Peculiarities of Manifestation of Student Youth' Roles and Positions in the Cyberbullying Process

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Abstract: To date, with the spread of the global pandemic, more and more student youth are involved in learning and living in cyberspace. Isolation and self-isolation contribute to the transfer of communication to cyberspace, which leads to more young people being in online space. However, as the authors point out, along with the intensification of communications, there are also destructive manifestations of behavior in the Internet space, which include cyberbullying. Cyberbullying is a systematic manifestation of destructive behavior, which contains a socio-role structure, where the initiator or group of bullies are morally and psychologically bullying in order to harm the victim, using information and communication tools. The growth of cyberbullying among student youth leads to demotivation in educational activities, low self-esteem, and even to post-traumatic stress disorder, etc. This encourages scientists, psychologists and teachers to study this phenomenon more deeply to understand its nature, causes, possible psychological diagnosis and, further, to create tools for psychoprophylaxis and psychocorrection, which aims to help the younger generation develop harmoniously as personalities, as well as future professionals. To date, the holistic method of diagnosing the manifestations of cyberbullying and uncertain features of its impact on student youth is insufficiently developed in psychology. The proposed study will expand knowledge about the means of detecting psychological violence in social networks in terms of professional training and personal development of students, which has theoretical and practical significance in psychological and pedagogical activity. The article highlights the results of the study of cyberbullying manifestations among student youth, which are due to the factors of the negative impact of information and communication technologies on the process of their formation in the digital space. The aim of the article was to identify the features of the manifestation of cyberbullying and its impact on student youth. Methods of empirical research: to detect cyberbullying among students, the method to identify roles and positions held by young people (author Norkina O.; modification of Podkopaieva Y., Hordiienko K.), method "Determination of self-esteem level" (author Kovalev S.), individual interviews, questionnaires were used. Within the survey method, the questionnaire of Makarova O. "Psychological features of cyberbullying as a form of Internet crime" (modified by K. Hordiienko) was used. To process and interpret the measurement results by comparing primary self-assessment statistic data from different groups, namely cyberbullies, assistants, defenders, victims and witnesses, the percentages of obtained data, descriptive statistics and the Kolmogorov-Smirnov criterion for one sample using IBM SPSS Statistics Base 22.0 were used. Based on the obtained results and their comparison, tables and figures of data to be analyzed were constructed. Results: the motives for the use of social networks by students are clarified; the roles and dominant types of student positions during cyberbullying are specified; the peculiarities of the response of young people to cyberbullying in social networks are determined; the correspondence between the roles and positions occupied by students during cyberbullying and their self-esteem is established. Empirically, new data on cyberbullying among students have been obtained, which will provide an impetus for the development of methods of prevention and psychocorrection of Internet violence among students of higher education institutions and improvement of knowledge and understanding in the field of cyberpsychology. The quality of the research is the new results about cyberbullying, its features, manifestations, roles and their relationship with self-esteem, which expands understanding and concretizes the problem among students, and thus gives an understanding of how to deal with this negative phenomenon.

Index Terms: Cyberpsychology, cyberbullying, psychological violence, self-esteem, social networks, student youth.

1. Introduction

The problem of cyberbullying among student youth is due to increased stress, which in our opinion is caused by the factors of the negative impact of information and communication technologies on the process of their formation in the digital space. After all, bullying in cyberspace causes violence, which negatively affects the psychological state, socialization and further development of modern youth.

This problem is considered in domestic studies (Voiskunsky O., Lubenets I., Naidenova L., Fomichenko A., Mikheeva O., Soldatova G., Makarova O.) and in foreign studies (Aiken M., Belsey B., Bernal C., Kalender K., Wigderson S., Lynch M., Keith S., Martin M., Mehari K., Farrell A., Le Anh-Thuy H.). However, to date, the nature of the impact has not been sufficiently studied, the main determinants have not been identified, psychological tools have not been developed, and ways of psychological correction of cyberbullying have not been proposed.

