Cyberbullying, Fear of Missing Out and Self-Perception in Adolescents

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Abstract

In recent years many parents and researchers have expressed concerns regarding the potential negative impact of social media use on adolescents. Some studies have indicated that social media use may be tied to negative mental health outcomes. Other studies have not found evidence for harm or have indicated that social media use may be beneficial for some individuals. The current correlational study examined 417 adolescents from different Pakistani school and college students for their time spent using social media, and the importance of social media in their lives. The research investigated the relationship among cyberbullying, fear of missing out (FOMO), and self-perception by checking whether cyberbullying is a predictor of self-perception while fear of missing out acted as a mediator. Key findings include significant correlations between these factors, indicating that higher levels of cyberbullying and fear of missing out are associated with negative self-perception in adolescents. Results indicated that cyberbullying was not predictive of self-perception while fear of missing out acted as a mediator. However, cyberbullying was predictive of fear of missing out, suggesting this may be particularly relevant in leading to increased levels of mental health issues in cyberbullying victims. The study contributes to understanding the psychological impacts of digital technology use among young individuals and suggests the need for strategies to mitigate these negative effects. Finally, the theoretical implications of our findings on the relationship between these variables and the mental health issues of adolescent victims of cyberbullying are discussed.

Keywords: Cyber-victimization, Cyberbullying, Fear of missing out, Adolescents, Self-Perception, Young adults.

Introduction

Cyberbullying is a common social practice that can negatively affect a victim's behavior, health, and psychological well-being. Research indicates that cyberbullying occurs worldwide and impacts individuals of all genders and developmental stages.

Interventions aiming at decreasing online, antisocial conduct must take into account the factors and processes that predict cyberbullying perpetration (Ang & Rebecca, 2015). However, with the rise of information and communication technology, including social media and cell phones, the internet has become a whole new venue for cyberbullying activity in recent years (Patchin & Hinduja, 2006).

Users can benefit from using social networks in several ways, including increased social capital, which in turn enhances networks and relationships with others, and

improved communication amongst close friends and family (Li & Chen, 2014); It is linked to connection, increased social support, and decreased feelings of loneliness (Burke, Marlow & Lento, 2010); it may be utilized to uphold relationships and foster connections (Joinson, 2008). Additionally, using social media is seen as one of the options available to support adolescents in their practice of global citizenship.

The development of the World Wide Web has had a profound impact on how people trade information and communicate with one another (Krämer & Winter, 2008). According to David-Ferdon and Hertz, cyberbullying is increasingly being recognized as a severe public health concern. 10–40% of young people experience cyberbullying, according to a study (Kowalski, Giumetti, Schroeder & Lattanner, 2014). For adolescents whose lives are growing more and more dependent on technology, it is a serious issue, and it presents challenging issues for parents, educators, and legislators.

However, there aren't many qualitative studies on the topic (Smith, 2019). There is a dearth of qualitative research, in particular, on the psychological and social consequences of cyber victimization and how adolescents view these consequences (Kwan, 2020). Inadequate preventive and intervention strategies may result from failing to comprehend the perspectives of adolescents (Spears & Zeederberg, 2013).

1.   Cyberbullying in Adolescents

It is common knowledge that social media has detrimental consequences on mental health. For instance, in a recent press release, the American Society of Suicidality stated that social media, in all of its forms, may have a substantial influence on mental health, especially for young people (Negy, Berryman & Ferguson, 2018). Similarly, the Royal Society for Public Health provided evidence of connections between social media use and mental health issues based on survey data from a sizable sample of teenagers (Glazzard & Stones, 2019). However, due to its poor methodology, incoherent results that were inflated, and the likelihood that demand characteristics may produce deceptive results, numerous academics (Ferguson, 2017) questioned that research.

