

**A STUDY ON SOCIAL MEDIA ADDICTION AND
CYBERBULLYING AMONG ADOLESCENCE**



**DISSERTATION
(COURSE CODE: P-603)**

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**in partial fulfillment of the requirements for the
award of the Degree of
B.A. (Honours) in Psychology**

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SUPERVISOR'S CERTIFICATE

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CHAPTER I

INTRODUCTION

ADDICTION

Historically, addiction has been defined as physical and psychological dependence on psychoactive substances (for example alcohol, tobacco, heroin, caffeine and other drugs) which cross the blood-brain barrier once ingested, temporarily altering the chemical milieu of the brain (Bhagat, 2012). Addictive behaviours often act as a lubricant to cope with missing or unfulfilled needs which arise from unpleasant Social mediant events or situations in one 's life. That is, the behaviour itself momentarily allows the person to "forget" problems. In the short term, this may be a useful way to cope with the stress of a hard situation, however, addictive behaviours used to escape or run away from unpleasant Social mediant situations, in the long run, only end up making the problem worse. For example, an alcoholic who continues to drink instead of dealing with the problems in marriage only makes the emotional distance wider by not communicating with one's spouse (Young, 1999). While many believe the term addiction should only be applied to cases involving the ingestion of a drug (Walker, 1989; Rachlin, 1990) but similar criteria have been applied to a number of problem behaviours such as eating disorders (Lacey, 1993; Lesieur & Blume, 1993), pathological gambling (Griffiths, 1990; Mobilia, 1993), computer addiction (Shotton, 1991) and video game addiction (Keepers, 1990). Today, among a small but growing body of research, the term addiction has extended into the psychiatric lexicon that identifies problematic Internet use as associated with significant social, psychological, and occupational Currently, there is no standardized definition of Internet abuse. In fact, a discussion had arisen regarding whether Internet —addictionl existed and, if it did, how it should be viewed in relation to other disorders (Shaffer, 2002). Although various nomenclatures exist like Internet Addiction (Young, 1999), Internet Addiction Disorder(Goldberg, 1996), Internet Dependency (Wang, 2001), Pathological Internet Use (Davis, 2001),

Problematic Internet Use (Caplan, 2002) and Internet Abuse (Fortson, Scotti, Chen, Malone & Del-Ben, 2007), yet certain critics propose that Internet addiction is a

creation of the psychological and psychiatric professions (Eppright, Allwood, Stern & Theiss, 1999).

Social media addiction has been described as a type of behavioural addiction, similar to other problematic Social mediates of internet applications such as smartphone addiction and internet gaming disorder (Billieux, 2015). A study found social media to be the main tool used by young adults for cyberbullying in Malaysia (Balakrishnan, 2015). Problematic use of social networking sites has been associated with psychological distress, depression, anxiety, and low self-esteem (Shen Social media, 2017; Wong, 2020, Social mediam, 2022).

Problematic social media use, including social media addiction, may pose a risk for increased cyberbullying and cybervictimization. (Craig et al. 2020) applied the problem behaviour theory and social learning theory to elucidate this association. According to the problem behaviour theory, risk behaviours usually occur together, and certain individuals have specific profiles which make them more vulnerable to risky behaviours. For example, individuals with social media addiction may have increased exposure to cyberbullies or cybervictims due to spending more time on these sites; thus, the addiction to social media increases the likelihood of cyberbullying to occur. Based on the social learning theory, individuals who are on social media platforms for a longer time may witness more aggression, and through the effect of modelling and reinforcement, may perceive aggressors to be of higher social status, and emulate these behaviours. The sense of belongingness of conforming to group norms may also reinforce group bullying behaviours. In a study across 42 countries among adolescents aged 11 to 15 years old, problematic social media use had modest to strong associations with cyberbullying and cyber victimization. Structural equation modelling in a study among Malaysian university students showed that social media use was significantly associated with cyber engagement, and this engagement was also associated significantly with cyber harassment, cyberstalking, and cyberbullying (Al-Rahmi, 2018).

CYBERBULLYING

Cyberbullying is one of the prominent virtual disharmony topics among universities. The new era of cyber technology expansion has brought new ways of life. It changes the

interaction style of humans. Though cyber technology has benefits, it also has depletion. Some transgressors misuse cyber technology in many ways, and one of them is cyberbullying. Cyberbullying is more widespread than any other cybercrime. In order to clarify, Cyberbullying is an anonymous, hidden, and identity-changing activity that can potentially bully anyone that is named “victim” from a long distance more rapidly and harshly than traditional bullying. Following this, MySpace was the first social media platform that gave everyone a facility to have a unique, desirable account, which can be seen by many users and take action on the pros or cons of someone in cyberspace. Moreover, Facebook and Google+ are more apt to be abused through cyberbullying (Donegan, 2012). Equally important, the use of cyber technology through which a person intentionally and repetitively harms, threatens, insults, and makes fun of him/her is called cyberbullying. Generally, this definition of cyber phenomenon has five main dimensions, such as a) interpersonal or relational aggression, b) intention of doing, c) occurring in systematic situations, d) repeated action, and e) taking place in cyberspace (Jenaro et al., 2018).

Cyberbullying victims fear that parents or other authority figures will remove their technology, the means by which victimise Social mediation is occurring. To understand the importance of studying cyberbullying, it is important to first be cognition Social mediant of the wired culture in which youth today are developing. According to N. E. Willard, cyberbullying includes flaming, denigration, impersonation, outing and trickery, exclusion, and cyberstalking. Prevalence rates of cyberbullying are highly variable across studies for a number of different reasons including: the general versus specific method by which cyberbullying victim Social mediation is determined; the time parameter used to assess cyberbullying; and the liberal versus conservative criteria used to determine that the behaviour occurred. Most of the research examining cyberbullying prevalence rates has focused on samples of middle and high school age youth. Similar to race, sexual orientation’s relationship to cyberbullying victim Social mediation and perpetration has received significantly less attention than age or gender, Kowalski (2018). Langos (2012) Cyberbullying is a reality of the digital age. To address this phenomenon, it becomes imperative to understand exactly what cyberbullying is. Thus, establishing a workable and theoretically sound definition is essential. This article contributes to the existing literature in relation to the definition of cyberbullying. The specific elements of repetition, power imbalance, intention, and aggression, regarded as

essential criteria of traditional face-to-face bullying, are considered in the cyber context. It is posited that the core bullying elements retain their importance and applicability in relation to cyberbullying. The element of repetition is in need of redefining, given the public nature of material in the online environment. In this article, a clear distinction between direct and indirect cyberbullying is made and a model definition of cyberbullying is offered. Overall, the analysis provided lends insight into how the essential bullying elements have evolved and should apply in our parallel cyber universe. Adolescence is a unique stage for identity development. During this period, social interaction with peers largely influences the identity formation process. Undesirable experiences like cyberbullying adversely affect adolescent development. Unfulfilled desires, teasing by others, unfair or insulting treatment by others and repeated interference from parents are important anger arousing situations in the adolescent period. Some victims even carry bullying-induced psychological and sociological issues into adulthood (Albin, 2012). Cyberbullying victims face various academic and social problems ranging from withdrawal from school activities to suicidality (Klomek et al., 2011). Cyberbullying perpetration is associated with significant mental health difficulties in both male and female adolescents (Kaur, 2018). Cyberbullying has proliferated over the last decade, particularly in its impact on adolescents. In certain cases, an important factor against revealing cyberbullying is that students feel reluctant to report cyberbullying incidents. Many of the victims choose not to tell others about the incident. In other words, victims' strategies to cope with cyberbullying are either to ignore it or to try to get away from it rather than informing others (Li, 2010). Internet and social media addictions continue to grow as our dependence on technology increases. Estimates posit that over 210 million people worldwide suffer from this. Given its influence on users, reducing these addictions are of importance. Previous research demonstrates the importance of emotional states in affecting addiction behaviours. Through the Cognitive-Behavioural Model of Pathological Internet Social mediate, the role of life Social mediatisation in reducing both generalized Internet addiction and social media addiction is explored. Additionally, how happiness and stress affect these addictions through life Social mediatisation is examined. Results show that life Social mediatisation has significant effects on both generalized Internet addiction and the specific addiction to social media. For addicted individuals, there may be deep-rooted issues in their lives, lowering their Social mediatisation and driving their continued or increased addictions to Internet

technologies Longstreet and Brooks (2017). Zivnuska et al. (2019) investigated the intersection of social media and the workplace, focusing on job performance impacts of employees' social media addictions and social media reactions through work–family balance and burnout. The research model was grounded in conservation of resources theory, which suggests social media compulsions and emotional reactions to co-worker's social media posts will deplete employees' energetic and constructive resources, making it difficult to achieve work-family balance and increasing the likelihood of job burnout, and will ultimately degrade job performance. A Social Media sample of 326 full-time employees revealed a negative relationship between social media addiction and work-family balance and a positive relationship between social media reactions and job burnout. Balance and burnout mediated the relationship between social media and job performance such that social media addiction was negatively related to job performance through work–family balance, and social media reactions were negatively related to performance through burnout and work–family conflict.

