Research Article

Role of Resilience and Social Media in Cyberbullying among Adolescents

Sarita Kumari[1] & R. K. Mourya[2]

[1]Research Scholar, Department of Psychology, L.N. Mithila University Darbhanga Bihar
[2]Assistant Professor, B. R. B. College, Samastipur (L. N. Mithila University, Darbhanga) rkmlnmu@gmail.com

Abstract

The use of social media by adolescents can open up possibilities of communication and social bonding; however, it can also subject adolescents to cyberbullying. Resilience can be applicable to how adolescents perceive and react to such negative online interactions. Resilience could be applicable to cyberbullying in adolescents, although such associations need to be explored in various sociocultural settings. At present, the increasing usage of social media has been associated with a rise in cyberbullying among adolescents. Resilience also plays an important role in helping adolescents deal with problems such as cyberbullying. Therefore, it is important to examine the role of social media and resilience in cyberbullying. The present study aimed to examine the role of resilience and social media involvement in cyberbullying among adolescents. The sample consisted of 100 adolescents aged 13 to 18 years, selected from the Darbhanga and Madhubani districts of North Bihar. A convenience sampling method was used for sample selection. Data were collected using a Social media involvementQuestionnaire, Resilience Scale and Cyberbullying Scale. Overall resilience was negatively associated with overall cyberbullying, ($r = -.312$, $p<.01$). Among the social media usage dimensions, usage intensity and online orientation and trust were positively associated with overall cyberbullying, ($r = .273$, $p<.01$ and $.246$ $p<.01$) respectively. In the reported stepwise regression model, resilience was retained as a predictor, with $R^2 = .097$ and $F = 10.360$, $p<.01$). Among the resilience dimensions, composure, self-reliance and faith showed statistically significant negative associations with overall cyberbullying. Perseverance was negatively but not significantly associated with any of the cyberbullying scores. None of the resilience dimensions showed a statistically significant association with social exclusion. Findings of the study revealed that higher resilience was associated with lower cyberbullying scores, whereas specific dimensions of social media usage were positively associated with cyberbullying. These findings are preliminary and should not be interpreted as evidence of causal or protective effects.

Keywords: Adolescents, social media, resilience & cyberbullying

1. Introduction

Social media has played a significant role in adolescents' lives. Online platforms offer opportunities for communication, learning, entertainment, and self-expression, and they influence how youth form and sustain social ties. In addition to these opportunities, teenagers might face problematic experiences on the internet, such as harassment, humiliation, exclusion, and reputation damage. Social media is an internet-based technology through which we can share our experiences, ideas, and artistic expressions. In today's digital age, social media is more than a medium of entertainment; it is also a means of learning, building businesses, and staying connected to society and family. Social media is used extensively, particularly by adolescents and young adults, who use various platforms to post content, watch reels or videos, conduct business, and engage in many other activities.

The most widely used social networking sites include WhatsApp, Facebook, Instagram, Twitter, Snapchat, and others, which are quite popular among adolescents and young adults. Studies have shown that 84 percent of adolescents in the United States have a Facebook account, and more than 60 percent of adolescents aged 13 to 17 have at least one profile. Many of these adolescents spend two hours or more on social networking sites. Similarly, Nielsen reports that internet users spend more time on social media sites than on any other type of website.

According to Andreassen, Pallesen, and Griffiths (2017), "Social media addiction is a condition in which an individual remains excessively and uncontrollably preoccupied with social media, resulting in a tendency to use social media repeatedly.

Consequently, the individual spends so much time and effort on social media that it begins to interfere with important areas of life, such as education, work, social relationships, and personal activities, and may result in mental stress." The increasing use of social media has provided many benefits, such as instant communication, easy access to knowledge and information, and opportunities to stay connected with family and society or develop relationships. However, excessive use of social media can also lead to various negative problems, such as mental and physical health problems and, in particular, serious problems such as cyberbullying, as cyberbullying can occur through social media. It involves repeatedly harassing or threatening an individual through text messages, emails, the internet, or other digital platforms.

