Effects Of Cyberbullying On The Mental Health Of Students With Disabilities In Punjab

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Abstract

The study's objectives were to explore cyberbullying's psychological impacts on Special adolescents. The population of the study was all special adolescents of Punjab but due to the shortage of time and resources, the study was delimited to the six divisions of the Punjab province. A self-constructed questionnaire was administered. The sample size of the current research work was comprised of 300 students. The sampling technique used was stratified random sampling for approaching the population. Statistical formulae for calculating percentages, sample means, and standard deviations were applied in SPSS to examine the acquired data. Overall results of the study identified that the psychological effect of cyberbullying on hearing-impaired, physically handicapped, and Visually Impaired adolescents was significant. Gender-wise comparisons of students about cyberbullying indicated that there was an insignificant difference betwemalesaand females. The most popular media was face book for cyberbullying. Policymakers should support educational institutes by providing the system and funds to fight against cyberbullying and create an environment in colleges that protect special adolescents from cyberbullying.

Keywords: Cyberbullying, Anxiety, Depression, Self-esteem.

Introduction

Cyber bullying is a hostile action that is committed by using different forms of online contact and mediums. Negative emotions, mental health and different incidents of suicide have been linked to cyber bullying (Woo et al., 2017). In schools, colleges and universities, cyber bullying is one of the biggest cause of student's psychological problems and parental frustrations. Educational institutions i.e. administration, teachers and other stakeholders, are also not saved from this worldwide trouble as they come across such problems among the students. However, unfortunately not much has been done to help the victims of this modern and digitalized vice (Watson, 2010). The current research problem is about the "Psychological Impact of Cyber Bullying on Special Adolescents in Punjab, Pakistan", defines the role of Depression, Anxiety and Self-esteem. Studies have initiated that victims of cyberbullying are 10 to 20 per cent of high and higher level students (Watts et al., 2017).

Sufferers of cyber bullying were confirmed to more repeated suicide attempts and increased levels of symptoms of depression, anxiety, as for those individuals who have not witnessed cyberbullying (Gámez-Guadix et al., 2013).

Researcher found a gap in literature on person's own experiences of cyber bullying, as most of literature focuses on Special Education College students that includes youth population (Patchin & Hinduja, 2016). It is very important to bridge the gap also to study cyber bulling in order to understand its impact and role in the life of special adolescents. Previous research identified many symptoms of victimization by cyber bullying and its effect on adolescents (Kiriakidis & Kavoura, 2010). Only a limited number of studies investigate the effect of cyber bullying on academic performance of special students, and the role of self-esteem in that context (Azeem et al., 2021; Faiz et al., 2021; Saeed et al., 2021).

This research aims to find out how cyber bullying affects special adolescents in Pakistan: in this study researcher explores the role of depression, anxiety and self-esteem. The novelty of topic and its variables are considered very few, as many other researchers had not conducted research on special persons and the impact of cyber bullying on them in Pakistan. This study will open up avenues to explore this

Literature Review

Informal and formal paperwork integrate the term cyber bullying. The time period turned into coined in 1999, and there is no consensus on it that means. All cyber bullying studies have distinctive characteristics. However, there may be a consensus on 4 steps which encompass (i) cyber bullying tries to damage the man or woman; (ii) There is an energy hole among victims and thugs. (iii) Violence is frequently imitated through bullying. (iv)Electronic generation, which includes computers and cell phones, is considered a risky manner of verbal exchange used in cyber-bullying (Garett et al., 2016). Generally, anonymity is taken into consideration.

area in Pakistan as we lack our indigenous statistics. The findings of this study would also spread awareness among Pakistani students of special education and their institutional authorities regarding this area.

As we lack indigenous literature in this area, this study will bridge the gap and prove to be a good contribution to the existing literature. Moreover, with the advancement in the field of technology, use of internet and social networking sites has increased the risks of cyber bullying among special adolescents. Hence, it is important to study this new phenomenon of cyber bullying identify the risk factors for our students in order to protect them from further harm (Sadia et al., 2018). This study will help to reduce cyber-bullying behaviors among special adolescents in Pakistan. It would also be helpful for Institutional and community programs that would focus on the strengthening of a positive association between people and encourage safe use of the network to reduce cyber bullying. At the international level, several studies conducted on cyber bullying victimizations have recycled the adolescent's population like as middle and high school students.

Objectives of the Study

To explore the psychological impact of cyber bullying on Special adolescents.

