

# Cyberbullying and cyberstalking: Parents' role to protect their children



Enver Buçaj<sup>a</sup>  | Fatos Haziri<sup>b</sup>  

<sup>a</sup>Faculty of Law, University of Prizren "University Hoti", Prizren, Kosovo.

<sup>b</sup>Faculty of Public Safety Kosovo Academy for Public Safety, Vushtri, Kosovo.

**Abstract** Cyberbullying has been a severe problem that emerged since the beginning of the 21st century, particularly among children and young people. Being the target of cyberbullying can result in feelings of depression, hopelessness, a loss of self-esteem, and isolation. These emotions are all antecedents of acts of self-harm, particularly for victims but also for bullies. Studies on cyberbullying have produced somewhat contradictory results, and the methods developed to counteract these phenomena have been consistent with these results. Cybercrime's reach has grown, as has its ability to inflict monetary and nonmonetary harm, including direct changes to the physical world. On the other hand, cybercrime has been extensively combating for decades, in contrast to cyberbullying. People's lives are becoming increasingly intertwined with the Internet, bringing many fresh educational and amusement opportunities. In addition, it offers a platform for forms of online harassment, such as cyberbullying and cyberstalking, both of which may have devastating impacts on the lives of young people. Cyberstalking can intentionally harm another person through digital technologies such as social media, email, text messaging, or other online platforms by cyberbullying; regularly following or harassing another person via these same technologies. Keeping in mind that cyberbullying and cyberstalking can happen at any time to anyone is the responsibility of every parent. They should openly discuss the risks of technology with their own children and provide them with strategies and tips for staying safe online to avoid cyberbullying and stalking. When protecting their children from the potentially serious legal consequences of cyberbullying, parents should provide as much information as possible about the relevant laws. In addition, parents should ensure that they are familiar with the websites and platforms that are used by one's children and should be involved in their children's lives so that any unexpected changes in behavior or mood can be noticed early on and addressed. Finally, parents need to provide their children with aid and direction whenever required and to demonstrate that they are reachable and ready to listen if their children are victims of cyberbullying or cyberstalking.

**Keywords:** cyberbullying, cyberstalking, cybercrime, information networks, digital technologies, social media

## 1. Introduction

While the free and rapid movement of information has made the life of so-called typical citizens easier, it has also made it easier for people who do not respect laws or moral standards to engage in illegal or immoral acts. Problems that existed long before the emergence of the information society, such as those that this paper addresses, such as crime and bullying, have followed the evolution of society and moved online and become more efficient with it.

It is estimated that information network crime, also known as cybercrime, and the costs associated with combating it caused more than a trillion dollars of damage to the global economy in 2020. This is equivalent to approximately one percentage point of the total gross domestic product of the entire world (Gronroos, 2020). In addition to the financial damage it causes, cybercrime results in many other problems for businesses, organizations, and private individuals. Cyberstalking and cyberbullying are two of the most serious risks to modern civilization brought about by digital technology. Cyberbullying occurs when one person harasses or threatens another via digital technology such as social media (Stewart, 2011).

Cyberstalking, on the other hand, is a type of harassment that occurs when one person uses Internet technologies to watch and manipulate the conduct of another person. This approach cannot be very safe for the target of the behavior (Sviatun et al., 2021). This may be upsetting for the person who is the target of the harassment. These acts can result in various negative outcomes, including emotional anguish, social rejection, legal guilt, and even bodily injury.

To effectively address the issues of cyberbullying and cyberstalking, it is necessary to have a complete understanding of the myriad of distinct components that constitute each of these behaviors. Understanding these issues' impacts on the individuals they directly impact is also essential.



This paper investigates the many dimensions of cyberbullying and cyberstalking, including their origins, the implications they have for their victims, and the role of parents. Additionally, it investigates the legal framework surrounding these difficulties and presents several potential solutions to the problems that have been identified.

We expect that these findings will add to the current body of information concerning cyberbullying and cyberstalking, hopefully resulting in a better understanding of these problems and contributing to the development of prevention techniques. Our aim is that this will lead to a deeper comprehension of the issues at hand and play a part in the development of strategies for addressing them.

Before we can gain explicit knowledge of cyberbullying and cyberstalking, we need to first study the numerous diverse manifestations that each of these behaviors might take.

In addition, several approaches may be taken to end cyberstalking and cyberbullying behaviors.

## 2. Cyberbullying

Bullying comes in many forms, but one that has been increasingly prevalent in recent years is cyberbullying, which takes place over the Internet. As technology advances, many of the issues encountered by individuals with access to it also develop (Hinduja and Patchin, 2014). Cyberbullying, defined as "harm done on purpose and recurrently via the use of electronic devices like computers, smartphones, and many other technologies," is a type of online harassment that is increasingly severe and prevalent (Kowalski et al., 2012). A young person who was tormented at school could walk home, shut the door behind them, and breathe a sigh of relief before the invention of the Internet.

The bullies did not get inside the walls of the home. Now, the situation is different (Kellokumpu, 2017). In today's society, the tormented may be tracked to their homes via the Internet, making even getting away from the bully impossible. Many studies have revealed that adolescents and teenagers who experience bullying at school are also disproportionately affected by cyber bullies.

Cyberbullying is a catch-all phrase for any harassment or intimidation perpetrated against a person or group through digital means. Online bullying is a subset of the broader phenomenon of bullying. The word "cyberbullying" can refer to either repeated, prolonged taunting or a single traumatic incident. Blackmail, prank calls, sending improper information, making phoney accounts, isolating and excluding from the group, unpleasant sexually tinged and suggestive communications, and harassment and harassment have all been labeled cyberbullying. Some of these, such as creating fake profiles, i.e., identity theft, are also classified as crimes. It is difficult to prevent bullying behavior, particularly when it is perpetrated online. The material spread due to bullying may continue its journey toward broader distribution, even if the bully regrets spread it (Mannerheim, 2021).

The word "cyberbullying" can also refer to "cyberbullying" when bullying is carried out in the same manner within online games, discussion forums, and chat rooms. Cyberbullying is distinguished by its speed, independence of place and time, anonymity, and unlimited distribution of information, all of which are defining characteristics.

In addition, bullying can be more challenging to detect, and it is more difficult to eliminate it because the channels used for bullying are not necessarily even conscious of adults. Thus, starting to limit services can be delayed (Sinkkonen and Korhonen, 2015).

