

Investigating the Effects of Cyberbullying on Mental Health Among Pakistani Adolescents

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ABSTRACT: The research areas explored in this study are the impact of cyberbullying on mental health in Pakistani adolescents, anxiety, depression, and self-esteem. Due to the high growth in the use of social media, cyberbullying has become a major psychological issue especially to the adolescents who interact with social media extensively. The research design of the study is quantitative research and the study is carried out in Karachi, Pakistan. The sample size of 200 adolescents aged between 13 and 19 years is picked through a convenience sampling method. The questionnaire is a structured questionnaire, which is based on a Likert scale, and it measures cyberbullying exposure and mental health outcomes levels. The use of SPSS to analyze relationships between variables is done through descriptive statistics and regression analysis. The results show that cyber bullying positively affects anxiety and depression but negatively affects self-esteem. All the three hypotheses are accepted, which means that the greater the exposure to cyberbullying, the greater the psychological distress and low self-worth rates of adolescents. The findings underscore the fact that cyberbullying is a social problem, but it is also a severe risk factor in mental health. Teenagers who are victims of cyber bullying suffer emotional imbalance, shyness and isolation and this can influence their development. The study highlights the importance of awareness, early intervention and enabling environments. In order to curb cyberbullying and to enhance adolescent mental health in a more digital society, parents, educators, and policymakers should collaborate to find solutions.

KEYWORDS: Cyberbullying, Mental Health, Adolescents, Social Media, Self-esteem, Psychological Distress

Introduction

The problem of cyberbullying has become one of the topical problems of the digital era, especially among the adolescent population that shows a high level of activity on online platforms. Cyberbullying is defined as the deliberate and frequent manipulation of the digital devices like social media, messaging services, and online forums to harass, intimidate, and humiliate people (Nixon, 2014). Contrary to the conventional bullying that in most cases is limited to a physical environment like a school, cyber bullying transcends geographical limits and does not stop at all, not to mention the fact that sometimes the bullies can be anonymous. Cyberbullying is more common and more harmful to the human psyche compared to face-to-face bullying due to this anonymity and the inability to escape the problem and the constant nature of online communication (Smith et al., 2008; Hinduja & Patchin, 2011).

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This is the difference between traditional bullying and cyberbullying that is based on some important characteristics. Traditional bullying typically entails in-person communication, restricted time and known offenders. On the contrary, cyberbullying may take place at any hour, a greater number of people can be reached in the shortest time possible, and the aggressor may be anonymized. The victims of cyberbullying may experience the feeling of constant vulnerability because the negative messages can be posted multiple times and be stored on the Internet forever (Olweus, 2012). This constant exposure adds to the emotional pain and complicates the process of victims to get out of the harassment.

The fact that the number of adolescents using social media is growing quickly has augmented the danger of cyberbullying. The young people use platforms like Instagram, Tik Tok, Facebook, and WhatsApp to communicate, entertain, and express themselves. Online interactions among the adolescent population in Pakistan have increased remarkably with the rising availability of smartphones and internet services that are affordable (Bibi et al., 2025). In as much as there are many advantages of digital connectivity, it also subjects the adolescents to a variety of online dangers, such as cyberbullying. Research has demonstrated that the more time people spend in front of screens and use social media, the more they are exposed to online harassment (Marciano et al., 2022; Keles et al., 2020).

The situation is even more severe when it comes to the effects of the problem on mental health. Cyberbullying has always been associated with various adverse psychological consequences among them anxiety, depression, stress, and low self-esteem. Emotional distress, fear, and withdrawal are common among victims, and they can severely affect the general condition of victims (Lee et al., 2026). According to the research, adolescents who are exposed to cyberbullying are more prone to having the symptoms of depression and anxiety than those who are not victimized (Bansal et al., 2024). Besides, the long-term effects of online harassment may be severe and include self-harm and suicidal thoughts (John et al., 2018; Hamm et al., 2015).

