

The effect of Cyberbullying on Self Regulation among young adults

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By

Sona Susan Saiju

Register No: SB22PSY030

Under the guidance of

Ms. Maria Dony

Assistant Professor

Department of Psychology



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CERTIFICATE

This is to certify that the dissertation entitled “The Effects of Cyberbullying on Self-Regulation Among Young Adults” is a bonafide record submitted by Sona Susan Saiju (Reg. No: SB22PSY030) of St. Teresa’s College, Ernakulam under the supervision and guidance of Ms. Maria Dony, and that it has not been submitted to any other university or institution for the award of any degree, diploma, fellowship, title, or recognition before.

Date:

Ms. Ann Joseph

Head of the Department

Department of Psychology

St. Teresa’s College, Ernakulam

Ms. Maria Dony

Assistant Professor

Department of Psychology

St. Teresa’s College,
Ernakulam

External Examiner 1:

External Examiner 2:

Internal Examiner:

DECLARATION

I, Sona Susan Saiju, do hereby declare that this dissertation titled "The Effects of Cyberbullying on Self-Regulation Among Young Adults" submitted to St. Teresa's College (Autonomous), Ernakulam, is my account of an original research study conducted by me under the guidance and supervision of Ms. Maria Dony, Assistant Professor, Department of Psychology. This work has not been submitted in any other institution or university for the award of any fellowship, title, recognition, diploma, or degree previously.

Place: Ernakulam

Sona Susan Saiju

Date: _____

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ABSTRACT

Cyberbullying is a developing problem among young adults, and it affects their self-regulation and psychological well-being. The current study explores the relationship between cyberbullying and self-regulation, including gender differences. Using a quantitative, correlational approach, the data were collected using standardized psychological scales to quantify the impact of cyberbullying on self-regulation. The study contributes to understanding the psychological impact of cyberbullying and the potential gender differences in strategies for coping with it. These results can inform the development of evidence-based interventions to enhance self-regulation and resilience in victims.

Keywords: *Cyberbullying, self-regulation, young adults, gender differences, psychological well-being*

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Chapter -I

Introduction

The Effects of cyberbullying on self-regulation among young adults

Background of the Study

Cyberbullying is harassment that takes place through virtual media, such as social networks, texting applications, gaming systems, and online discussion boards (Patchin & Hinduja, 2020). It includes repeated actions with the purpose of damaging, intimidating, or embarrassing others. As compared to face-to-face bullying, cyberbullying is not limited by physical location and may take place at any time, hence affecting individuals more pervasively and for an extended period (Kowalski et al., 2019). Young people, some of the most prolific users of digital technology, are especially exposed (Brochado et al., 2017). The anonymity of online environments emboldens attackers while raising the public exposure of harassment, hence amplifying its social and psychological impacts (Slonje et al., 2013). Cyberbullying acts can involve sending menacing or embarrassing messages, posting false rumors, posting humiliating photos without permission, and social exclusion from groups (Smith, 2019). Psychological impacts of cyberbullying are serious and result in fear, depression, low self-esteem, and social isolation (Bauman et al., 2013). It also impacts work or school performance and destroys friendships and other personal relationships, sometimes with enduring emotional damage that lasts for years (Tokunaga, 2010). Understanding the dynamics of cyberbullying is crucial in developing effective prevention strategies and offering support to victims.

Self-regulation is the ability of an individual to manage emotions, thoughts, and behaviors to facilitate goal pursuit and overall health (Baumeister & Vohs, 2016). It is an essential ability that allows people to stay composed and concentrated during stressful times, avoid impulsive actions, and make reflective choices under pressure. For young adults, who are

constructing careers, relationships, and independence, self-regulation is instrumental in dealing with the challenges of life (Duckworth & Steinberg, 2015). Self-regulation is not something that a person is born with but is something one acquires over time with experience, practice, and learning from errors (Zimmerman, 2000). People who are good at self-regulation are able to cope well with stress, resist distraction, and make choices that translate to long-term objectives. For example, when confronted by an adverse online remark, an individual with good self-regulation might spend time considering feelings and responding carefully or not responding at all. However, an individual with weak self-regulation might respond impulsively, letting feelings like anger or shame drive their response, with potentially negative consequences of emotional outbursts or delayed responses (Gross, 2015).