Cyberbullying is a multidimensional concern influenced by individual, interpersonal, and contextual factors. Its consequences affect adolescent health and well-being. In a systematic review, John et al. (2018) reported associations between cybervictimization and self-harm and suicidal behaviors among children and young people. Zhu et al. (2021) also highlighted the range of individual, family, peer and environmental factors relevant to cyberbullying and cybervictimization. Together, these findings show the importance of studying adverse online experiences without assuming every adolescent encounters or responds to them the same way.

According to the Oxford English Dictionary, "Cyberbullying is the practice of sending messages through electronic communication with the intention of frightening, threatening, or harassing an individual." Cyberbullying refers to repeatedly humiliating or harassing an individual through digital means. It can occur at any time, and it may be difficult to identify the cyberbully because such individuals often harass others anonymously.

Generally, cyberbullying refers to causing harm to an individual through information and communication technology. It may include sending harassing messages through text messages or the internet, posting negative comments on social networking sites, sharing humiliating pictures, or threatening someone online. Initially, cyberbullying was limited primarily to email; however, over time, it has expanded to various forms of electronic communication. It now includes personal blogs, text messages, videos uploaded on streaming sites such as YouTube, and, in recent years, social media platforms such as Instagram and Snapchat.

According to Willard (2007), cyberbullying can take various forms, including flaming, harassment, cyberstalking, denigration, impersonation, outing, trickery, and exclusion. Research indicates that 60 percent of adolescents become victims of cyberbullying through social media. The use of social media platforms by bullies is increasing, enabling them to target other individuals, which may result in mental and physical problems as well as reduced self-esteem. However, the effects of cyberbullying are not the same for every adolescent or individual because some people can face difficult situations and solve problems effectively. There might be a differential association between social media involvement and cyberbullying, depending on how and what online engagement looks like.

Social media use cannot be described as a single behavior, but rather in terms of varying intensities, purposes, interpersonal interactions, and emotional involvement. Therefore, a total score might not necessarily reflect specific dimensions of online involvement linked to problematic experiences. Odgers and Jensen (2020) highlighted the wide range of adolescents' digital experiences and urged caution against assuming technology has a uniform impact on mental health.

Another view of adolescents' experiences of adversity is through the lens of resilience. In general, resilience relates to adaptation in difficult situations. Factors like calmness, persistence, and self-reliance could be linked to young people's social struggles, such as problematic online interactions. Resilience should not also be seen as a personal responsibility to deal with abuse. The responsibility for preventing and intervening in cyberbullying falls on perpetrators, families, schools, communities, and digital platforms. It is a psychological characteristic and behavioral capacity that helps an individual cope with, recover from, and adapt to stressful, difficult, or adverse circumstances.

According to the American Psychological Association, "Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, particularly through adversity, trauma, tragedy, threats, or significant sources of stress." Resilient individuals have certain characteristics. They can adapt to adverse situations. They are willing to accept new challenges.

Such individuals also have a strong ability to regulate their emotions; they can manage stress, anger, and fear and make thoughtful decisions even in difficult situations. They tend to have an optimistic outlook. They also have strong problem-solving skills, which help them cope with difficult circumstances. Individuals with high resilience may also demonstrate self-confidence, the ability to provide support to others in society, and a tendency toward continuous learning. Resilience does not merely mean facing difficulties or adverse circumstances; rather, it means continuing to move forward with patience, self-confidence, and adaptability while experiencing pain and stress, without being overwhelmed.

In the digital age, as the use of social media is increasing, cases of cyberbullying are also increasing. Therefore, resilience among adolescents should be strengthened so that the negative effects of cyberbullying can be reduced. Parmar, Yogesh, Damor, Gandhi, and Parmar (2024) used a cross-sectional research design to examine the relationship among cyberbullying, social media addiction, and mental health among 418 adolescent girls in India. The results revealed a significant positive relationship between social media use and cyberbullying. Similarly, Peker and Yalcin (2023) surveyed 420 adolescents in Turkey, aged 14 to 19 years. The purpose of the study was to examine the factors that may influence the relationship between cyberbullying and social media use. The results showed a positive relationship between the level of social media use and cyberbullying.