The availability of all electronic means of communication, the constant presence of young people in social networks often leads to the formation of Internet addiction, the lack of desire to communicate with peers, asociality and loss of sense of reality. Manipulating the minds of young people, they are invited to various dangerous groups, online communities, online games and more. Through social networks, chats, blogs, people are harassed on the Internet, cases of anonymous bullying and aggression on social networks are growing, as a result of which the tendency to violent behavior is intensifying and the number of suicides among young people is increasing. Such adverse factors of influence on youth affect the challenge for education to develop new technologies and find effective ways to prevent cyberbullying among students in higher education, improve knowledge and understanding in the field of cyberpsychology, which is the goal of this scientific direction. Based on the studied and outlined issues, the purpose of our psychological theoretical and empirical research was to test the methods of cyberbullying research, to study self-esteem as a possible determinant of the position and role in the act of violence on the Internet.

2. Related Work

In the process of scientific analysis of the problem of cyberbullying in social networks, its deep nature has been established. Modern scientists, studying the problem of this psychological phenomenon, have substantiated the position on the development of cyberbullying on the Internet. Thus, social networks are an Internet service that allows any user of the network to create a public or semi-public profile in a system managed by a third party; share experiences with other users who, depending on the self-confidentiality of their profile, may have access to all subscribers and their subscribed lists (Boyd, 2007; Boyd & Ellison, 2007), where the authors pay attention to the peculiarities of the use of innovative communication technologies. We agree with their ideas, taking into account the definition and application of the Internet in the communication process.

The works of foreign authors emphasize: the spread in recent years of social networks that have opened up space for youth interaction (Chew & al., 2011); prevalence of online communication regardless of family income and Internet access (TCA, 2011); features of relationships inside and outside the network (Subrahmanyam & al., 2008; Gross & al., 2002). The works and their essence demonstrate the trends of development and perception of social networks by modern society. It is important to note that the vast majority of Internet access points are mobile devices and free Wi-Fi. The use and access to social networks has become a new social environment for young people, a space for building a social identity with their peers, sometimes without parental control or advice.

The next that we have to reveal in scientific papers is the main reason for creating an account on social networks is communication, because it removes communication barriers (Barker, 2009; Ellison et al., 2007), encourages you to understand the need to be available and active in a virtual environment (Bringué & Sádaba, 2009), and also actualizes such values as social integration, i.e. the process of finding friendship among one's peers (Mazur & Richards, 2011; Pfiel & al., 2009). Communication helps personalities assert themselves in front of other members of the network by maintaining patterns in relationships throughout time online and offline (Mikami et al., 2010). According to the number of subscribers through online communication there is a social recognition of a person (TCA, 2008). On the other hand, for example in [3], the desire to interact with others, to meet members of the network, even strangers. We agree with the authors that the needs for the Internet are different and depend on the direction of personal interaction.

At the same time, in the process of studying new technologies based on meeting the social, cultural, economic and information needs of human, the definition of the content of the problem of cyberbullying is being stated (Voiskunsky O., Naydonova L., Makarova O., Wigderson S., Lynch M., Mehari K., Farrell A., LeAnh-Thuy H., etc.) [16, 17, 19, 20, 22, 28, 30]. This tendency, noted in the works of the above authors, suggests that the needs and motives for the Internet can be destructive and manifest themselves in appropriate behavior (cyberbullying).

In article [2], the concept of cyberbullying was first defined by Belsey B. New risks of violence in the digital age in their studies study Berson I. et al. [4]. The connection between bullying on the Internet and depressive states is defined by Ybarra M. [31]. The paper [10] is devoted to the culture of behavior on the Internet. Meanwhile, Parfentiev U. pays attention to the development of Internet security and interprets cyberbullying from the point of view of the legal

framework [21, 23, 32]. These sources and views on cyberbullying need to be systematized, integrated into a single concept, and studied in a separate branch of psychological science, such as cyberpsychology or Internet psychology.

Internet psychology or cyberpsychology, which includes knowledge about the activity of mental processes, states, properties, dominants and means of using Internet services, manifestation of communication and behavior in networking, etc. carries out the study of theoretical, practical and methodological issues of cyberbullying in cyberspace (Voyskunsky O., Aiken M., Kent L., etc.) [1, 11, 28].

