

Cyberbullying Behaviors in Anonymous Social Network

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Abstract

On a large scale, people use online social networks and mobile phones to harass victims with abusive text, images, audio, and video, resulting in a serious and growing societal problem. This study looks into unfavorable user behavior on social networks. Especially in the modern and evolving culture, cyberbullying is on the increase, and it is a phenomenon that both individuals are impacted by daily. Professionals must recognize cyberbullying, apply effective management measures that comply with regulations, and engage in proactive preventive programs. With the increased use of the world wide web, it's no surprise that young people are abusing such technologies. However, earlier research has documented the negative consequences of cyberbullying. Due to the social and cultural limits of civilizations, reporting cases of cyberbullying is also a major issue. Future studies should look into whether instructional programs reduce cyberbullying and improve reporting rates, as well as how cyberbullying affects social media etiquette. This research investigates unfavorable user behavior on a major social networking site that has resulted in several occurrences of cyberbullying, some of which have resulted in suicide conduct. We study how anonymous and non-anonymous users act in social networking and propose that obscurity is a significant source of such aggressive user behavior.

Keywords: *Victims, Cyberbullying, Anonymous*

I. INTRODUCTION

Despite the contemporary digitally advanced society, cyberbullying is becoming more prevalent. In recent years, technological advancements have made it possible for individuals to communicate more widely across borders. While such technical improvements undoubtedly assist individuals, the negative consequences of cyber behavior have received much attention (Wang *et al.*, 2019). Technological innovations have permitted increasing communication amongst people across geographical divides during the previous years. While such technical improvements undoubtedly assist individuals, the negative consequences of cyber behavior have received much attention (Wang *et al.*, 2019).

Bullying is a big issue in today's culture; it affects people of all ages and in various ways. Cyberbullying is a concerning tendency that has arisen as a result of enormous manufacturing use. Humans may abuse others online 365 days. Bullies who use cyberbullying get a feeling of ownership over their victims that they would not have unless they were addressed one on one. Furthermore, due

to the increased visibility, the prominence of this subject in current news and media might empower

an individual, even if he or she is the only one knowing that he or she is the bully in question. As a result, some people who have a strong grasp of technology have used these new virtual circumstances to engage in hostile conduct toward their peers (Maria *et al.*, 2020).

Cyberbullying is described as the frequent use of technology to harass someone to injure, humiliate, or injure that person (Beale Hall, 2007). This happens when flaming entails sending a person angry, harsh, or profane messages by text or email, either privately or to an online group (Watts *et al.*, 2017). Conventional bullying is considerably more widespread than cyberbullying, and a large proportion of cyberbullies' kids are also tormented by traditional methods, therefore it's only reasonable to urge organizations to concentrate their efforts on combatting harassment, especially through the use of a proven program (Zych *et al.*, 2018). Anyways bullying behaviors that are not restricted to the physical environment or face-to-face situations have emerged as a result of rapid

technological advancements. Bullying is described as a pattern of recurrent and purposeful hostile behavior directed against a helpless victim. Although interaction in online communities varies beyond seemingly popular technological communication modes, while texting still reigns supreme on social media, cyberbullying is prevalent on social media websites. This transition may have ramifications not just for how cyberbullying happens, but also for the consequences and responses that cyberbullying generates (Whittaker and Kowalski, 2014).

Bullying is already spreading beyond a small group of people thanks to modern technologies such as cell phones, social media, internet video and photographs, and so on. As horrible as fighting and bullying were before the widespread use of personal technology, the recording, and dissemination of hurtful materials have widened the scope of bullying's detrimental effects (Hosseinmardi and Ghasemianlangroodi, 2014). Media the popular press, researchers, educators, and parents have all paid careful attention to a newcomer type of cyberbullying that occurs involving adolescents as well as online bullying throughout the last decade (Olweus, 2012). On the other hand, emphasizing how the media platforms object to privacy when combined with days of continuous online networking engagement, contributes to the social learner and is a significant factor in adult cyberbullying (Lowry *et al.*, 2016).