Because of the numerous forms of electronic communication that are available to cyberbullies, the term “cyberbullying” encompasses a diverse set of activities. Orobko (2009) describes some of these activities to distinguish several types of cyberbullying:

- Flaming – arguments involving the use of hostile, angry, or obscene Social mediates to attack another person or group of people; usually brief and in a public environment (such as chat rooms); a “flame war” is an extended series of these Social mediates
- Trolling – using argumentative, controversial, or disruptive information to intimidate, harass or cause distress to another person
- Harassment – the continuing sending of offensive Social mediates to an individual target; usually sent through private communications, such as e-mail and text Social mediating
- Denigration – harmful, untrue, or cruel speech about another person that is made available to others; intended to damage to the victim's reputation and relationships
- Impersonation – the impersonation of a victim by a cyberbully who posts

material to damage the victim's reputation and relationships.

- Outing – the public dispersion of personal communications or images, especially those that contain intimate or potentially embarrassing personal information
- Trickery – when a target is tricked into disclosing personal information that the cyberbully intends to share with others or use as a threat
- Exclusion – the deliberate exclusion of a person from an online group
- Cyberstalking – the repeated sending of detrimental Social mediates that are highly intimidating or extremely offensive, include threats of harm, or involve extortion
- Cyberthreats –statements that detail the intent to hurt someone or suggest the writer is emotionally distressed and may be considering harming another person, himself, or herself Because cyberbullying covers such a wide range of behaviours, it would require a comprehensive set of policies to be able to adequately handle the types of cyberbullying situations faced by middle and high school students. Unfortunately, because technology has advanced and been incorporated into the daily life of many so quickly, school policies have not been able to keep pace, resulting in a confusing mass of regulations that school administrators have to work with.

SIGNIFICANCE OF THE STUDY

Understanding cyberbullying and social media Social mediate among adolescents is crucial for Social media figuring mental health, guiding interventions, and shaping policies. It informs strategies to promote responsible online behaviour, fostering a Social media Fer digital environment for youth. The significance of studying social media addiction and cyberbullying lies in its profound impact on individuals, communities, and society at large. Understanding the intricate dynamics of these phenomena is crucial in addressing their adverse effects on mental health, social interactions, and overall well-being. Social media addiction has become increasingly prevalent, affecting individuals of all ages and backgrounds, with consequences ranging from decreased productivity

and concentration to heightened anxiety and depression. By delving into the causes and consequences of social media addiction, researchers can develop effective interventions and strategies to promote healthier digital habits and mitigate its detrimental effects. Similarly, cyberbullying poses a significant threat to the Social media and psychological well-being of individuals, particularly adolescents and young adults. Through empirical investigation, researchers can identify the underlying mechanisms of cyberbullying and develop preventive measures and support systems to combat this pervasive issue. Ultimately, studying social media addiction and cyberbullying is essential for fostering a Social media and more conducive online environment, promoting digital literacy, and Social media figuring the mental health and dignity of individuals in the digital age.

STATEMENT OF THE PROBLEM

“A STUDY ON SOCIAL MEDIA ADDICTION AND CYBERBULLYING AMONG ADOLESCENTS ”

OPERATIONAL DEFINITION

Social Media Addiction

Social media addiction refers to a condition characterized by excessive and compulsive use of social media platforms, leading to significant impairment in various areas of life, such as academic or work performance, social relationships, and psychological well-being.

Cyberbullying

Cyberbullying refers to the deliberate and repeated use of digital communication platforms, such as social media, instant Social mediating, or email, to harass, intimidate, or harm others.

ADOLESCENCE

Adolescents are operationally defined as individuals between the ages of 10 and 19 years old. This age range corresponds to the period of human development characterized by significant physical, cognitive, social, and emotional changes, including the transition from childhood to adulthood.

RESEARCH METHODOLOGY

OBJECTIVES OF THE STUDY

1. To study the difference between cyberbullying among male and female adolescents.
2. To study the difference between social media addiction among male and female adolescents.
3. To identify the relationship between social media addiction and cyber bullying.

HYPOTHESIS OF THE STUDY

Ho1. There will be no significant difference between cyberbullying among male and female adolescents.

Ho2. There will be no significant difference between social media addiction among male and female adolescents.

Ho3. There will be no significant relationship between social media addiction and cyberbullying

DELIMITATION OF THE STUDY

1. The study focuses specifically on adolescents having ages of 10 and 19 years old. This excludes younger children and adults.
2. This study is limited to the population of Jammu district.

SUMMARY

This study was organized into five chapters. In chapter one, the background of Addiction, cyberbullying, have been discoursed in detail. In addition, introduce the problem, research area, the importance of the topic, and scope of the study. The second chapter reviewed the literature and historical background on social media addiction and cyberbullying, Furthermore, the chapter was covered according to the objectives of the study. The third chapter was dedicated to research methodology. This consisted of research objectives, research hypotheses, research design, population, and sample,

participants, descriptive and inferential statistical tests outlined, research tools, and final research analysis software. Furthermore, chapter four of the study elaborated on the results and its related findings. There finding were elaborated. The last chapter covered the discussion, the summary of major outcomes, limitations, and suggestions of the study. Finally, the appendices were attached.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The major purpose of reviewing the literature is to determine what has already been done related to the topic and Identify the need for additional research that can relate to one's problem. It involves the systematic identification, Identification of the relationship of works in the context of its contribution to the topic, location and analysis of documents containing related information about the problem. The review of published literature is a faithful source of information where one can place their own research within the context of existing literature making a case for why further study is needed and it helps to show the relationship between completed research and the topic under investigation. A theoretical framework sharpens research objectives, suggests what variables should be eliminated as no meaningful and hence wasteful, increasing the likelihood of significant findings, simplified the complex task of interpreting results, aids in interpreting the result, aids in interpreting meaningful even if non-significance result and makes research cumulative from one study to the next.

STUDIES ON SOCIAL MEDIA ADDICTION AND CYBERBULLYING AMONG ADOLESCENCE

Lee et al. (2023) conducted research is to ascertain the frequency and contributing variables of cyberbullying and social media addiction. The study was conducted on 270 medical students for this cross-sectional study. Cyberbullying victimization was reported at a rate of 24.4%, while 13.0% of respondents Social Medicaid they had engaged in cyberbullying in the previous six months. While social media addiction was favourably related with cybervictimization, male gender was positively connected with both cyberbullying perpetration and cybervictimization.

AlQaderi, et al. (2023) measured smartphone addiction, cyberbullying experiences, mental health and demographic data was completed by 421 individuals. Anxiety and Social media are two conditions that are linked to smartphone addiction. On the other hand, cyberbullying has a substantial correlation with anxiety and depression but is not

directly linked to smartphone addiction.

Hussain et al. (2023) investigated psychometric instruments measuring the aforementioned factors was completed by 496 teenagers in total. Cyberbullying victimization was found to be both directly and indirectly associated with cyberbullying perpetration and problematic social media use, according to structural equation modelling. The results of this investigation indicate that being a cyberbullying victim is related to elevated levels of problematic social media use and cyberbullying perpetration among adolescent.

Giumetti and Kowalski (2022) found the connection between cyberbullying on social media and wellbeing in young people and adults. This study emphasized potential detrimental impacts on wellbeing, such as psychological discomfort, a decline in life Social media satisfaction, and suicidal thoughts, that may be connected to cyberbullying via social media.

Çimke and Cerit (2021) investigated descriptive study was to ascertain health sciences faculty students levels of social media addiction, cyberbullying (CYBER BULLYING), and cyber victimization (CV). 518 students from the faculty of health sciences who volunteered to take part in the research. The study found that students who described their upbringing as uneven and imbalanced had mean SMAS and CV scores that were significantly higher than those of other groups. Additionally, students who identified as aggressive in their personality attribute had mean SMAS scores that were significantly higher than those of other groups.

Giordano and Prosek (2021) A significant proportion of teenagers worldwide have experienced cyberbullying as a perpetrator, victim, or both. The study sample consisted of 428 national teenagers in the United States. According to our findings, cyberbullying perpetration was substantially predicted by greater social media addiction scores, more hours spent online, and male identity. Therefore, people spend more time online, and have higher social media addiction scores may be more likely to engage in cyberbullying.