In the school setting, for instance, the target of bullying is excluded from the group. However, online bullying can also include exclusion from a group or deletion of the mark entirely. The fact that bullying incidents occur in real life may also be translated to the Internet since such incidents are videotaped. This means that bullies can attack their victims while simultaneously filming them online for excellent circulation. Very few bullies consider the possibility that their actions may result in legal repercussions, such as threats or defamation.

## 3. Cyberstalking

Both cyberstalking and cyberbullying should be considered forms of the same behavior. Concerns about cyberbullying and cyberstalking are becoming more pervasive in today's society as a result of technological advancements as well as the growth of social media platforms. Parents need to be aware of these concerns and know what they can do to protect their children from being targeted or engaging in such activities. There is a lack of empirical research in the field of cyberstalking. Cybersstalkers are not limited to a local area and may stalk victims in other nations as they would on their own. Many experts believe that the Internet's secrecy has a disinhibiting overall impact (Griffiths M, 2000). Wu Song (2002), Joinson (1998), and Bubas (2001) provide excellent analyses of how dissociation can promote deviant behavior.

Cyberstalking and cyberbullying are sometimes used indiscriminately because all stalking involves an element of danger or the intent to cause emotional distress to the victim. Based on conventional understandings of words such as "stalking" and "harassment", this approach is not deemed unreasonable.

For instance, Burgess and Baker define stalking as "the pursuit of a victim and the act of trying to follow, seeing, speaking with, or progressing threatening manner or ominously toward the other person (Baker et al., 2002)." The Cambridge International Dictionary, like the online AND Concise Dictionary, describes bullying as "making (or anyone) uneasy

as well as unpleasant besides bringing them issues." It defines bullying as "to bother, torment, or difficulties someone by constantly questioning or attempting to attack them."

This is precisely what transpired in the case of Jane Hitchcock, who was the victim of cyberstalking at the hands of the proprietor of a firm after she complained about the services provided by the company. The cyberstalker assumed that Hitchcock tempted others into "flaming" her by posting incendiary comments on websites and sending emails in her name. This was done to encourage others to engage in such behavior.

In addition, the online harasser "email bombed" her for more than a year by flooding her inbox with hundreds of threatening messages sent to her email address. Additionally, he will post hundreds of hateful messages to her husband's and business's emails, frequently posing as Alfred Hitchcock. Because of this, the fees would, in the end, become "useless" because of the overwhelming number of communications (Hitchcock et al., 2009).

Some cyberbullying studies have questioned the mainstream understanding of this phenomenon, as has been presented in the media and the scholarly community.

Additionally, it has been hypothesized that cyberbullying is responsible for the emergence of many new bullies and bullies who were not previously associated with this behavior (Olweus, 2012). Although professionals in the area of psychological study naturally and frequently have the finest understanding of the phenomena in their field, it has been observed that a multidisciplinary approach brings to the topic more new viewpoints on the issue and, with it, breadth and further information.

The contradictory results of previous research served as inspiration for a component of the current study. For instance, Bonanno and Hymel reported that cyberbullying victims experience more depressive symptoms and suicidal ideation. This finding supports the idea that cyberbullying is separate from traditional bullying, although the two are intertwined (Bonanno and Hymel, 2013).

According to the findings of the research conducted by Perren, Dooley, Shaw, and Cross, who found a correlation between experiencing symptoms of depression and becoming a victim of cyberbullying, they first controlled for the influence of traditional bullying (Perren et al., 2010).

However, long-term research carried out by Machmutow, Perren, Sticca, Alsaker and Salmivalli, Sainio and Hodges shows that victims of cyberbullying do not do any worse than victims of conventional forms of bullying, which frequently coincide with cyberbullying. The development of more conventional forms of harassment is cyber bullying. Conventional forms of bullying also accompany cyberbullying (Salmivalli et al., 2013).

Based on the sources mentioned above and the findings, one may deduce that there is a lack of a universally approved reference framework for cyberbullying research. Creating such a reference or the appropriate use of an existing reference might aid and clarify the understanding of new study findings. Problems in cyberbullying research can also be attributed to the fact that the problem is still somewhat recent. As a result, there is a lack of material and statistics that are sufficiently accurate in all countries. As a result, the best practices of its research have not yet had the opportunity to mature and become established.

#### **4. Types and facts of cyberbullying**

Cyberbullying has emerged as a significant issue in several nations worldwide. In its most basic form, cyberbullying is not all that, unlike in the traditional form of harassment, many young people have, regrettably, been accustomed to experiencing it at school. The main distinction is that it takes place via the Internet.

##### *4.1. Cyberbullying types*

There are several distinct types of cyberbullying. The following are some frequent examples of cyberbullying:

###### *4.1.1. Exclusion*

Those who engage in cyberbullying may deliberately exclude their target from an online community or conversation. Victims may experience feelings of alienation and depression as a result.

###### *4.1.2. Harassment*

When a cyberbully repeatedly and maliciously sends offensive communications to a target, the result is harassment. Threats can be sent in such texts.

###### *4.1.3. Cyberstalking*

Cyberstalking occurs when a cyberbully keeps tabs on their victim's online activities. The bully may also spread rumors about the victim and their family or threaten them. Additionally, cyberstalking may go offline and into the real world, potentially harmful to the target and their loved ones.

Stalking, whether online or offline, is illegal. A victim can file a restraining order in any scenario. The offender may also be subject to a probationary period and imprisonment.

#### 4.1.4. *Outing*

When a cyberbully publicly reveals private information about a victim without permission, they are "outing" the victim. The goal of the bully's actions is to make the victim feel ashamed or embarrassed.

#### 4.1.5. *Trickery*

A cyberbully might become a trusted friend to a victim, leading to the disclosure of private information. When a victim confides in a bully, that bully may use that knowledge to disgrace or punish that victim publicly.

#### 4.1.6. *Catfishing*

By using catfishing, cyberbullies prey on their victims' vulnerability. A cyberbully trying to catfish a victim will develop a false online persona and act as though they are someone else. After adopting a victim's identity, a cyberbully might initiate contact and even develop romantic feelings for them. If the victim develops confidence in the internet user, they may eventually provide personal information. The cyberbully can then use this information to humiliate, harm, or expose the victim.

#### 4.1.7. *Fraping*

The term "framing" refers to the practice of a cyberbully posting offensive material under the victim's identity on their social media accounts. The victim's name is forever linked to damaging information posted online.

#### 4.1.8. *Trolling*

While not every hate speech posted online qualifies as cyberbullying, cyberbullies sometimes "troll" their victims by making hurtful comments about them.