Bullying and cyberbullying have several similarities, including the notion that almost all forms of bullying are often more probable to happen whenever an imbalance of power arises (Beringer, 2011). The purpose of cyberbullying is usually to ridicule, shame, or frighten the victim. Text, photos, voice, and/or video can all be used to perpetrate various forms of social hostility. The article (Redmond *et al.*, 2019) emphasizes that there are several sorts of cyberbullying. These categories were recognized in early studies on cyber safety, including cyberbullying.

II. METHODOLOGY

To attain our goals, we used a systematic strategy to conduct our research. In-depth research into various learning strategies has been conducted to protect against cyberbullying behaviors in certain ways. This review was based on relevant research papers on the topic of cyberbullying on social networking. The goal of this study is to look into the current literature to acquire a better

understanding of modern cyber network advances and issues. This method lays out the basic steps for identifying, interpreting, and assessing research articles, making it easier to find supporting data. As part of the search plan, rigorous professional planning and validation of search strings were carried out. The research publications are mostly current and have a lot of citations from the Scopus database. Scopus was chosen as a comprehensive research article database. To study the issues in cyberbullying behaviors, the search results were filtered to include peer-reviewed and high-quality database journals and reputable conferences such as Springer, ACM, IEEEExplore, Elsevier, Wiley, and Google Scholar. Concerning the study topic, the search keywords were carefully selected. The search terms were tweaked multiple times to get almost all of the relevant documents. As a consequence, numerous search strings including various word combinations were used to locate relevant documents. Several digital libraries' search engines were used to conduct an automated search utilizing these search terms. The criteria for selecting papers were then utilized to narrow down the most relevant research on this subject. The remainder of the article highlights the Cyberbullying behaviors that we discovered throughout the review.

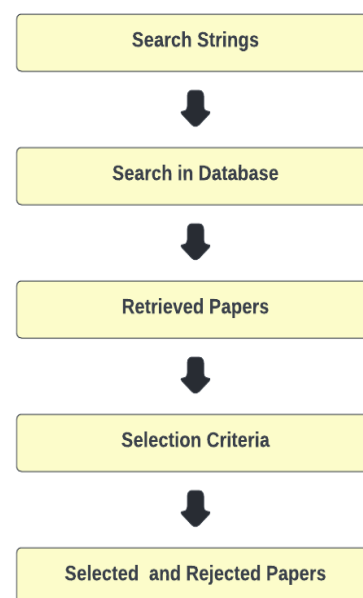


Figure 01: Methodology

III. DISCUSSION

A. Cyberbullying

There is no agreed-upon definition of cyberbullying. Traditional measures and notions typically include one factor, a list of bullying characteristics, or a comprehensive explanation of bullying.

Cyberbullying is a rapidly rising systematic issue particularly among our individuals according to the report (Albert, 2011). Cyberbullying involves the use of electronic mail, SMS, online forums, cellular phones, cell phone camera systems, and media websites. It isn't something that happens outside of school hours. Rather, it occurs at all hours of the day and night, both inside and outside of school frequently affects kids' social interactions at school, and generates situations that necessitate the intervention of teachers, counselors, and administration. Anyhow one of the issues is that people's perceptions of cyberbullying are so varied and ambiguous. When asked to explain the word, most individuals tended to associate it with "Internet bullying" or highlighted Internet activities they considered to be instances of cyberbullying. It's more difficult than it looks to transfer the features of conventional bullying to bullying using internet communication technologies. Another aspect of cyberbullying is cyberstalking (Langos, 2015), in which a victim is more likely to be subjected to a third-degree intrusion, the interest category physical integrity, as a consequence of the fear of coming damage. The threatening aspect of cyberstalking is likely to make a victim fear for his or her safety, thus this intrusion is measured by examining the anticipation of harm connected with the activity. The unique nature of textual forms of internet communication presents issues when it comes to the purposeful nature of bullying and the victim's non-provocative behavior. Email, chat, and text communications are often misunderstood because they lack the tone of voice or facial expressions. The notion that bullying occurs predominantly in recognized social groups is less evident in computer crimes. On the internet, people may interact with people they met in real life, but it also includes making unknown. Furthermore, information and communication technology help consumers conceal their identities or do business privately, which is seen to be a contributing factor to aggressive behavior.