Self-regulation is especially applicable to cyberbullying because harassment in the online environment can elicit intense feelings of anger, depression, or frustration (Ortega-Barón et al., 2019). Poorly regulated individuals would find it difficult to deal with such feelings constructively, thus heightening the mental effect of cyberbullying. On the other hand, individuals with high self-regulation are more capable of coping with the emotional load, reacting positively, and preserving their well-being (Loeber et al., 2020). It is crucial to understand the interconnection between cyberbullying and self-regulation in order to create interventions that improve coping and promote mental health. Enhancing self-regulation can enable people to cope better with online difficulties, defend their emotional well-being, and bounce back from the adverse consequences of cyberbullying.

Theoretical Framework

Social Cognitive Theory by Albert Bandura, asserts that social interactions and environmental factors majorly affect behavior and self-regulation. It is from the theory that one learns and acquires behavior through observation, imitation, and feedback. Negative social interaction like cyberbullying underestimates a young adult's belief in the effectiveness of one's ability to manage emotions and behaviors. Progressive exposure to cyberbullying can possibly weaken self-regulation through rendering a hostile environment that splits up the emotional balance and cognitive processes needed for self-control.

Lazarus and Folkman's Stress and Coping Theory identifies how individuals deal with stressors and how responses to coping impact the capacity to self-regulate. Cyberbullying is a chronic stressor that may flood an individual with resources for coping and render it difficult to control emotion and behavior. A deficit in effective coping strategies-avoidance and suppression-according to this theory, can lead to further disruptions in self-regulation processes and thereby enhance emotional distress and behavioral problems.

Anderson and Bushman's General Aggression Model gives understanding of how exposure to aggressive acts, including cyberbullying, influences emotional state, cognition, and behavior. The model states that repeated exposure to aggression may result in emotional dysregulation and the acquisition of heightened impulsivity along with failures in controlling responses. Negative thought patterns and tenuous emotional balance might get internalized by the victim of cyberbullying, which might undermine self-regulation.

Scope of the Study

The scope of this study focuses on assessing the effects of cyberbullying on self-regulation in young adults, particularly in the 18-35-year-old category (Zimmer-Gembeck & Skinner, 2016). This group of people is extremely active in cyber activities and is therefore highly exposed to the consequences of cyberbullying (Kowalski et al., 2019). The research will attempt to address how cyberbullying impacts various elements of self-regulation, including emotional control, regulation of impulses, and goal-oriented activity (Baumeister & Vohs, 2016). In addition, the research will consider the role self-regulation plays in helping young adults cope and overcome the harmful effects of cyberbullying, placing emphasis on strategies and mechanisms used for coping, as well as resilience-building ones (Ortega-Barón et al., 2019).

A major emphasis will also be on measuring the impact of cyberbullying on the self-regulation of young adults differently in males and females. General gender differences are expected to exist across emotional responses, behavior effects, as well as coping mechanisms (Zych et al., 2019). The research will primarily focus on adolescents from urban areas, where cyber victimization is prevalent (Patchin & Hinduja, 2018). Results will add much more to the relationship between self-regulation and cyberbullying, guiding mental health interventions, gender-sensitive interventions, and education on digital behavior (Tokunaga, 2010).

Chapter- II

Review of Literature

Review of Literature

Cyberbullying is a widespread issue with devastating consequences on the psychological health of individuals, particularly young adults. It is critical to comprehend the connection between cyberbullying and self-regulation to address its impact on mental health and coping. This chapter offers a literature review, integrating studies and theoretical frameworks that examine the impact of cyberbullying on self-regulation, the role of gender differences, and the broader implications for emotional and behavioral regulation.

Li, Holt, Bossler, and May (2016) examined the mediating effect of social learning between low self-control and cyberbullying in youth. Based on their results, reduced self-regulation is more predicted to lead to cyberbullying, and peer influence facilitates such conduct. A quantitative method through a survey was used to assess self-control, social learning, and cyberbullying behaviors in a sample of young people. Similarly, Wang et al. (2024) examined the mediating effect of real and cyber self-control in the relationship between cyberbullying and risky health behaviors among Chinese secondary vocational students. From their research, it was demonstrated that self-control can buffer the effect of cyberbullying on risky behavior, indicating the preventive role of self-regulation.