Communications are still no longer anonymous (Huang et al., 2016)

Nevertheless, cyber bullying is extensively related to virtual technology which can be used to harm sufferers. A few researches from 2006 have defined the term as intentional and non-stop damage to the victim via cellular telephones, machines, or different gadgets (Hinduja & Patchin, 2010). Kowalski et al. (2014) additionally defined cyber bullying of their look at as 'using digital conversation generation to bother others'. The use of different meanings has prompted an exquisite deal of studies. Most concepts of cyber bullying had been based on a definition that has been

agreed upon, and it appears dynamic that there's a link among bullying and cyber bullying (Mitchell et al., 2016). Another take a look at shows that bullying and cyber bullying are carefully related (Kowalski et al., 2014). Some studies recommend that this will result in disability over and above traditional bullying.

Cyberbullying is the practise of harassing, humiliating, or threatening another person via the use of digital technologies such as social media platforms, text messages, and websites. It may manifest itself in a variety of various ways, such as the propagation of rumours, the publication of degrading photographs or videos, or the transmission of threatening messages. Cyberbullying can be just as harmful as traditional bullying, and in some cases, it can be even more detrimental because it can be difficult to escape and can be more widespread. It's important for victims of cyberbullying to seek help and support, and for parents and educators to be aware of the potential for cyberbullying and to educate children and young people about how to stay safe online (Cross et al., 2015).

The practise of utilising electronic methods to harass, degrade, or threaten another person is referred to as cyberbullying. Spreading false information about someone online, posting negative or hurtful comments on someone else's social media pages, sending threatening messages or emails, creating fake social media profiles to mock or impersonate someone, or sharing embarrassing or private photos or videos without their consent are all examples of online harassment (Kowalski et al., 2014).

It's important to note that cyberbullying can be just as harmful as traditional bullying, and in some cases, it can be even more detrimental because it can be difficult to escape and can be more widespread. The anonymity and the 24/7 nature of the internet means that cyberbullying can happen at any time, and it can be difficult for victims to escape the harassment. Additionally, the reach of the internet means that cyberbullying can be seen by a large number of people, which can be embarrassing and isolating for the victim (Patchin & Hinduja, 2016).

Research has shown that cyberbullying can have serious emotional and psychological effects on victims, including depression, anxiety, and low self-esteem. It can also lead to physical health problems, such as sleep disorders, headaches, and stomach problems. In severe cases, cyberbullying has been linked to suicide and self-harm. For victims of cyberbullying, it's important to seek help and support. This can include talking to a trusted adult, such as a parent or teacher, or contacting a counselor or therapist. It's also important to document any instances of cyberbullying, such as screenshots of threatening messages or emails, and to block or unfriend any individuals who are bullying. Parents and teachers should be aware of the risk of cyberbullying and teach children and teens how to protect themselves from harm on the internet. Encourage children to speak out if they or someone they know is the target of online bullying, and educate them on the need of practising safe and responsible social media habits such as avoiding posting private photographs or information. It's also important for parents and educators to be aware of the laws regarding cyberbullying, as many states have enacted laws specifically addressing cyberbullying (Patchin & Hinduja, 2016).

Ingredients related to cyber bullying encompass on line and sexual harassment, which may be countered in opposition to bullying (Englander et al., 2017). Cyber bullying has been identified as a reflection of the electronic media and persistent poverty and perhaps an imbalance of power (Hinduja & Patchin, 2008). We can use these standards to give an explanation for cyber bullying. We can describe cyber bullying as an actively orchestrated act authorized by means of an character or community, regularly the use of a duplicate of the questioning that has grown to be apparent in current years, e.g. Through the popular use of digital media, mobile telephones

and computer systems. We may be divided into seven subcategories: Photo or Video, Telephone Call Billing, Text Messaging, Email Billing, Website Billing, and Bullying Instant Messaging, Chat Room Billing, and Mobile Call Billing (Hinduja & Patchin, 2008).

The consequences of cyber-bullying on young people (widespread and special kids) have been explored in the main in terms of their association with psychological concerns. In well-known, researchers have studied the link between adolescents and cyber bullying. Adolescents are also vulnerable to internal problems, which include despair, loneliness, and emotional issues of despair, tension, physical symptoms, and suicide addiction. These associations were taken into consideration amongst Turkish teens (Sourander et al., 2010). Asian and Pacific Island Youth. Adolescents from Northern Ireland (Devine & Lloyd, 2012), American Adolescents (Wigderson & Lynch, 2013), Swedish youngsters (Hemphill et al., 2015) Israeli adolescents (Slonje et al., 2013), Australian youngsters, Canadian kids (Hemphill et al., 2015), Chinese adolescents (Bonanno & Hymel, 2013), Taiwanese teenagers (Lee & Shin, 2017). While now not a groundbreaking contribution to the genre, previous work has tested the impact of network bullying or cyber-bullying on young human being's outside troubles, together with substance abuse and criminal behavior.

