

TO STUDY THE RELATIONSHIP BETWEEN
CYBERBULLYING AND ITS IMPACT ON THE MENTAL
HEALTH OF ADOLESCENTS

Dissertation Submitted to



The IIHMR University, Jaipur

For partial fulfillment of the requirements of the degree

MBA Hospital and Health Management

Academic year, 2021-2023

By

Dinky Makhija

Under the Supervision and Guidance of

Dr. Dhirendra Kumar

2023

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DECLARATION BY STUDENT

I hereby declare that this dissertation titled **To Study the Relationship between Cyberbullying and its Impact on the mental health of Adolescents** submitted by **Dinky Makhija**, Enrollment No. 1284 under the supervision of Dr. Dharendra Kumar is the bonafide record of my original researchwork. I declare that it has not been submitted to any other university or institution for the award of any degree or diploma. Information derived from the published or unpublished work of others has been duly acknowledged in the text.

Dinky

Dinky Makhija

25.05.2023

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Sincerely,

Dinky Makhija

INTRODUCTION

Cyberbullying is a type of bullying in which a victim is harassed, intimidated, or degraded via the use of technology like social media, texting, and emails. Cyberbullying may impact a person's mental health and general well-being. Cyberbullying victims may feel alone, powerless, unhappy, and nervous, which can worsen their mental health. Cyberbullying has been linked in studies to long-term mental health problems. Due to their tendency to spend more time online and the potential lack of coping mechanisms, children and teens are particularly susceptible to cyberbullying. Recognizing the detrimental consequences of cyberbullying on mental health is crucial in order to take action to stop and address Programs for education and awareness, counseling, and support services are required to aid people impacted by cyberbullying and foster a positive online community.

Today, education focuses on developing a full person rather than merely teaching a certain topic. Instilling social awareness in the youth and enabling them to apply their managerial abilities for social upliftment is crucial. A fellow becomes more enthusiastic and responsible for society and strives to become a better person when they are conscious that social responsibility will always be a part of their work.

AIM

The main objective of this study is to raise awareness among school-aged youngsters about online and offline forms of cyberbullying. The project assigned as part of this program is Cyber Smart in which the target to is to certify 600 students, teachers, and parents, during the 3-month period.

OBJECTIVES OF INTERNSHIP

- To make a constructive contribution to society and the environment while creating long-term value for the business and its stakeholders.
- By raising public knowledge of potential hazards including identity theft, online grooming, and cyberbullying the cyber smart program seeks to improve online security. It provides resources and advice to help kids and teenagers be safe online.
- Promoting digital literacy, or the capacity to utilize digital technology efficiently and ethically, is another goal of the cyber smart initiative. It seeks to provide young people with the abilities and information they need to use the internet and make constructive use of digital technology.
- The cyber smart initiative also aims to encourage moral behavior online, including respecting others' privacy, abstaining from cyberbullying and hate speech, and staying away from hazardous or unlawful actions.
- The project also intends to include parents and other adults who provide care in encouraging responsible and safe online behavior. It offers tools and guidance to assist parents and other adults support and keeping an eye on their kids' online behavior.
- Collaboration is encouraged by the cyber smart initiative in order to establish a good and secure online environment for children and teenagers. This collaboration includes schools, parents, government organizations, and business partners.

The cyber smart project's overall goal is to increase children and young people's awareness of online safety, digital literacy, and ethical behaviour while also including parents and other stakeholders in the creation of a positive and secure online environment.

ORGANIZATIONAL PROFILE

“WNS Global Services is a leading provider of business process management (BPM) services, across a variety of sectors including banking and financial services, healthcare, insurance, travel, and retail. The business was established in 1996 and has activities in over 16 nations around the Americas, Europe, Asia Pacific, and the Middle East. Its headquarters are in Mumbai, India. WNS Global Services services more than 400 clients, including numerous Fortune 500 firms, and has over 43,000 employees globally. Customer experience management, finance and accounting, procurement, legal, research and analytics, and digital solutions are some of the services it offers” (About WNS,2023).

“The business is divided into a number of business units, including:

WNS Digital: This division offers digital solutions and services, such as process automation, analytics, and digital customer experience. Data management, business intelligence, and predictive analytics are the main areas of concentration for WNS Analytics, which also offers other research and analytics services.

WNS Healthcare: This division offers claims processing, revenue cycle management, and analytics solutions for healthcare providers, payers, and life sciences businesses.

WNS Travel: This division offers customer support, reservation, and loyalty programme management solutions for the travel sector.

WNS Finance and Accounting: This division offers accounts payable and receivable, general ledger, and financial reporting services, among other finance and accounting services.

WNS Global Services provides clients with top-notch services while also generating profit for its stakeholders. The business is regarded as a leader in the BPM sector and has received numerous awards for its services”(About WNS , 2023).

ORGANOGRAM

Executive management is made up of the CEO, COO, CFO, and other C-level executives who are in charge of the company's overall strategy, management, and direction.

Business Units: These are the many divisions of the corporation that are each headed by a Business Unit Head, including Finance and Accounting, Healthcare, Travel, Digital, and Analytics.