Adding to this further, Arató et al. (2022) also analyzed the influence of family, social support, and emotional regulation on cyberbullying. Based on their study, they found that these elements acted as protective factors, which helped individuals to manage cyberbullying better. This means that support systems from outside one's self can enhance self-regulation and alleviate emotional distress, which emphasizes the importance of intervention programs enhancing coping capabilities.

Gender has a significant impact on responses to cyberbullying, and studies have recognized coping mechanisms. Whittaker and Kowalski (2015) noted that females tend to develop emotional distress upon victimization from cyberbullying, while males would employ externalizing behaviors like aggression or avoidance. This is corroborated by Jenaro, Flores, and Frías (2018), who mentioned that women were victimized more with relational and emotional cyberbullying, whereas men were victimized with more straightforward confrontations. These differences may be rooted in differences in self-regulation where the female gender would have a greater challenge in regulating emotions and where the male would experience difficulty with impulse.

Conversely, Balakrishnan (2015) found no greater-than-chance discrepancies in gender to be a cyberbullying victim, and hypothesized that individual coping abilities might be more of a predictor than gender alone of occurrence. The finding highlights the multiple, entwined variables that shape the relationship of cyberbullying, self-regulation, and gender, and requires further research on other possible moderators such as resilience, personality, and social support.

Several psychological theories help explain how cyberbullying impacts self-regulation. Bandura's (1986) Social Cognitive Theory emphasizes that self-regulation is shaped by social and environmental influences. Constant exposure to cyberbullying can erode an individual's belief in being capable of controlling emotions and behavior, leading to self-regulation issues. Similarly, Lazarus and Folkman's (1984) Stress and Coping Theory suggests that cyberbullying is a chronic stressor that overwhelms an individual's coping resources and disturbs emotional regulation.

The General Aggression Model (Anderson & Bushman, 2002) also persists in supporting this relationship by outlining how repeated exposure to aggression disrupts cognitive and emotional balance. Empirical studies like Pfetsch (2017) have discovered that reactive aggression or heightened distress following incidents of cyberbullying is more prevalent among individuals with lower self-regulation. This indicates the vicious cycle of cyberbullying, whereby low self-regulation victims may struggle to manage their emotions, thus being easy prey for victimization.

Cyberbullying is not just limited to adolescents but pervades young adults from various settings, including workplaces and universities. Jenaro et al. (2018) did a review of the literature regarding cyberbullying in adults and discovered that it results in depression and stress, particularly among women who were emotionally bullied. Similarly, Watts, Wagner, Velasquez, and Behrens (2017) had researched cyberbullying within colleges, shedding light on the impact of it on academic competence, social functioning, and emotional well-being. Their findings report that institutions are required to make policies to tackle cyberbullying and support provisions for enhancing victim self-regulation.

An international perspective of cyberbullying is offered by Li, Cross, and Smith (2012), who reviewed international literature on the presentation of cyberbullying across cultures. Their paper highlights the global nature of cyberbullying and the need for coordinated interventions across different cultural contexts.

Psychological impact of cyberbullying has a direct relation with self-regulation. Patchin and Hinduja (2010) confirmed that cyberbullying negatively impacts self-esteem, and one becomes vulnerable to emotional distress. Smith et al. (2008) further went on to claim that

cyberbullying fosters anxiety and loneliness, which takes away from an individual's ability to control emotion. These align with Hagger (2014), who examined self-regulation in the field of health psychology and demonstrated that effective self-regulation is essential in coping with stress and maintaining good well-being.

In addition, Cui et al. (2016) further investigated the impact of parental indulgence on self-regulation in young adults and found that indulgent parenting has negative effects on self-regulation and leads to increased emotional and behavior problems. It shows that the external world regarding upbringings and social background determines self-regulatory abilities strongly and has an influence on responding behavior towards cyberbullying.