Further supporting these findings, Kowalski, Giumetti, Patching, Cotton, and Craig (2025) conducted a study to understand the role of cyberbullying on social media platforms. The study included adolescents aged 13 to 17 years. The findings indicated that cyberbullying has been increasing rapidly and that social media use was positively related to cyberbullying. In addition, Great, Lord, and Young (2016) examined the relationship between social media and cyberbullying by reviewing 22 published studies from 2013 to 2015. The results showed that Facebook was the most frequently used social media platform among adolescents. The review also indicated that as social media use increased, the incidence of cyberbullying also increased. In addition to examining the relationship between social media use and cyberbullying, Marianathan et al. (2025) studied the effects of cyberbullying awareness sessions in Chennai, India. The study included 160 adolescents aged 17 to 19 years. The study used a quasi-experimental design, dividing the adolescents into an experimental group and a control group. The results showed that the experimental group demonstrated a significant increase in awareness of cyberbullying and their ability to cope with it.

Along with social media-related factors, previous research has also examined the role of resilience in cyberbullying. Kabadai and Sari (2018) conducted a study to examine the relationship between resilience, cyberbullying (cb), and cyber-victimization (cv). The sample consisted of 444 adolescents from Turkey, including 245 girls and 199 boys, aged 15 to 19 years. Pearson correlation and simple regression analyses were used to analyze the data. The correlation analysis showed that resilience was negatively associated with both cb and cv. In other words, adolescents with higher levels of resilience were found to have fewer problems related to cyberbullying. Furthermore, the regression analysis revealed a significant negative relationship between resilience and both cb and cv. Thus, adolescents with higher levels of resilience were found to have relatively lower levels of both cyberbullying and cyber-victimization. Consistent with these findings, Korkmaz, Cicek, Bulus, Shanli, and Yildirim (2025) examined the relationship between resilience and cyberbullying.

The study included 591 adolescents aged 13 to 18 years. The results revealed a significant negative relationship between resilience and cyberbullying. In other words, adolescents with higher levels of resilience were found to have fewer problems related to cyberbullying. Overall, a review of the existing literature indicates that social media use is positively related to cyberbullying, whereas resilience is negatively related to cyberbullying. Some studies have also shown that intervention programs aimed at increasing awareness of cyberbullying can be effective in improving adolescents' ability to cope with this problem.

Cyberbullying has become a recognized complex issue amongst adolescents, and the association between cyberbullying and psychological resources and cyberbullying behaviors needs to be explored in various social and cultural contexts. There is existing open access literature which suggests that cyber victimization also relates to relevant psychosocial issues, and that there is a need to not conceptualize adolescents' experiences with technology as one singular and undifferentiated measure of technology use (John et al., 2018; Odgers & Jensen, 2020; Zhu et al., 2021).

In this context, the current study offers preliminary evidence from adolescents in North Bihar, using researcher-developed measures designed for the Indian context. It investigates whether distinct associations between cyberbullying and different psychological and digital characteristics can be found by looking at general scores as well as scores on specific dimensions of resilience and social media use. While the study's correlational design and convenience sample prevent inferences about causal relationships or generalizable prevalence estimates, this approach can inform future context-sensitive research and adolescent digital safety campaigns.

Although several studies address this topic, most previous research has examined social media, cyberbullying, and resilience separately. In addition, most studies have focused on foreign contexts, while relatively few have been conducted among Indian adolescents. India's social, cultural, and technological circumstances differ from those of other countries. Therefore, the findings of foreign studies cannot be directly applied to the Indian context. At present, social media use among adolescents is continuously increasing, and cyberbullying incidents are also increasing alongside it. In such a situation, it is important to understand the extent to which resilience is related to cyberbullying and whether it can protect adolescents from its harmful effects. Therefore, considering the above-mentioned facts and the existing research gap, it is important and relevant to examine the relationship among social media use, resilience, and cyberbullying among Indian adolescents. The findings of the present study may help address this gap to some extent. They may also help teachers, parents, psychologists, and policymakers develop effective strategies to prevent cyberbullying and promote resilience among adolescents.