Jain and Agrawal (2021) The technology threat avoidance theory (TTAT) serves as the foundation for the suggested research framework. Structured equation modelling (SEM) was used to analyse an empirical survey of 365 social media users in order to determine

how security measures, voluntary self-disclosure (VSD), and addiction affected the respondents perceived vulnerability (PV) to cyberbullying. The study also reveals gender disparities in the perceived susceptibilities to cyberbullying.

Huang and Zhong (2021) this study aimed to understand the incidence of cyberbullying in social media and online games and its associated factors among college students. Gender, anxiety symptoms, Internet addiction, game time, and violent elements in games were associated with cyberbullying in social media and online games among college students in China. In conclusion, cyberbullying in social media and online games is prevalent among college students in China.

Al. Qudah et al. (2019) The current study investigated cyberbullying and smartphone addiction (SOCIAL MEDIA) in a sample of college students. There were 449 male and female college students that took part. It was discovered that 67.3 participants used their smartphones for more than four hours every day. Participants reported cyberbullying occurring 20.7 times per year on average. Additionally, it was shown that there were notable gender differences in cyberbullying and SOCIAL MEDIA, with a preference for men.

Kircaburun et al. (2018) Online antisocial behaviours are linked to the Dark Tetrad qualities of psychopathy, narcissism, Social media, and Machiavellianism. The study looked into the direct and indirect relationships between the Dark Tetrad characteristics and PSMU through cyberbullying, cyberstalking, and cyber trolling among a sample of 761 participants. Cyberstalking was used to inversely link narcissiSocial mediawith PSMU in both the overall sample and the female population. Although they were unrelated, Social media, psychopathy, and MachiavellianiSocial mediawere linked to cyber trolling.

Li,Q. (2006)This study investigates the nature and the extent of adolescences' experience of cyberbullying. A survey study of 264 students from three junior high schools was conducted. The results show that close to half of the students were bully victims and about one in four had been cyber-bullied. The majority of the cyber-bully victims and bystanders did not report the incidents to adults. When gender was considered, significant differences were identified in terms of bullying and cyberbullying. Males were more likely to be bullies and cyberbullies than their female

counterparts. In addition, female cyberbully victims were more likely to inform adults than their male counterparts.

Mehari et al. (2014) In this study the researchers have generally assumed that it is distinct from aggression perpetrated in person. Many measures of cyberbullying have been developed based on this assumption rather than to test competing models and inform a theoretical framework for cyberbullying. Research on cyberbullying should be considered within the context of theoretical and empirical knowledge of aggression in adolescence. Using this approach will create a theoretical framework for understanding cyberbullying, focus future research, and guide prevention efforts.

Cinar et al. (2017) This study examines the relationship between internet addiction and cyber bullying behaviours in adolescents. The sample group of the study was comprised of 239 adolescents attending to different high schools in İstanbul. As a result of the research between the scores of Cyberbullying Scale and the Internet addiction Scale, reveals that there is a significant positive correlation between cyberbullying and Internet addiction ($r=.374, p<0.01$).

Simsek et al. (2019) studied the "Bergen Facebook Addiction Scale" was adapted to social media addiction and translated into Turkish. After the validation process, it was administered to a total of 700 students; of them 397 were high school students and 303 were university students. however, significant differences were found regarding gender, duration of use, department at the university, and type of high school. Finally, the results of the study show certain similarities and a few differences with the results of the studies conducted in other countries.

Gazi (2017) In this regard, the survey will be applied 350 students who study at communication faculty of Monu university through social media selected via simple random sampling online via social media to measure social media addiction. The aim of the study is to identify whether there is a statistically significant differentiation between social media addiction levels of users; according to gender, age and educational situation, daily social media use time and tool used to connect to social media.

Jamal (2015) This study aimed to examine social media addiction in a sample of university students. Based on the Internet addiction scale developed by Young (1996)

the researcher used cross-sectional survey methodology in which a questionnaire was distributed to 1327 undergraduate students with their consent. Factor analysis of the self-report data showed that social media addiction has three independent dimensions. These dimensions were positively related to the users experience with social media; time spent using social media and Social media satisfaction with them. In addition, social media addiction was a negative predictor of academic performance as measured by a student's GPA. Future studies should consider the cultural values of users and examine the context of social media .

Hou et al. (2019) This research examined the relations of social media addiction to college students' mental health and academic performance, investigated the role of self-esteem as a mediator for the relations, and further tested the effectiveness of an intervention in reducing social media addiction and its potential adverse outcomes. In Study 1, we used a survey method with a sample of college students (N = 232) and found that social media addiction was negatively associated with the students' mental health and academic performance and that the relation between social media addiction and mental health was mediated by self-esteem.

Aslan et al. (2020) The aim of this study is to determine the Social media purposes and addiction level of social media among university students according to age, gender, Social media years and daily Social media. For that aim, 665 students were surveyed in an online platform at Bingöl University in 2019. Instagram, youtube and facebook were found to be three mostly used social media networks respectively. Maintaining communication with existing friends, listening music and sharing things are main Social media purposes for females while males prefer social media for following a group, playing games and meeting new people.

Altin and Kivark (2018) The objective of this study is to examine the place and importance of social media in the lives of university students according to several demographic variables. 323 Turkish students in total, 186 of whom were males and 137 of whom were females, while "Social Media Addiction Scale" (SMAS), developed by Tutgun Ünal (2015), was implemented to determine the media addiction levels. Based on the findings of this study, it can be Social media that the social media addiction levels of the male students are higher compared to that of the female students.

Ozcan & Omer (2017) This study was conducted to determine the prevalence of smartphone addiction, using the Smartphone Addiction Scale – Short Version (SOCIAL MEDIAS-SV) among English language preparatory year students in a state university. It also aimed to determine which mobile applications are more popular among the participants. 164 students were given questionnaires, but seven were eliminated as not owning a smartphone. Statistical analysis was run for 157 students, of which 73 were girls and 84 boys, with an average age of 18.94. The analysis of the results showed that 28.8 percent of girls and 32.1 percent of boys were above the cut-off points. This constitutes 30.6% of the total participants that were among the risk group.

Allahverdi (2022) The study adds to the literature by analysing data from Kuwait University, a public university in the Gulf region of the Middle East, where research in the area of social media is relatively new. A total of 380 university students were asked how often they use the following applications: Instagram, Facebook, YouTube, Twitter, Pinterest, LinkedIn, TikTok, Snapchat, and WhatsApp. The response rate was 85%, with 322 students responding to the survey that was handed out as a hard copy. The results indicated a significant relationship between the area of study (science, engineering, and social sciences), gender, and social media applications of Instagram, Facebook, and Twitter.

Ünal (2020) This research has focused on identifying the addictions of young people who have not started their professional life yet. Considering that technology is involved in people's lives to different extents in different countries, country comparisons are considered important in digital addiction research. This study aims to compare social media addiction among university students from South Korea and Turkey. The "Social Media Addiction Scale" developed by Tutgun-Ünal and Deniz (2015) was used in this study conducted with 270 university students. Some of the findings obtained in studies using a comparative survey model that there is significant difference between students for social media addiction.

Sujarwoto et al. (2023) This study aims to examine the linkage between social media addiction and mental health of university students in Indonesia and to address whether family relationship and religiosity may mitigate the harmful effects of social media on the mental health of students at this time. We collected data from 709 students at universities across the country between June 3 and June 20, 2020. This study suggests

the need to mitigate university students' mental health risks through reducing social media addiction while encouraging family relationships and religiosity during the pandemic.

Sumaryanti et al. (2020) This research aimed to provide information about personality and social media addiction among university students in Bandung. This research focused on the correlation between personality type and social media addiction. Quantitative approach was established to provide research data, using statistical Spearman correlation technique. Multistage samples were conducted and gathered 483 university students. The scale used to measure social media addiction were BSMAS (Bergen social Media Addiction Scale) and IPIP-BFM-25 (Big Five Factor) were measured the personality types. The results shown 3 types of personality had significant correlation with the social media addiction tendency. There was neuroticism, extraversion and agreeable types of personality.

Grau et al. (2019) explored the phenomenon of social media addiction among student Millennials. The authors use the consumption continuum as a theoretical framework. The authors used a "media deprivation" methodology including both qualitative and quantitative measures. The authors found that social media may exist in some respondents in a "near addiction" phase or the "social media addiction" phase according to the consumption continuum framework. Several themes are discussed.