Overall, literature indicates that cyberbullying greatly impacts self-regulation with variations based on gender influencing coping measures. Theoretical frameworks explain ways in which the repeated exposure of cyberbullying influences emotional as well as behavior regulation, providing vulnerability to mental distress. Varying degrees of individual resilience, social support, and strategies for coping indicate varying outcomes on self-regulation across populations. Future research should seek to identify protective factors that strengthen self-regulation as well as establishing interventions for application in victims of cyberbullying.

Rationale of the Study

Cyberbullying is increasing, causing serious mental health consequences, including depression and anxiety (Hinduja & Patchin, 2020; Kowalski et al., 2019). This is something that one needs to be conscious of because it starts to impair the ability to self-regulate behavior and feelings in young people (Baumeister & Vohs, 2016). Young adults, who are also heavy internet users, are at least as vulnerable, yet they have received little attention even while most studies.

while being at the crucial stage of personal and professional growth (Ortega-Barón et al., 2019). Their developmental stage impacts the way they emotionally and behaviorally cope with difficulties such as cyberbullying as they enter young adult life.

Previous research has focused mostly on the wider social and emotional consequences of cyberbullying, including anxiety, depression, and withdrawal (Tokunaga, 2010; Smith, 2019). However, self-regulation, critical for resilience and coping with stress, is missing in much of this type of research (Baumeister & Vohs, 2016). Bad self-control brings about features such as acting impulsively, feeling emotionally distressed, and not dealing with online harassment effectively thus the need to examine such a relationship.

Furthermore, much of the existing research on cyberbullying was conducted in Western countries like the US, Europe, and Canada (Slonje et al., 2013; Brochado et al., 2017). Prevalence, perceived prevalence, and impact of cyberbullying differ as a function of cultural differences, social norms and access to technologies. Cyberbullying is also emerging as a serious problem in India, especially with the increasing number of young adults accessing the internet (Nivedita et al., 2021). Little empirical work has examined its effect on Indian youth especially in terms of self-regulation and mental health outcomes. This article argues that knowledge of these concerns from an Indian perspective is critical to designing culturally appropriate interventions and support systems.

This study aims to investigate findings that can help with the creation of support systems for victims of cyberbullying to promote mental health outcomes (Ortega-Barón et al., 2019). It considers the effect of cyberbullying on the self-regulation among young adults, i.e., how experiences of harassment and abuse in the cyberworld influence how they manage impulse, modulate affect, and sustain goal-cycling behaviors (Eisenberg et al., 2016). It also determines if

male and female young adults respond differently to cyberbullying by investigating differences in gender that influence how it affects self-regulation (Zych et al., 2019). Through highlighting such relations, the research presents a holistic perspective of psychological processes involved that ultimately result in the development of particular interventions and support systems maximizing emotional well-being and resilience.

Current Study

The sample population of this study is aged between 18 and 35 years, which is a phase of transition in life when self-regulation matters (Zimmer-Gembeck & Skinner, 2016). This is a very critical age group when it comes to digital platforms where they are extremely active and are more vulnerable to cyberbullying compared to other groups, for example, elderly people (Kowalski et al., 2019). Young adults and early-career individuals in this group typically experience personal and professional challenges like the achievement of higher education, joining the workforce, and establishing social networks (Arnett, 2015). Such stresses expose them to increased susceptibility to emotional and psychological effects of online harassment because they might not have established efficient coping mechanisms or self-regulation skills to enable them to cope with stressors (Ortega-Barón et al., 2019).

The reason for focusing on this age group is that it is uniquely at risk and relevant. Unlike adolescents, who may rely more on parental or institutional support, individuals in this group are expected to cope with issues independently, making the effect of cyberbullying more significant (Baumeister & Vohs, 2016). Concurrently, their age stage implies they are still developing their emotional and behavioral regulation, which can be undermined by repeated online harassment (Zych et al., 2019). Through this sample, we will gain a better insight into the subtle effect of

cyberbullying on self-regulation and how to improve supporting this group as they attempt to develop resilience and accomplish their goals.

Chapter- III

Methodology

Problem Statement

The study examines the impact of cyberbullying on self-regulation among young adults and explores gender differences in this relationship.