The last component of traditional bullying is the strength differential between the attacker and the sufferer (Heidi and Katrien, 2009). In traditional bullying, this power disparity is usually centered on physical ability. Mostly on another side, because humans can't influence others in cyberspace with their body image, online authority is linked to higher technological knowledge.

As mentioned earlier, cyberbullying may be perpetrated via any technological communication device. Cyberbullies can stay anonymous due to the nature of cyberbullying, and victims can be abused for months or years. Because of the anonymity component of cyberbullying, it may be more appealing than traditional bullying. While anonymity allows the bully to attack someone he or she does not even know, it also allows the bully to quickly construct a phone identity, lowering the risk of being detected. Because of the limitless nature of the Internet, this might result in lifelong shame. The anonymity element also allows the bully to stay anonymous while engaging numerous others to see the behavior. Anyhow traditional types of bullying can have harmful repercussions for victims, but once they leave the setting, they usually get relief. Unfortunately, cyberbullying has more harmful consequences since victims may be tormented at any period, a day a week, hours a day, no matter where they are. Cyberbullies' ability to stay anonymous while scaring their victims in the quiet of their homes may mean that the perpetrators are unaware of the harmful consequences of their actions, but the consequences are real.

B. Cyberbullying-Related Aspects

1) Awareness of cyberbullying

As already formatted in this document, your paper should use a page size corresponding to A4, which is 210 x 297mm (8.27" x 11.69"). The margins should be set as follows: Pupils' knowledge of cyberbullying, participation in it, and responses to it differ. Within cyberbullying, three different roles may be played. Individuals or groups of people may play these roles. The bullying trio consists of the victim, who would be the aim or beneficiary of the harmful or vicious material; the perpetrator, who is the criminal or abuser who begins the social aggression; and the bystander, who is not an aggressor but is aware that cyberbullying is occurring (Willard, 2005). Cyberbullying research and treatment strategies should also be adopted at the societal, classroom,

and household levels (Abaido, 2019). It appears to be especially relevant in the growth and changes of mitigating in terms of the demographic of cyberbullying and survivors of online harassment: parents who are less concerned are more prone to become cyberbullied because of their poor internet use. Informing family members about new media and building a sense of their children's online activity appears to be a good starting step toward avoiding cyberbullying.

2) *Cyberbullying status and mental health.*

The study's objective was to see cyberbullying and its consequences status relates to teenage mental health when conventional bullying experience is taken into account, as well as to see whether there are any gender disparities. When girls are subjected to cyberbullying, their mental health appears to be significantly affected (Kaiser et al., 2020). This indicates that cyberbullies and adolescents who do not engage in every other form of cybercrime have more psychological symptoms than cyberbullies alone, as well as cyberbullies and bullies, particularly females. When you're subjected to or involved in trolling, the psychological well-being of girls appears to be more impaired than that of boys. And another fact should consider cyberbullying and cyber victimization have both been linked to mental and psychosomatic issues.

Those who are both cyber bullies and cyber victims are the most distressed (Sourander et al., 2010). A further comprehensive map collects evaluation evidence that demonstrates the significant detrimental impacts of cyberbullying on stress and psychological quality of life (Kwan, 2019). Cyberbullying may have severe consequences for victims, which are exacerbated by the problem's persistent nature. These physical and psychological consequences can leave individuals permanently scarred and even inspire them to commit suicide. In any case, by shedding insight into how and when cyberbullying is connected to anxiety, we can learn to understand more about cyberbullying's detrimental consequences (Niu et al., 2020). On the other hand, Cyberbullying on social media platforms is a serious threat to the emotional and physical health of those who are bullied (Bastiaensens et al., 2014).