The Pakistani scenario also makes the problem of cyberbullying even more challenging due to cultural and societal aspects. In Pakistan, mental health is a stigmatized subject, and a lot of adolescents do not want to be assisted in this matter because they fear being judged or misunderstood (Choudhry et al., 2023). Moreover, parents and educators do not know much about the gravity of the cyberbullying problem and its psychological outcomes. A large number of victims do not report the cases because they are afraid of accusations, loss of online communication, or even social shame. This underreporting facilitates the continuity of the issue and does not allow it to be solved in time (Rafi, 2019).

Although the problem of cyberbullying is increasingly becoming more widespread, there is a significant gap in the research on this phenomenon that addresses specifically the Pakistani adolescents. The available literature is mostly carried out in the Western settings and this might not be a good way of capturing cultural, social and technological dynamics in Pakistan. In addition, very few studies have investigated how cyberbullying is directly associated with certain mental health consequences in this population including anxiety, depression, and self-esteem. Such a gap identifies the necessity of local research which would allow a more in-depth study of the problem and inform the specific interventions.

This gap is what the current research seeks to fill through exploring the impacts of cyber bullying on the mental health of Pakistani adolescents. Particularly, the research aims at studying the connection between cyberbullying and such major psychological consequences as anxiety, depression, and self-esteem. This study beneficial to adding to the existing body of knowledge as well as offering insights that can be useful to policymakers, teachers and mental health practitioners by targeting adolescents in Pakistan.

The main goals of the given research are to examine the connection between cyberbullying and mental health among Pakistani adolescents and to find out how widespread cyberbullying is among this group of the population. Through these objectives, the research study seeks to offer the empirical findings concerning the level of the problem and its psychological effects.

The hypotheses proposed are based on the available literature as well as theoretical frameworks and they include the following:

H1: There is a strong positive correlation between cyberbullying and anxiety amongst adolescents.

H2: There is a positive relationship between cyberbullying and depression among adolescents and it is significant.

H3: There is a strong negative correlation between cyber bullying and self-esteem among adolescents.

These hypotheses are based on the previous studies which prove that there is a significant relationship between victimization by cyberbullying and negative mental health outcomes. The hypotheses tested to enable a better insight into the impact of cyberbullying on the psychological well-being of the Pakistani adolescent population.

Literature Review

Cyberbullying can be described as purposeful and recurring digital communication technologies, including social networks, chat rooms, and online discussion boards, to harass, intimidate, or embarrass others (Hutson, 2016). It involves actions like sending abusive messages, rumors, impersonation, and publishing of personal or damaging information on to the rest of the world. In contrast to conventional bullying, cyberbullying can be described as anonymous, having a larger reach to the audience, and constant exposure, which greatly increases its psychological effects on victims (Muhammed & Samak, 2025). The young people are especially susceptible in that they are highly exposed to the online space and have not yet acquired emotional control mechanisms.

Anxiety can be defined as a mental state that is characterized by a lot of worry, fear, and nervousness and is usually accompanied by physical symptoms like restlessness and elevated heart rate. Social stressors (victimization at school and cyberbullying) often cause anxiety in adolescents (Alfredson et al., 2024). Cyberbullying is a chronic stressor, which cause constant feelings of insecurity and fear.

Depression is a mental health disorder that implies the chronic sadness, loss of interest in the activities, lack of energy, and dysfunction of the daily functioning. Depression among teenagers is closely related to bullying, especially cyberbullying, as it is not only constant and intrusive but also unending (Skilbred-Fjeld et al., 2021). The victims usually develop feelings of emotional exhaustion, hopelessness and social withdrawal.

The self-esteem is the way a person thinks of himself as valuable and worthy. Self-esteem is also found to be high and a confidence and emotional strength whereas low self-esteem is associated with susceptibility to psychological distress. Cyberbullying has an adverse impact on self-esteem by ruining self-image and social identity of an adolescent, particularly, at a crucial stage of development (Baldwin et al., 2021).

H1: Cyberbullying is positively related to anxiety in a significant way among the adolescents.