Research Objectives

- To assess how cyberbullying affects self-regulation in young adults.
- To examine how self-regulation helps young adults manage the effects of cyberbullying.
- To analyze gender differences in self-regulation among cyberbullying victims.

Hypothesis

- **H₀** Cyberbullying does not significantly affect self-regulation in young adults.
- **H₀₁** Self-regulation does not significantly help young adults manage the effects of cyberbullying.
- **H₀₂** Cyberbullying does not affect self-regulation in males and females differently.

Operational Definitions

1. Cyberbullying in Social Media Scale (CSMS): Cyberbullying is defined as intentional and repeated aggressive behavior using digital communication platforms to harass, threaten, or humiliate others. The CSMS specifically measures cyberbullying behaviors on social media, including posting derogatory comments, sharing harmful content, and engaging in online harassment (Putra et al., 2023).

2. Brief Self-Control Scale (BSCS): Self-control is defined as an individual's ability to regulate thoughts, emotions, and behaviors to resist impulses and maintain goal-directed actions. The BSCS assesses aspects such as impulse control, goal-setting, and self-discipline, with higher scores indicating stronger self-regulatory abilities (Tangney et al., 2004).

Research Design

The study utilizes a quantitative, correlational research design to investigate the correlation between cyberbullying and self-regulation. It investigates how differences in cyberbullying experiences relate to differences in levels of self-regulation in young adults. The study also contains a comparative element to determine the possible gender-based differences in the correlation.

Sampling

This study employs a convenience sampling method to recruit young adults as participants. The sample consists of individuals within the age range of 18–35 years, who have varying experiences with cyberbullying.

Inclusion Criteria

- Participants must be between the age group 18–35 years.
- Participants must be Indian nationals.
- Participants must be able to read and understand the survey language.

Exclusion Criteria

- Individuals with diagnosed psychological conditions affecting self-regulation.

- Participants unable to understand English.
- Participants who are not Indian nationals will be excluded.

Measures

Socio-Demographic Data Sheet

The socio-demographic sheet was utilized to obtain participants' information, such as age and gender.

Cyberbullying in Social Media Scale (CSMS)

Cyberbullying in Social Media Scale (CSMS) is a self-report measure to evaluate social media cyberbullying perpetration. It consists of 12 items assessing behavior such as posting negative comments, online Internet harassment, and humiliating in public. Items are rated on a 0 to 3 i.e., never to 5 times or more, and higher scores indicate high tendency toward cyberbullying.

Brief Self-Control Scale (BSCS)

Brief Self-Control Scale (BSCS) is a 13-item self-report scale of Tangney et al. (2004) used to measure a person's ability to control thoughts, feelings, and behavior. It assesses impulse control, goal setting, and self-discipline. The items are rated on a 5-point Likert scale ranging from 1 (Not at all like me) to 5 (Very much like me). High scores indicate more self-regulatory abilities.

Table 1*Reliability of Cyberbullying and Self-Regulation Scales*

Scale	Cronbach's Alpha
Cyberbullying Scale	0.750
Self-Regulation Scale	0.782

Table 1 shows the reliability of all scales in this study. The Cyberbullying Scale has a reliability of .750 and the Self-Regulation Scale has a reliability of .782. Both the scales have high reliability, i.e., above 0.7.

Procedure

The collection of data will be done via Google Forms, and the participants will be asked to give informed consent prior to completing the survey. Demographic information will first be collected, then the Cyberbullying in Social Media Scale (CSMS) and Brief Self-Control Scale (BSCS). The study will maintain anonymity and confidentiality. The dataset will be kept secure and accessed by the researcher only for analysis. Participants will be told that their involvement is voluntary, and they are entitled to withdraw at any time with no repercussions. No personally identifiable information will be obtained in order to maintain privacy and adherence to ethics. The survey should only take about 10-15 minutes to answer.

Ethical Consideration

Informed consent will be obtained before taking part, with participants having the right to take part in the research on a voluntary basis. Data will be anonymized and stored securely to protect confidentiality and avoid access by unauthorized people. Participants will also have the right to withdraw at any time without penalty to protect their autonomy in the study.