According to the ideas of cultural and historical psychology, computerization, technology and the use of the Internet are a new period of symbolic mediation of both internal and external human activities in the cyber environment (Vygotsky L., Baudrillard J., Cole M., etc.) [6, 29]. It is possible to thoroughly refer to the statements of these authors, but there are other views on the science that studies violence on the Internet. In the work [27] of Tikhomirov O. the principles of computerization psychology as a branch of general psychology were created. Thus, the authors considered cyberpsychological science in the system of other sciences, however, we believe that the development of social networks and the involvement of users in them is extremely attractive to cyberpsychologists, as psychologists of a separate psychological direction, because it provides an opportunity to remotely provide assistance to customers, expand the boundaries of existing services and more.

3. Methodology of Research

At the same time, especially in the conditions of quarantine, the development of information and communication technologies in the field of education becomes the basis for the development of modern learning tools, promotes awareness, communication and makes the learning process more effective. Thanks to modern technologies, students have the opportunity to listen to lectures, communicate with each other and teachers, participate in seminars, attend various international webinars, conferences, use links, sites, web-applications, electronic libraries, etc. (Lubenets I.) [15]. However, their reckless use causes threats from the virtual world, such as cyberbullying, flaming (fights), hate (constant grueling attacks), trolling (slander), fraud (incarnation, extortion of confidential information and its dissemination), alienation (isolation), stalking (harassment, persecution) and bullycide (death due to bullying), the consequences of which can be extremely disappointing [9, 13, 24, 33, 34]. This list is our result of the types of cyberbullying based on the works of the authors.

Most often, cyberbullying manifests itself in the form of socio-psychological violence on the Internet. That is why important for our study is the definition in which cyberbullying scientists understand the modern form of aggressive behavior, information terror, moral and psychological destruction, which involves systematic violence by a bully or a group of bullies to annoy, harm, humiliate, intimidate, violate the rights to safe education, respect, honor, dignity, property, health and life, restrict the freedom of expression of the victim, etc., using information and communication tools (Averyanov O., Lubenets I., Naydenova L.) [15, 19]. Cyberbullying includes "bullying or harassment using any electronic means, which may include e-mail, messaging, blogs, online games and websites" [5, p. 2]. From classical bullying, cyberbullying differs in scale and pace of information dissemination through a large audience on the Internet, impunity, anonymity, the ability to "bully" the victim regardless of time and place, prevalence in modern youth space, etc. (Lubenets I., Makarova E., Naydonova L.) [6, 11, 29].

However, we believe that when considering the concept and essence of the concept it is necessary to note and emphasize its socio-role structure and interaction between participants. Usually, the cyberbullying system, as a form of violence, includes bullies (aggressors), witnesses and victims. These roles can spread around, change, be initiated by bullying and harassment on social networks (Wigderson S., Lynch M.) [18, 30].

In the works [9, 15, 22, 25, 26, 33] нами виявлено, що cyberbullying in the social network is quite common among young students (17-25 years), which is extremely alarming, because adolescence is a hypersensitive stage of development and formation of personality in educational and professional activities, as well as in the intimate and family sphere, which later become a guarantee of human achievements in future life (Erickson E., Samal O., Stolyarenko L., Havinghurst R., etc.). This statement is given by us on the basis of studying the works of these authors, and gives impetus to the study of this phenomenon among student youth.

Researchers who surveyed boys and girls with the problem of cyberbullying (Mehari K., Farrell A., LeAnh-Thuy H., etc.) point out that victims of cyberbullying are characterized by suicidal behavior, increased anxiety and low self-esteem, suffer from insomnia, depression, however, almost never ask others for help due to non-recognition of the problem or negative experience, lack of help [30]. Witnesses of cyberbullying show signs of self-doubt, nervousness, sudden and frequent mood swings that affect their behavior. At the same time, despite the manifestations of cyberbullying aggression, their psychological superiority, authoritarianism, narcissism, imbalance, inferiority complexes or excessive self-esteem, they also often remain lonely.

Therefore, the problem of cyberbullying is relevant today, because it becomes a serious threat to the psyche of young people and shapes the behavior of all participants in the cyberbullying process. That is why the manifestations of cyberbullying in the student youth space should not be ignored by society and all participants in the educational process in higher education institutions and beyond. Modern scientists, teachers of higher education institutions must develop the right, adequate strategies for recognition and intervention in the process of cyberbullying; techniques for sufficient

prevention of cyberbullying, to create a socio-psychological culture to combat cyberbullying and the use of technological precautions; to create appropriate programs to combat cyberbullying, primarily on the basis of raising awareness of all participants in the educational process about this problem.