Zhao (2023) In this paper, a research model was developed to investigate the antecedent variables of SMA, and the relationship between SMA, stress and academic performance. With the data of 372 Chinese college students (mean age 21.3, 42.5% males), Partial Least Squares, Structural Equation Model was adopted to evaluate measurement model and structural model. The results show that use intensity is an important predictor of SMA, and both SMA and stress have a negative impact on college students' academic performance. In addition, we further confirmed that stress plays a mediating role in the relationship between SMA and college students' academic performance.

Social medialari et al. (2023) This study was conducted to investigate the global prevalence of social media addiction among university students. Following the examination of 51 studies with a sample size of 35,520 students, the pooled global

prevalence of social network addiction among university students was found to be 18.4% (95% CI: 14.7–22.6%), with the highest prevalence found in studies conducted in Asia, at 22.8% (95% CI: 18.5–27.6%). The results of this study show that the pooled global prevalence of social media addiction among the university student population is 18.4%.

Burén (2021) This study aims to investigate differences and similarities regarding how common the symptoms are, sex differences, the suitability of the symptoms, and their association with psychosocial difficulties. A total of 688 university students (63.2% women, Mean age = 25.98) completed a questionnaire measuring symptoms of IGD and SMD. Results showed that 1.2% of the men and 0.9% of the women met the symptom criteria for IGD (non-significant difference), whereas 3.2% men and 2.8% women met the symptom criteria for SMD (non-significant difference).

Simsek & Balaban (2014) The purpose of this study is to examine the role of Internet addiction and social media membership on PsyCap. The interaction between social media membership and Internet addiction was also investigated. The sample consisted of 209 students at a medium size state university in Turkey. Internet Addiction Inventory (Young, 1998) and Psychological Capital Questionnaire (Luthans et al., 2007) were employed as data gathering tools. It can be concluded that Internet addiction decreases PsyCap. Social media membership increases both Internet addiction and PsyCap.

Hjetland et al. (2021) This study was to assess the relationship between daily screen time and sleep, evening screen time and sleep, and between social media addiction and sleep in a student population. This cross-sectional study is based on data from a national survey of all college and university students in Norway (the SHoT2018 study; $n = 49,051$). The results also suggest a role of social media addiction, and addictive social media use may be a target for intervention in order to reduce evening screen time.

Social mediahin (2018) The purpose of this study is to develop a valid and reliable measurement tool to determine the social media addictions of secondary school, high school and university students. 998 students participated in the study. 476 students from secondary schools, high schools and universities participated in the first

application during which the exploratory factor analysis of the scale was conducted. The statistical analysis indicates that the scale is valid and reliable enough to be used in determining the social media addictions of secondary school, high school and university students.

Blasco et al. (2020) This study aims to analyse addiction to social networks and its relationship with anxiety. A sample ($n = 361$) of university students (undergraduate, master's and doctoral) comprising 87.5% women and 12.5% men with a mean age of 32.58 ($SD = 12.03$) and 32.36 ($SD = 10.21$), respectively, was included. It is concluded that the harmlessness of social networks and their inappropriate use can lead to behavioural addiction.

Afacan & Ozbek (2019) The aim of this study was to investigate the social media addiction of high school students in terms of some variables such as age, class, type of school, gender and daily average internet Social media period. "Social Media Addiction Scale" (SMAS) and "Personal Information Form" were used as data collection tools. The data were obtained from a total of 596 students studying in three high schools with different academic achievement level in Kirsehir in Turkey. It was found that there was a significant relationship between high school students' daily average internet Social media time and social media addiction.

Aksoy (2018) The aim of this study was to determine the causes of social media addiction of individuals, who define themselves as social media addicts, in a clearer and more concrete way. In order to achieve this aim, participants have been tested with an addiction test, and 25 university students who perceive themselves as social media addicts were selected for the study. In the continuity stage of individual addiction, they stated that they use social media for reasons such as, fulfilling a duty, and protecting social relations that they had. One of the reasons for addiction was the need to socialize, while male participants were more interested in acquiring new friends, female participants were more interested in communicating with their real life friends.

Alaika et al. (2020) The objective of the study was to assess SOCIAL MEDIA addiction among Moroccan university students and its negative effects on their lives. a cross-sectional survey was conducted among university students in Faculty of letters and Human sciences of Ibn TOFAIL University of KENITRA. A total of 104 students were

included. The Bergen Social Media Addiction Scale (BSMAS) was used to assess the level of SOCIAL MEDIA addiction. More than half of the participants has experienced a negative impact of the SOCIAL MEDIA use on their job, relationship or studies, health and well-being.

Kassiani et al. (2018) The study aims to deal with the university students' addiction to Internet and social media. For this purpose, a questionnaire based on the Internet Addiction Test was formulated. The results obtained will be very useful and can be used by researchers to shape the profile of new and future uses, regarding the impact of internet use on professional life and development of young people, but also in dealing with social phenomena and adaptation problems.

Tutgun (2020) investigated social media addiction of the New Media and Journal Social media students, who were heavy users of new media tools, at Üsküdar University. The sample of the research consists of 85 students from New Media and Journal Social media Department. The research was conducted using a comparative survey model, with the data collected from Social Media Addiction Scale developed by Tutgun-Ünal and Deniz (2015). In the research, social media addiction of the students was found to be low.

Idubor (2015) This study, therefore, examined social media Social media and addiction among undergraduates in university of Ibadan, Nigeria. The study adopted the survey method of ex-post-facto design. Multistage sampling procedure was adopted to select nine hundred and seven (907) undergraduate students from seven (7) faculties in University of Ibadan. A questionnaire named "Social Media Utilize Social mediation and Addiction Questionnaire" was used for data collection. Social media was found to be positively related to social media addiction among the undergraduates studied.

Rahman & Razak (2019) The purpose of this study is to examine if the young adult addicted to social media, analyse if social media addiction will affect their emotion and identify their social media level of addiction. This study is conducted in Universiti Teknologi MARA main campus in Shah Alam. The respondents were 380 students from different type of background, education level and faculty in the university. It concluded that the addiction of social media gave effect on young adults' emotion. It is believed that the obsession toward social media will lead to consequence on young adults'

emotion.

Ang & Goh (2010) The purpose of the study was to examine the association between affective empathy, cognitive empathy, and gender on cyberbullying among adolescents. Participants were 396 adolescents from Singapore with age ranging from 12 to 18 years. This pattern of results was similarly found for boys at high affective empathy. However, for girls, high or low levels of cognitive empathy resulted in similar levels of cyberbullying.

Sourander et al. (2010) To study cross-sectional associations between cyberbullying and psychiatric and psychosomatic problems among adolescents. This study was done in Finland. The sample consists of 2215 Finnish adolescents aged 13 to 16 years with complete information about cyberbullying and cybervictimization. 4.8% were cybervictims only, 7.4% were cyberbullies only, and 5.4% were cyberbully-victims. cyberbullying and cybervictimization are associated with psychiatric and psychosomatic problems.

Popović & Cvetković (2011) investigated the prevalence of cyberbullying among Serbian adolescents. Special emphasis was placed on gender differences regarding different forms of cyberbullying and victimization. In this study, 387 middle school students from five state schools in Belgrade were surveyed. The results show that most of the students used the Internet daily and that almost all of them possess their own mobile telephones.

Brochado et al. (2021) In this study researcher measured the frequency and identified the factors associated with cyberbullying among urban school-going adolescents using different tools. Participants were enrolled at the four largest public schools in Porto for seventh- to 12th-grade students We studied 2,624 adolescents (1,186 males and 1,438 females). Regardless of the instrument used, a strong association of cyberbullying involvement with negative emotional well being in adolescents was observed.

Paez (2018) This study applies data from the 2009/2010 Health Behaviour in School-Aged Children (HBSC) study to examine whether individual and social factors associated with general strain theory explain why children engage in cyber bullying. The multivariate logistic regression results show that students who experienced strain engage in cyber bullying. The regression analysis also shows a positive relationship

between participation in traditional bullying and engagement in cyber bullying.

Şahin (2012) This study focuses on the relationship between the concepts of cyberbullying/ cybervictimization and loneliness. The subjects of the study were 389 secondary school students, of whom 159 were boys and 230 were girls, from various schools in the city of Trabzon. *t* test, were employed for statistical analysis. The study concluded that there was a significant correlation between becoming a cyber-victim and loneliness among adolescents.

Calvete et al. (2010) In this study, a questionnaire (Cyberbullying Questionnaire) was developed to assess the prevalence of numerous modalities of cyberbullying in adolescents. The association of cyber bullying with the use of other forms of violence, exposure to violence, acceptance and rejection by peers was also examined. In the study, participants were 1431 adolescents, aged between 12 and 17 years (726 girls and 682 boys). Boys used cyber bullying to greater extent than girls. Lastly, cyber bullying was significantly associated with the use of proactive aggression, justification of violence, exposure to violence, and less perceived social support of friends.