Adolescents are more prone to mental health problems since they are going through biological and social changes as they move from infancy to adulthood (Kessler, 2005). To address cyberbullying, evidence-based prevention and intervention strategies are required, according to systematic evaluations of cyberbullying therapy (Walker & Sleath, 2017). Action must be taken to address the risk that cyber victimization presents to adolescents' mental health and well-being. Adults haven't used cyber technology in their youth; thus, youth involvement can assist in developing successful preventive and therapeutic strategies (Spears, 2015). Since they are experts in their technologically enhanced lifestyles, they may provide unique perspectives. To gather data on the traits, frequency, actions, mindsets, and consequences of cyberbullying, much of the research has employed quantitative methods (Espinoza & Juvonen, 2013).

It has been shown that a student's time online, especially on social media sites, may be a good indicator of their likelihood of engaging in cyberbullying. Social media,

particularly Facebook, is the most often used tool for cyberbullying among college students. Students at universities are more likely to experience cyberbullying if they own a smartphone. Additional risk factors include marital issues, sexual orientation, fraternity membership, political participation, and membership in other powerful groups. Children who experienced cyberbullying had dejection, low self-esteem, subpar academic results, and even attempted suicide. There hasn't been much research on student coping strategies for cyberbullying. Students typically choose to talk to their friends, parents, and later university staff members about cyberbullying. The most popular method of online coping appears to be "blocking" the cyberbully and ignoring the social media site where the abuse is taking place, even though offline coping requires seeking friends for support. These coping strategies advise college students to use individual, purpose-driven coping strategies to stop cyberbullying (Cilliers, 2021).

2.   Fear of Missing Out (FOMO)

FOMO is defined as the ubiquitous fear that, while one is away, others may be enjoying more fulfilling experiences than oneself. The Social Media Engagement Questionnaire indicates that FOMO has been found to moderate the relationship between adult social media participation and individual variations in need, mood, and life satisfaction (Przybylski, 2013). FOMO has also been found to be a social media addiction predictor (Blackwell, 2017).

A sense of belonging is beneficial to one's psychological growth and is widely acknowledged as a fundamental human need (Beyens, Frison & Eggermont, 2016) claim that accessing social media may be primarily motivated by a desire to fit in. According to Dunleavy and Burke (2019), one may define belonging as being rooted in a certain group (like friends or a classroom) and taking into account their perceptions of being a part of this group. Because it is shaped by group input, this sense of belonging is a malleable concept that may adapt dynamically to changing circumstances and reactions (Burke & Dunleavy, 2019). The desire to blend in with peers, how peers see your use of social media, and your personal use of social media may thus be related. Our research reveals that the psychological phenomenon known as the Fear of Missing Out (Przybylski, 2013) may be connected to this impulse to participate.

According to Deci and Ryan's self-determination theory (SDT; 1985), the three fundamental psychological needs of relatedness, competence, and autonomy are to be met. Przybylski claimed that those who struggle to achieve their basic needs could be lured to social media as a way to accomplish their objectives. They assert, however, that a person may be more prone to FOMO if they are lacking in basic requirements, leading them to turn to social media to lessen this uncomfortable sensation (Przybylski, 2013). It is recommended that FOMO research be done on children in the early grades since it may influence how motivated they are to utilize social media.

3.   Self-Perception

According to Burrow & Rainone (2017) and Valkenburg, Koutamanis, & Vossen (2017), self-oriented media usage may increase appearance self-perception for at least two reasons: The "best versions" of oneself are frequently seen in online self-presentations, and when adolescents express these idealized versions of themselves, it might affect how they see themselves overall. Second, the majority of teenagers who submit their work receive favorable responses online, which may enhance their self-perception; negative criticism is seldom (Valkenburg, Peter, & Schouten, 2006). Adolescents who often participate in other-oriented social media behavior, on the other hand, will usually be observing and assessing others' perfect self-presentation. They could then start making upward social comparisons as a result, which might be detrimental to their self-perception. Initial evidence for the above argument comes from a recent review, which found that self-presentation on social media platforms (self-oriented use) is positively correlated with self-perception, while comparison on social media platforms (other-oriented use) is associated with lower levels of self-perception (Yee, Nick & Jeremy, 2009). An experimental study provides additional support, demonstrating that looking at the profiles of others has a detrimental effect on one's self-perception while looking through one's profile has no such effect.