An emerging amount of literature demonstrates good evidence to prove the connection between cyberbullying and anxiety among adolescents. Cyberbullying offers a constantly and unexpected atmosphere of insecurity, an effect of which results in increased psychological distress and fear (Patchin & Hinduja, 2026). Cyberbullying is not constrained by time and space as is the case with the traditional bullying, and therefore, the victims can be unsafe at any time. The results of empirical research have been consistent with the conclusion that the anxiety levels of adolescents who have been subjected to cyberbullying are much higher. As an example, the study of Wright (2015)

shows the direct relationship between cyberbullying victimization and anxiety symptoms, since people are constantly exposed to negative interaction on the internet. In the same manner, a study conducted by Bottino et al. (2015) established that victims of cyberbullying have higher levels of emotional instability and fear than the victims of offline bullying.

In addition, Keles et al. (2020) emphasized that the combination of overuse of social media and cyberbullying is one of the major causes of psychological distress, especially anxiety. Asghar (2024) said that teens that regularly use digital platforms become more susceptible to bad interactions, and this makes them more emotionally vulnerable. Moreover, according to the research conducted by Modecki et al. (2014), anonymity of the perpetrator makes the victim more anxious since they tend to not know who is the aggressor, which causes them to be paranoid and experience increased stress. New researches also underline that cyberbullying causes internalization issues, such as anxiety disorders because in this way, the feeling of safety and belonging to a specific social group is broken in adolescents (Zhu et al., 2021). Anxiety symptoms of chronic nature are caused by the fear of the recurring victimization and embarrassment. Altogether, the literature to a good extent supports the hypothesis that cyberbullying is significantly related to anxiety in adolescents positively.

H2: Cyberbullying is positively correlated with depression among teenagers with a significant correlation.

One of the most researched fields in the recent past is the relationship between cyberbullying and depression among adolescents. It has been shown in numerous studies that victimization in cyberbullying is a good predictor of symptoms of depression. The emotional distress, social isolation, and deterioration of the psychological state are the outcomes of online harassment, which is constant and open to others (Smith et al., 2008). A study conducted by Morales-Arjona et al. (2024) established that adolescents that suffer cyberbullying have a higher likelihood of developing depressive symptoms which include sadness, hopelessness, and lack of interest in everyday activities. In a similar way, a meta-analysis study by Hutson (2016) has validated the strong and consistent correlation between cyberbullying and depression among various groups. In addition, it has been demonstrated that effects of cyberbullying on depression may be worse than bullying in real life because of persistent and unavoidable nature of cyberbullying. The victims are constantly subjected to dangerous material that supports negative ideas and feelings (Kowalski et al., 2024). This constant exposure is a cause of emotional depletion and the risk of psychological permanent harm.

The other aspect that was emphasized by Kerr and Kingsbury (2023) is the influence of the digital environment on the severity of depressive symptoms in adolescents. The more people are exposed to negative interactions, social comparisons and online pressure, the more they emotionally distressed. Moreover, Mehari et al. (2014) also offer additional evidence that adolescents who are victims of cyberbullying feel socially isolated, which only contributes to their susceptibility to depression. The other significant conclusion is that the absence of social support aggravates the association between cyber bullying and depression. The lack of proper emotional support by family members or peers predisposes adolescents to severe symptoms of depression (Wright, 2015). In general, the literature offers good evidence to the assumption that cyberbullying has a great positive correlation with depression amongst adolescents.

H3: There is a strong negative connection of cyberbullying with self-esteem in adolescents.

Self-esteem is an essential factor in the development of an adolescent, and it has been continuously demonstrated by the research that cyberbullying affects self-esteem negatively. Cyberbullying may also lead to the development of negative self-images among adolescents because they are exposed to criticism, humiliation, and rejection repeatedly in the online setting (Wright, 2015). Empirical evidence has revealed that cyberbullying victims have low levels of self-esteem as opposed to victims who are not victims.