#### 4.1.9. *Dissing*

A person is harassed by a cyberbully when they get insulting comments about them online. By sending either public or private messages, cyberbullies harass and intimidate their victims to damage the victim's reputations or relationships with other people.

#### 4.1.10. *Flaming*

Flaming is publicly or secretly discussing a target to insult and/or profane them. A cyberbully would criticize their victim and threaten them to start an argument with them while they are online.

#### 4.1.11. *Denigration*

A cyberbully harasses another person online by spreading rumors about them. Hurtful rumors and chatter about a victim are a common kind of denigration.

#### 4.1.12. *Impersonation*

Cyberbullying might mimic a victim by posting their name on social media and online chat rooms. Doing so can lead to retaliation from others who see the bully's comments about the victim online.

Victims of cyberbullying may find that their attackers have created false profiles in their names. Criminals might utilize victims' accounts to spread sham information online.

### 4.2. *Facts about cyberbullying*

The Internet presents several dangers, not only for adolescents, who run the risk of being victims of cyberbullying but also for younger children, who can participate in illegal activities, engage in trolling, and engage in cyberbullying themselves. It is estimated that more than 37% of adolescents aged 12 to 17 years have been victims of cyberbullying at a certain time during their lives. Thirty percent of the population has had more than one occurrence of this disease (Patchin, 2019).

Most American adolescents (95%) use the Internet, and the vast majority use mobile devices, making mobile platforms the most frequently used for cyberbullying (Hinduja and Pathcin, 2019).

Almost a quarter of the students (23%) admitted to having engaged in online harassment or bullying. A quarter of the sample said they had encountered the same thing from another person (Mediasmarts, 2019). Due to their greater access to digital platforms, girls are more likely to be victimized and harassed by others than boys are. Compared to boys, 15% of

adolescent girls have already been subjected to at least four forms of digital abuse, whereas only 6% of boys have experienced these forms (Marcum, et al., 2012).

Online harassment is experienced by approximately half of all LGBTQ+ students, which is a percentage far greater than the norm (GLSEN, 2019). Instagram is the social media platform where the highest percentage of youth report having experienced cyberbullying, with 42% of those polls being the target of Instagram abuse (Ditch the label, 2019). Youth of this generation who are cyberbullying victims are more likely to engage in self-harm and suicide attempts than their nonvictimized peers are. Eighty-three percent of young people believe that social media companies should increase their efforts to combat cyberbullying on their respective platforms. Sixty percent of teenagers have either been bullied themselves or witnessed another person being bullied online. The vast majority of people do nothing.

Only one out of ten adolescent victims will reveal their abuse to a parent or trusted adult about their experience.

Eighty-one percent of students said that if they could report cyberbullying incidents without their identities being revealed, they would be more inclined to do so (Media smarts, 2019).

While it is of the utmost importance to safeguard children and teenagers from the dangers posed by cyberbullying and cyberstalking, it is equally critical to remember that many adults are also affected by this issue. According to a 2021 study by PEW, more than forty percent (40%) of individuals were the targets of cyberbullying or other forms of harassment while using the Internet. This behavior frequently results in feelings of tension and worry, which are two of the most common reasons for problems with mental health.

## 5. Technology and cyberbullying

Cyberbullying is an increasingly common issue among technology users, especially young people. It entails harassing, threatening, or intimidating someone via internet communication. Cyberbullying may occur on any digital platform, including social networking, gaming, and text messaging. Cyberbullying may be ineffective and have lasting repercussions.

Cyberbullying can include sending rude or threatening comments online, posting humiliating images or videos of someone, spreading rumors about them, or excluding them from social events. Parents and educators should know what cyberbullying is, how to detect it, and what to do if they suspect that their child is a victim.

Parents, guardians, and educators should actively supervise children's digital use and talk to them about acceptable online behavior. Open communication between children and their caregivers is the first step in combating cyberbullying. To combat cyberbullying, children need guidance on recognizing cyberbullying when they see it and what to do if they are the target (Notar et al., 2013). Suppose that a parent or guardian has reason to believe that their child is the target of cyberbullying. In such cases, they must intervene immediately to safeguard the child from additional harm.

Schools, corporations, and other organizations should also have cyberbullying rules and support programs. Cyberbullying should also be criminalized. These procedures can help protect technology users' futures.

Given the importance of technology for detecting cyber bullying, we must research digital culture to improve the understanding of this phenomenon among young people (Crooks, 2016). Cyberbullying can be less common by allowing little adjustment to technology and digital culture. For instance, social media platforms may be made more secure to protect vulnerable individuals from becoming victims of cyberbullying. Alternatively, methods based on artificial intelligence could be used to identify and delete offensive content. A machine or a user may readily record everything that happens in the cyber world. According to Steinhart, digital records of human behavior and interaction (including images, sounds, and videos) can endure even after physical death (Steinhart, 2014). The cyber world can be utilized to leave a lasting legacy that will improve the world and last beyond our lifetimes. What we do in cyberspace today affects our future selves and the future of others, and we must not lose sight of this. We must ensure that everyone uses technology appropriately and that cyberbullying is not accepted.

Cyberbullying has left digital traces propagating across many online platforms, including social media, search engines, and more (Kosinski et al., 2013). This makes it difficult to remove the traces of cyberbullying cases from online space. Hence, as a society, we must take responsibility and ensure our technology users are respected, and bullying is not tolerated on any platform. People should be taught how to recognize and respond if they come across any cyberbullying case. This will assist us in establishing a secure environment for all users to enjoy their time online (Steinhart et al., 2014).

In addition, the power imbalance associated with conventional bullying probably cannot be adopted directly. Computer literacy in understanding ICT and cyber networking is a widely accepted indicator of people's ability and power and the imbalance of power in the cyber world, which has largely replaced physical prowess, social skills, linguistic proficiency, and social networks (Smith et al., 2013).

According to further information, the power imbalance in cyberbullying may not be entirely evident; it may indicate greater technological proficiency, online renown, and more robust social networks (for instance, the number of friends on social media), and it may also signify anonymity. Stone added that this is the situation by stating so. It is far more challenging to determine who victims and offenders are involved in these kinds of situations since, in many cases, the two parties do not even know one another in real life (Stone, 2014).

Although the power imbalance factor is in question, cyberbullying has similar psychological effects as traditional

bullies, such as depression and anxiety (Tokunaga, 2010). Additionally, it can be harder to escape cyberbullying than conventional bullying. This is because digital messages or images can remain on the web and reappear anytime due to the lack of effective preventive measures (Beran and Li, 2007).