Operations: This refers to the numerous operational teams, such as the Operations Head, Delivery Managers, Quality Assurance, and Training, that are in charge of providing services to clients.

Support Functions: These include Human Resources, IT, Legal, and Marketing, each under the direction of a department head, and they facilitate the efficient operation of the organization.

Sales and Client Management: This covers the teams in charge of finding new clients, maintaining connections with existing clients, and guaranteeing client happiness.

Shared Services: This refers to the shared services teams in charge of assisting multiple business units and departments including Finance, Procurement, and Administration.

Literature review

Author (Year)	Study location/sample size	Methodology	Objectives	Results
16 April 2013 Fong-Ching Chang DrPH, Ching-Mei Lee PhD, Chiung-Hui Chiu PhD,	Location: 26 high schools in Taipei, Taiwan Sample size: 3018	Study setting : In Taipei, Taiwan, 26 high schools recruited 2992 10th- graders who completed	This study examined the relationships among cyberbullying, school bullying, and mental	Cyberbullying was used by 18.4% of the population (cyber victim), 5.8% of the population (cyberbully), and 11.2% of the population (cyberbully-victim). Approximately 8.2% of

Wen-Yun Hsi MEd, Tzu-Fu Huang MEd, Yun-Chieh Pan MEd		questionnaires..	health in adolescents.	students reported being bullied at school (victim), 10.6% of students reported bullying others, and 5.1% reported both bullying others and being harassed at school (bully-victim).
31 January 2018 Jordana K. Bayer, Lisa Mundy, Isobel Stokes, Stephen Hearps, Nicholas Allen, George Patton	Location: Metropolitan Melbourne, Australia. Sample size: 1221	Participants were a population- based sample of 1221 children aged 8–9 years attending 43 primary schools in metropolitan Melbourne, Australia. Children were	This population- based study with young Australian primary school children aimed to determine the frequency and mental health correlates of bullying, and whether friendship could	One in three children (29.2%) reported experiencing frequent bullying, defined as at least once a week. This included physical bullying alone (13.8%), verbal bullying alone (22.7%) and the combination (7.4%). Children who self-reported being bullied regularly reported more internalising symptoms than children who

		taking part in the Childhood to Adolescence Transition Study. Online surveys were filled out by students at school to gauge their mental health and peer relationships. Questionnaires that were delivered to the house asked parents about their child's mental health.	be protective.	did not (M (SD) 1.6 (0.9) vs. 1.1 (0.8), $p = .001$). This difference was supported by parents' reports of their child's internalizing symptoms (M (SD) 2.4 (2.3) vs. 2.1 (2.0), $p = .026$, respectively).
01 April 2016 Martine Hébert	Location: Quebec, Canada	Teenagers who participated in the first two	The study's objectives were to: (1) investigate	Teens who had experienced sexual abuse had higher rates of cyberbullying in the last

Ph.D., Jude Mary Cénat Ph.D., Martin Blais Ph.D., Francine Lavoie Ph.D., Mireille Guerrier M.Sc.	Sample size: N = 8,194 and N= 6,780	waves of the Quebec Youths' Romantic Relationships Survey (N = 8,194 and 6,780 at Wave I and II, respectively) completed measures assessing child sexual abuse and maternal support at Wave I. Six months later, assessments of cyberbullying, bullying, and mental health issues (such as low self-worth, psychological discomfort, and	the direct and indirect relationships between child sexual abuse, bullying, and mental health issues; and (2) examine mother support as a potential protective factor.	six months than nonvictims, both for boys (29.62 vs. 13.29%) and girls (33.47 vs. 17.75%). A moderated mediated model showed that bullying and cyberbullying had a partly mediating influence on the relationship between child sexual abuse and mental health. Maternal support served as a protective factor because it reduced the conditional indirect effects of child sexual abuse on mental health through bullying and cyberbullying.
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		suicide thoughts) were made.		
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MATERIALS & METHODOLOGY

Research question: How does cyberbullying affect adolescent mental health outcomes in the Punjab region of India?

Target audience: School-going adolescents in India between the ages of 12 and 24.

Sampling: A representative sample of teenagers was chosen from Punjab-region schools in India.

Sampling approach: Include each and every person

Study Tools: Survey as a main data collection tool; articles, newspapers, etc. as secondary data collection tools.

Questionnaire Design: Create a questionnaire with questions about the extent and nature of cyberbullying that is experienced by teenagers. Validated measures of outcomes related to mental health, such as depression, anxiety, and self-esteem, were also included in this questionnaire.

Data collection: This involved giving the questionnaire to the chosen sample both in person as well as conducting online interviews.

Results:

Out of 600 respondents, 86% acknowledged receiving unfavourable or unpleasant remarks or communications online.

30% of people said that humiliating images or videos were posted without their permission.

43% of people believed that they were the subject of malicious remarks and texts.

17% reported being threatened or harassed online.

Due to something that was said or done to them online, 12% of people reported feeling terrified or concerned for their safety.

26% of respondents said that on social media or other online forums, rumours or falsehoods were disseminated about them.

10% of users reported being excluded or marginalised online.