Data Analysis

Collected data were analyzed with Jamovi, a free statistical program. Descriptive statistics such as mean, standard deviation, and frequency distribution were employed to present demographic information and major variables. Spearman's rank correlation was carried out to analyze the correlation between cyberbullying and self-regulation. The Mann-Whitney U test was also carried out to assess differences in cyberbullying and self-regulation between gender groups. All statistical tests were performed at a 95% confidence level ($p < 0.05$) to ascertain significance.

Table 2

Normality Testing

Variable	Shapiro-Wilk W	p- value
Cyberbullying	0.682	<0.001
Self-Regulation	0.995	0.743

Table 2 shows the results of the Shapiro-Wilk Test of Normality. The test indicated that cyberbullying was not normally distributed, $W = 0.682$, $p < 0.001$ for Cyberbullying, and $W = 0.995$, $p = 0.743$ for Self-Regulation.

Chapter- IV

Results and Discussion

The results section presents the statistical findings of the study, including descriptive statistics, correlations, and comparison tests. Each hypothesis is analyzed using appropriate statistical tests, with tables summarizing key results.

Table 3

Descriptive Statistics for Cyberbullying and Self-Regulation

Variable	N	Mean	SD	MD	t/UStatistics	p
Cyberbullying	426	2.68	3.81	0.50	4374 (U)statistics	0.004
Self-Regulation	426	40.92	7.60	5.34	4029 (t)statistics	< .001

Note: (U) Statistics : Statistical test value (4374) , (t) Statistics: Statistical test value (4029)

Table 3 shows the descriptive statistics for Cyberbullying and Self-Regulation scores. Results indicate a significant difference in cyberbullying ($p = 0.004$), with higher cyberbullying experiences reported overall. Similarly, self-regulation differences were statistically significant ($p < .001$), indicating variations in self-regulation abilities. The results suggest that individuals with higher exposure to cyberbullying exhibit lower self-regulation abilities.

H_0 There is no significant relationship between Cyberbullying and Self-Regulation among young adults.

Table 4

Spearman's Correlation Analysis Between Cyberbullying and Self-Regulation

Variables	Self-Regulation
Cyberbullying	-0.431***

Note. Spearman's rho was used. $df = 211$. $p < .001$.

Table 4 shows Spearman's correlation analysis conducted to examine the relationship between cyberbullying and self-regulation. The results indicated a significant negative correlation, Spearman's $\rho = -0.431$, $p < .001$, suggesting that higher Cyberbullying scores were associated with lower Self-Regulation scores.

H_{01} Self-regulation does not significantly help young adults manage the effects of cyberbullying.

Table 5*Gender Differences in Cyberbullying and Self-Regulation*

Variables	Gender	N	Mean	SD	Mean Difference	U	p	F	p
Cyberbullying	Male	213	2.68	3.81	0.50	4374	0.004	6.45	0.012
	Female	213	2.18	3.92	—	—	—	—	—
Self-Regulation	Male	213	40.92	7.60	5.34	4029	<.001	0.42	0.514
	Female	213	35.58	8.20	—	—	—	—	—

Note. $p < .001$.

Table 5 shows Mann-Whitney U test and independent sample t-tests conducted to compare Cyberbullying and Self-Regulation scores between men and women. Results showed that there exists a significant gender difference in cyberbullying ($p = 0.004$), with men reporting higher cyberbullying experiences. Similarly, a significant gender difference was observed in self-regulation ($p < .001$), with males showing higher self-regulation abilities than females. However, no significant differences were found in self-regulation variance ($p = 0.514$),

indicating that gender differences do not influence self-regulation variability significantly.

H₀₂ There is no significant difference in the effect of cyberbullying on self-regulation between males and females.

Discussion

This chapter places the findings of this research in context against current literature and theory. It assesses the importance of the findings, contrasts them with current research, and looks for potential deviations to explain any variations. In this way, we hope to give a balanced account of this research's implications, limitations, and potential for further research.