Objectives: The present research aims to address the following research objectives

1. To examine the role of resilience in cyberbullying among adolescents.
2. To examine the role of social media involvement in cyberbullying among adolescents.

Hypotheses: In light of the findings of previous studies and theoretical background, the following hypotheses were framed:

3. Resilience would be negatively correlated with cyberbullying among adolescents.
4. Social media involvement would be positively correlated with cyberbullying among adolescents.

2. Method

The following methodological steps have been adopted for this study:

Research Design: The present study uses a correlational research design. In this study, social media involvement and resilience were used as predictor variables, and cyberbullying was measured as the criterion variable.

Sample: A sample of 100 adolescents, aged between 13 and 18 years, was selected for the present study. Participants were selected from the Darbhanga and Madhubani districts of North Bihar using convenience sampling.

Measures: Three psychometric tools were used for data collection in this study.

4.1. Social Media involvement Questionnaire (SMIQ): For this, the researcher designed a Social Media involvement Questionnaire (SMIQ) that covers four aspects: social media usage pattern in which respondents were asked about their social media usage habits, social media usage intensity in which the respondents were asked about the intensity of their social media usage, online orientation and trust in which the respondents were asked about their attitude to be online with their social media and emotional response in which the respondents were asked about their emotional response to the usage of social media. It consists of 13 items rated on a 5-point Likert scale from 0 (Never) to 4 (All the time) with higher scores representing a higher level of social media usage and involvement. The Cronbach's alpha coefficient for this scale is .73.

2.2. Cyberbullying Scale: Cyberbullying Scale was used to assess cyberbullying. The researcher(s) used the scale which was originally developed by Stewart et al. (2014) and translated to Hindi for the purpose of this study. The scale includes 13 items that assess various facets of cyberbullying, such as Severe Victimization and Reputation Harm and Social Exclusion. Responses were made using a 5-point Likert scale from 0 (Never) to 4 (All the time); a higher score reflects the frequency and the severity of cyberbullying experiences. The Hindi adapted version in the present study had an excellent internal consistency (Cronbach's alpha reliability coefficient of .87).

Resilience Scale: Lakshmi and Narayan (2017) developed this scale. It comprises 30 items distributed across four

dimensions. Participants to indicate how strongly they agree with each statement using a 5-point scale (1=Strongly Disagree to 5=Strongly Agree). The test-retest reliability of the scale is 0.87, and its split-half reliability is 0.84. Both reliability coefficients are significant at the 0.01 level.

3.Results

To ascertain the relationships, Table 1 (Resilience and Cyberbullying), Table 2 (Social Media involvement and Cyberbullying bivariate correlation coefficients), and Table 3 (stepwise multiple regression analysis) were computed using SPSS. The results are presented in Tables 1, 2, and 3.

Table 1: ***Correlation coefficients of Resilience (Dimensions and Overall) and Cyberbullying (Dimensions and Overall)***

	Severe victimization and reputation harm	**Social exclusion**	**Cyber Bullying**
Perseverance	-.193	-.106	-.174
Composure	-.302**	–.182	-.280**
Self- reliance	-.428**	-.189	-.363**
Faith	-.234*	-.176	-.234*
overall Resilience	-.341**	-.193	-.312**