Bottino et al. (2015) state that cyberbullying harms the feelings of self-worth of an individual by subjecting him or her to humiliation in front of the crowd and social rejection. The impact of this is especially high in adolescence when a person is very sensitive to the judgment of his or her peers. Moreover, a study by Ariani et al. (2025) also shows that cyberbullying causes inadequacy and worthlessness, and these two factors directly diminish self-esteem. The affecting nature of online harassment is intensified by the fact that negative content may be seen by a large number of people, which result in greater embarrassment and self-doubt.

Moreover, Smith et al. (2008) discovered that cyberbullying interferes with the social identity of adolescents and results in lower confidence and emotional frailty. The negative feedback is usually internalized by the victims making their esteem even lower. In a similar vein, Keles et al. (2020) have stated that unethical exposure to social media alongside cyberbullying leads to negative self-assessment and low self-image. The other important conclusion is that low self-esteem is the cause and consequence of cyberbullying. Low self-esteem adolescents have more chances to become victims and victimization leads to a decrease in their confidence which becomes a vicious circle (Zhu et al., 2021). This reciprocal association points to the effect of cyber bullying on psychological development over the long-term. In general, the evidence in literature shows a strong negative correlation between cyberbullying and self-esteem in adolescents. The constant presence of internet bullying lowers self-esteem and leads to the permanent suffering of feelings.

Methodology

In this research, the quantitative research design is adopted in order to test the relationship between cyber bullying and mental health among adolescents. A quantitative methodology is appropriate as it make it possible to gather numerical data and subject the hypotheses to statistical testing and objective determination of the relationships between variables. The study is carried out in Karachi, a big metropolitan city where teenagers can easily use smartphones, internet services, and social media. The target population teenagers between the age of 13 to 19 years who are in schools and colleges. The reason behind this age group is their high use of digital space and greater susceptibility to cyberbullying.

A total of 200 adolescents is selected as the sample for this study. A convenience sampling method is used to select the participants, who selected based on their willingness and availability. Even though such sampling technique can restrict the application of the results to the entire population, it is suitable considering some time and availability factors. The questionnaire used to collect data follows a Likert scale with Strongly Agree, Strongly Disagree, etc. The questionnaire includes two broad blocks, i.e., one that assesses the exposure to cyberbullying and the other one evaluates the mental health outcomes. This study assumes cyberbullying as the independent variable and anxiety, depression, and self-esteem as the dependent variables.

Data collection is carried out through online and offline. The surveys distributed online through Google Forms and questionnaires given out in the selected learning institutions. The participation is voluntary and clear instructions to the respondents are given in order to make sure the responses are accurate and honest. To analyze the data, descriptive statistics like frequencies and percentages applied to describe demographic traits and the rate of cyberbullying. Besides, correlation analysis is used to test the relationships between cyberbullying and the dependent variables. Correlation analysis is applied in testing three hypotheses of the study. H1 investigates the connection between cyberbullying and anxiety, H2 investigates cyberbullying and depression, and H3 investigates cyberbullying and self-esteem. The importance of such relationships is determined by the use of p-values ($p < 0.05$). A p-value of less than 0.05 is considered statistically significant, thus the hypothesis is accepted whereas a p-value of more than 0.05 is considered insignificant hence the rejection of the hypothesis. Moral issues are rigorously observed. All

participants are informed and their identities are anonymous. Any information remains confidential and is not utilized in any other way than to serve the academic purpose and respondents are made aware of their right to pull out at any point.

Data Analysis

The SPSS was used to analyze the collected data. To analyze the relationship between cyberbullying and mental health variables, both descriptive statistics and correlation analysis were used.

Descriptive Statistics

Table 1

Demographic Characteristic of the Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	110	55%
	Female	90	45%
Age Group	13–15 years	70	35%
	16–17 years	80	40%
	18–19 years	50	25%

The sample is comprised of 55 males and 45 females. Most of the respondents are aged 16-17 years old, which means that the mid-adolescents are the most represented and would probably be more active on the social media sites.