Heiman & Olenik (2015) This study examined the Internet behaviour patterns and gender differences among students with learning Social media abilities who attended general education and special education classes. The sample consisted of 149 students with learning Social media abilities (LD) attending general education classes, 116 students with comorbid LD attending special education classes, and 242 typically achieving students. All the students, studying in middle and high schools, completed a self-report cyberbullying questionnaire. Which concluded involvement in cyberbullying and can serve as a basis for developing preventive programs as well as intervention programs for students and for educational school teams.

Jaghoory et al. (2015) The study aimed at investigating differences in frequencies of both victimization and perpetration of cyberbullying among adolescents from Iran and Finland. : Data from a total of 1250 adolescents (615 boys, 635 girls) of three age groups (10, 13, and 15 years of age) were collected in Mashhad, Iran ($n = 630$) and Ostrobothnia, Finland ($n = 620$). The overall higher levels of cyberbullying in Iran suggest that there are considerable cultural differences in the regulation of aggressive outlets among adolescents of the two countries studied. The variation in cyberbullying

patterns due to sex and age in Iran and Finland points in the Social media direction.

Chen et al. (2018) This study aims to investigate the associations between cyberbullying and family victimization among adolescents, and to examine the health correlates of cyberbullying and family poly-victimization. A large sample of 18,341 students, aged 15–17, from six cities in China, Data analysis was conducted in 2017 Proactive screening for family poly-victimization and cyberbullying is suggested. In this it concluded that Schools are highly recommended to cooperate with parents to promote cyber Social media safety.

Chen & Chen (2020) In this using cross-societal probability data consisting of 2582 adolescents from Hong Kong, Mainland China, and Taiwan, this research investigated the prevalence or rates of cyberbullying and explored the similarities and differences in ranking orders of cyberbullying and victimization behaviour. The results revealed that cyberbullying is prevalent and online curses/insults/humiliation was the most frequent form of cyberbullying. This study implies that the prevalence and behavioural ranking orders of cyberbullying vary, but the associations of gender and grade level with cyberbullying are similar across these diverse Chinese societies.

CHAPTER – III

RESEARCH METHODOLOGY

INTRODUCTION

Research is a scientific enquiry, definite and systematic procedure to collect data. It helps to find out more information about study in detailed and careful manner. According to Creswell (2008) research is a process of steps used to collect and analyse information to increase our understanding of a topic or issue. It consists of three steps: pose a question, collect data to answer the question and present an answer to the question. The research methodology is a systematic way to resolve a problem. Methodology helps to contribution towards the success or failure of any research work. A pre-planned and well organized method of research that helps researcher to make scientific and systematic plan for solving the problem under investigation. After selection of the problem, the researcher has to decide suitable procedure and techniques that to be used for investigation according to the nature of research problem.

Research design Research design is an outline or a sequence of steps to be followed for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results. (Polit and Hungler, 1999). The research design includes the researcher's overall plan for obtaining answers to the research questions guiding the study. Types of research design which are commonly used are exploratory, descriptive, correlational experimental and cause Social medial. The present study followed an exploratory research design for deciding the hypotheses. Once the hypotheses were finalized, descriptive and correlational research designs were adopted. Exploratory research design is used for formulating the problem for more clear and definitive exploration. Extensive literature survey was done under exploratory research design to come up with the gaps in the current literature and identify hypothesis to be tested.

METHOD

There are several methods of collecting data but the selection of method of research is determined by the nature of the problem. The descriptive survey method is used in the

study after considering nature, need and purpose of present research. Descriptive survey studies are conducted to collect the data of existing phenomena with the view to employ data to justify current condition and practices or make intelligent plans description of the tools and the sample is given under.

POPULATION

This research focuses on adolescents, aged 14 to 19, exploring their experiences with social media addiction and cyberbullying dynamics

SAMPLE OF THE STUDY

In this study, a sample population of 120 adolescents aged 14 to 19 was selected to investigate the nuanced relationship between social media Social mediate patterns and experiences of cyberbullying.

SAMPLING TECHNIQUE

In this research, the method of random sampling was employed, ensuring that each adolescent within the specified age range had an equal chance of being selected. This approach enhances the study validity by minimizing selection bias and increasing the generalizability of findings to the broader adolescent population.

Table 3.1

Distribution of sample of adolescents

S.NO.	NAME OF THE SCHOOL	NO.
1	MODEL ACADEMY	30
2	JK PUBLIC SCHOOL,KUNJWANI	30
3	HERITAGE PUBLIC SCHOOL	30
4	DPS PUBLIC SCHOOL	30

VARIABLES

On the basis of above illuminations and nature of problem following independent variables were selected in present study.

A) DEPENDENT

- Adolescents

B) INDEPENDENT

- Social Media Addiction And
- Cyberbullying

RESEARCH TOOLS

In this synopsis, various research tools, were utilized to gather comprehensive data on adolescents experiences.

1. Social Media Addiction Scale

SMA-SF is a 5-point Likert-type scale consisting of 29 items grouped under 4 factors (virtual tolerance, virtual communication,

2. Cyber Bullying Scale

Cyber bully form had 16 questions and cyber victim form had 18 questions. Participants were asked to rate themselves on a 4-point Likert type scale (1 = It has never happened to me, 2 = It happened once or twice, 3 = It happened three-five times, 4 = It happened more than five times).

DATA COLLECTION

The data collection for the study was quantitative in nature. standardized measurement tools were used to gather information on social media addiction and cyberbullying among adolescents in the Jammu District. This approach allowed for systematic data collection, facilitating the analysis of trends, patterns, and associations between variables of interest. After data collection, stringent protocols were adhered to ensure

the confidentiality and privacy of participants' information. All collected data were anonymized and securely stored to prevent unauthorized access or disclosure. Additionally, participants were informed about the purpose of the study, their voluntary participation, and their right to withdraw consent at any time without facing repercussions.

STATISTICAL TECHNIQUE EMPLOYED

The collected data was scored according to directions given in the list manuals. Then standard statistical procedures were used to conduct the analysis. Descriptive statistics such as Mean and Standard Deviation were calculated to test significance of means of different variables in the study. Correlational Analysis was performed to derive the relationship between the variables and to see one variable's effect on other variables.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the detail statistical analysis and interpretation of the collected data of the present study. The main purpose of the present study is, to determine the relationship between social media addiction and cyberbullying victimization. This chapter is divided into two sections. The first section deals with the descriptive statistic of the respondents and variables (cyber bullying and social media) in the term of demographic details, its levels, means, SD. The second section of this chapter presents Pearson correlation and independent sample t test.

Descriptive statistics are basic statistics for describing the above-mentioned variables (social media Addiction and cyberbullying victimization), in the context of mean, SD. Besides, it describes the demographic details of the respondents in terms of age and gender.

Section 1

Table 4.1

Mean, SD, N of cyber bullying and social media addiction

	Mean	SD	N
Cyber bullying	69.46	10.17	120
Social media addiction	90.88	15.20	120

Here, the table no. 4.1 shows the descriptive statistics of the data. The study's findings reveal a notable difference between cyberbullying and social media addiction among participants, with mean scores of 69.46 and 90.88, respectively. The higher mean score for social media addiction, coupled with a greater standard deviation (15.20 compared to 10.17 for cyberbullying), indicates that participants generally report higher levels of social media addiction with more variability in their responses. These results align with previous research suggesting a strong association between excessive social media use and increased vulnerability to cyberbullying (Kowalski et al., 2014; Hinduja & Patchin, 2018). The variability in social media addiction scores also supports findings by Kuss

and Griffiths (2017), who noted diverse addiction levels among different demographic groups.