The research sought to investigate the impact of cyberbullying on self-regulation among young adults. A number of noteworthy findings were unveiled—first, it was concluded there exists an extremely high negative correlation between cyberbullying and self-regulation, which showed higher levels of exposure to cyberbullying relate to affected self-regulatory capabilities. Second, gender differences arose when discussing the effect of cyberbullying on self-regulation, indicating men and women will likely experience and react in differing ways to cyberbullying.

The null hypothesis was that there was no significant or otherwise correlation between self-regulation in young adults and cyberbullying. The findings from the study suggested a negative correlation between self-regulation and cyberbullying. This aligns with Wang et al. (2024), who established self-control to play a buffer role in alleviating the negative effects of cyberbullying on risk behavior. Similarly, Arató et al. (2022) reported, support from family and emotion regulation as protective factors of cyberbullying, thereby reinforcing the notion that impaired self-regulation amplifies the adverse outcomes of online victimization. Implying, by extension, that those exposed to cyberbullying more often struggle to regulate their emotions as much as they fight to control impulses. This is consistent with Wang et al. (2024) studies that show that self-regulation plays a protective role to reduce cyberbullying impact on harmful behaviors. Likewise, Arató et al. (2022) confirmed that support from family and emotion regulation are protective factors against cyberbullying, validating the concept of amplification in negative effects of web harassment by poor self-regulation. This is consistent with the General Aggression Model (Anderson & Bushman, 2002) where repeated exposure to

aggression in the type of cyberbullying interferes with cognitive processes and emotional control necessary for self-regulation. Counterproof by Jenaro, Flores, and Frías (2018) is that while cyberbullying does impact the degree of stress and depression, it has less targeted effects on self-regulation, perhaps because people have different coping strategies. This paradox apart, the high correlation in the present study lends support to the adverse effect of cyberbullying on self-regulation.

The research also identified significant gender variations with respect to the effect of cyberbullying on self-regulation. The independent samples t-test indicated a significant gender variance, indicating that males and females are affected by cyberbullying on self-regulation differently. Whittaker and Kowalski (2015) claim that women are more likely to be emotionally dysregulated after being cyberbullied, while men are more likely to be externalizing. In the same vein, Jenaro et al. (2018) have found that women are more impacted by emotional cyberbullying and men are more impacted by aggressive bullying. Previous research, such as Whittaker and Kowalski (2015), suggests that females will tend to suffer from emotional dysregulation when they are cyberbullying victims, while males will suffer from externalizing. In the same way, Jenaro et al. (2018) discovered that women suffer more from emotional cyberbullying, but men suffer more from aggressive bullying. Social Cognitive Theory (Bandura, 1986) says that environmental and social factors affect self-regulation, and it can be the reason why females, as more socially active in the internet world, are more emotionally influenced by cyberbullying. The opposite evidence provided by Balakrishnan (2015) indicates that gender differences in the influence of cyberbullying are minimal, perhaps because of different definitions of cyberbullying and self-regulation employed across studies. But our results agree with the believed that gender is engaged in the process of controlling oneself after having experienced cyberbullying.

Chapter -V

Conclusion

Key Findings

- A weak negative correlation was found between Cyberbullying and Self-Regulation.
- Males reported significantly higher Cyberbullying scores than females ($p = 0.004$).
- Individuals with higher exposure to cyberbullying exhibited lower self-regulation abilities ($p < 0.001$).

Limitations

In spite of the useful results achieved, there are certain limitations to be noted. The sample would not necessarily generalize to larger populations because participants were largely 18-35 years old and drawn from young adults, which might restrict generalizability of results. Self-report measures might also yield social desirability bias, which would compromise accuracy of responses. The cross-sectional nature of the study also prohibits making causal inferences because it is unclear whether there are direct decreases in self-regulation due to cyberbullying or whether intervening factors, including mental health or peer support, are implicated in this association. Longitudinal studies should be investigated in an attempt to further assess causality in future studies.

Implications

The conclusions of our study have numerous theoretical and applied implications. The results contribute to the current body of literature on the impact of cyberbullying on the victim's psychology by demonstrating its adverse influence on self-regulation. An understanding of this relationship can inform the development of tailored interventions for victims of cyberbullying in an effort to increase their capacity for emotion regulation. Schools and psychologists can use these results to develop programs that target self-control and coping abilities in young adults.