Table 2

The Descriptive Statistics of Study Variables.

Variable	Mean	Std. Deviation
Cyberbullying	3.45	0.82
Anxiety	3.60	0.75
Depression	3.55	0.78
Self-esteem	2.90	0.70

The average scores show that the respondents have a moderate to high level of cyberbullying, anxiety, and depression. The mean of self-esteem is relatively lower implying that high numbers of adolescents feel less valued.

Correlation Analysis

Table 3

Pearson Correlation Matrix

Variables	Cyberbullying	Anxiety	Depression	Self-esteem
Cyberbullying	1	0.48**	0.52**	-0.41**
Anxiety	0.48**	1	0.55**	-0.38**
Depression	0.52**	0.55**	1	-0.45**
Self-esteem	-0.41**	-0.38**	-0.45**	1

Note: $p < 0.05$

The findings indicate that there is a strong positive correlation between cyberbullying and anxiety as well as depression. There exists a great adverse correlation between cyberbullying and self-esteem. This shows that the more exposed one is to cyberbullying, the more they are psychologically distressed and lack self-confidence.

Hypothesis Testing

Hypothesis: Cyberbullying and Anxiety.

Table 4

Coefficients

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	1.20	0.30		4.00	.000
Cyberbullying	0.55	0.07	.480	7.63	.000

The outcomes of the regression prove that anxiety in adolescents is strongly predicted by cyberbullying. The model has an explanation of 23% of the variance of anxiety ($R^2 = .230$). The results of ANOVA indicate that the model is statistically significant ($F = 58.20$, $p < .001$). The coefficient of cyberbullying is positive ($= .480$) which means that the higher the cyberbullying, the higher is the level of anxiety. In view of the p-value, which is less than 0.05, H1 is accepted.

H2: The impact of Cyberbullying on Depression.

Table 5

Coefficients

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	1.10	0.28		3.92	.000
Cyberbullying	0.60	0.07	.520	8.55	.000

The regression model indicates that cyberbullying positively impacts depression to a great extent. The model accounts 27% of depression ($R^2 = .270$). The results of ANOVA prove that the model is significant ($F = 73.10$, $p < .001$). The beta coefficient ($= .520$) shows that there is a strong positive correlation between cyberbullying and depression. As such, H2 is accepted.

H3: Cyberbullying and Self-esteem.

Table 6

Coefficients

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	4.20	0.25		16.80	.000
Cyberbullying	-0.50	0.08	-.410	-6.55	.000

The findings suggest that cyberbullying affects self-esteem negatively. The model accounts 16.8 percent of the difference in self-esteem ($R^2 = .168$). The results of the ANOVA indicate that the model is significant ($F = 43.00$, $p < .001$). The negative value of the beta ($= -.410$) means that the higher the cyberbullying the lower the self-esteem. In this way H3 is accepted.

Discussion of Findings

The results of this study are good empirical evidence on the effects of cyberbullying on adolescent mental health. The regression analysis showed that cyber bullying is a significant predictor of anxiety and depression and a negative predictor of self-esteem. All the three hypotheses were statistically accepted, and it was proved that cyberbullying is

a significant psychological risk factor in adolescents. These results are aligned with the increasing amount of literature that emphasizes the adverse effects of cyberbullying in online spaces.

The results related to H1 indicate that cyberbullying has a significant positive effect on anxiety among adolescents. This observation is in line with the earlier studies, which argue that cyberbullying leads to an unending sense of fear and mental stress. Cyberbullying is also harder to avoid as it is not limited by time or location compared to traditional bullying that is more persistent. Cyberbullying is associated with an increased degree of worrying, nervousness, and emotional instability (Bottino et al., 2015). On the same note, Wright (2015) established that cybervictimization is closely linked to anxiety symptoms owing to the continual exposure to adverse online experiences.