**p < 0.01; *p < 0.05

Table 1 indicates that the first dimension of resilience, Perseverance, was negatively correlated with Severe victimization and reputation harm (r = -.193), Social exclusion (r = -.106), and Cyberbullying (overall) (r = -.174). Perseverance showed negative but statistically non-significant associations with cyberbullying. Dimension of Resilience such as Composure, Self- reliance, Faith and resilience (overall) was found negatively significant correlated with Severe victimization and reputation harm (r = -302, p < 0.01), (r = -.428, p < 0.01), (r = -.234, p < 0.05) and (r = -341, p < 0.01), and Cyberbullying (overall) (r = -280, p < 0.01), (r = -363, p < 0.01),(r = -.234, p < 0.05) and (r = -312, p < 0.01) respectively but not significant with Social exclusion(r = -182),(r = -.189),(r = -176) and (r = -193). None of the resilience dimensions showed a statistically significant association with social exclusion.

Table 2: ***Correlation coefficients of Social media involvement (Dimensions and Overall) with Cyberbullying (Dimensions and Overall).***

	Severe victimization and reputation harm	**Social exclusion**	**Cyberbullying**
Usage Pattern	.006	-.131	-.061
Usage intensity	.225*	.266**	.273**
Online orientation and trust	.208*	.232*	.246*
Emotional response	.189	.116	.177
Overall Social media involvement	.169	.079	.145

**p < 0.01; *p < 0.05

Results displayed in the table indicate that social media usage pattern (dimension of social involvement) were found to be negatively correlated with social exclusion (r = -.131) and cyberbullying (overall) (r = -.061), while positively correlated with severe victimization and reputation harm (r = .006). At the dimensional level, usage intensity and online orientation and trust (dimension of social media involvement) was found significantly positively correlated with Cyberbullying (overall) (r =.273, p < 0.01) and (r =.246, p < 0.05). Both dimensions were also positively associated with

severe victimization and reputation harm (dimension of cyberbullying) (r =.225, p < 0.05), (r =.208, p < 0.05) and with social exclusion (dimension of Cyber bullying) (r =.266,p < 0.01), (r =.232, p < 0.05). Emotional response and social media involvement (overall) were found to be positively correlated with severe victimization and reputation harm (dimension of cyberbullying) (r =.189), (r =.169), Social exclusion (dimension of cyberbullying) (r =.116), (r =.079), and cyberbullying(r =.177), (r =.145). Associations involving usage pattern and emotional response were not statistically significant.

Table 3: ***Analysis of Stepwise Multiple Regression Analysis for resilience and social media involvement as Predictor Variables and Cyberbullying as Criterion Variable***

Predictors	R	R^2	Adjusted R^2	R^2 Change	F Change	F
Resilience	.312	.097	.088	.097	10.360**	10.360**

**p < 0.01

Results of stepwise regression analysis reveal that overall resilience contributes to the dimensions of resilience; as the best predictor of cyberbullying, overall resilience explains a total variance of approximately 9.7% across the various domains of resilience. The F-value for resilience was 10.360, indicating a statistically significant model.

4.Discussion

The present study explored the relationship between resilience, social media, and cyberbullying among adolescent of two districts of North Bihar. Overall resilience was negatively correlated with overall cyberbullying and overall social media use was not significantly correlated with cyberbullying. At the dimensional level, positive correlations were found between usage intensity and online orientation and trust and cyberbullying scores. These results highlight the need to explore specific dimensions of psychological resources and digital use, as well as the need to interpret correlational data with caution.

The first hypothesis of the present study stated that resilience would be negatively correlated with cyberbullying among adolescents. The findings of the present study supported this hypothesis, as a negative correlation was found between resilience and cyberbullying. This indicates that higher resilience is associated with fewer experiences of cyberbullying. One possible explanation is that resilience is a psychological capacity that enables individuals with high levels of resilience to cope effectively with different situations. Therefore, adolescents with higher levels of resilience may be better able to cope with behaviors such as cyberbullying.