Adolescents, especially those with special needs, are more vulnerable to cyberbullying, which involves the use of electronic means to harass, threaten, or otherwise damage others. Several studies have indicated that adolescents with special needs are disproportionately affected by cyberbullying compared to their non-disabled classmates. One reason that special needs adolescents may be at a higher risk of cyberbullying is that they may be more vulnerable to online harassment due to their difficulties with social interactions and communication. For example, special needs

adolescents with autism may have difficulty interpreting social cues and understanding sarcasm, which can make them more vulnerable to being bullied online (Gini & Pozzoli, 2013). Another reason that special needs adolescents may be at a higher risk of cyberbullying is that they may be more likely to disclose personal information online. Special needs adolescents may be more trusting of others and may not fully understand the risks associated with sharing personal information online (Patchin & Hinduja, 2016).

The effects of cyberbullying on special needs adolescents can be particularly severe. Research has shown that special needs adolescents who experience cyberbullying may have difficulty coping with the emotional distress caused by the bullying, which can lead to mental health problems such as anxiety and depression (Gini & Pozzoli, 2013). Additionally, special needs adolescents who experience cyberbullying may have difficulty functioning in school and may have lower academic achievement (Patchin & Hinduja, 2016). Adolescents, especially those with special needs, are more vulnerable to cyberbullying, which involves the use of electronic means to harass, threaten, or otherwise damage others. Adolescents with special needs are at a greater risk of being cyberbullied than their typically developing classmates, and the impact of cyberbullying may be more devastating for this group (Patchin & Hinduja, 2016).

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McQuade et al. (2009) wrote the reasons for cyber bullying in his eBook. The authors provide an explanation for that cyber bullying causes large bodily and emotional distress. The maximum commonplace emotions of a cyber-bully are fear, low self-esteem, depression and pressure. Bullying youngsters can also warfare inside the subject of education and enjoy bodily symptoms. A child who's a sufferer of cyber bullying can experience a variety of emotions. Parents have to in no way hesitate to touch a healthcare provider for support and improvement. Some words are written to explain the emotions and feelings that cyber Visually Impaired teenagers might also experience. Victims or prosecution objectives commonly feel insecure. They feel helpless and vulnerable. Traditionally, this is because of the worry that cyber bullies should

assault their phones and houses at any time of the day.

A hunter feels threatened everywhere. In addition, it is able to growth feelings of worry due to the fact bullies may stay anonymous. Children who're bullied don't have any idea who's imposing them. However, many hooligans target human beings they realize. Exposure to cyber bullies is normally devastating if a significant populace of kids is involved in intimidation. It can sense just like the whole society is looking what is going on. Sometimes the pressure to deal with cyber bullying can motive kids to feel that the circumstance is more than they are able to knock. Because cyber-bullying takes area in cyberspace, on line threats seem enduring. Teenagers recognize that as soon as something is on the market, it is continuously there. They feel insecure. When we think about cyber-bullying as hateful and hurtful phrases, it could reason hassle. It is reasonable to assume that cyber bullying can trigger some of negative outcomes, including offline anxiety caused by harassment and intimidation whilst we view cyber-bullying as hateful and offensive can cause soreness. It is cheap to anticipate that cyber bullying can cause a number of poor effects, which include offline tension as a result of harassment and intimidation (Hinduja & Patchin, 2007).

Victims of cyber-bullying have many outcomes due to the fact depression, anxiety, low shallowness, negative educational fulfillment, and hopelessness can cause misery while we do not forget cyber-bullying to be hateful and hurtful phrases. It is reasonable to assume that cyber bullying can cause some of terrible outcomes, along with offline anxiety due to harassment and harassment (Hinduja & Patchin, 2007). Victims of cyber bullying have many results including melancholy, anxiety, low shallowness, bad instructional achievement, depression and suicide (Klomek et al., 2010).

These harmful effects enter the target's circle of relatives' life and school life, and instructors and parents are expected to get hold of a spread of punishments. The outcomes of these types of incidents result in the breakdown of sufferers of cyber bullying who may additionally choose to interact in dangerous behavior (Hinduja and Patchin, 2007). Kaur and Sandhu (2016) researched that the effects of cyber-bullying are not restrained to the painful and worrying feelings which can be often left out, but the outcomes a long way outweigh the mental consequences of the sufferer permanently harmful (Kaur & Sandhu, 2016).