Fig. 4.1

Mean, SD, N of cyber bullying and social media addiction

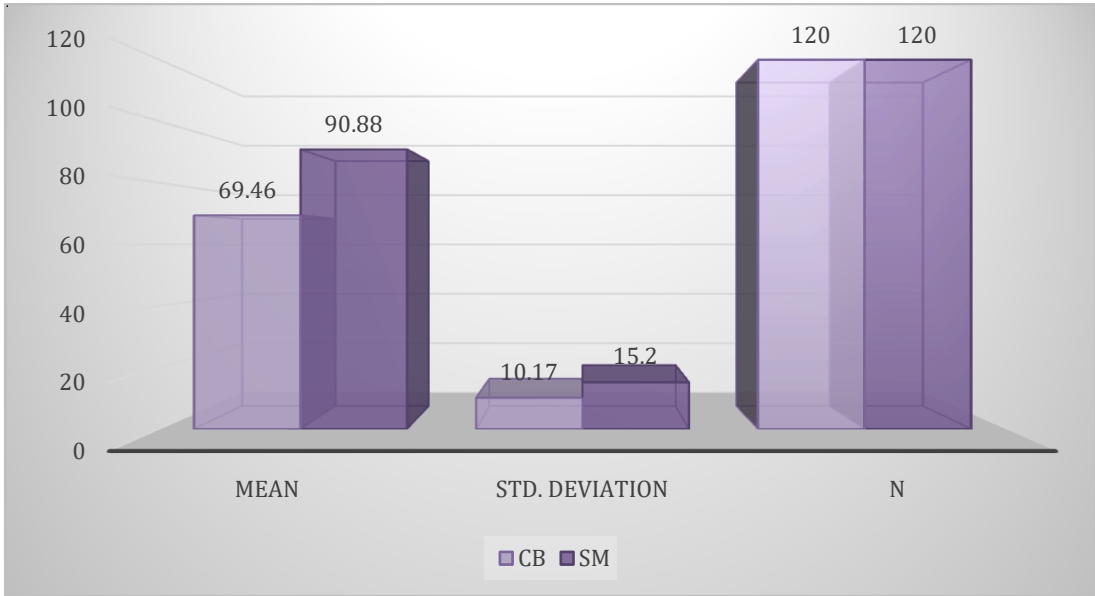


Table 4.2

Independent sample t test between male and female on cyberbullying

	Gender	N	Mean	Std. Deviation	Std. Error Mean	T value
Cyber bullying	Male	56	72.25	12.80	01.71	2.90
	Female	63	66.98	06.18	00.77	

Table 4.2 presents the group statistics for cyberbullying, detailing data for 56 male and 63 female participants. The mean score for males is 72.25 with a standard deviation (SD) of 12.80, while females have a mean score of 66.98 with an SD of 6.18. An independent Sample t-test revealed a significant difference between males and females in cyberbullying scores ($t = 2.90$, $p < .005$). These findings support previous research indicating that males often report higher instances of cyberbullying compared to females (Barlett & Coyne, 2014; Hinduja & Patchin, 2018). The higher variability in male scores suggests greater diversity in their experiences with cyberbullying, which is

consistent with findings by Tokunaga (2010) that highlight gender differences in cyberbullying patterns.

Fig. 4.2

Independent sample t test between male and female on cyberbullying

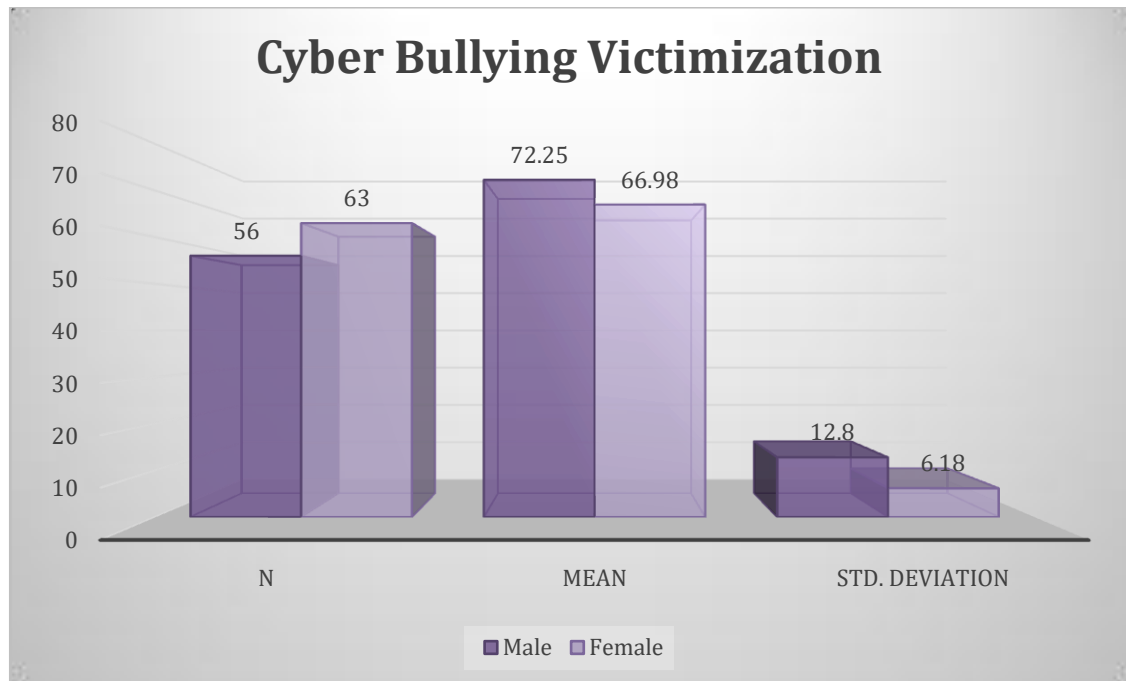


Table 4.3

Independent sample t test between male and female students among Social Media Addiction

	Gender	N	Mean	Std. Deviation	Std. Error Mean	T test
SM_TOTAL	Male	56	86.59	13.08	01.74	-2.990
	Female	64	94.64	16.00	02.00	

Here, Table 4.2 presents the group statistics for social media addiction, with data collected from 56 male and 64 female participants. Males have a mean score of 86.59 and a standard deviation (SD) of 13.08, while females have a higher mean score of 94.64 and an SD of 16.00. The independent Sample t-test shows a significant difference in social media addiction scores between males and females ($t = -2.990$, $p < .005$). These results align with previous research indicating that females tend to exhibit higher

levels of social media addiction compared to males (Andreassen et al., 2017; Kuss & Griffiths, 2017). The larger standard deviation for females suggests greater variability in their addiction levels, supporting the notion that social media addiction and its impacts can vary widely among different demographic groups (Turel et al., 2014)

Fig 4.3

Independent sample t test between male and female students among Social Media Addiction

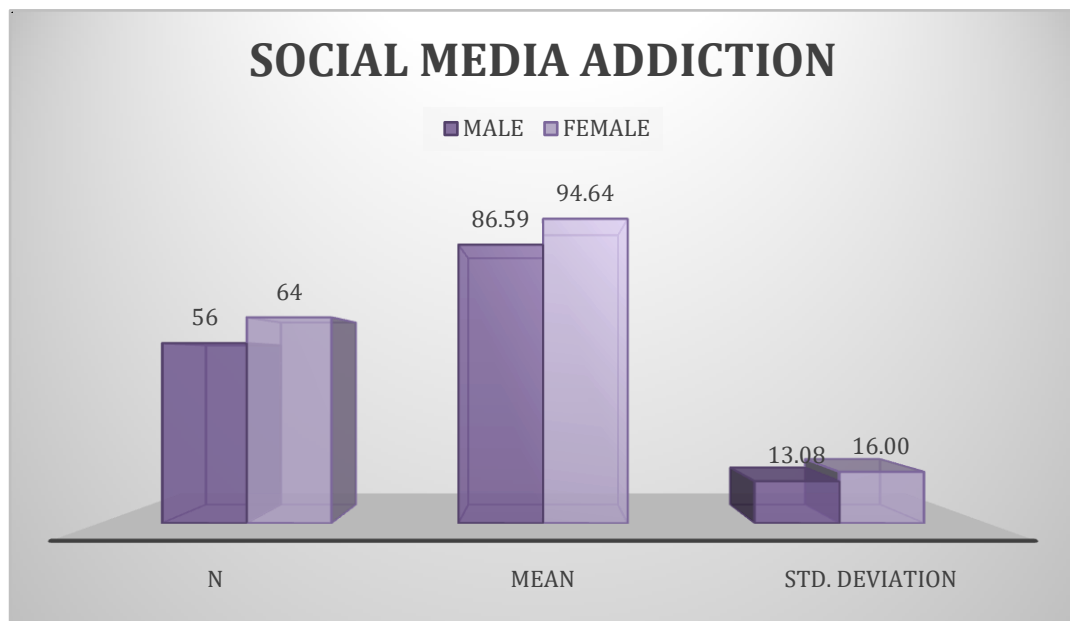


Table 4.4

Corelation between cyber bullying and social media addiction

	Mean	SD	N	r
Cyber bullying	69.46	10.17	120	.279**
Social media addiction	90.88	15.20	120	

