

Chapter 9

Cyberbullies and Cyberpunks, Oh My: Examining Cyberbullying Through a Domestic and International Lens

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ABSTRACT

For decades, cyberbullying has been acknowledged as a social phenomenon that poses adverse effects on victims. Scholarship generally defines cyberbullying as repeated behaviors that intend to harm the victims. Prior studies aimed at investigating cyberbullying and victimization patterns among juveniles. Furthermore, risk factors, which increase the likelihood of cyberbullying engagement, had been revealed in several different studies. While there are consistent findings regarding the negative outcomes of cyberbullying, the trends are somewhat obscure due to inconsistent methodology. Furthermore, despite cyberbullying being a domestic and international issue, prior research practices have limited generalizability across samples. These limitations led to inherent gaps in the literature, which ultimately hinders a comprehensive understanding of cyberbullying. Thus, the ultimate purpose of this chapter is to provide both domestic and international reviews regarding cyberbullying engagement. By doing so, this chapter will navigate an in-depth analysis of cyberbullying worldwide.

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INTRODUCTION

For decades, cyberbullying has been acknowledged as a social phenomenon that poses adverse effects on victims (Patchin & Hinduja, 2022). Scholarship generally defines cyberbullying as repeated behaviors that intend to harm the victims. The magnitude of cyberbullying is relatively high in the United States. For instance, Patchin (2019) revealed that 37 percent of high school students in the United States experienced cyberbullying victimization in 2019. The harms of cyberbullying victimization include various negative consequences, which may affect teenagers' development, including depression (Perren, Dooley, Shaw, & Cross, 2010), low self-esteem (Patchin, & Hinduja, 2010), or suicide at an extreme level (Van Geel, Vedder, & Taniol, 2014).

Prior studies aimed at investigating cyberbullying and victimization patterns among juveniles (Hinduja & Patchin, 2010; 2011; 2015; 2018; Patchin & Hinduja, 2010). Furthermore, risk factors, which increase the likelihood of cyberbullying engagement, had been revealed in several different studies (Barlett, Rinker, & Roth, 2021; Lazuras, Barkoukis, Ourda, & Tsorbatzoudis, 2013; Kowalski, Morgan, & Limber, 2012; Li, Holt, Bossler, & May, 2016; Lianos, & McGrath, 2018; Hinduja & Patchin, 2010; Hoff & Mitchell, 2009; Zhou, Tang, Tian, Wei, Zhang, & Morrison, 2013). While there are consistent findings regarding the negative outcomes of cyberbullying, the trends are somewhat obscure due to inconsistent methodology. Furthermore, despite cyberbullying being a domestic and international issue, prior research practices have limited generalizability across samples. These limitations led to inherent gaps in the literature, which ultimately hinders a comprehensive understanding of cyberbullying. Thus, the purpose of this chapter is to provide both domestic and international reviews regarding cyberbullying engagement. Additionally, this chapter will navigate an in-depth analysis of cyberbullying occurrences worldwide.

To prevent or reduce the harms of cyberbullying, it is crucial to recognize the causes and consequences associated with this phenomenon. Therefore, the current chapter advocates for a comprehensive viewpoint that captures both domestic and international cyberbullying trends. Moreover, a thorough review of cross-sectional and longitudinal research will provide a more holistic lens on cyberbullying. The net result will be a more robust understanding for both academics and practitioners.

What is Cyberbullying? The Meaning is Not Singular in Literature

Cyberbullying refers to repeated acts using electronic forms that inflicts harm on victims (Hinduja & Patchin, 2015). The series of acts primarily includes communication that hurts or embarrasses others through messages, images, or posts on social media, gaming platforms, or text messages (Hinduja & Patchin, 2011; Sobba, Paez, & Bense, 2017). However, inconsistencies have been pointed out when defining online bullying behaviors in literature (Corcoran, Guckin, & Prentice, 2015) (See Table 1).

Many terms have been applied (i.e. cyberbullying, online harassment, cyberstalking, etc.) referring to the definition of aggressive behavior in any online or media-based setting. In addition, many different platforms have been used to cyberbully, including electronic devices, digital media, websites, emails, texts, etc. According to prior research, the term, cyber aggression, is a wide range of behaviors bearing a purpose that humiliates others (Corcoran et al., 2015). The terminology is described as aggressive behaviors (Hosseini et al., 2015; Pornari & Wood, 2010), bullying behavior (Wright, 2013), or inflicted harm based on moral implications of perpetrators (Grigg, 2012). In comparison, Li (2005) insisted that the terms, cyberbullying and cyber harassment, are interchangeable. Cyber harassment can also refer

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