Furthermore, Perren et al. (2010) defined that the behavior of cyber bullying is associated with physical and psychological problems. Either the sufferer or the bully faces extra stress than their friends and the signs of strain that include malicious conduct include, as an example, alcohol use, smoking, and low educational fulfillment. Therefore, each bullies and bullies is afflicted by psychological issues due to their studies of cyber-bullying. Researchers speculate that the developing effect of the dismissal might be everywhere and anywhere as cyber bullying will occur, probably experienced with the aid of noticeably new, unlimited audiences, and likely forever in cyberspace. Will live for, therefore developing constant and regular prey.

In addition, cyber bullies can effortlessly conceal their identities, which can increase the power of inequality and increase the effect of their movements on their goals. However, cyber bullying looks like a complex to outline, as is the traditional bullying at the back of the display, normally through e-technology. The outcomes of cyber-bullying on youngsters and their families are not handiest emotional and unconscious. It may be physical, because it prevents humans from going to school, breaking up, and shifting to the city (Grigg, 2010). Cyber-bullying is leading to suicide tries, an example of which has been located in preceding investigations wherein a young man dedicated suicide whilst he changed into centered (Navarro & Jasinski, 2012). In contrast, in 2006, a girl strangled herself in New Zealand when was mistreated by school companions on receiving unidentified texts on Face book, a teenage boy committed suicide on being threatened (Cambel, 2012).

Holmberg (2018) defined that cyber technology can take over college students' lives and that the usage of the Internet has fostered such virtual selves, whilst permitting them to handle multiple identities in discussions on electronic technologies. Liu & Baumeister, 2016) become a forum presenting our on-line world billing (Gahagan et al., 2016).

It is the most important supply of weak spot in the lives of younger humans (Shaw & Cross, 2012). Depression causes a full-size number of problems, consisting of immorality, inactivity, and each day paintings issues (Lépine & Briley, 2011). The monetary burden that stress places on civilizations is extensive (Greenberg et al., 2015). Currently, melancholy is affecting more than three hundred million human beings throughout the planet because the most commonplace bodily ailment. Incident records and figures make bigger from infants to young people (Presciutti et al., 2018). One-12 months occurrence of melancholy in children represents approximately 4-5% of the populace in this age organization. Yet this factor shifts depending on the measurement tool (Marczak & Coyne, 2010). Around 7.5% of 13- to 15-year-olds in the United States have the first stages of major depressive disorder (MDD). However, the prevalence of nausea (MDD) turned into about 2.9% (Avenevoli et al., 2015).

Cyber bullying influences mental competencies thru the procedure of memory impairment (Li et al., 2016). Leads to low school overall performance (Begotti et al., 2017). In cyber bullying, the detail of melancholy exacerbates inactive thoughts of individuals (Pongó, 2016). Furthermore, sleep issues are regular for depressed young people (Hugues Sampasa-Kanyinga & Hamilton,

2015). Individual factors can have an effect on the density of the load that may cause depression. Some adjustments are associated with age and gender. Girls may be extra subtle than boys in terms of tolerating unhappy emotions and sleep disturbances. Boys usually have difficulty focusing on duties that require talent and choice making (Hugues Sampasa-Kanyinga & Hamilton, 2015). When experimental deficits are 4 times greater commonplace in depressed young people than in non-depressed teens (Gyorffy et al., 2013).

Depressed younger human beings, when in track with the wholesome elite, do not generally take part in community and faculty applications, consisting of social corporations and golf equipment (Burnett-Zeigler et al., 2012). Compare adults to children, psychomotor retardation and fatigue are greater commonplace in adults, at the same time as young people have more responsible conceitedness for their caste (Conejo-Cerón et al., 2020). Public members of the family have a twin effect on adolescent melancholy (Maurizi et al., 2013). Lack of Supporting Families (Kouros & Garber, 2014). And suffering at home increases despair warnings (Fusco et al., 2016). Furthermore, youngsters whose guardians have a low degree of schooling, low income, or an improved danger of depression and anxiety because of unemployment (Wirback et al., 2014). In addition, college and family help has been recorded for lowering depression (Cupito et al., 2016). Healthy own family relationships keep young adults acting nicely in faculty (Bartolini et al., 2013).