Literature Review
Numerous issues arising from the technology landscape in the real world led to an ongoing quest for virtual experiences. The belief that one must always be online can develop into compulsive social media usage, which, in severe situations, can cause symptoms that are often connected to drug misuse (Andreassen, 2015; Griffiths & Kuss, 2011). This would put psychological and physical health as well as social and familial relationships in peril. The Fear of Missing out (FOMO) is a contemporary social phenomenon that is getting greater attention. According to Przybylski, Murayama, DeHann, and Gladwell (2013), this expression explains the occasionally overpowering feeling of anxiety brought on by the concern that friends or other people may be enjoying themselves when one is not. The recurring notion that others are involved in activities that are more thrilling and gratifying than our own, and as a result, that we are losing out on something, is the root cause of the dread of being left out. It might seem like a type of social anxiety and is defined by the drive to preserve social ties (Przybylski, 2013).

1.   International Research
A correlational study conducted in 2017 examined the usage of social media by 467 young people, its significance in their lives, and whether or not they were inclined toward vague booking, the practice of making vague but alarming-sounding posts to garner attention. Among the outcomes considered were suicidal ideation, feelings of loneliness, social anxiety, and reduced empathy. According to the research, social media use did not indicate worse mental health outcomes. Uncertain booking, however, was linked to suicide ideation, suggesting that this specific behavior could be a warning sign for more significant issues. The results of this study suggest that

other than imprecise booking, concerns regarding social media use may not be justified generally (Berryman, Ferguson & Negy, 2018).

According to a research conducted in April 2020, barriers to seeking help and the psychological aspects of cyberbullying are among the sub-themes that Suicide as a means of escape, Negative Overthinking, Trapped by the Omnipresence of Cyber Technology, and The Effects of Negative Overthinking on Young People's Lives) (containing sub-themes Needing Help Seen as a Symptom of Weakness, Youth Unable to Recognize and Communicate Emotions, Absence of Cyberbullying is thought to have a more negative impact on victims' mental health and welfare than traditional bullying because of its psychological nature and repercussions. Online connections are pervasive, persistent, and permanent, which encourages victims to fret and obsess. Young people's inability to receive aid prolongs and exacerbates their suffering. Participants thought that young people who had been imprisoned and defeated by cyberbullying and their bad perceptions would consider death as a possible escape route. Interventions should emphasize young people's emotional competence and mental health literacy while also strengthening their support networks, which include parents, friends, and school personnel, to create a culture that encourages getting assistance (Dennehy, Meaney, Cronin & Arensman, 2020).

Research conducted in 2021 looked at elementary school kids' personal social media usage and perspectives, as well as the social and psychological aspects that can encourage interaction. 100 children in a Welsh metropolitan local authority between the ages of 9 and 11 responded online to a survey on social media engagement (SME) and usage views, FOMO, and methods for supporting young social media users. Six children were questioned to find out more about how to handle the aforementioned SME difficulties. Levels of FOMO and SME were shown to be strongly positively associated, and 82% of the young people surveyed admitted to using social media. According to a thematic analysis, children enjoyed using social media and used initiative and proactive action to control dangers. Conflicting goals and underlying assumptions about how to engage with strangers may put children in danger. The results provide compelling evidence in support of more comprehensive, psychologically grounded basic e-safety education covering topics such as self-worth, peer pressure, and contact with strangers online (D'Lima & Higgins, 2021).

In a study, a framework of beliefs and actions about the usage of social media by young pupils was provided. The sample in this study consisted of 152 women and 306 Italian university students, ages 18 to 30, with a mean age of 21.8 and a standard deviation of 3.19. An online poll asking them about their usage of social media, their thoughts on FOMO, their fundamental psychological needs, their self-esteem, and their online vulnerability received responses from them. Using association analysis, it was possible to show that FOMO, online vulnerability, and social media addiction are positively correlated. The findings indicate that women are more prone to crave relatedness and to become hooked to social media. The results of the regression analysis indicate that FOMO is the most trustworthy

indicator of social media addiction. The educational ramifications of the findings are discussed (Varchetta, Fraschetti, Mari & Giannini, 2020).