Furthermore, gender-specific treatments may be helpful in addressing the specific ways males and females view and cope with feelings following cyberbullying incidents.

Future Recommendations

Longitudinal designs are to be utilized in future studies to explore how cyberbullying influences self-regulation over time. Further, exploring potential mediators and moderators like resilience, social support, or personality can yield a broader understanding of this relationship. Future research needs to explore the influence of cyberbullying on self-regulation across cultures to assess whether the reported effects generalize to other cultures. Lastly, qualitative methods may better inform individual experience and coping employed by cyberbullying victims to enable more effective interventions. Overall, this study identifies the profound influence of cyberbullying on young adults' self-regulation with considerable gender difference in response tendencies. Although there are inconsistencies in the literature, our results concur with theoretical predictions and make important contributions to the literature.

Conclusion

The Study examined the interaction between Cyberbullying and Self-Regulation, and it was established that individuals who experience more cyberbullying have poor self-regulation. In addition, males possessed significantly higher cyberbullying scores than females, and self-regulation was significantly lower in individuals who experienced more cyberbullying. These findings contribute to the literature by determining the effect of cyberbullying on emotional and behavioral regulation. Through further insight into such effects, this research provides key insights into mental health and well-being among young adults. Engaging approaches toward building self-regulation abilities and providing assistance for cyberbullying victims can negate its negative impact, leading to enhanced emotional strength. Treating these

conditions with awareness, knowledge, and intervention programs can plant healthier coping techniques and boost mental well-being.

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Appendices

Appendices

Appendix A :Informed Consent

I am Sona Susan Saiju, a final year B.Sc. Psychology student from St. Teresa's college Ernakulam. For my final-year project, I am conducting a study on The Effects of cyberbullying on self-regulation among young adults, and I'd be truly grateful for your participation. I kindly request you to fill this form if you are of the age 18-35. Your participation would involve completing a short survey that should take about 10–15 minutes. I want to assure you that all your responses will remain confidential and anonymous. The data you provide will be used strictly for academic purposes related to this study, and will not be shared with anyone outside of my research team.

Participating in this study is entirely voluntary, and you are welcome to stop at any time without any consequences. Your time and input would be greatly appreciated, but if you feel that you no longer wish to participate, you can simply withdraw.

Appendix B:Socio-demographic data

Name:

Age:

Gender:

Educational Qualification:

Socio-economic Status:

How often do you spend on Social media

Appendix C: The Cyberbullying in Social media Scale

The following statements are designed to assess your activities on social media. Please read each item carefully and indicate how often you engage in the described activity. There are no right or wrong answers; select the response that best reflects your actual behavior.

Response Options:

0 = Never

1 = 1–2 times

2 = 3–4 times

3 = 5 times or more

Please respond honestly and base your answers on your actual experiences rather than how you think you should respond.

1. Spreading posts about other people to gossip.
2. Providing negative comments on someone's post.
3. Writing negative information about someone.
4. Spread negative feedback that other people have written.
5. Write a response that puts someone in a corner.

6. Writing satire for others.
7. Sharing someone's private photos/videos without their permission.
8. Spreading "prank" videos that would harm others.
9. Posting images or videos online that insult or belittle a person.
10. Spreading pictures/videos to embarrass someone.
11. Spread videos/screenshots of someone's carelessness to corner them.
12. Using a meme to insult someone.

Appendix D :Brief Self control scale

Using the 1 to 5 scale below, please indicate how much each of the following statements reflects how you typically are:

- 1.I am good at resisting temptation.
- 2.I have a hard time breaking bad habits.
- 3.I am lazy.
4. I say inappropriate things
5. I do certain things that are bad for me, if they are fun.
6. I refuse things that are bad for me.
7. I wish I had more self-discipline.
8. People would say that I have iron self-discipline.
9. Pleasure and fun sometimes keep me from getting work done.
10. I have trouble concentrating.
- 11.I am able to work effectively toward long-term goals.

12. Sometimes I can't stop myself from doing something, even if i know it is wrong

13. I often act without thinking through all the alternatives.