3.1. The aim of the study

In the process of studying at a higher educational institution, teachers-psychologists of the Department of Aviation Psychology of the National Aviation University are concerned about the problem of cyberbullying on the Internet. Accordingly, the aim of the article is to empirically identify the manifestations of cyberbullying and the nature of its impact on student youth, namely: finding out the motives for the use of social networks by students; identification of roles and dominant positions of students during cyberbullying; identifying the characteristics of young people's response to cyberbullying on social networks; formation of the relationship between the roles and positions occupied by students during cyberbullying and their self-esteem.

3.2. Contribution of paper

The proposed study will expand the knowledge of the means of detecting psychological violence in social networks in terms of professional training and personality development of students, which has theoretical and practical significance in psychological and pedagogical activity. Empirically obtained new data on cyberbullying among students will provide an impetus for the development of methods of prevention and psychocorrection of Internet violence among students of higher education institutions and improvement of knowledge and understanding in the field of cyberpsychology. The results obtained will be the impetus for the formation of recommendations for reducing cyberbullying among students with the possibility of their implementation in the practice of higher education institutions.

4. Methods

To achieve the goal and solve the tasks, a set of research methods was used: theoretical (analysis of scientific papers on the research problem, their classification and systematization); empirical (diagnostic method for detecting cyberbullying among students, the method to identify roles and positions held by young people (author Norkina O.; modification Podkopaieva Yu., Hordiienko K.), method "Determination of self-esteem level" (author Kovalev S.), individual interviews, questionnaires. Within the survey method, the questionnaire of Makarova O. "Psychological features of cyberbullying as a form of Internet crime" (modified by K. Hordiienko), statistical data processing methods (percentage of obtained data, descriptive statistics and Kolmogorov-Smirnov criterion for one sample using IBM SPSS Statistics Base 22.0) were used. Based on the obtained results and their comparison, tables and figures of the data to be analyzed were constructed.

Thus, the chosen methods contribute to the goals of the study: through the use of the questionnaire of Makarova O. "Psychological features of cyberbullying as a form of Internet crime" it is possible to clarify the motives for students to use social networks and their reaction to cyberbullying [8]. Instead, the methodology for identifying the roles and positions held by young people meets the goal of determining the dominant roles and positions of the studied students during cyberbullying. The results obtained by the method described earlier, in symbiosis with the data obtained by the method of "Determining the level of self-esteem" provide an opportunity to identify the relationship between the roles and positions of students during cyberbullying and their self-esteem.

We were interested in whether the dominant role and position of students under the act of cyberbullying depends on the level of self-esteem and how much their own subjective assessment will coincide with the results of current valid standardized psychological methods. We have not found effective valid standardized methods that allow to identify the level of propensity for cyberbullying and dominant behavior during this act of violence, and even more to empirically prove the relationship between the roles of this phenomenon with the self-esteem of boys and girls. However, the questionnaire can be used to draw certain conclusions based on students' subjective opinions and identify general tendency in this age group regarding the manifestations of cyberbullying, namely: their motives for being on the Internet, knowledge, thoughts, emotions, experiences and reactions when contemplating or participation in bullying in cyberspace. Therefore, we used the existing methodology in the form of a questionnaire "Bullying structure" (author O. Norkina, 2016), where the author defines the roles and positions during bullying, and adapted the questions to cyberbullying. In addition, we applied the developed questionnaire, which is based on the study of O. Makarova (2016) "Psychological features of cyberbullying as a form of Internet crime" [7, 8].

Based on the above, in the course of empirical research we found the presence of manifestations of cyberbullying and the nature of its impact on student youth; motives for the use of social networks by students; features of youth response to cyberbullying on social networks; dominant types of students' position during cyberbullying. The correspondence between the roles and positions occupied by students during cyberbullying and their self-esteem in the student youth space was established.

The experiment involved 105 students of various specialties of the National Aviation University (Kyiv), aged from 18 to 22 years. All students were active Internet users and had registered accounts on several popular social networks. The time spent on the Internet ranged from 6 to 10 hours a day.

