

8-10-2023

Examining Cyberbullying Pedagogy to Reduce Juvenile Suicide & Societal Harm

Joseph Squillace
Information Sciences and Technology, js3521@mynsu.nova.edu

Zakkary Hozella
Pennsylvania State University, zjh5211@psu.edu

Justice Cappella
Pennsylvania State University, jlc6927@psu.edu

Andrew Sepp
Penn state Schuylkill, afs6479@psu.edu

Follow this and additional works at: https://aisel.aisnet.org/treos_amcis2023

Recommended Citation

Squillace, Joseph; Hozella, Zakkary; Cappella, Justice; and Sepp, Andrew, "Examining Cyberbullying Pedagogy to Reduce Juvenile Suicide & Societal Harm" (2023). *AMCIS 2023 TREOs*. 46.
https://aisel.aisnet.org/treos_amcis2023/46

This material is brought to you by the TREO Papers at AIS Electronic Library (AISeL). It has been accepted for inclusion in AMCIS 2023 TREOs by an authorized administrator of AIS Electronic Library (AISeL). For more information, please contact elibrary@aisnet.org.

Examining Cyberbullying Pedagogy (CyETA) to Reduce Juvenile Suicide & Societal Harm

TREO Talk Paper

Joseph Squillace
Penn State Schuylkill
jms10943@psu.edu

Zakkary Hozella
Penn State Schuylkill
zjh5211@psu.edu

Justice Cappella
Penn State Schuylkill
jlc6927@psu.edu

Andrew Sepp
Penn State Schuylkill
afs6479@psu.edu

Abstract

Cyberbullying is an aggressive act or behavior using electronic means repeatedly and over time against a victim that cannot easily protect themselves from the aggressor. Attacks are a varying form of online harassment (Song & Song, 2021) that continues to be a major concern for juveniles. As a complex issue integrating a variety of components, cyberbullying in the education and school system continues to be a growing problem that remains largely unsolved. Due to the challenging nature of the increasing intersectionality between victims, including varying social identities, race, age, ethnicity, and gender (social status). Cyberbullying continues to have a detrimental impact on not only juveniles but also their friends and families. Due to constant misidentification and misclassification, there is equal trouble implementing effective training solutions and prevention policies to address cyberbullying concerns, leading to a significant negative impact on victims' overall mental health, well-being, and quality of life.

Han et al. (2019) note “bullying experiences associated with continuous adverse effects on psychological and behavioral outcomes,” indicating more needs to be done to protect our youth. This project will address this through two research objectives: Q1) What kind of CyETA programs/initiatives are most efficient in diminishing social harassment and reducing juvenile suicide? Q2) How can CyETA be effectively implemented to make it an effective solution to combat cyberbullying attacks once implemented? Quantitative analysis will be used to collect end-user survey data from cyberbullying victims, exploring attack antecedents/categories and how they intersect with individual social identity, the impact of strategies used by individuals to cope with cyberbullying, and effectiveness of training/prevention methods to stop cyberbullying. We also explore long-term mental health effects associated with cyberbullying. In addition, “... Social Disorganization Theory (Shaw & McKay, 1942) may be a useful framework to further elucidate the importance of concurrently examining individual and school-level predictors of peer victimization” (Song et al., 2021). To ensure success, an agreement has been established with the local school board to provide a test platform for our anti-cyberbullying artifact. This will allow students (and faculty) negatively impacted by cyberbullying to anonymously participate in the anti-cyberbullying training program.

This research will contribute to the extant body of literature while extending current theories on cyberbullying.

References:

- Han, Y., Donnelly, H. K., Song, J., & Song, T. M. (2019). “Application of social big data to identify trends of school bullying forms in South Korea.” *International Journal of Environmental Research and Public Health*, 16(14), 2596.
- Kwon, Y., Na, E.Y., Park, S., Kim, E., Lee, J.Y., & Ko, Y. (2015). “Digital natives and digital immigrants: Comparing the impact of online activities on their perception of social connectedness.” *Korean Journal of Broadcast Telecommunication Studies*, 29, Cyberbully. Org.
- Song, T. M., & Song, J. (2021). Prediction of risk factors of cyberbullying-related words in Korea: Application of data mining using social big data. *Telematics and Informatics*, 58, 1015.
- Shaw, C. R., & McKay, H. D. (1942). “Juvenile delinquency and urban areas.” *University of Chicago Press*