


Chapter 7

Cyber Bullying, Trolling, and Online Aggression

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ABSTRACT

Cyber bullying and internet trolling are forms of online aggression that have become increasingly prevalent. Research indicates that individuals engaging in these behaviors often exhibit low self-esteem, low conscientiousness, and low internal moral values (Zezulka & Seigfried-Spellar, 2016). Trolling has been associated with personality traits such as psychopathy, narcissism, and sadism (Aydın et al., n.d.). Studies have found a significant relationship between offline aggression and online trolling behavior, suggesting that aggressive individuals tend to maintain their aggression in online spaces (Strimbu & O'Connell, 2021). However, there are inconsistencies between offline and online self-presentation for highly aggressive individuals. Detecting cyber bullying and aggression on social media platforms like Twitter is possible through machine learning algorithms that analyze text, user, and network-based attributes.

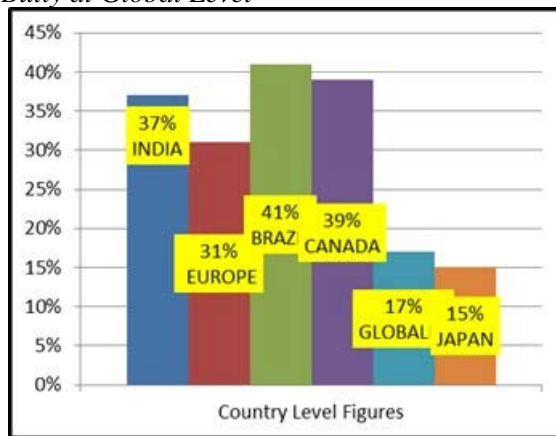
1. INTRODUCTION

Digital communication technologies, such as social media platforms, messaging apps, online gaming environments, and emerging immersive environments like the metaverse, have become central to communication, learning, and relationship-building between young and old. Along with these opportunities, these spaces have given rise to new forms of hate and harassment, collectively known as cyber bullying. This term encompasses cyber bullying, trolling, verbal abuse, privacy violations, and

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coordinated harassment campaigns, each varying in ideology, intensity, and social impact. Schools, families, policymakers, and platform designers are increasingly recognizing that cyber bullying is not an isolated problem but a social engineering phenomenon shaped by human consciousness, platform power, and digital culture. Despite extensive research in psychology, communication studies, education, and human-computer interaction, the field remains fragmented. Definitions vary across studies, measurement instruments are inconsistent, and prevalence estimates vary widely depending on sampling methods, age groups, and instruments used. As the reviewers of this manuscript rightly point out, many reports provide estimates without clarifying the methodology, making it difficult to compare findings or draw conclusions based on evidence. This lack of consistency limits theory building and undermines the development of effective prevention and intervention strategies. To address these challenges, this chapter uses a survey research approach. Survey research is appropriate for this topic because it allows for a systematic mapping of definitions, theoretical models, measurement instruments, prevalence, level content, and interventions across different research traditions. The survey is not intended to produce broad general statistics; rather, it is intended to clarify how online bullying is conceptualized and measured, the types of intervention models that are consistently reported, and the extent to which knowledge gaps remain.

Figure 1. Cyber Bully at Global Level



1.1 Psychology of Virtual Bullying

Virtual bullying, often referred to as cyber bullying, is not simply face-to-face aggression. Rather, it stems from a unique set of psychological processes that shape

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