3) *Prevalence of Cyberbullying*

The corpus of knowledge on cyberbullying is growing all the time, with costs changing depending on a variety of characteristics such as age, gender, and ethnicity. The incidence of cyberbullying varies greatly between studies, according to the way cyberbullying is characterized and the duration used to decide whether or not cyberbullying took place (Kowalski, Limber, and McCord, 2018).

According to a scoping analysis (Michele et al., 2015), commonly used communication networking venues Blogging, Tweeting, online forums, and instant messaging were all used to perpetrate cyberbullying. Web pages without additional descriptions, perhaps incorporating social media, were also reported. Therefore, speeding is increased due to these kinds of situations in society.

Considering these shortcomings, the latest research can be used as a baseline for assessing the prevalence of cyberbullying over a lifetime in culturally diverse gender populations. In actuality, the study shows that cyberbullying is a problem that has to be addressed more widely among individuals of all ages.

4) *Prevention of cyberbullying*

In terms of prevalence estimations, there was a lot of variation in cyberbullying research. According to the research (Brochado et al., 2017), In the prevalence investigations, cyberbullying interactions were evaluated from several viewpoints, including survivors, offenders, and both victims and perpetrators, according to our findings. The majority of the research, on the other hand, tended to focus on cyber victimization experiences. When it comes to age, different approaches to the phenomenon among adolescents in terms of age, range, recall periods, and perspectives of the cyberbullying experience, such as victimization only, perpetration only, or both, were found across studies in terms of age, range, recall periods, and perspectives of the cyberbullying experience, such as victimization only, perpetration only, or both.

At the same time, according to a recent meta-analysis, there appear to be fundamental limitations to the Prevention of cyberbullying that can be accomplished with such a technological approach (Mishna et al., 2011). To summarize,

technologically oriented researchers and numerous book writers highlight the necessity of teaching kids, parents, and educators several facets of “netiquette,” including cybersecurity, and how emerging methods influence its work, along with how to act appropriately based on the internet. Most children, parents, and instructors today would benefit from acquiring some degree of basic information about modern technology.

IV. CONCLUSION

As far as we are aware, the conclusion is unquestionably consistent with the paper’s overall theme. In the meanwhile, I believe we ought to take advantage of a chance to design increased awareness of trolling incidents that may result in more information on conventional bullying in the setting. Cyberbullying, as described in the literature, is a disturbing trend that affects everyone, not just teens.

This study looked at elements that are common to cyber bystander effects to see if the inconsistent results from prior studies were due to bystander number manipulation and intervention assessment. The outcomes of this study imply that additional factors, such as anonymity and the type of intervention, influence the association between bystander numbers and intentions to interfere. With limitations in mind, the study came up with four major conclusions: First, anonymity plays both cognitive and strategic aspects in determining whether or not to intervene in an online bullying situation. Second, under anonymous situations, bystander numbers were more prominent than in non-anonymous conditions. Third, there was no linear association between bystander numbers and intervention intentions. Fourth, the impacts of anonymity and bystander numbers were more pronounced on interventions that entailed actively assisting the victim or confronting the perpetrators; however, these characteristics did not affect milder interventions.

The goal of this study was to raise public awareness about the continuous problem of cyberbullying. This review defined cyberbullying as any electronic means of repeatedly persecuting, threatening, or humiliating another person; demonstrated different types of cyberbullying, such as raging, cyberstalking, and humiliation described characteristics or processes that influence cyberbullying commitment, such as confidentiality and privacy, aggressive behavior, and risks caused and looked at possible cyberbullying alternatives, such as internet bully.

Furthermore, the intense attention on cyberbullying in the media and studies may most likely be utilized to rekindle societal interest in the phenomena of bullying in general, as well as the necessity to address this serious social problem methodically. Although this is a narrow descriptive analysis that does not directly address all cases of cyberbullying, it does imply that raising awareness and understanding about new technology is insufficient to minimize cyberbullying. In this regard, future studies on cyberbullying may focus on the age at which a person first used the Internet, or a longitudinal method could be used to look at the same person’s experiences through time.

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