Our study complied with the Law of Ukraine "On Personal Data Protection" № 324-IX from 03.12.2019, the main provisions of the Code of Ethics of psychologists, Professional Standard of Practical Psychologist, approved by the Ministry of Education and Science of Ukraine dated 31.05.2017 № 373.

The students were guaranteed the right to anonymity and to the confidentiality of the results. The questionnaires and methods were administered collectively during studying hours, after the university had given its authorization and the students had voluntarily agreed to participate. Professional psychologists and teachers gave the students instructions on how to answer the tests and helped them during the psychodiagnostics. The obtained results have been reported and discussed with each student separately.

5. Result Analysis

Analysis of the results of Makarova O.'s questionnaire "Psychological features of cyberbullying as a form of Internet crime" (modified by K. Hordiienko) and method for identifying the roles and positions occupied by young people (author Norkina O.; modification of Yu. Podkopaieva, K. Hordiienko) showed that all surveyed students (100%, 105 students) are registered on social networks. Of these, 98.1% are registered in more than one network, the most popular are: Instagram - 98.1%, Facebook - 96.2%, Telegram - 95.2%, Viber - 93.3%, YouTube – 80.0%. Of these, 76 people (72.4%) have many followers on social networks; 29 people (27.6%) have subscribers from their student group, on average students spend from 6 to 10 hours on social networks. Thus, the use of social networks is commonplace for today's student youth.

According to 90.5% of respondents (95 people) appearance is not important for communication on social networks, the main thing is to be an interesting person; 54.3% (57 people) find their subscriber friends pleasant; 72.4% of respondents (76 people) do not feel worse than their friends on the social network.

At the same time, 9.5% (10 people) of respondents said that they would not communicate with a person if he or she did not look good; 45.7% (48 people) have several friends in the network who do not like to communicate; 18.1% (19 people) of participants sometimes consider themselves worse than friends from the social network.

The main motives for using the Internet are communication with relatives, friends, close ones - 86.6% (91 people), information retrieval - 82.0% (86 people) and entertainment - 96.2% (101 people). According to the student youth, with the help of the Internet you can communicate at a great distance from each other, easily achieve the feeling of being in the company of friends, expand the boundaries of communication; escape from trouble to the virtual world, from interpersonal misunderstandings or daily routine. Most students perceive social networks as: a communication resource that creates a facilitated social effect when you can easily break off or disconnect on your own initiative; content of useful information; the opportunity to distract from something, relax, have fun during a period of forced waiting or a trip in transport. And this suggests that over time, they may develop a need for a permanent stay online, from which students will no longer be able to get rid of by themselves.

According to Liutyi V., a certain dependence on social networks as a convenient tool for maintaining social contacts is a normal culturally conditioned state of modern man [14, p. 6-12]. However, the social network Internet is often used only out of habit, the student feels an unconscious desire to do so to regain a comfortable psychological state, which may result in obsessive desires to manipulate data and interact with other users on the social network, inability to control duration and intensity of this activity and coordinate it with other vital activities, despite the possible negative consequences.

It turned out that 95.2% of students (100 people) often had cases when they planned to go to the Internet for only a few minutes, but actually spent a few hours there, 2.9% (3 people) - rarely, 1.9% (2 people) - never. The revealed phenomenon is to some extent explained by the fact that during the period of passive contemplation of the life of others in the network the user's own life as it was, as it remained, really nothing happened in it [20, p. 55]. Naydonova L. notes that some users on social networks mostly follow the lives of others and talk much less about themselves. While they are watching others, their own life is wasted, that is, in fact, in social networks is supposed to live "the lives of others" [20, p. 56]. Examining the attitude of students to social approval in the network, it should be noted that the majority of students (64.8%) show independence to approval; 35.2% - indicate the appearance of negative emotions in the absence of expected support.