59% saw someone else becoming the victim of cyberbullying.

Only 34% of respondents said their online network was secure and encouraging.

Only 18% of victims of online bullying or harassment asked for assistance.

Table 1: Socio- Demographic characteristics of students

Characteristics	Categories	CASES (n=600)	%
Age	8-12	10	1.66
	12-18	162	26.6
	18-24	428	71.3
Gender	Male	228	38

	Female	372	62
Economic class	Lower class	102	16.6
	Upper class	498	83.3

A total of 600 students in the Faridkot distt. Of Punjab were interviewed in which proportion of females (62%) was more in comparison to males (38%). Most of them belong to the upper socio-economic class.

Characteristics	Categories	CASES (n=600)	%
Past experience with any negative comments or messages online	Yes	516	86
	No	20	3.33
	May be	64	10.6
Has anyone ever shared embarrassing photos or videos of you without your permission?	Yes	180	30
	No	350	58.3
	May be	70	11.67
Any online intentional targeting experience with mean or hurtful comments	Yes	258	43
	No	180	30
	May be	42	7

	Prefer not to say	120	20
Experience online harassment or threats	Yes	102	17
	No	200	33.4
	May be	298	49.6
Felt scared or worried about your safety because of something that was said or done to you online	Yes	72	12
	No	442	73.7
	May be	86	14.3
Any incidence of rumors or lies about you through social media or other online platforms	Yes	156	26
	No	124	20.67
	May be	320	53.4
Ever had a feeling of being excluded or marginalized by a group of people online	Yes	60	10
	No	180	30
	May be	360	60
Ever witnessed cyberbullying happening to someone else	Yes	354	59
	No	157	26.2
	May be	89	14.8
Do you feel like you have a safe and supportive online community	Yes	204	34
	No	126	21
	May be	270	45
Asked for help or support	Yes	108	18

regarding online bullying or harassment	No	236	39.3
	Never	256	42.7

The survey's findings show that students between the ages of 18 and 24 are more vulnerable to cyberbullying than students in other age groups.

However, research on cyberbullying and online harassment reveals that a lot of people have come across offensive remarks, nasty messages, and even threats online. Unauthorized embarrassing images and films are common, and social media is frequently used to propagate rumors and false information about specific people. People frequently experience feelings of exclusion or marginalization when interacting with a group of people online. It's crucial to seek assistance or support when dealing with online bullying or harassment, but not everyone is at ease doing so. Cyberbullying may be avoided, and a healthy online environment can be created by having a safe and encouraging online community.

Conclusion

The study emphasizes how common cyberbullying is among the sampled community, with a sizable percentage of participants reporting being subjected to harsh or derogatory remarks, humiliating photos or videos, deliberate targeting, online harassment, threats, and exclusion. As seen by the victims' stated sentiments of dread, concern, and insecurity, these encounters have a negative impact on their mental health. The study also reveals that a large number of victims lack access to safe and encouraging online networks and that only a small percentage seek assistance

or support for the bullying they experience. These findings highlight the critical need for more efficient interventions, such as support and preventative programs, to deal with the problem of cyberbullying and its damaging effects on mental health.

Recommendations

- Teach kids about cyberbullying: It's crucial to teach students about the many types of cyberbullying, how to spot them, and how to defend oneself. Encourage children to monitor their internet activity and seek assistance if they feel harassed.
- Instill the confidence in pupils to speak out against cyberbullying and report such events to their instructors or counsellors by encouraging them to do so. Establish a secure environment where children may communicate their worries and be heard.
- Teach kids coping strategies: To help them cope with worry, anxiety, and other unpleasant feelings that may occur as a result of cyberbullying, teach them coping strategies including deep breathing, encouraging self-talk, and mindfulness.
- Encourage students to prioritize their mental health and general well-being by encouraging them to practice self-care practices including exercising, socializing with friends and family, and engaging in hobbies.

- Access to mental health resources should be made available: Ensure that students have access to services including counseling, therapy, and support groups. Host training sessions and seminars on mental health to raise awareness and give students resources to improve their mental well-being.
- Create a welcoming and pleasant school environment where children feel appreciated, respected, and supported. Promote collaboration, empathetic understanding, and diversity in all its manifestations.
- Engage parents and guardians: Include parents and guardians in these initiatives by teaching them about cyberbullying and mental health, as well as by providing them with tools to aid in supporting their child's overall well-being.
- Implement a policy that prohibits bullying.: Create a bullying prevention policy that expresses the school's position on bullying and the penalties for it. Students, parents, and staff should be made aware of this policy, which should also be periodically reviewed and amended as necessary.
- Monitoring and controlling online behavior involves keeping an eye on what kids are doing on the gadgets and websites that the school provides. This can lessen the harmful impacts of cyberbullying if it does occur as well as assist prevent it from happening in the first place.

- Follow the latest social media and technology trends: To be informed of possible cyberbullying concerns and be ready to address them, keep up with the most recent technological advancements and social media trends. In order to keep knowledgeable and prepared to respond to cyberbullying successfully, encourage personnel to attend professional development courses and conferences.

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