Family shape has a few impacts on behaviors inclusive of health. Adolescents living in nuclear households are much more likely to be satisfied than young people from single-discern families (Brüderl et al., 2015). However, the house surroundings are affecting the well-being of younger human beings in comparison to their circle of relatives shape (Luzano et al., 2012). Stigma is every other source of stress for young people with depression (Wisner et al., 2010). It may be tolerated by way of an individual, which include depressed youngsters who commonly have terrible emotions approximately tension, in which the community has terrible traits for humans with despair and despair (Dardas et al., 2017).

Reseacrh Methodology

Research Design
In the present study, survey research design was used as the focus of the study was to describe the impact of an independent variable over the dependent variables. The present study used the questionnaire to assess the variables. It contained close-ended questions to cover students' objective experiences and hence lie under the quantitative approach. A quantitative approach had been used because it was considered suitable to use for viewing precise human behaviors and attitude (Monette et al., 2013; Akhter et al., 2021;Akhter et al., 2021; Ali et al., 2021).

Population
The total number of elements from which subjects were selected are called population of the study (Jabeen et al., 2022; Kanwal et al., 2022; Lakhan et al., 2020; Mah Jabeen et al., 2021; Munir et al., 2021). The population of the study is comprised 1162 of all the Special adolescence from government Degree Colleges of Special Education (both girls and boys) were selected. Hearing impaired, visually Impaired and physically handicapped were included in this population.

Sample and Sampling Technique
Number of subjects from which data were collected are called the sample of the sudy (Sajjad et al., 2022; Siddique, 2020; Siddique et al., 2022; Siddique et al., 2021; Siddique, Hassan, et al., 2023; Siddique, Siddique, et al., 2023; Siddique et al., 2021). The present sample size of research work had 300 students. The sampling technique used was stratified random sampling technique for approaching the population. In present research the researcher

focused on collecting data from all six degree colleges of special education in Punjab.

Instrument

The study is descriptive in nature and survey method was applied. The data was being collected through questionnaire. Moreover, the response format was also modified into a 5-point Likert scale.

Procedure

Data was being collected through research questionnaire. The collection of data was collected personally wherever possible and in few cases volunteer surveyors were used who were expert in sign language.

Data Analysis

The (SPSS-27) was used for analyzing; descriptive analysis to investigate the descriptive characteristics of the population. After that, the percentage for each statement, Regression analysis was carried out to discover the effects of cyberbullying on disabled youth. To know the most popular media for cyberbullying, percentages were carried out. Moreover, the ANOVA was performed to measure the impact among all adolescents.

Table Regression table for the impact of cyberbullying on anxiety.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.970[a]	.940	.920	.252	47.132	.006[b]

a. Dependent Variable: Anxiety

Based on the data, we find that the value of R is fairly positive at.970, while the value of R squared, which measures the degree of linearity between the independent and dependent variables, is.940. While DV represents the value of the whole model, the coefficient of determination is the increase in DV caused by IV. The standard error of the estimate was subtracted from the R-squared value to arrive at the adjusted value of.920 in this model. At the p 0.05 significance level, the outcomes of the F statistics are significant. As a consequence, the findings have merit and may be relied upon.

Table Beta Coefficients cyber bullying

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.008	.366		.022	.984
Cyber Bullying	1.042	.152	.970	6.865	.006
a. Dependent Variable: Anxiety					

It has been determined that the estimated beta coefficients of Cyber Bullying are statistically significant at the p value less tha .05.

Table The impact of cyber bullying on depression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.803[a]	.644	.624	.29302	30.812	.000[b]

a. Dependent Variable: Depression

The data shows that both R and R square are relatively positive (.803 and.644, respectively). The influence of the model is represented by the coefficient of determination, which is the value of DV that has increased because of IV. After accounting for the standard error of estimate, the corrected R square for this model is.624, whereas the standard error of estimate is.29302. The findings are significant at the level of significance (p 0.05) used by the F-test. The findings are, therefore, substantive and credible.

Table Beta Coefficients cyberbullying impact on depression.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.418	.238		1.757	.097
Cyber Bullying 1	.731	.132	.803	5.551	.000

a. Dependent Variable: Depression

All beta coefficients for Cyber Bullying have been computed, and the findings are statistically significant (p-value< .05).

Table The impact of cyberbullying on self-esteem

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.337[a]	.113	.110	.32303	35.034	.000[b]

a. Dependent Variable: Self Esteem

The findings show that the coefficient of determination, R square, is.113 and R is a fairly positive value, at.337. While DV represents the value of the whole model, the coefficient of determination is the increase in DV caused by IV. The standard error of the estimate was subtracted from the R-squared value to arrive at the adjusted value of.110 in this model. The F-statistical findings are statistically significant at the p0.05 level. As a consequence, the findings have merit and may be relied upon.