In addition, 62.9% (66 students) agreed that cyberbullying often occurs on the social network (hooliganism, hate, trolling, harassment, discrimination, harassment in comments, etc.); 90.5% of respondents (95 people), witnessing insults on the Internet, felt injustice and wanted to protect friends-subscribers who were ridiculed; 81.0% of respondents (85 people) would try to stop cyber-violence and find out what is going on, as 81.9% of respondents (86 people) believe that any discussion can be resolved "peacefully". The identified data best characterize the psychological characteristics of "defenders of victims" of cyberbullying, who have the greatest authority, are less likely to be exposed and violent towards others, and their high self-esteem and compassion allow them to understand and help "victims" (Glazman O., Norkina O.).

At the same time, 27.6% (29 people) believe that cyberbullying is almost non-existent; 18.1% (19 people) confirmed that bullying and demonstrating force in comments could resolve a discussion in certain circumstances; 9.5% of respondents (10 people) will pass by the manifestations of violence in the network, because mockery of friends-subscribers does not concern them, and they have nothing to do with it. However, 9.5% of respondents (10 people) said that they would definitely stop and watch the development of cyberbullying among subscribers out of curiosity. The identified data best characterize the psychological characteristics of "neutral" participants in cyberbullying, or "witnesses" who have a high level of tolerance to violence, which allows them to stay away from conflicts (Glazman O., Norkina O.).

It was found that 44.8% of students (47 people) do not feel angry when bullying online, 27.6% (29 people) sometimes feel angry during cyberbullying, 18.1% (19 people) - constantly, and 9.5 % of subjects (10 people) - often. Besides, 9.5% of respondents (10 people) believe that cyberbullying does not exist at all.

The analysis of the final results of the survey responses using these methods provided an opportunity to identify the roles and positions of student youth during cyberbullying, which is illustrated in Figure 1.
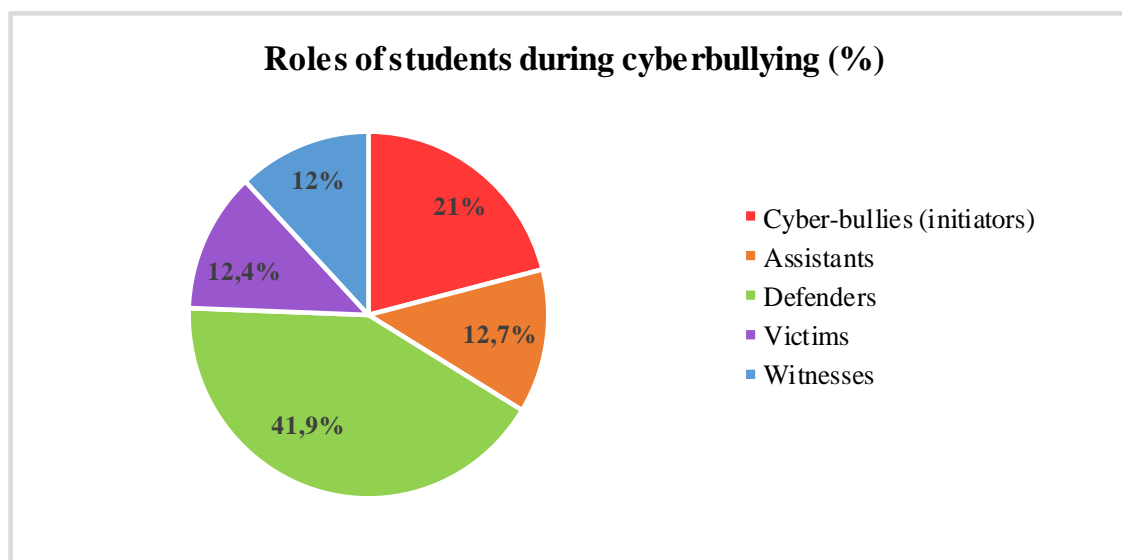

Fig.1. Distribution of the results of the ratio of student youth roles and positions during cyberbullying

Thus, 41.9% of students demonstrate the position of defenders of the "victim" of cyberbullying, have authority in the social network and among students, the least demonstrate cyberbullying in relation to others and are able to respond properly to its manifestations by others.

At the same time, a group of students (21.0%) who were initiators of cyberbullying and showed aggression on social networks was identified. The survey found that these students had problems with socio-psychological adaptation in the family and educational and professional activities, suffered from their own deviant behavior, aggression, authoritarianism, imbalance, inferiority complexes and showed systematic abuse to harm the victim (strangers, classmates, relatives, teachers, etc.), using information and communication tools. 12.7% of students were assistants of cyberbullies and sought to help and imitate the initiator through the effects of infection, their own complexes and fears, as well as the desire to be socially belonging and strong in the eyes of others.