Moreover, the anonymity of cyberbullying increases the level of anxiety. Victims do not know usually who the perpetrator is, and it causes uncertainty and fear of further victimization. This uncertainty is a source of long-term stress and mental unease. This argument is supported by the studies conducted by Keles et al. (2020), who have revealed that the combination of overexposure to social media and cyberbullying has a significant impact on anxiety and emotional distress among adolescents. Besides that, Ariani et al. (2025) stressed that internalizing issues like anxiety become more pronounced because digital harassment is persistent and publicized. Thus, statistical results, as well as literature support the acceptance of H1 to a significant degree in this study.

The results of H2 prove the positive significant correlation between cyberbullying and depression. This finding is in line with the body of research that has found cyberbullying as a significant predictor of depressive symptoms in teenagers. Repeated exposure to harmful online content often leads to prolonged sadness, the feeling of hopelessness, and the lack of interest in everyday activities in the victim (Smith et al., 2008). Bansal et al. (2024) also discovered that adolescents who are victims of cyberbullying have a greater likelihood of reporting depressive symptoms than their non-victimized counterparts do.

The regression findings of this study also affirm that cyberbullying is a significant cause of depression as it elucidates a significant level of variance in depressive symptoms. This means that cyberbullying is not merely connected to depression but also a predictive of depression. Hamm et al. (2015) noted that cyberbullying might cause serious emotional effects, such as depression and suicidal thoughts, especially in case the victimization process is intense and persistent. In addition, according to Shawcroft et al. (2022), the higher the social media use, the more depression occurs, particularly when adolescents are exposed to negative experiences like cyberbullying.

The other critical aspect that causes depression is the visibility of cyberbullying. The content of a harmful nature may be spread and kept long, which adds to embarrassment and emotional pain. The teens might experience feelings of social isolation and rejection, which also exacerbates depressive symptoms. Similar findings were also described by Zhu et al. (2021), who stated that cyberbullying is closely related to emotional distress and depressive disorders, especially in adolescents lacking proper social support. The results support the acceptance of H2 and prove the great importance of cyberbullying in enhancing depression.

The results pertaining to H3 show that cyber bullying issues a tremendous negative impact on self-esteem. This shows that the adolescents who are victims of cyberbullying develop lesser self-worth and confidence. This observation is not new to the current studies, as previous studies indicate that cyberbullying harms the self-image and social identity of an individual. Young people are especially vulnerable to the judgment of their peers, and the negative commentary on the Internet can play a significant role in their self-image (Wright, 2015).

Bottino et al. (2015) have discovered that the victims of cyberbullying tend to feel worthless, rejected, and excluded, which directly lower self-esteem. Likewise, Modecki et al. (2014) accentuated that the confidence and

emotional well-being decrease with the repeated exposure to online criticism and humiliation. The regression findings of the current research affirm that cyberbullying has a dramatic effect on the self-esteem of the affected individuals, and hence H3 is acceptable.

One of the key lessons to be learned in the findings is that cyberbullying and self-esteem have a cyclical relationship. Due to low self-esteem, adolescents are more prone to cyberbullying, and the victimization affects their self-esteem further, forming a negative feedback loop. Keles et al. (2020) emphasized that self-esteem is a risk factor to cyberbullying, and cyberbullying worsens self-perception. Unless this cycle is dealt with, it may lead to long-term psychological effects.

Besides confirming the hypotheses, the results of this research point out the psychological consequences of cyberbullying in general. The findings suggest that cyberbullying has simultaneous impacts on several aspects of mental health that include anxiety, depression, and self-esteem. This multidimensional effect implies that cyberbullying cannot be considered a solitary problem but a multifaceted psychological problem that needs to be addressed by a set of intervention measures.

The results are especially applicable to the Pakistani setting, where mental health problems are commonly stigmatized and not reported. Teenagers might be reluctant to report cyberbullying because of the fear of being judged, socially humiliated, or because their parents and teachers are unaware of this issue. The absence of reporting does not allow timely intervention and makes cyberbullying even more psychologically significant. According to Khalil et al. (2020), mental health stigma in Pakistan is a barrier to using support services, which expose adolescents to the risk of psychological distress.