Establishing a safe online environment and implementing the measures required to forestall cyberbullying is critical. Promoting awareness and encouraging dialog among many stakeholders, including parents, teachers, and students, can help alleviate the power dynamic that contributes to cyberbullying. Furthermore, cyberbullying can also include one-to-many bullying, where the perpetrator sends out a message or posts something online directed at a group of people (Slonje et al., 2013). Finally, as mentioned above, the increased power of the Internet may turn certain people who are usually considered victims into bullies. To combat cyberbullying effectively, it is necessary to approach the problem from several perspectives.

Parents, teachers, and children should communicate more. Cyberbullying may also involve one-to-many bullying when the offender sends a message or broadcasts something online to several people. In contrast, victims of conventional bullying may become cyberbullies owing to a higher power. Therefore, cyberbullying must be addressed from various angles to tackle the issue effectively (Menesiniu et al., 2012).

The ubiquity of social networking sites such as Facebook, YouTube, Instagram, TikTok, and other platforms has made the reach and impact of cyberbullying significantly more extensive and widespread. In today's online communities, insults and other types of verbal abuse may be posted and shared instantly. Another problem with cyberbullying is that the bully's identity is often hidden or obscured, making it difficult for the victim to understand who is responsible or how to respond.

Cyberbullying has serious consequences. This can cause dreadfulness, humiliation, helplessness, and isolation in victims and their families. It can also cause academic failure, social disengagement, and suicide or self-harm. Parents, educators, and society must address cyberbullying. Parents should be aware of the warning signs of cyberbullying and play an active role in keeping an eye on their children's online activities. It is also crucial for schools and parents to work together on methods to avoid cyber bullying and respond to incidents.

Understanding the consequences of cyberbullying for victims, developing good communication skills to cope with conflict, and fostering strong connections with peers are all essential steps for helping children become empowered and build resilience against cyberbullying. Instead of turning a blind eye to or tolerating cyberbullying, society should make preventative efforts to make the Internet safe for children. Moreover, because of social media platforms' built-in archives and documentation features, abusive statements are more likely to have a lasting impact and to propagate widely. By enhancing education on cyber safety and cultivating resilience among students, we can create a safe space for children to communicate without fear of being victimized (Wesler et al., 2008).

Together, we have the power to make a difference in safeguarding the health and safety of our younger generation (Wesler et al., 2008). Only by cooperating can we prevent several injuries from being caused to a victim by a single attack that was perpetrated by a perpetrator who perpetrated. According to the findings of the most recent study conducted by the European Parliament, mobile phones and social media platforms appear to be the primary means by which cyberbullying is carried out. This indicates that the problem can be exacerbated if left unaddressed. Parents must be informed of the possibility of cyberbullying to prevent it (Virginia et al., 2016). All parties involved need to take cyberbullying seriously to ensure that a secure digital community is free from harm. We can all do our part to prevent cyberbullying and its harmful effects on young people if we work together.

Cyberbullying may have catastrophic long-term effects on children, but we can all do our part to stop it. Teaching cyber safety, allowing children to build resilience against cyberbullying, understanding its effects, and creating an environment of mutual respect online will help create a cyber-safe space where our youth can connect freely without fear of being abused.

By working together, we can protect our kids from cyberbullying and provide them with the tools they need to be safe on the Internet. Only through collaboration between parents, educators, society, and law enforcement institutions can we truly ensure our youth's safety (Vandebosch and Van Cleemput, 2008). Children can benefit from knowing the dangers of cyberbullying and being taught how to spot and report occurrences of cyberbullying by receiving cyber safety and resilience training. For our young people to feel comfortable and thrive in the digital world, we must provide an atmosphere that promotes open dialog between adults and students.

Finally, increasing our collective knowledge of cyberbullying's consequences for young people through educational campaigns and other activities might encourage us to do something about cyberbullying. We can protect our kids from cyberbullying and provide them with the skills they need to thrive in the digital world if we work together in this way. We can provide the next generation with a safe online experience if we work together.

## 6. Digital cultures of young people and digital technologies

Digital cultures are transforming how youth engage with one another and the globe. Youth access to digital tools and platforms has increased as digital technology has become more prevalent. Young people are generating new kinds of communication, expression, creativity, and social interaction using these technologies, which may be good and evil.

Digital technologies allow young people to interact in online spaces, yet marketers and criminals may abuse vulnerable

children's data. Adults must help kids use digital media securely and responsibly to empower them and reduce hazards. Teachers can assist kids in coping with internet bullying and sexting. Parents may talk about internet privacy settings and data security. Community-based programs such as digital literacy workshops or volunteer activities that promote good digital tool usage may also promote responsible digital citizenship among youth.

When engaging with digital cultures, it is important to remember that young people must be protected from potential risks and encouraged to use digital platforms for creative expression, learning, and connection (Buckingham, 2013). Adults may aid children in staying safe and making the most of their online connections by modeling appropriate behavior and offering direction.

The younger generation is becoming more enmeshed in digital cultures, which have far-reaching effects on their day-to-day lives and perspectives. Thus, parents must assist children and adolescents in learning how to use digital technology securely and responsibly to maximize the medium's potential for social connection and development. Young people may flourish as self-reliant cultural producers of digital media with the help of parents and peers. Digital cultures will continue to evolve rapidly, and it is essential to stay informed and engaged to ensure that young people can navigate the digital world safely, securely, and ethically (Gennaro and Miller, 2021).

Therefore, parents must educate children and teenagers on how to recognize and cope with the hazards inherent in their use of digital media. For instance, instructors could teach cyberbullying and internet privacy settings, while parents should emphasize data security. Digital literacy programs and volunteer activities that promote good technology usage may also help young people behave responsibly online. Adults may help young people benefit from digital connections by supporting and guiding them securely and ethically.

However, males are more likely to participate in online activities such as multiplayer online role-playing video games (including "World of Warcraft" and "League of Legends"), in which players develop an image of themselves to mirror their visibility in cyberspace. Girls, on the other hand, are noticeably more forthcoming regarding their details. They interact more frequently in social networking activities on websites such as Facebook and Second Life (Kaplan and Haenlein, 2010). According to Nansel, females are more likely to participate in manipulative social interactions, such as spreading rumors with the intention of bullying (Nansel et al, 2001). There may be a correlation between cyberbullying and gender differences in online behavior, which may be investigated here. Although these activities expose people to varying degrees of risk and susceptibility, people of both sexes must be aware of the possible dangers of cyberbullying.