2.   Indigenous Research

Using the perspectives of people who have experienced it and onlookers, one study looked at the prevalence, causes, motives, and prevention actions related to cyberbullying. 329 students, including both males and females, of various ages participated in the study and provided information. Open-ended surveys and websites where users may share their experiences with cyberbullying were used to collect this data. To find recurring patterns in the data, a constructivist-inspired thematic framework was used. The study's conclusions showed that as people aged, the likelihood of experiencing cyberbullying decreased. Notably, there was no connection between exposure to cyberbullying and gender. The analysis showed that several language strategies were used by criminals to target participants. However, a sizable majority of victims claimed that their unfamiliarity with social media platforms and actual disputes made them more susceptible to cyberbullying (Rafi & Shabaz, 2019).

Using the AMOS software, a two-stage structural equation modeling technique was developed and evaluated. The goal was to look at the results of a study conducted online among 1,347 people who are 25 years old or younger and frequent social media users. The study's path analysis indicated that "Fear of Missing Out" (FOMO) had an indirect impact on the act of self-disclosure, with this effect being mediated by social media addiction. The study also discovered that the correlation between social media addiction and self-disclosure and between FOMO and social media addiction is determined by the "tie strength" of an individual's social connections. Specifically, it was discovered that among young users with lower social relationships than those with stronger ties, greater levels of FOMO are more likely to amplify the onset of social media addiction and, as a result, promote self-disclosure behaviors on social media platforms. In the context of this investigation, these data taken as a whole provide support for the concept of moderated mediation (Sultan & Abdullah, 2021).

In a study, the levels of general self-efficacy and Internet and Communication Technology self-efficacy were compared among students who weren't involved in cyberbullying, including cyber-victims, cyber-bullies, and those who were both victims and bullies. The research looked at how these roles differed by gender. The survey involved 1115 Pakistani university students from six different universities. A total of 950 full responses—made up of 371 men and 579 women—were analyzed. The information gathered included details on social desirability, demographic data, conventional bullying/victimization, general self-efficacy (GSE), ICT self-efficacy, and experiences with cyberbullying. Using multinomial logistic regression analysis, the study discovered that higher levels of ICT self-efficacy were associated with a lower chance of being a cyber-victim and a higher chance of becoming a cyberbully. Nevertheless, GSE did not seem to be a significant predictor of a person's involvement in cyberbullying after accounting for several factors, such as age,

gender, traditional bullying, traditional victimization, social desirability, Internet usage, time spent online, and participation in social networking sites (SNS). The results of this study have important repercussions for the creation of treatments meant to combat cyberbullying. They contend that anti-cyberbullying initiatives can benefit from including ICT-related skills. According to the study, males reported higher levels of perpetration in both conventional and cyberbullying situations, but females tended to report higher levels of victimization (Anis-ul-Haque, Musharraf & Bauman, 2019).

Statement of Problem
The digital age has brought about new challenges and experiences for adolescents. The ubiquity of the internet and the rise of social media platforms have given birth to both opportunities and dilemmas, one of which is cyberbullying. Cyberbullying can lead to feelings of worthlessness, sadness, and loneliness in victims. Being targeted online can severely damage an adolescent's self-perception, causing them to view themselves negatively (Varela & Jorge, 2022). The relationship between cyberbullying and social, physical, and psychological issues in adolescents is well supported by previous research and theoretical guidelines, but there has been no examination of how self-perception can be used to buffer against the negative effects of cyberbullying victimization. To predict self-perception, this study will look at how cyberbullying and FOMO interact. In this study, we'll explore the connections between self-perception, FOMO, and cyberbullying.

Objectives of the Study
The following objectives will be investigated in the current research:
1.   To evaluate the connection between adolescents' self-perception and cyberbullying.
2.   Fear of missing out, and cyberbullying would likely predict self-perception.
3.   To assess the mediating role of fear of missing out between cyberbullying and self-perception.
4.   To assess differences in cyberbullying, fear of missing out, and self-perception based on demographics.