This finding is consistent with the research conducted by Korkmaz, Cicek, Bulus, Shanli, and Yildirim (2025), who also found a negative correlation between resilience and cyberbullying. Similarly, Kabadai and Sari's (2018) findings are consistent with the present study's findings. Because little research examines the individual dimensions of resilience in relation to cyberbullying, the present study interprets its findings using conceptually similar terms. For example, perseverance is conceptually related to the “perseverance of effort” component of grit, as explained by Cheng, Kam, and Cui (2023). Similarly, composure and emotion regulation have similar meanings.

According to Gross (2002), individuals can control or modify their emotional experience and expression. On the other hand, Lakshmi and Narayan (2017) stated that composure refers to a state or feeling of being calm and in control of oneself. Furthermore, Lakshmi and Narayan (2017) defined self-reliance as the extent to which a person relies on their own strengths and resources. Albert Bandura (1997) defined self-efficacy as a belief in one’s own abilities and the ability to face challenges with greater confidence. Finally, Lakshmi & Narayan (2017) defined faith as having complete trust or confidence in something. According to the APA Dictionary of Psychology, faith refers to belief or confidence in the reliability of a person or object. Thus, the dimensions of resilience were compared with conceptually similar terms in previous research, as described below.

Perseverance was found to be negatively correlated with cyberbullying. One possible explanation is that adolescents with high levels of perseverance tend not to give up easily under difficult circumstances and continue their efforts to find solutions to problems. Therefore, adolescents with higher levels of perseverance may be better able to cope with negative behaviors such as cyberbullying. This finding is conceptually similar to research by Wang, Chen, Peng, and Zhou (2023), who studied bullying and cyberbullying in relation to grit components.

They found a negative relationship between the grit components and cyberbullying. The researchers also found that developing grit may reduce cyberbullying. Composure was found to have a negative and significant relationship with cyberbullying. This relationship suggests that adolescents with higher levels of composure tend to face adverse situations calmly and thoughtfully, without reacting impulsively. Consequently, they may not respond aggressively to cyberbullying behaviors, such as offensive messages or trolling, and may instead handle adverse situations calmly. This finding is conceptually similar to research by Schunk, Zeh, and Trommsdorff (2022). Similarities were observed in their research, as they found that emotion regulation was negatively related to cyber-victimization. Self-reliance was found to have a negative and significant relationship with cyberbullying.

One possible reason is that self-reliant adolescents do not depend entirely on others and can perform tasks independently. They may be better able to cope with different situations and find solutions to problems, which may make them less affected by issues such as cyberbullying. The research conducted by Singh and Mahapatra (2024) was conceptually similar to the findings of the present study. Faith was found to have a negative and significant correlation with cyberbullying. One possible explanation is that adolescents with higher levels of faith may have greater mental stability and be better able to cope with adverse situations. This may help them maintain balance in their behavior and emotions despite negative online experiences.

Consequently, they may be better able to cope with negative experiences of cyberbullying. This finding is conceptually consistent with the research conducted by Tsomokos and Slavik (2024). The correlation between overall resilience and overall cyberbullying is found to be negative, indicating that adolescents with higher resilience tended to have lower cyberbullying scores. This finding aligns with literature identifying psychological and social resources as relevant to young people's adaptation under unfavorable conditions.

Fritz et al. (2018) conducted a systematic review to investigate potentially amenable aspects of resilience that played a role in the relationship between childhood adversity and mental health. Their review provided a more comprehensive understanding of resilience, yet it did not determine the precise relationship as found in current cyberbullying research. John et al. (2018) discovered that cybervictimization and self-harm and suicidal behaviours were associated with adverse online experiences in children and young people, which is why negative online experiences are significant to health and well-being. Their review does not, however, support the notion that resilience is a preventive factor against cybervictimization. In the same vein, the current negative relationship must not be viewed as indicative of the fact that low resilience leads to victimization or that adolescents are the instigators of negative behaviour towards them.

Furthermore, the second hypothesis was supported by the results, which showed a positive and significant relationship between the intensity of social media use and severe victimization and damage to reputation, social exclusion, and overall cyberbullying. This indicates that the more time those adolescents spend on social media, the higher the risk they are at for cyberbullying in other forms. This finding can be considered alongside research emphasizing the diversity of adolescents' digital experiences. Odgers and Jensen (2020) stated that general statements about digital technology and adolescents' well-being often ignore variations in the nature and context of technology use.