By addressing the causes of cyberbullying and connecting victims with the care they need, we can create a world where everyone can feel safe exploring new ideas and expressing themselves freely online without fear of retaliation. Working together allows adults, teachers, and students to make the Internet safer (Nansel, et al. 2001). Because technology has become pervasive in our everyday lives, we must acknowledge that its application is associated with both positive and harmful consequences.

Cyberbullying differs from other forms of bullying in that it allows for anonymous communication with large groups of people in a very short time. This makes it one of the more dangerous forms of bullying. No one approach can be taken to solve these problems, but increased awareness and improved resources and education can help lessen the prevalence of cyberbullying. A thorough approach should include addressing both the victim and the offender and providing constructive alternatives to assist young people in developing meaningful relationships with their peers. By creating safe spaces for adolescents to honestly discuss cyberbullying, adults might provide a support network in which they can understand how to responsibly manage their experiences (Beale and Hall, 2007). Additionally, it is essential to have a solid understanding of the motivations that drive these actions and to address any underlying problems that may be present to encourage kids to engage in healthy online conduct to support cyberbullying and create an online space that is more courteous and all inclusive for all individuals (Nansel et al, 2001).

Finally, educators must prioritize developing effective classroom policies and procedures for combating cyberbullying. For this reason, standards must be developed defining what constitutes bullying and how it should be handled. These norms should be defined. It is essential first to recognize the dangers brought about by technological advances and then to mitigate them if we want to ensure that everyone can participate in and benefit from the advantages of our increasingly digital society. If we pool our resources, we can make the Internet a place where everyone feels safe, welcome, and appreciated.

## 7. Perceived anonymity

In some ways, online anonymity can provide more privacy than in the traditional sense. The fact that one's online activities are secure provides some measure of comfort and safety even if one's identity is not concealed. People whose identities make them targets of cyberbullying or other forms of online harassment should have this protection in place. Another benefit of the illusion of anonymity is that people are more likely to speak their minds without worrying about reprisals from others. Security is crucial for preserving an honest and open discussion in the virtual sphere. In the end, people's ability to maintain a sense of anonymity online contributes to a fair playing field regarding online security.

The assumption of anonymity is yet another essential component of cyberbullying. In contrast to people experiencing traditional bullying, people who participate in cyberbullying typically feel that they are anonymous users. This perception

promotes a considerably greater number of individuals capable of bullying to engage in hostile behavior online (Bauman, 2010).

As a result, victims may be more exposed to the psychological effects of cyberbullying than to traditional bullying. Victims may experience feelings of helplessness and insecurity due to their inability to identify or recognize the perpetrator. This is even more difficult when perpetrators use pseudonyms or other forms of anonymity and when they are far away from the victim. Additionally, since cyberbullies can remain anonymous and escape any repercussions, they often feel less accountable for their actions (Hinduja and Patchin, 2008). Therefore, for people to be able to defend themselves against any potential acts of cyberbullying, they need to understand how the anonymity of their online interactions is affected.

In conventional forms of bullying, bullies can immediately gauge the severity of the damage caused by their actions to victims. The quick feedback they receive is a reference point for determining the severity of the attacks that occur after it. In contrast, bullies can conceal their identities when engaging in cyberbullying; as a result, they cannot predict how their victims will react, which can result in more severe and ongoing assaults.

Additionally, this lack of responsibility makes aggressive behavior more common. Because of their ability to maintain their anonymity, bullies can also avoid any consequences that may result from their conduct. This could encourage them to further their dangerous behavior, launching more devastating strikes. These arguments highlight the importance of addressing the issue of perceived anonymity as a contributor to cyberbullying.

Overall, presumed anonymity can play an important role in providing individuals with and enabling them to engage in cyberbullying because the harm and consequences of cyberbullying to the victim are invisible and unpredictable. Because no information is available to demonstrate how bullying behavior affects victims, the empathy and sorrow that cyberbullies feel are considerably diminished (Slonje et al., 2013).

Therefore, it is crucial to recognize the risks associated with the assumed anonymity of cyberbullying and to work to curb this practice. More stringent laws on online anonymity, better monitoring by parents and educators, and prompt involvement by authorities are only some of the proposed answers to the problem of online bullying. These precautions will help people feel safe while using the Internet. It is clear from a second study conducted on Australian college students that the majority of those who commit acts of violence do not believe that their actions are severe or have any effect on their victims (Campbell et al., 2013). Accordingly, it is vital to provide all people with information about the repercussions of cyberbullying so that they can comprehend and accurately balance the implications of their actions while they are online.

Establishing transparent regulations for anonymous conduct and holding offenders accountable is another approach. Possible perpetrators may be deterred from cyberbullying if adequate monitoring mechanisms and relevant legal rules are implemented. A lack of sanctions or accountability for cyberbullying perpetrators is a crucial factor that can encourage others to engage in such behavior. Knowledge of the risks and repercussions of cyberbullying for victims is crucial. Importantly, when cases of cyberbullying are reported, authorities should act immediately to safeguard victims from additional injury.

This is why it is important to increase awareness, create open rules and regulations, closely monitor user behavior, and step in when necessary to reduce users' ability to remain anonymous online. By doing so, we can help create a safer environment for all individuals who engage in online activities (Campbell et al., 2013). This increases the likelihood that several of the perpetrators are mindful of the gravity of the repercussions that their actions will have. Cyberbullying frequently entails a sense of anonymity, which adds insult to injury. Because of this, criminals may feel immune to consequences for their actions, which, as Hinduja and Patchin note, may encourage them to carry on with their criminal behavior. Victims of cyberbullying might suffer serious consequences (Sourander et al., 2010).

Cyberbullying can also result in posting hurtful comments or images online and cyber harassment (e.g., sending harassing messages) (Kowalski et al., 2014). Knowing these forms of behavior is important for understanding how cyberbullying occurs and who may be most vulnerable to it (Willard, 2007).

This will help ensure that all participants know what behaviors are unacceptable and that only valid cases of cyberbullying are reported in the study results (Ybarra and Mitchell, 2004). In addition, it is necessary to establish a secure setting in which victims can share their experiences without the risk of retaliation or the feeling of being ashamed.

Once cyberbullying has been characterized, it is vital to identify relevant interventions to address the issue successfully. Cyberbullying prevention should reduce risk factors and promote positive online behavior and digital citizenship in youth. Schools could adopt multifaceted cyberbullying rules. Schools can also institute specific educational initiatives on cyberbullying, such as seminars or online courses for parents and students, to raise awareness about the issue and its effects. Schools should foster respect and empathy to inspire students to intervene when they notice bullying.