Hypothesis of the Study
The present study's hypotheses are as follows:
Ho.1   There is likely to be a negative relationship between cyberbullying, and self-perception in adolescents.
Ho.2   There is likely to be a positive relationship between cyberbullying, and fear of missing out in adolescents.
Ho.3   Cyberbullying and fear of missing out would likely predict self-perception.
Ho.4   Cyberbullying is likely to have an indirect effect on self-perception through fear of missing out.

Hypothetical Model
Figural Representation of hypothetical model.
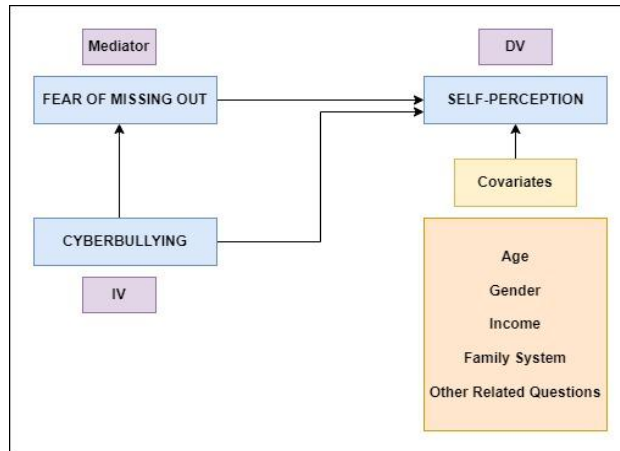
Methods and Procedures

The correlational research design was carried out to examine the relationship between Cyberbullying. Fear of Missing out (FOMO), and Self-Prescription in Adolescents. A non-probability convenience sampling technique has been used to get data from the sample. Non-probability sampling is a quick, simple, and affordable method of gathering data because it doesn't require a whole survey frame. The sample consisted of (N=417) Pakistani schools and college students who took part in the study. The sample was selected based on the characteristics of the population and the objectives of the study.

Experiment Procedure
The participant first got an informed consent form to complete. This was their express consent in writing. They were made aware of the study's objectives and the time required to complete the questionnaire. Their privacy was protected, thus their information won't be utilized for anything else, like publishing or anything else. The demographic sheet was filled out by the participants after the introduction and informed consent forms were given to them, and requested to complete the CYBVIC scale, FOMOs scale, and RSPS questionnaire.

Ethical Considerations
The participants gave their consent. They received guarantees that the data collected from them would be kept private and that they would be allowed to withdraw from the research at any moment without facing consequences.
1.   It was confirmed that the data collected would not be utilized for publications or commercial endeavors other than scholarly study.
2.   Those individuals would be referred to as professional practicing psychologists.

3. Deception was used at the beginning of the research; therefore, each participant was debriefed later, and the actual purpose of the research was explained to the participants.

Experiment Duration

The actual duration of the experiment was six months; in the first month, the pre-test was conducted, and groups were made; treatment started in the second month, the total duration of actual treatment was four months, and the last month's data were collected and analyzed, and final results were concluded.

Statistical Analysis

1. Reliability analysis by Cronbach alpha and Descriptive Statistics will be analyzed.
2. **For Hypothesis 1:** Pearson Product Moment Correlation would be used to assess the relationship between cyberbullying, fear of missing out, and self-perception.
3. **For Hypothesis 2:** Mediation analysis would be used to check whether cyberbullying, fear of missing, and self-perception exist in adolescents.
4. **For Hypothesis 3:** Independent sample t-test would be used to assess the effectiveness of intervention in pre-test and post-test scores of the experimental group on cyberbullying, fear of missing out, and self-perception.

Results of the Study

The analysis of the data was done with SPSS 23. Descriptive statistics for research and demographic factors. Cronbach Alpha values were computed to evaluate the scales' internal consistency in this study. Initially, Pearson Correlation was used to calculate correlations between variables. The quality of sleep was then evaluated as a mediator between perceived stress and mental health utilizing the AMOS analysis of the mediation model. Independent samples t-tests were also performed as supplementary results to evaluate the variations in the research variables across demographic factors.