They have reviewed mental health, not directly test the relationship under study here, but their review helps in supporting the need to differentiate between types of online engagement. This is also the case with Keles et al. (2020) who reviewed various areas of social media use in connection with adolescent depression, anxiety, and psychological distress. Although their review does not prove that social media use causes cyberbullying, it shows why digital interaction should be analyzed in a differentiated way. Usage intensity and online orientation and trust were positively related to overall cyberbullying in the current study.

These findings indicate that specific dimensions may be more informative than a general score. However, their interpretation depends on how the researcher formulates and scores the questionnaire. These dimensions must not be based on any particular online behavior without item verification. Zhu et al. (2021) defined cyberbullying as a complex phenomenon related to personal, interpersonal and situational factors. In light of this literature, the current findings support continued research into the context of online interactions, rather than assuming that social media use is the sole cause of cyberbullying. Since several dimension-level correlations were analyzed without any adjustment, the significant results should be viewed as exploratory. Greater involvement in online activities may put young people at greater risk of online interactions in which they may be harassed, socially excluded, and suffer reputational damage.

The findings of the present study are consistent with the findings of Ademiluyi et al. (2022) and Sampasa-Kanyinga and Hamilton (2015), which established a link between social media use, social exclusion, and cyberbullying among adolescents.

In comparison, Bista et al. (2024) identified an association between excessive social media use and perpetration and victimization of cyberbullying by adolescents and young adults. The results, however, pointed to associations and cannot be taken as causal links, and intense social media use is not the only cause for cyberbullying experiences. Likewise, severe victimization and reputation harm, social exclusion, and overall cyberbullying were positively and significantly related to online orientation and trust. These results indicate a relationship between adolescents' orientation towards the online environment and their trust in online interactions; this relationship relates to their experiences of cyberbullying. Online activity can connect adolescents with others and offer a diverse range of social experiences. However, the exact nature of these relationships needs further exploration.

Perceived impact and pattern, on the other hand, were not significantly related to severe victimization and reputation harm, social exclusion, or overall cyberbullying. The results indicate no significant relationship between general patterns of social media use and adolescents' perceptions of its impact in the present sample. This may be because the nature and intensity of online engagement may matter more than overall patterns of engagement and perceived effects. Zhu et al. (2021) identified online behaviour and previous victimization as risk factors for cyberbullying, and Craig et al. (2020) found that problematic social media use was significantly associated with cyberbullying victimization among adolescents. This interpretation must be taken with a pinch of salt, however, because the present results do not indicate why these relationships were not significant.

Additionally, there were no significant associations between emotional response and cyberbullying, between digital dependence and cyberbullying, between severe victimization and emotional response or reputation harm, social exclusion or overall cyberbullying, or between severe victimization and social exclusion. The correlations were positive, but not significant. Therefore, the results do not clearly offer evidence for significant correlations between emotional response and digital dependence and the aspects of cyberbullying discussed in the present study. This indicates that there could be disconnections between the emotions induced by social media use and the circumstances of the experience of cyberbullying among adolescents.

Meshi and Ellithorpe (2021) reported that problematic social media use was related to lower real-life social support levels and higher levels of depression, anxiety, and social isolation, and Moretta et al. (2022) emphasized the need for a unified assessment and understanding of problematic internet and social media use. Similarly, Omopo, Quadri, and Ukpere (2025) found that cyber-stalking, peer pressure, childhood neglect and depression were significant predictors of social media dependence.

The results also indicated no significant relationships with severe victimization and harm to reputation, social exclusion, and overall cyberbullying. This outcome is particularly interesting as the overall social media score exhibited no significant relationships with any of the cyberbullying outcomes. At the same time, two specific dimensions, use intensity and online orientation and trust, exhibited significant positive relationships with all three cyberbullying outcomes.