However, parents and teachers should keep an eye on their children's screen time and talk to them frankly about the risks of using technology (Vandebosch and Van Cleemput, 2008). To protect their children, parents should have open conversations about the safe and responsible use of technology (such as avoiding dangerous forwarding messages), limit their children's involvement in the Internet, and enable them to use techniques for dealing with cyberbullying if it ever arises (Willard, 2007).

In summary, cyberbullying is an issue that can be avoided despite its negative effects on victims. With the help of schools, parents, and other stakeholders, we can ensure that young people can feel safe online.

## 8. Impacts of cyberbullying

Like other forms of bullying, cyberbullying may have catastrophic long-term effects on victims. Children who are subjected to cyberbullying may experience a range of negative emotions, including embarrassment, anxiety, despair, and insomnia. One may end one's own life as a direct result of being bullied online, which is a possibility. Individuals who participate in bullying behavior online may also struggle at school and among their classmates, and the findings of various related studies suggest.

It is possible for victims of cyberbullying to participate in dangerous behaviors, such as consuming narcotics or injuring themselves. Victims' reputations may suffer due to rumors spread on the Internet. This might have an impact on personal relationships, as well as their academic and professional endeavors. Bystanders can be negatively impacted by bullying behavior, including cyberbullying. It can be distressing to observe a friend or member of one's family being harassed or harmed by strangers online. Keep in mind that cyberbullying can affect people of any age and demographic.

Children and teenagers suffer when they are victimized online. It can bring about feelings of worry and melancholy, as well as bodily injury, ruined reputations, and even suicide. Because even bystanders can become victims of cyberbullying, it is essential to take preventative measures. Consequently, parents, schools, and communities are responsible for recognizing and responding to instances of cyberbullying.

In this study, the authors look at the psychological and physical impacts that participating in cyberbullying has on young individuals. While some of these consequences may be severe, it is crucial to remember that engaging in the necessary steps may help lessen the effects of cyberbullying. With the right sort of help, victims of cyberbullying may progress through their life after experiencing its effects. Adolescents may benefit immensely from having the support of their loved ones as they work to recover from the effects of cyberbullying. Finally, understanding the reality of cyberbullying and inspiring parents to learn more about it is crucial for fruitful dialogues with their children.

Assisting children in attaining success online may be aided by training them to detect and report instances of cyberbullying, as well as providing support and a variety of resources to choose from. This may be done in addition to providing the children with other support. We can make the digital environments in which children and teenagers engage more positive if we work together to achieve this. Children may be assisted in the formation of an online community that is free from cyberbullying if they are given support and direction, which is something that adults can also offer.

Filtering software and standards requiring responsible usage can help shield children from the dangers of cyberbullying. As a result, we can safeguard our children when they are using the Internet. Talking children about the risks and benefits of using technology and the Internet should also be a priority for parents. The activities, friends, and friends of chatrooms in which children participate online should be monitored by parents. Children need to be instructed on how to use technology responsibly and securely to develop the capacity to make smart choices regarding the individuals with whom they interact online (Willard, 2007).

Cyberbullying must be addressed by parents, teachers, and communities. Teaching kids and teens can help them recognize and respond to cyberbullying. With awareness and effective methods, we can limit this dangerous conduct and make our children's online world safer. Although the cause of cyberbullying is unknown, these studies demonstrated its negative effects on young people. To reach out to the victim of cyberbullying quickly and offer assistance. One of the key concerns of this research is the kind of assistance young people seek after experiencing cyberbullying (Juvonen and Gross, 2008).

Researchers Notar and Padgett found that educators and parents may grossly underestimate the impact of cyberbullying and the degree to which children's offline and online lives are intertwined (Notar et al. 2013). Stone also demonstrated the need for peer support as the first line of defense for young victims of cyberbullying. However, research on cyberbullying and families has pointed to the importance of family support during cyberbullying (Lloyd et al., 2014). Research by Hinduja and Patchin on 1,963 American middle school students indicated that family involvement is a significant preventative measure against self-injury in cyberbullying and bullying scenarios (Hinduja and Patchin, 2010).

A qualitative case study on cyberbullying by Papatraianou showed that young people with strong family ties were better able to cope with and eventually overcome the negative effects of being bullied online (Papatraianou and Le Cornu, 2014). Research on the concept of cyberbullying undertaken by Espelage revealed that a robust support system at home helps lessen the consequences of online bullying (Espelage, 2014). According to Rodkin and Gest, educators and other adults, including parents and social workers, had important roles in cyberbullying episodes. These supporters can play a crucial role in assisting victims of cyberbullying (Gest and Rodkin, 2011).

Keeping in mind that finding a solution to the issue of cyberbullying will not take place overnight. As a collective, we have a moral obligation to educate today's youth about the dangers of cyberbullying and to assist those affected. In addition, we need to put more effort into implementing regulations that safeguard the privacy of everyone who uses the Internet. By taking these steps, we will be able to develop a community in which victims of cyberbullying are provided with the resources they require to overcome their experiences and continue their lives. The causal connection between cyberbullying and these unfavorable effects must be validated through additional studies.

Intervention studies are also important for exploring the efficacy of interventions for cyberbullying prevention and treatment and for identifying effective techniques for coping with cyberbullying. Research on victims is crucial, but research should also consider the victim's family, school, online community, and other aspects of the victim's environment. Furthermore, further studies are needed to determine the best ways to recognize and report cyberbullying victims and the best ways to meet their needs (Kiriakidis and Kavoura, 2010).

According to previous investigations, extra victimization and perpetration patterns may occur between genders. As a result, it is advised that gender be taken into consideration in the research. As a direct result, fighting to cyberbully is necessary but urgent. According to the research highlighted, cyberbullying may have life-threatening effects on people victimized by it, particularly young people. Various tactics must be employed to prevent cyberbullying, such as passing legislation, launching educational campaigns, using online monitoring techniques, and enlisting parental involvement.

These practices should be modified following the specific conditions within each group and culture. Because of the far-reaching repercussions of cyberbullying, further research is needed to discover the sources of the problem and to identify potential remedies. We need to work together to combat this serious menace and protect our children and teenagers from the damaging effects that it might have. A comprehensive and efficient response is necessary to address the growing issue of cyberbullying among today's youth. To combat cyberbullying, a coordinated response from individuals, groups, governments, and communities is necessary.

### 9. Cyberbullying: what parents can do

The transmission of communication that is embarrassing, humiliating, harassing, or destructive via the Internet or smartphones by text or photo messaging is an example of cyberbullying. This can involve sending violent messages, spreading rumors or gossip, engaging in hate speech, or disclosing someone's private information without consent. People of all ages and demographics can be victimized by bullies online. This affects the victims and spectators who watch the bullying and may become distressed due to what they are watching.