Table No. 1

Descriptive Statistics of Study Variables (N=417)

Study Variables	α	M	SD	Range
Cyberbullying	0.78	48.23	11.92	18-70
Fear of Missing Out	0.59	28.51	6.61	10-45
Self-Perception	0.80	92.73	16.74	33-120

Table No. 1 All scales indicated good reliability above 0.8 (REF). It was hypothesized that there would be a negative correlation between cyberbullying, fear of missing out, and self-perception among young adolescents. Inter-correlations among demographic and study variables are shown in Table 2.

Table No. 2

Correlation of Demographics with Study Variables (N=417)

	M	SD	2	3	4	5	6

Variables	Mean	SD	1	2	3	4	5	6
1. Age	17.53	3.67		0.03	0.00	-0.05	-0.003	0.02
2. Gender	1.51	0.50		_	0.04	0.02	-0.01	0.03
3. Family Status	1.53	0.50			_	0.03	-0.01	-0.03
4. Cyberbullying	48.23	11.92				_	0.53**	-0.68**
5. Fear of Missing Out	28.51	6.61					_	-0.49**
6. Self-Perception	92.73	16.74						_

Table No. 2 Self-perception has a correlation coefficient of -0.681 with Cyberbullying and -0.494 with FOMO. Both correlations are statistically significant, as indicated by the double asterisks (**). Cyberbullying has a correlation coefficient of 0.534 with FOMO, also marked with double asterisks, indicating statistical significance. These correlations suggest a strong negative relationship between Self-Perception and both Cyberbullying and FOMO. Additionally, there is a positive correlation between Cyberbullying and FOMO. High values in Cyberbullying are associated with higher levels of FOMO, while better Self-Perception is associated with lower levels of both Cyberbullying and FOMO.

Table No. 3

Model Fit Indices for Cyberbullying, FOMO, and Self-Perception (N=417)

Model	X^2	df	p	CFI	TLI	RMSEA
Model 1	417.81	10	0.00	0.98	0.96	0.07

Table No. 3 The absolute fit results for Model 1 are displayed in the above table. The route model explains theoretical relationships between the research variables, such as self-perception, cyberbullying, and FOMO. Cyberbullying was an exogenous variable in the current model, whereas self-perception and FOMO were endogenous factors. To evaluate the model's underlying assumptions, path analysis was used for all exogenous and endogenous variables. The Chi-square should be non-significant, RMSEA was 0.07, RMSEA should be less than .08 or .05, and CFI and TLI values were 0.98 and .96 indicating a perfect fit for the model. Direct and Indirect effect estimates were calculated to analyze the mediation model with the bootstrapping method (95% Confidence Intervals).

Table No. 4

Estimates of the Direct Effect of Cyberbullying on Self-perception, and Fear of Missing Out (N=417)

Variables	Cyberbullying		
	B	ß	SE
Self-Perception	-0.82*	-0.58*	0.06
Fear of Missing Out	0.29***	0.53***	0.02

Table No. 4 revealed that cyberbullying was a negative predictor of self-perception, cyberbullying was a positive predictor of fear of missing out but acted as a mediator between cyberbullying and self-perception. Hence, the first hypothesis was approved that there was a negative relationship between cyberbullying and self-

perception and the second hypothesis was also approved as we can see there is a positive relationship between Cyberbullying and Fear of Missing Out.

Table No. 5

Estimate of Direct Effects of Fear of Missing Out on Self-perception (N=417)

Variable	Fear of Missing Out		
	B	**ß**	**SE**
Self-Perception	-0.46*	-0.18*	0.11

Table No. 5 showed that there was no significant direct effect of Fear of Missing Out on Self-Perception which reveals that Fear of Missing Out was not a predictor of Self-perception.

Table No. 6

Estimate of Indirect Effects of Cyberbullying on Self-perception (N=417)

Variable	Cyberbullying		
	B	**ß**	**SE**
Self-Perception	-0.14*	-0.09*	0.002

Table No. 6 showed that there was a significant indirect effect of cyberbullying on Self-Perception which reveals that fear of missing was not a mediator between them. Hence, the hypothesis was approved.