Close examination of specific aspects of social media use could help to provide a more nuanced understanding of their relationship with cyberbullying than might a single overall social media use construct. But more research is needed to explore this option. Overall, the results demonstrate that correlations between social media use and cyberbullying are different for the distinct dimensions. Intensity, online orientation, and trust had significant positive associations with severe victimization, social exclusion, and overall cyberbullying. By comparison, usage patterns showed no statistically significant associations with perceived impact, emotional response, or digital dependence, and overall social media use showed no statistically significant associations with these outcomes.

The results underscore the need to study different aspects of social media usage when studying cyberbullying among adolescents. Further studies are needed to identify other personal, family, peer, and social risk factors to gain a deeper understanding of the experiences of cyberbullying among adolescents. This finding is consistent with the research conducted by Great, Lord, and Young (2016), who also found a positive correlation between social media use and cyberbullying. Similarly, Johri and Singh (2024) found results consistent with the present study.

The regression results provided an impression of the relationship between resilience and cyberbullying. Overall resilience emerged as a significant predictor of cyberbullying. This pattern indicates that individual psychological characteristics may influence adolescents' experiences of cyberbullying through different pathways. The findings suggest that resilience may help adolescents cope with challenging and stressful experiences. Together, these personal characteristics may play an important role in understanding adolescents' experiences of cyberbullying. Overall, the findings suggest that resilience is an important personal characteristic associated with cyberbullying among adolescents.

The present findings highlight that adolescents' ability to cope with difficulties and their capacity to rely on their own abilities may be relevant in understanding their experiences of cyberbullying. Thus, resilience appears to be an important psychological factor in the context of cyberbullying among adolescents. This differential pattern aligns with existing literature on resilience and cyberbullying (Kabadayi & Sari, 2018; Korkmaz et al., 2025), suggesting that resilience may shape adolescents' experiences of cyberbullying and their psychological adjustment through related but distinct pathways. Kabadayi and Sari (2018) found resilience to be an important negative predictor of cyberbullying perpetration and cybervictimisation. Korkmaz et al. (2025) demonstrated that resilience partially mediated the association between cyberbullying and stress. Overall, results suggest that resilience may be an important psychological resource in understanding and coping with cyberbullying among adolescents.

5.Implications

This research aimed to investigate the contributions of resilience and social media to cyberbullying. The findings may provide adolescents with useful insights. The study may not only help in understanding the problems associated with cyberbullying but also provide insight into how resilience is related to cyberbullying and how social media use is associated with cyberbullying. Through this research, schools, colleges, and universities should organize programs to build resilience among adolescents, enabling them to develop emotional strength, self-esteem, self-reliance, self-confidence, problem-solving skills, and the ability to cope with adverse situations. In addition, training on the positive and balanced use of social media and cybersecurity should also be provided. This research suggests that instead of restricting or preventing their children from using social media, parents and teachers should focus on developing their psychological competencies. This research may be an important step toward enabling adolescents to cope with online problems and other adverse situations. At present, the use of online platforms is rapidly increasing; therefore, strengthening adolescents' resilience is highly important. This may enable them to develop an appropriate understanding and strategies to deal effectively with problems that arise in online environments. In addition, this research may provide important guidelines for future studies in this area

6.Conclusions:

The amount of social media use did not significantly correlate with overall cyberbullying, but its intensity, online orientation, and trust showed significant positive correlations. The results indicate the importance of studying different aspects of resilience and online activity in the Indian setting. The findings indicate that higher resilience is associated with fewer experiences of cyberbullying and may help individuals cope with or recover from such experiences. Therefore, strengthening resilience is important, as it may help adolescents cope more effectively with

adverse situations and reduce the negative effects of cyberbullying. In addition, social media use was found to have a positive relationship with cyberbullying. This indicates that excessive use of social media may be associated with experiences of problems such as cyberbullying. Therefore, social media should be used in a limited and positive manner.

7.Reference

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