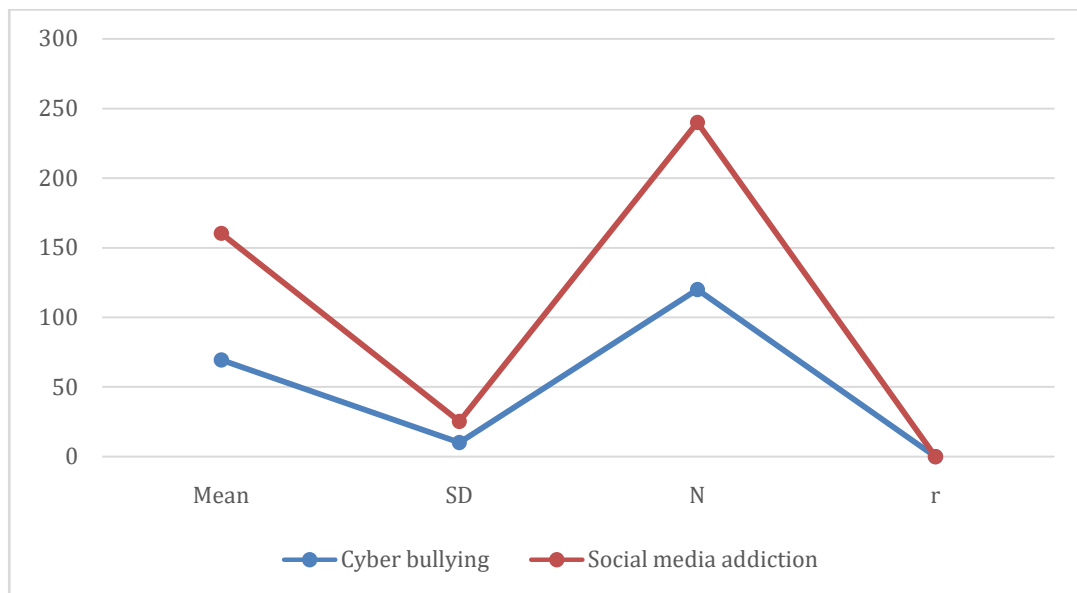
** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 presents the correlations between cyberbullying and social media addiction. The Pearson correlation coefficient indicates a significant positive relationship between cyberbullying and social media addiction ($r = -0.279$, $p < .01$), suggesting that higher levels of social media addiction are associated with lower instances of

cyberbullying(fig) 4.4. This finding aligns with previous research indicating that while social media addiction can facilitate cyberbullying, individuals deeply addicted to social media might engage less in aggressive behaviors online (Kowalski et al., 2014; Anderson & Jiang, 2018).

Fig 4.4

Correlation between cyber bullying and social media addiction



CHAPTER V

SUMMARY, CONCLUSION AND IMPLICATION

INTRODUCTION

The rapid proliferation of social media platforms has significantly transformed the social dynamics among adolescents. While these platforms offer numerous benefits, they also present new challenges, including social media addiction and cyberbullying. This study examines the gender differences in these phenomena and explores the relationship between social media addiction and cyberbullying among adolescents. The objectives of this study are to identify the differences in cyberbullying experiences between male and female adolescents, analyze the disparities in social media addiction across genders, and investigate the connection between social media addiction and cyberbullying.

The result of the study showed that

1. There will be no significant difference between cyberbullying among male and female adolescents. Ho rejected, HA accepted
2. There will be no significant difference between social media addiction among male and female adolescents. Ho rejected, HA accepted
3. There will be no significant relationship between social media addiction and cyberbullying. Ho rejected, HA accepted

Cyberbullying among adolescents is a pervasive issue, with gender playing a crucial role in its dynamics. Research indicates that both male and female adolescents are victims of cyberbullying, but the forms and frequency differ. Males are more likely to engage in direct forms of cyberbullying, such as threats, aggressive messages, and physical intimidation. In contrast, females often experience relational bullying, including spreading rumors, social exclusion, and emotional manipulation (Smith et al., 2018; Barlett & Coyne, 2014). These differences suggest that the motivations and methods of cyberbullying are influenced by gender-specific socialization processes and behavioral patterns. The issue of social media addiction also exhibits gender disparities.

Studies show that females are more susceptible to social media addiction due to their greater engagement in social networking activities aimed at maintaining relationships and socializing (Andreassen et al., 2017). Females tend to use social media platforms to connect with peers, share personal experiences, and seek social validation. This higher level of engagement can lead to addictive behaviors. Conversely, males are more likely to use social media for entertainment purposes, such as gaming and consuming content, which can also result in addiction but in a different context (Griffiths et al., 2014). These findings highlight the need for gender-specific approaches to address social media addiction among adolescents.

There is a significant correlation between social media addiction and cyberbullying. Adolescents who are heavily addicted to social media are at a higher risk of being involved in cyberbullying, either as victims or perpetrators (Kircaburun et al., 2018). The excessive use of social media platforms increases adolescents' exposure to cyberbullying opportunities and incidents. For instance, those who spend more time online are more likely to encounter aggressive behavior and engage in retaliatory actions (Social media ha et al., 2019). Additionally, social media addiction can exacerbate the emotional and psychological impact of cyberbullying, leading to a vicious cycle of dependency and victimization.

This study underscores the nuanced differences in cyberbullying and social media addiction among male and female adolescents. The findings reveal that while males are more inclined to engage in direct forms of cyberbullying, females experience relational bullying more frequently. Furthermore, females are more prone to social media addiction due to their social motivations, whereas males are driven by entertainment and gaming. The strong link between social media addiction and cyberbullying suggests that addressing one issue may help mitigate the other.

Implications for Educators and Policymakers

The findings of this study have several important implications for educators, policymakers, parents, and researchers. For educators and policymakers, it is essential to develop and implement gender-specific programs that address the unique needs and behaviors of male and female adolescents regarding cyberbullying and social media use. Educational programs should focus on promoting healthy online behaviors and

providing resources for adolescents to cope with cyberbullying and social media addiction. Awareness campaigns highlighting the dangers of social media addiction and its link to cyberbullying can also be effective in preventing these issues.

Implications for Parents

Parents play a crucial role in monitoring and guiding their children's social media social media. Encouraging open communication about online experiences, including cyberbullying incidents, can help adolescents feel supported and less isolated. Parents should be educated about the signs of social media addiction and the potential risks associated with excessive use. By fostering an environment where adolescents feel comfortable discussing their online activities, parents can help mitigate the negative impacts of social media addiction and cyberbullying.

Implications for Researchers

Further research is needed to explore the long-term effects of social media addiction on adolescent behavior and mental health. Longitudinal studies can provide valuable insights into how social media addiction and cyberbullying evolve over time and their impact on adolescents' well-being. Additionally, researchers should focus on testing the efficacy of different intervention strategies aimed at reducing social media addiction and cyberbullying. This could include developing and evaluating programs that teach adolescents digital literacy, coping skills, and healthy online behaviors.

Future Directions

To build on the findings of this study, future research should consider a broader range of demographic factors, such as socioeconomic status, ethnicity, and geographical location, to understand better how these variables influence social media addiction and cyberbullying. Additionally, examining the role of parental involvement, peer influence, and school environment can provide a more comprehensive understanding of the factors contributing to these issues.

In conclusion, this study highlights the complex relationship between social media addiction and cyberbullying among adolescents and emphasizes the need for gender-specific interventions. By addressing these issues through targeted educational

programs, parental guidance, and further research, it is possible to mitigate the negative impacts of social media addiction and cyberbullying on adolescents' mental health and well-being.

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DEMOGRAPHIC INFORMATION

Name:

Sex- Male Female

Grade:

Types of school: Govt/Pvt

Age:

Social Media Addiction Scale

Strongly disagree, Disagree , Neither agree nor disagree, Agree, Strongly agree

- 1 I am eager to go on social media.
- 2 I look for internet connectivity everywhere so as to go on social media.
- 3 Going on social media is the first thing I do when I wake up in the morning.
- 4 I see social media as an escape from the real world.
- 5 A life without social media becomes meaningless for me.
- 6 I prefer to use social media even there are somebody around me.
- 7 I prefer the friendships on social media to the friendships in the real life.
- 8 I express myself better to the people with whom I get in contact on social media.
- 9 I am as I want to seem on social media.
- 10 I usually prefer to communicate with people via social media.
- 11 Even my family frown upon, I cannot give up using social media.
- 12 I want to spend time on social media when I am alone.
- 13 I prefer virtual communication on social media to going out.
- 14 Social media activities lay hold on my everyday life.
- 15 I pass over my homework because I spend much time on social media.
- 16 I feel bad if I am obliged to decrease the time I spend on social media.
- 17 I feel unhappy when I am not on social media.
- 18 Being on social media excites me.
- 19 I use social media so frequently that I fall afoul of my family.
- 20 The mysterious world of social media always captivates me.
- 21 I do not even notice that I am hungry and thirsty when I am on social media.
- 22 I notice that my productivity has diminished due to social media.
- 23 I have physical problems because of social media use.