In addition, a group of students (12.4%) who fell victim to cyberbullying was identified. During the conversation, they showed signs of increased anxiety and low self-esteem, isolation, loneliness. According to them, they feel psychological violence, danger and never seek help from others. 12.0% of students are witnesses of cyberbullying, most often they stay away and show abrupt changes in mood, self-doubt, which affects their behavior and inaction.

The majority of respondents 96.2% (101 people) identified that they live in a time of digital transformation of society; 76.2% (80 people) believe that the number of psychological violence on the Internet has increased in recent years; 58.0% (61 people) of the respondents associated an increase in cyberbullying through COVID-19 quarantine and self-isolation. The most favorable social network for bullying 32.5% (34 people) of respondents identified Instagram, and 28.6% of respondents (30 people) noted the most popular manifestation of cyberbullying - hate (73.7%).

Nevertheless, 22.8% of respondents (24 people) did not report the experience of psychological violence because they do not trust others; 22.8% of respondents (24 people) tried to solve the problem on their own; 26.7% (28 people) did not admit to acts of violence; 7.7% (8 people) did not want to talk about it; 5.7% (6 people) did not believe in the seriousness of what happened; 4.7% (5 people) did not receive help from others.

After receiving an insult on the Internet, 18.4% (19 people) felt humiliated; 7.4% (8 people) of the respondents tried to change something in this situation on their own; 4.5% (5 people) blamed themselves; 3.6% (4 people) admitted

that this situation affected their personal lives; 1.9% (2 people) - tried to forget about the event due to bad habits. In general, respondents agree that self-esteem suffers the most from cyberbullying (84.5%).

The above empirical data provided an impetus for identifying and establishing the relationship between the roles and positions held by students during cyberbullying and their self-esteem. For this purpose, the method "Determination of self-esteem level" (author Kovalev S.V.) was used [12]. Based on the obtained results and their correlation, a data table was constructed, which was subject to analysis (see table 1).

Table 1. The results of identifying the level of self-esteem in accordance with the roles played by students during cyberbullying

		Roles (%)				
		Cyberbullies	Assistants	Defenders	Victims	Witnesses
Self-esteem levels (%)	High	31,8	15,4	61,4	7,6	30,7
	Average	22,7	53,9	25	23	38,4
	Low	45,5	30,7	13,6	69,4	30,7

Thus, those students who showed and supported cyberbullying have a low level of self-esteem (45.5%), victims of bullying are also dominated by low self-esteem (69.4%); defenders of victims, on the other hand, have a high self-esteem (61.4%); witnesses (38.4%) and bullies' assistants (53.9%) showed an average level of self-esteem, although the latter showed a tendency to lower self-esteem.

Descriptive statistics and the Kolmogorov-Smirnov criterion for one sample using IBM SPSS Statistics Base 22.0 were used to process and interpret the measurement results by comparing primary self-assessment statistics from different groups, namely: cyberbullies, assistants, defenders, victims and witnesses. Based on the obtained results and their comparison, a data table was constructed, which was subject to analysis (see table 2).

Table 2. Distribution of self-esteem determination results according to the roles played by students during cyberbullying

Roles	Number of persons with corresponding dominant role (N)	The average value of self-esteem (M)	The standard deviation (σ)	Statistics of Kolmogorov-Smirnov (z)	Asymptotic significance (p)
Cyberbullies	22	50,4	30,04	0,143	0,2
Assistants	13	40,6	13,8	0,153	0,2
Defenders	44	24,7	11,9	0,199	0,00
Victims	13	79,23	32,7	0,73	0,2
Witnesses	13	37,5	14,9	0,146	0,2

Thus, the results of the obtained tabular data confirm that the average value of self-esteem (M) among cyberbullies is 50.4 p. (low level of self-esteem), assistants - 40.6 p. (average level of self-esteem), defenders - 24.7 p. (high level of self-esteem), and victims - 79.23 p. (low level of self-esteem), witnesses 37.5 p. (average level of self-esteem). According to Kolmogorov-Smirnov statistics, which contains z-values, the level of significance for all indicators means that the distribution of values of variable cyberbullies (0.2), assistants (0.2), defenders (0.00), victims (0.2) and witnesses (0.2) is normal ($p > 0.05$).