Figure No. 1

Figural Representation of Mediating Role of Fear of Missing Out between Cyberbullying and Self-Perception
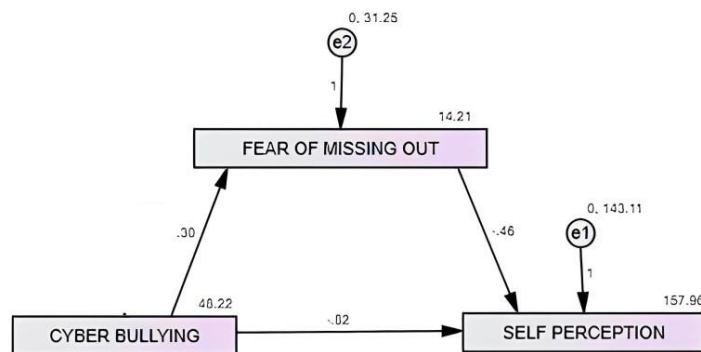
Research Conclusions

The correlation suggests a strong negative relationship between Self-Perception and both Cyberbullying and Fear of missing out. There is a positive correlation between cyberbullying and fear of missing out. Results of mediation analysis proved that fear of missing out did not mediate the association between cyberbullying and self-perception. Independent samples t-tests were also run to assess the respective differences of study variables between demographic variables. Results indicated that there were no significant differences among variables.

The results of the study highlight the impact of social media and how they are affecting teenagers autonomously. Although there will undoubtedly be difficulties

for kids on social media, the participants in this research seem comfortable handling them. To continue assisting teenagers in utilizing social media safely and enjoyably, further steps may be needed to delve further into the psychological underpinnings of social media use (Willard & Nancy, 2007). Additional empirical data from the study supports the idea that fear of missing out (FOMO) should be viewed as a personal resource related to the detrimental symptoms of being a victim of cyberbullying. Our findings add to the theoretical body of knowledge on cyberbullying and its detrimental effects on adolescents. However, they may also be applied to the development of integrated, school-based bullying prevention programs that work to strengthen adolescents' self-perception and help them avoid, or at least lessen, the negative effects of being the target of cyberbullying.

Limitations

Other groups other than university students may not fully benefit from this study's findings. The results may not be generalizable because the sample was limited to a specific group. To evaluate cyberbullying, fear of missing out, and self-perception, the study used only self-report measures. Limitations of this method include participants' subjective interpretations and social desirability bias. Furthermore, the arrangement of variables in our analyses was based on theoretical research on the relationship between psychological issues, self-perception, and cyberbullying victimization, it is not feasible to establish causality due to the cross-sectional nature of the data. The relationship between cyberbullying, fear of missing out, and self-perception may be influenced by additional unaccounted variables. The findings could have been influenced by personality traits, previous academic performance, or external stressors.

Suggestions

Many limits to this study open up new possibilities for investigation. Although we measured self-perception using a self-report method, to generalize our results, future research should include emotional intelligence (EI) and other variables and use performance assessments such as the Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer, 2003). More research, particularly in the area of cyberbullying, may be done online, which would decrease bias and save time when surveying a big sample. In this context, future research ought to look at the varied profiles of human resources, such as self-perception and fear of missing out, about cyber victimization experiences.

Implications

These discoveries have many scientific and practical implications. Our data theoretically imply that experiencing cyberbullying has a higher impact on teenagers' feelings of self-perception and fear of missing out. In addition, these consequences may be more severe if victims feel that they lack the emotional capacity to deal with cyberbullying. Therefore, it is conceivable that stressful events, like being the target of cyberbullying, might negatively affect young people over

time, resulting in low self-esteem and increased suicide ideation. In terms of implementation, preventative and intervention initiatives should include curriculum-based activities to stop cyberbullying and a comprehensive anti-bullying policy for the entire school, in addition to a range of self-perception-based techniques to lessen the negative effects of peer cyberbullying. There are presently online programs accessible to prevent cyberbullying, so parents and caregivers may find information on how to talk to young people about cyberbullying by visiting the websites linked to these programs.

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