Depression, social withdrawal, and even death by suicide are all potential outcomes of being bullied online, especially at extreme heights. Knowing the long-term repercussions of cyberbullying is necessary, and steps must be taken to avoid such repercussions. Cyberbullying results in skipping school, ruining friendships and, in at least two documented cases, suicide. Parents, teachers and other adults must be aware of the signs of cyberbullying to intervene if necessary (Cassidy et al., 2012).

In addition to setting a positive example, adults should avoid making offensive or inappropriate posts themselves. Encouragingly, victims of cyberbullying can take measures to safeguard themselves, such as by blocking harassers, reporting incidents to website administrators, and discussing situations with responsible adults. Individuals must also remember that cyberbullying can happen anywhere at any time. It frequently occurs on online chats, instant messages, emails, and social media platforms such as Facebook and Twitter. We can all work toward a safer and more welcoming internet community if we take the time to educate ourselves about the risks and repercussions of cyberbullying. One of the major drawbacks of today's technology and social media is cyberbullying. Cyberbullying.org defines cyberbullying as "the repetitive act of making fun of, picking on, or posting something online about another person who the bully does not like. "

While there is no way to completely protect our children from cyberbullying, several steps parents can take to lower the risk of cyberbullying and to mitigate its impact. It is crucial for parents to have open conversations with their children about the subject of cyberbullying, to counsel their children against sharing potentially harmful content online and to supervise what their children are doing while they are online. As a result, parents should keep tabs on the apps and platforms their children are utilizing and the content they create and disseminate. Finally, parents can obtain assistance if needed (Mathiesen, 2013).

Cyberbullying victims can obtain help from various places, such as helplines and professional counsellors. We can all do our part to ensure that the Internet is a welcoming and secure place for everyone if we take the time to learn about cyberbullying and share that knowledge with our children. Although cyberbullying is becoming more common, it can be lessened through education and awareness.

In regard to helping our children learn how to deal with challenging situations, such as being bullied or being in conflict with another person, one of the most important skills we can pass on to them is the capacity to listen. An excellent method for promoting good communication among children is to pay attention to what they have to say and to provide them with opportunities to express themselves. One method to demonstrate to our children that we care about them is to pay attention to what they have to say and to acknowledge the feelings that they are experiencing. If we want to be able to assist our children in coping with the effects of cyberbullying, should they ever be subjected to it? We need to encourage them to openly and honestly discuss their experiences. When we have more information on the problem, we will be better able to devise solutions to the problem and make the Internet a more secure environment for everyone.

A parent's involvement in their child's life is essential. Engaging in conversation and asking questions can give your child a safe space to talk about his thoughts and hearing (Flewitt, 2005). Parents may show that they care about their child's life, education, and friendships by asking straightforward questions about their child's belongings and the activities that take

place during a normal school day. If you want to start talking about bullying or the stresses of friendships, you may use these questions as conversation starters.

Sometimes, we may insult each other many times before apologizing, pleading for forgiveness, and continuing to play (Roberts, 1995). It is also a good idea to have a conversation with the child on the following subjects: how do the actions of others influence me, and how does my behavior affect others? A sense of relief washes over the child when he can discuss his issues with a parent who can comprehend what he is going through.

### *9.1. Preventing bullying at school*

Talk to your child about the problem of bullying, even if it is not something that is currently hurting your family in any way. Explain to your child that it is never okay to bully someone else and that they should never do it. Ask how your child has acted or what he would do if he noticed someone being bullied (Rigby and Johnson, 2006). Does he go along and start making fun, or does he pull away, so the bullies do not pick on him too (Romain, 2008)? Explain to the young people who it takes a lot of courage to stand up for a fellow child who has been bullied because of their identity or appearance. It is considerably more difficult to defend oneself than to go along with anything. It is possible that some of the children are too terrified to stop the bullying on their own, but whoever intervenes will be appreciated by all of the children. Tell them you must speak with an adult about the bullying (a teacher or parent, for example).

It would be beneficial for your child if you encouraged them to spend time with their peers regularly. Call all of your close friends at your house. Take part in the activities that the class is doing and introduce yourself to the other parents. Children will not have to worry about bullying if their parents unite against it. Take into account how your young people feel at all times. Loneliness and a bad mood caused by bullying can take away your child's smile and make them a down child (Field, 2007).

When a young individual is bullied, he or she will frequently take responsibility and withdraw into solitude due to the shame he or she feels. There is a potential increase in the frequency of nagging aches and pains. The child can have problems falling asleep and have a restless night's sleep. It may take a child a little longer to reach school if they attempt to do so securely.

Make it a point to question your youngster about any personality changes you may have seen. Listen without putting judgment on what you hear. Please encourage your child to talk about their experiences by asking him to relate personal tales (Wagner, 2010). This approach will assist your child in developing a healthy sense of self-confidence. The child can be careful that the child can initially deny that bullying had been placed before coming clean about it later. The young can feel embarrassed. He could start to fret that there is something deeply wrong with him. The possibility that he may let his parents down could make him feel anxious. Similarly, young people do not want to cause concern for their parents in any manner, shape, or form. Instinctually, he understands that the possibility exists that his parent may not listen to him talk about his bad feelings and experiences.

Take your child's bullying claims seriously if they inform you about them. Recline to listen and cuddle the kid close. Do not freak out in front of your kid about what you're going to hear. Inquire of the young one what has transpired. When did it first begin, and how? Who was a part of the bullying? Where did they go, and what did they say? You did what? In what ways did you feel that? Has anyone been of assistance? How did the professor determine (Cowie and Olafsson, 2000)? Tell the bully that your child is secure now and that you will assist; emphasize to the youngsters that bullying is inappropriate conduct. Tell the bully that your child is safe now.

Children who are bullied at school may face poor physical health, mental health, and social health consequences. Bullying can have a detrimental impact on all three aspects of a child's well-being. It has been found that bullied children are more prone to report physical symptoms such as sleep disturbances, enuresis, stomach pain, headache, and sadness (Rigby, 1999).

There are several ways in which bullying can affect a child's time at school. Victims of bullying have more difficult time making friends and adjusting to their new school, all of which can impact their motivation to do well academically (Dake and Telljohann, 2003). As bullying in schools continues to receive increased public attention and becomes the subject of research efforts, many studies are examining school-based interventions to reduce bullying.