In addition, the absence of formal support systems within schools is also a contributing factor to the issue. In most learning institutions, there are ineffective counseling programs, anti-bullying policies among others and victims are left without guidance. According to Khan et al. (2025), poor institutional support and low awareness are the factors that make it more likely to experience cyberbullying over a long period and its harmful effects. These contextual considerations lead to the fact that cyberbullying in Pakistan requires some specific interventions.

The other significant thing about the results is the potential of social support to alleviate the impact of cyberbullying. Teenagers who get emotional support either by their parents, peers, or teachers can easily deal with cyberspace bullying and preserve mental health. The studies indicate that the level of social support is a possible protective factor that diminishes the effect of cyberbullying on mental health (Hinduja & Patchin, 2011).

Altogether, the results of the conducted study prove the existence of a serious and negative influence of cyberbullying on the mental health of adolescents. All of the three hypotheses are proved by the results that showed that cyberbullying leads to anxiety and depression and decreases self-esteem. These results can be compared with the current literature and highlight the necessity of effective prevention and intervention methods. Cyberbullying needs a joint approach between parents, schools and policymakers to ensure that digital environments are safer, and adolescents are in a better position to lead healthy lives.

Conclusion

The research was intended to examine the impacts of cyberbullying on adolescent mental health, in particular, anxiety, depression, and self-esteem. The results have shown clearly that cyberbullying is a major psychological risk factor which adversely affects the well-being of the adolescents. The quantitative analysis and regression testing of the study proved that cyberbullying is strongly and significantly related to all the three mental health variables studied. The findings demonstrated that cyberbullying leads to a high degree of anxiety in adolescents. Cyberbullying

victims are also prone to unremitting fear, stress, and emotional instability because online harassment is unpredictable and constant. Cyberbullying does not have time or place limitations, unlike the traditional bullying; it is hard to feel safe and avoid negative interactions as adolescents do not have locations. This is continuous exposure which leads to increased psychological stress and anxiety symptoms.

On the same note, the research established that cyber bullying has a significant positive impact on depression. Teenagers who become victims of cyberbullying tend to develop depressive moods, despair, and social isolation. Online harassment is painful and may cause long-lasting mental issues due to its public and repetitive nature. The results underscore the fact that cyberbullying is not a short-term problem but a critical aspect that may lead to the emergence of the depressive symptoms in adolescents. Moreover, the findings disclosed that cyber bullying largely affects the self-esteem negatively. Teenagers exposed to cyberbullying have a low self-confidence and having a negative self-image. The constant experience of criticism, humiliation, and rejection in the online space affects their self-esteem negatively. This loss of self-worth may also predispose to other mental problems, which poses a vicious cycle that has an impact on the general development and well-being.

On the whole, all three hypotheses of the study were proved, which means that cyberbullying leads to the enhancement of anxiety and depression and the decrease in self-esteem among teenagers. These results highlight that cyberbullying is a complex problem because it influences different domains of mental health at the same time. It is not the one and only issue but the complicated psychological dilemma that must be taken seriously. The significance of the study is also to deal with cyberbullying in the larger social and cultural framework. In most instances, teens might fail to report cyber bullying because of fear or stigma or ignorance. Such underreporting does not allow the problem to be addressed in time and lets it continue. Consequently, the need to spread awareness and provide favorable conditions under which adolescents can share their experience is critical.

In practical terms, the findings indicate that efforts should be made by parents, schools, and policymakers to work together. Parents are expected to communicate freely with their children and offer them emotional support. Clear policies against bullying should be enacted in schools and counseling services rendered to victims. The policymakers need to enforce the regulation of digital safety and engage in the aim of spreading awareness to sensitize the citizens on the dangers of cyberbullying. To sum up, this study has validated that cyberbullying is a severe and harmful effect on the mental health of adolescents. To counter this problem, it is necessary to take active measures, raise awareness, and have effective support mechanisms to save adolescents and ensure their psychological health in a more digitalized world.

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