statistical software.

Research Questions, Hypotheses, Independent and Dependent Variables

The researchers were mainly trying to figure out three things: how common cyberbullying is among Jordanian college students, what demographic or family-related factors make someone more likely to be involved, and what predicts thoughts of cyberbullicide. Their basic expectation was that things like gender, family conflict, GPA, and even substance use would play a role in whether a student becomes involved in cyberbullying or experiences suicidal thoughts tied to online harassment. In the study, the independent variables were factors such as age, gender,

parental conflict, substance use, family type, GPA, and academic year. The dependent variables were the levels of cyberbullying involvement and cyberbullicide ideation, both measured using established scales.

Research Methods Used

The study used a quantitative approach, mainly a survey given to 1,262 university students using convenience sampling. The researchers relied on existing cyberbullying and cyberbullicide scales and checked their reliability with tools like Cronbach's alpha, along with a small pilot test. Since the design was cross-sectional, all data came from self-reported answers collected at one point in time. The survey asked about students' backgrounds, online habits, family relationships, and emotional experiences connected to cyberbullying.

Types of Data Collected and Analysis Performed

The researchers gathered numerical data on things like student demographics, how often they experienced cyberbullying, their family relationships, mental health, and behaviors such as substance use. They analyzed the data using descriptive statistics, correlations, cross-tabulations, and multiple regression to figure out which factors actually predicted the outcomes. SPSS was the main program used for these tests, and Cronbach's alpha helped confirm that the scales were reliable. Using these statistical methods allowed them to see how different variables worked together to influence cyberbullying and suicidal ideation.

Connection to Course PowerPoints

The article connects closely with the sociological perspectives we covered in class. From a Symbolic Interactionist view, cyberbullying can be understood through the shared meanings and digital symbols that shape how students see themselves and each other online. Small, everyday online interactions—likes, comments, screenshots, group chats—can influence students’ emotions and identities in very real ways. Conflict Theory also fits because the online world creates its own power dynamics. Some students use their social status or digital skills to control or intimidate others, showing how inequality can play out even behind a screen. Structural Functionalism helps explain how cyberbullying affects the larger campus environment, since these incidents disrupt the stability schools try to maintain. As a result, colleges respond by creating new policies, monitoring systems, and support services to manage these issues. This ties in with the “Colleges and Cybersecurity” presentation, which highlighted how universities now operate in data-heavy, digital spaces and must constantly address the risks that come with online learning, student data collection, and digital misconduct.

Marginalized Groups: Challenges, Concerns, and Contributions

The study makes it clear that cyberbullying doesn’t affect all students equally. Girls may be less likely to bully others online, but they tend to experience stronger emotional and psychological effects when they are targeted. Students dealing with parental conflict or living outside traditional family structures also face greater risks, both in becoming involved in cyberbullying

and in developing suicidal thoughts. This suggests that instability at home can make online harassment even more damaging. The same pattern shows up for students with lower GPAs or weaker support systems, who report higher levels of cyberbullicide ideation. Altogether, the findings show how different forms of marginalization—whether related to gender norms, family circumstances, or academic struggles—can stack on top of each other and leave certain students more vulnerable in digital spaces.

Overall Contribution to Society

The article adds important insight to global cyberbullying research by offering evidence from a non-Western setting. By identifying the factors that predict cyberbullying and cyberbullicide ideation, it gives educators, policymakers, and mental health professionals a clearer sense of which students are most at risk. The study emphasizes the need for culturally aware prevention programs, stronger digital safety efforts, and better support services within universities. Its focus on issues like parental conflict and substance use also shows that meaningful solutions need to address students' overall environments, not just their online behaviors.

Conclusion

In conclusion, the article gives a clear look at how cyberbullying and cyberbullicide ideation affect Jordanian college students, showing how factors like family conflict, personal habits, and social pressures shape both online behavior and its emotional fallout. By tying the findings to

broader sociological ideas, the study shows how culture, individual choices, and social structures all interact in digital spaces. Overall, the research underscores the need for strong campus support systems and targeted prevention efforts. Its contribution is important because it adds depth to our understanding of digital harm and highlights why colleges must take active steps to protect students who are most at risk.

Reference

Al-Badayneh, D., Khelifa, M., & Ben Brik, A. (2024). Cyberbullying and cyberbullicide ideation among Jordanian college students. *International Journal of Cyber Criminology*, 18(1), 58–82.

<https://cybercrimejournal.com/menuscript/index.php/cybercrimejournal/article/view/329/98>