Table Beta Coefficients Impact of cyberbullying on self-esteem.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.741	.060		12.256	.000
Cyber Bullying 2	.278	.047	.337	5.919	.000

a. Dependent Variable: Self Esteem

All beta coefficients for Cyber Bullying have been computed, and the findings are

statistically significant (p-value< .05).

Table Regression table for the psychological impact of cyber bullying on Special adolescents.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
	.535[a]	.287	.284	.35995	119.703	.000[b]

Based on the data presented, we find that the coefficient of determination, denoted by the square of R, is.287 and that R itself is fairly positive at.535. While DV represents the value of the whole model, the coefficient of determination is the increase in DV caused by IV. The standard error of estimate in this model is 0.35995; hence the corrected R square value is.284. The F-statistical findings are statistically significant at the p0.05 level. As a consequence, the findings have merit and may be relied upon.

Table Beta Coefficients cyber bullying

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.521	.060		8.632	.000
CB3	.488	.045	.535	10.941	.000
a. Dependent Variable: Psychologically impact of cyberbullying					

The estimated beta coefficients for Cyber Bullying show statistical significance at the.05 level or below.

Findings

Cyberbullying have a negative impact on mental health in many ways. Cyberbullying may leave a lasting emotional scar, even after the harassment stops. It's not hard to see how cyberbullying may leave a victim feeling ashamed for the rest of their life. Cyberbullying may have a longer-lasting impact when it is carried out via social media posts that do not disappear immediately. Hence, you may feel quite exposed and anxious. Some victims of cyberbullying may see a decrease in their social circle as their friends express fear about becoming the next victim. The sufferer is thus abandoned by their social circle and has nobody to turn to for comfort. The effects of cyberbullying and the resulting feelings of anger are predictable. Most victims' mental roller coasters bottom out at anger. Yet, some kids could start thinking of ways to get even, as we've seen with school shootings and other acts of hostility performed by bullying victims who had finally had enough. The act of retaliation may be a way for a young person to regain a sense of control over the situation after feeling powerless as a cyberbullying victim.

Discussion

The major goal of the study was to look at the reasons of the psychological harm produced by cyberbullying. During the past decade, cyberbullying has become a pervasive problem

in education. When defining cyberbullying, there are two basic categories to examine. According to these researchers, cyberbullying is just an updated version of the age-old phenomena of bullying. According to Olweus (2012), cyberbullying is an overstated problem that may be reduced to an online version of more common types of harassment. Wright's (2019) examination of cyberbullying experiences among college students includes individuals from various ethnic backgrounds. As a result, students are certain to face new aspects at university. Individuals from diverse socioeconomic classes, nationalities, religious beliefs, and linguistic origins mix and make new acquaintances. As a result, the pupils are varied. This research aimed to look at the mental health impacts of cyberbullying on teens with disabilities in Punjab. Sheriff et al. (2020) investigates cyberbullying and its numerous elements, from its roots to its aftereffects and possible remedies. The paper reveals that the most common causes of cyberbullying are breakups, jealousy, intolerance, and ganging up; victims experience profoundly negative effects (particularly on their social well-being); and schools' and students' responses to cyberbullying are typically inappropriate, absent, or ineffective.

Conclusion

It's reasonable to draw the conclusion that a large percentage of today's youngsters are victims of cyberbullying. Parents, educators, and technology companies must collaborate to stop and punish cyberbullying and protect children's mental health. Pongó (2016) reports that "Cyber-bullying: Establishing policies to lead activities that are fair and effective in tackling this unique sort of bullying" has been put into force. There was a significant effect caused by the final product. As a public policy problem, cyberbullying raises obvious conflicts between the ideals of free expression, the best interests of the child, and parental and school protective powers. As a result, we may state that the findings have real-world relevance and

reliability. Those who are visually challenged are more vulnerable to the negative effects of cyberbullying. The psychological and physiological effects of cyberbullying on adolescents are well documented. Many cyberbullying victims report an increase in their own violent, drugged and illegal behavior as a result of the harassment. Many variables have been identified as mediators between cyberbullying and the mental health of teenagers.

Recommendations

It is suggested, based on the results of the investigation, that

1. Cybebullying could be minimized bt taking stricts actions and making strick policies.
2. Institutes should support and create environment that protects students from cyber bullying.

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