- 24 I use social media even when walking on the road in order to be instantly informed about developments.
- 25 I like using social media to keep informed about what happens.
- 26 I surf on social media to keep informed about what social media groups share.
- 27 I spend more time on social media to see some special announcements (e.g. birthdays).
- 28 Keeping informed about the things related to my courses (e.g. homework, activities) makes me stay on social media.
- 29 I am always active on social media to be instantly informed about what my kith and kin share.

CYBER BULLYING AND VICTIMIZATION

☐ Name :

☐ Sex: Male Female

☐ Grade

☐ Year of Birth

☐ Do You Know English: Yes/ No

☐ My School Grades are: Usually, Above Average, Average, Below Average

☐ Use Computers: Yes /No

Rarely 1-3 Times/Months

At Least 5/6times/Month

☐ Do You Use the Internet at Home: Yes No

1. I teased someone in a nasty way.

Always Sometimes Oftenly Never Undecided

2. I told secrets about someone to others to deliberately hurt him/her.

Always Sometimes Oftenly Never Undecided

3. I told lies and/or spread false rumors about someone to make their friends or others
not

like them?

Always Sometimes Oftenly Never Undecided

4. Have you spread false rumors about him/her and tries to make others
dislike him/her?

Always Sometimes Oftenly Never Undecided

5. How often have you take part in bullying another friend in the past
couple of month?

Always Sometimes Oftenly Never Undecided

6. Have you bullied him or her with mean names, comments or gestures with a sexual meaning.

Always Sometimes Oftenly Never Undecided

7. Have you ever used someone password without their permission

Always Sometimes Oftenly Never Undecided

8. Have you ever posted pictures or information about someone on website without their consent

Always Sometimes Oftenly Never Undecided

9. Have you ever participated in bullying or tormenting other students?

Always Sometimes Oftenly Never Undecided

10. Have you ever bullied other through phone calls in the past couple of month in the school ?

Always Sometimes Oftenly Never Undecided

11. Have you ever used information found online to tease or embarrassing someone?

Always Sometimes Oftenly Never Undecided

12. Have you ever signed someone else up for something without their permission?

Always Sometimes Oftenly Never Undecided

13. Have you ever impersonated online?

Always Sometimes Oftenly Never Undecided

14. Have you ever posted pictures or information about someone on a website without their consent?

Always Sometimes Oftenly Never Undecided

15. Have you ever signed on with someone else's screen name to get information?

Always Sometimes Oftenly Never Undecided

16. Have you ever seen anyone be bullied out of school in the last 6 months?

Always Sometimes Oftenly Never Undecided

17. I was hurt by someone trying to break up a relationship

Always Sometimes Oftenly Never Undecided

18. I was made to feel afraid by what someone said he/she would do to me?

Always Sometimes Oftenly Never Undecided

19. Lies were told and /or false humors spread about me by someone to make my friend or others not like to me.

Always Sometimes Oftenly Never Undecided

20. I was cyber bullied with mean names, comments or gestures with a sexual meaning.

Always Sometimes Oftenly Never Undecided

21. Have you told someone that you are cyber bullied?

Always Sometimes Oftenly Never Undecided

22. How often do the teachers or other adults at school try to put a stop to it when a student try to put a stop to it when as student is being bullied at school?

Always Sometimes Oftenly Never Undecided

23. Have you told anyone that you have been bullied through e-mails?

Always Sometimes Oftenly Never Undecided

24. Has someone logged onto your IM and SMS (E-Mail), MySpace, Facebook account and pretended to be you in the last 3 months?

Always Sometimes Oftenly Never Undecided

25. Has some one posted embarrassing pictures/ videos to you online without your permission in the last 3 month?

Always Sometimes Oftenly Never Undecided

26. I was aware of the actions of my heart in the absence of physical exertion (e.g., sense of heart rate increased, heart missing a beat?

Always Sometimes Oftenly Never Undecided

27. Has your friend been the victim of cyber bullying?

Yes No

28. Has someone sent you a threatening or aggressive e-mail or text messages in the last 3 months.

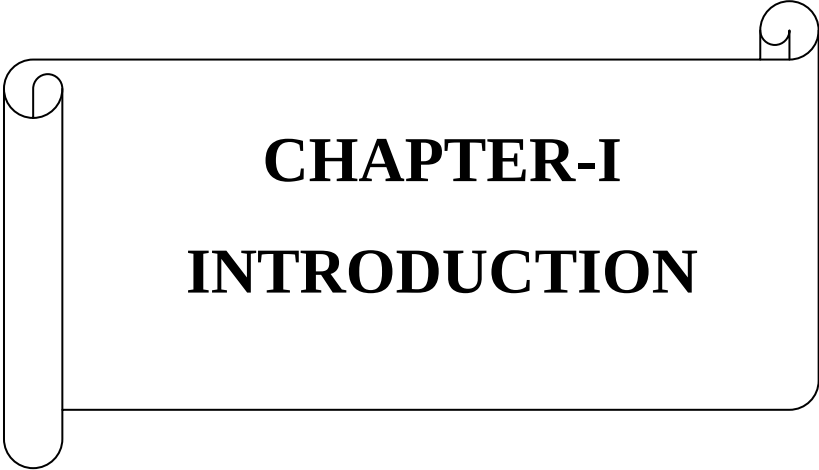
Always Sometimes Oftenly Never Undecided

29. I felt that I was using a lot of nervous energy

Always Sometimes Oftenly Never Undecided

30. When I knew someone being cyber bullied I told adults

Always Sometimes Oftenly Never Undecided



CHAPTER-I

INTRODUCTION

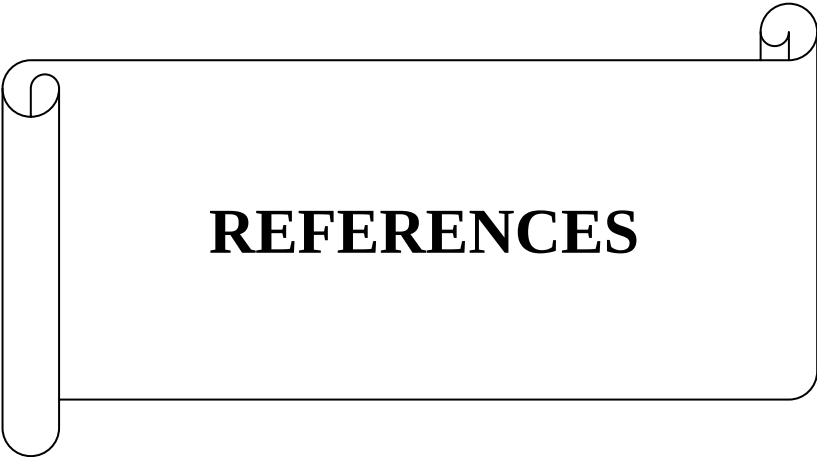
CHAPTER-II
REVIEW OF
LITERATURE

CHAPTER-III
RESEARCH METHODOLOGY

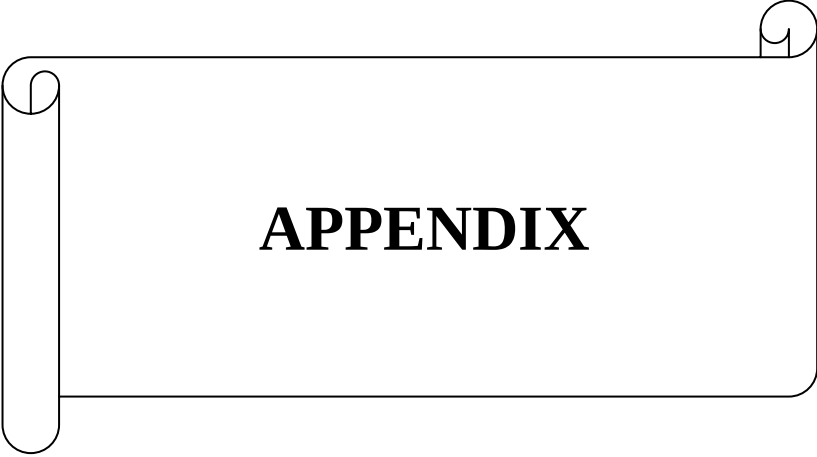
CHAPTER-IV
RESULTS AND
DISCUSSION

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CHAPTER-V
SUMMARY, CONCLUSION
AND IMPLICATIONS



REFERENCES



APPENDIX