The results confirm the idea that low self-esteem mediates victim behavior, or "inferiority complex", which gives cyberbullying the impetus to assert itself at the expense of others. Although bullies' assistants are characterized by an average level of self-esteem, the tendency to a low level is explained by the attempt to adapt to the thoughts of the strongest, the desire to be socially belonging and strong in the eyes of others. Uncertainty of witnesses and their average level of self-esteem development demonstrate their uncertainty and detachment from what is happening. Victims'

defenders have the highest level of self-esteem, responding appropriately to the comments of others and rarely doubting their actions, which helps them to sympathize with others.

6. Discussion

In accordance with the results obtained, all correlations correspond to the logic of psychological processes. The obtained results mean that the manifestation of a dominant position in cyberbullying depends on the student's self-esteem, i.e. self-esteem mediates behavior not only in real life but also in the virtual. Suggestions for future research are to further identify the causes of cyberbullying as an act of violent behavior in the students environment, which in the long run will provide a better understanding of this phenomenon, its causes, determinants, and therefore understanding of means to prevent and combat this negative phenomenon, preventive and psych corrective measures.

7. Conclusion

Cyberbullying among student youth manifests itself in the form of psychological, social, sexualized, educational, and others violence through the use of innovative communication technologies, becomes a serious threat to the psyche of young people and their formation in the profession and family. These processes occur due to the public accessibility, convenience and uncontrollability of the dissemination of information. We consider cyberbullying as a systematic manifestation of destructive behavior, containing a socio-role structure, where the initiator or group of bullies are morally and psychologically bullying in order to harm the victim, using information and communication tools.

Furthermore, at the theoretical stage of the study, we substantiated that the systematic manifestations of cyberbullying on the Internet shape the behavior of all participants in the cyberbullying process, namely victims, bullies, witnesses, defenders and assistants of the bully. Accordingly, victims of cyberbullying are characterized by suicidal behavior, increased anxiety and low self-esteem, insomnia, depression, do not seek help from others due to non-recognition of the problem or negative experience. Even witnesses to cyberbullying show signs of self-doubt, nervousness, sudden and frequent mood swings that affect their behavior. Cyberbullies, although showing a high level of aggression, psychological superiority, authoritarianism, narcissism, imbalance, inferiority complexes or excessive self-esteem, they often remain lonely.

Based on the use of empirical and mathematical research methods, it was found that the main motives for students to use social networks are to communicate with family, friends, relatives, search for information and entertainment. We found that most students demonstrate the position of defenders of the "victim" of cyberbullying, have authority in the social network and among students, the least cyberbullying in relation to others and are able to respond properly to its manifestations by others. The results support the hypothesis that low self-esteem mediates victim behavior or aggressive cyberbullying behavior, average self-esteem corresponds to the roles and positions of an assistant or witness, and victims' defenders have the highest level of self-esteem.

Thus, the main goal of empirical identification of the peculiarities of cyberbullying and its impact on student youth was achieved, namely: the motives for the use of social networks by students are clarified; the roles and dominant positions of students during cyberbullying are highlighted; the peculiarities of the response of young people to cyberbullying in social networks are determined; the relationship between the roles and positions occupied by students during cyberbullying and their self-esteem is established.

This work advances the field from the present state of knowledge, the new results about cyberbullying, its features, manifestations, roles and their relationship with self-esteem have been obtained, which expands understanding and specifies the problem among students, and thus gives an understanding of how to deal with this negative phenomenon.

The obtained results will be used for the development of prevention methods and the formation of recommendations for reducing Internet violence among students in higher education institution. In future works, the impact of cyberbullying on other mental phenomena and social phenomena of students, such as needs satisfied by the Internet environment, dominant emotions and states, behavior characteristics, level of moral responsibility, which will give an impetus to a better understanding of the phenomenon and its possible psychological correction. That is, as research into cyberbullying deepens, more academic value is expected for correcting deviant online behavior among adolescents.

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