### *9.2. Parents and schools, in cooperation*

By keeping lines of communication open with their children's instructors and providing support to their children at home, parents are urged to become actively involved in their children's educational experiences. Parents interested in becoming actively involved in their children's education may begin by gathering information about the public school system. The school's main objective is to promote the growth and development of each student, emphasizing the student's success in the academic and personal realms. The accomplishment of the goals set for the school is contingent upon the concerted efforts of all involved, including the pupils, the faculty, and the parents.

Students, teachers, and parents all gain a great deal when there is an open channel of communication that is kept

open and constant throughout a child's educational career. It is thought that this will not be possible without the cooperation of teachers and parents. Estimates of students' educational accomplishments can be found in the school's programme, which includes a thorough breakdown of the outcomes of each grade level's schooling (Hanushek and Raymond, 2004), a description of the qualities of the pathways leading there, and an analysis of the effects of the school's deliberate efforts.

The primary role of a parent is to provide an atmosphere of unconditional love and support for her child (Gould et al., 2006). It is the institution's responsibility to address bullying with the entire group or class.

The school may contact you if they feel your child has engaged in improper behavior or has bullied another student. Then, allow me to alleviate any concerns you may have. It would help if you did not react too strongly by throwing the finger of blame at either your child, yourself, or the school.

Have a conversation with the teacher and your child, pay attention to what's happening, and try to comprehend what's happening (Cummins et al., 2005). The situation needs to be addressed, but young people should not be judged as severe or left behind. Make it clear that you do not support or condone bullying but accept and love your child despite this (Reece et al., 2016). The child needs assistance with his or her depressed mood, and he or she also needs to practice interacting with other people. In addition to the teacher, you can seek support from a variety of other staff members, such as the school curator, a psychologist, or a health nurse.

All members of society have a responsibility to work together to put an end to bullying. Even for adults, meddling with unpleasant things can occasionally be so terrible that they "do not see it" in their thoughts and end up rejecting the problem's existence. This is true even if the objects in question are not particularly serious. Adults at school, including parents and any other adults who are present, should put an end to bullying, increase awareness of the problem, and ensure that the children involved are willing to take responsibility for modifying how they will behave further. Adults must take the necessary steps to guarantee that bullying will no longer occur. Bullied people need assistance but must be encouraged differently to protect their mental and physical integrity (Tabak et al., 2016).

## 10. Cybercrime

Computers, computer networks, or networked devices are all required components of cybercrime. Hackers and cybercriminals commit the majority of crimes online for financial gain. In some cases, cybercrime may not result in monetary gain but may cause damage to systems or networks. Cybercrime may be committed both by individuals and by organizations. Criminals operating online are well organized and highly skilled. Cybercrime, cybercriminals, their aims, the challenges it causes, how to deal with it, and how it compares to traditional crime are topics covered in this chapter.

The simplest definition of a crime is an act or omission that some state has decreed prohibited and punishable by its legislation (Felson and Clark, 2012). However, there is no established definition of cybercrime, i.e., cybercrime. Nevertheless, it is often defined through technology, emphasizing it as a tool, object, or environment (Gordon and Ford, 2006).

For instance, the definition of cybercrime used by the police distinguishes between crimes that directly target information networks or information systems, which are referred to as network-related crimes, and crimes that use the network environment as a tool, which are referred to as network-assisted crimes. Denial of service attacks is a type of crime that directly affects information network settings. In these assaults, the system's operation is purposefully slowed down or prohibited altogether.

Hackers are frequently used to refer to those who conduct crimes using technology through its misuse or who generally take information technology and its capabilities to extremes (Kilger et al., 2004). The network structure and the fact that it is not required to physically travel across borders to use it both contribute to the fact that cybercrime is frequently on a highly global scale (Buçaj, 2017). It is also largely irrelevant where criminals or victims of crimes are located.

Criminals may also congregate invisibly in internet forums and markets inaccessible via standard browsers and search engines (Nurse, 2018). As a result, it is fair to say that cybercrime has industrialized, as professional criminals may now use operational illicit internet businesses to purchase components or entire things they need to commit crimes but cannot make themselves.

There are no borders on cybercrime. The fact that criminals, victims, and technological infrastructure might be located in other countries presents several difficulties for law enforcement authorities (Hooper et al., 2013). As a concept, cybercrime is not wildly unlike traditional crime. Both include intentional or unintentional behavior that violates LAN regulations and the corresponding legal repercussions.

Due to the global nature of cybercrime, nations must work together to combat this growing threat. There is no international consensus on the best way to address cybercrime, and not all governments are willing to sign on as convention members.

## 11. Final Considerations

Cyberbullying and cyberstalking are important issues that many individuals are confronted with in today's society, and if they are not addressed, they can have long-lasting impacts. In this body of study, many facets of these issues, as well as the

consequences of those issues for victims, have been investigated. This article also discusses existing prevention techniques and proposed medicines that may be used to address these difficulties. We can work toward making the Internet safer for everyone if we increase our understanding of forms of online harassment, such as cyberbullying and cyberstalking.

Adolescents' reliance on online communication has increased due to the various opportunities it provides for adolescents' psychological and social development and intimate connections. However, cyberbullying and other types of hostile contact are still possible in a context such as this one. There are correlations between cyberbullying and mental health issues such as stress, social anxiety, substance addiction, depression, and thoughts and actions related to suicide.

Parents and teachers should be conscious of the risks of online communication and encourage open discussion about it to assist adolescents in developing healthy coping methods that can be utilized to address such situations. The ubiquity of cyberbullying is an issue that needs to be considered by mental health professionals, as is the link between the two.

Everyone needs to have more exposure to knowledge on cyber kindness and cyberbullying. Education is the only way to bring about the kind of mutual understanding that is necessary for the development of solid bonds of any kind between children and their parents. Although there is a diversity of information on the age range of individuals who engage in cyberbullying, a few studies have shown that individuals aged 11–18 years have the most difficulties. Teachers should be encouraged to intervene when they see cyberbullying in their classrooms because it may be quite difficult to recognize instances of bullying. Cyberbullying usually occurs outside school hours, and students and instructors can be unaware of its occurrence.

Consequently, individuals such as parents, friends, and anyone who notices the conduct to play an important part in preventing cyberbullying are essential. If we lived in an ideal world, there would be no such thing as cyberbullying. Therefore, prevention is an extremely important component of the fight against cyberbullying. Everyone has the potential to become a victim of cyberbullying, and those who engage in bullying should be aware that it does not matter if the bullying occurs in person or online; either way, it is still regarded as illegal activity.

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