

# Bullying Risk Based on Victim's Narcissism Status

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**ABSTRACT.** This research uses an exploratory method to determine status updates on Facebook as a form of victim behavior that can pose a risk of bullying. The research samples involved 50 students in the PPKn S1 Study Program. The research focused on the tendency of victim behavior and bullying. This study explores survey methodology and analysis of differences to help determine what victims' actions contribute significantly to bullying. The systematic search found four categories of activity renewal: campus activity, social activity, family, and joking. The act of bullying is the first comment a peer network provides. The systematic search found three categories, namely nicknames / bad names, ridicule and intimidation. The results showed that status renewal related to campus activities followed by excessive self-performance was significantly associated with bullying in the form of giving bad nicknames / names. The results also show that the risk of giving a bad nickname / name is significantly affected by the status renewal related to campus activities. There is a significant difference in the risk of bullying between men and women in all bullying acts.

**Keywords:** bullying, Facebook, student, campus activity.

## 1. INTRODUCTION

The number of teenagers using social networking sites (SNS) such as Facebook is so massive. Unfortunately, SNS has also become an environment where users can target and harass other users. This phenomenon is usually called cyberbullying [1]. In the literature, cyberbullying is defined as aggressive acts, deliberately carried out by groups or individuals, using a form of electronic contact, repeatedly and from time to time against victims who cannot easily defend themselves [1,2]. Publications have reported rates of cyberbullying predisposition in adolescents ranging from 6% to 30% [3] and its impact on emotional, cognitive, and behavioral such as social anxiety (Dempsey, Sulkowski, Nichols, & Storch, 2009), a concentration of which poor [7], suicidal thoughts and behavior [2] and lower school grades and poor school attendance. Considering the negative effects, it is important to identify the factors that affect the risk of victims of cyberbullying.

Victim cyberbullying has been defined as the perception of a person being exposed to either temporarily or repeated aggressive acts originating from one or more other people [8]. There are several factors that can influence victim risk, including the characteristics of the perpetrator, environmental factors, or victim behavior [9]. Research to identify victims' actions and behaviors in terms of the likelihood of being targeted by others, as suggested by the victim precipitation model [10] is as important as focusing on perpetrators and environmental factors.

According to the victim precipitation model, behavior either intentionally or not poses a risk of cyberbullying [11]. The victim precipitation model has been used extensively in the criminal literature [8] and

has been applied empirically in research investigating the role personal characteristics (Coyne et al., 2000), conflict management style ((Aquino & Bradfield, 2000) and other organizational variables [12] regarding the risk of victims of bullying in the workplace. Therefore, the victim precipitation model can provide a theoretical framework for research on factors affecting the risk of victims of cyberbullying.

Behavior that can be related to the risk of victims of cyberbullying is self-presentation. The relationship between the ways in which adolescents show themselves (self-presentation) themselves on SNS and the risk of cyberbullying is interesting to study. Show yourself is the main feature of SNS because the site displays a personal profile that displays a list of friends, personal information, and photos. Narcissism is a form of self-presentation [13].

Narcissism refers to high self-esteem, and researchers usually distinguish between at least two types of narcissism: grandiose and vulnerable [14]. Narcissists who are grandiose as overly confident, extra, narcissistic, and socially competent [15]. Susceptible narcissists tend to appear shy, neurotic, and somewhat introverted in first encounters [15] but can also be considered rude, arrogant, and arrogant after longer meetings [14]. It is known that narcissism is associated with increased bullying (threatening), teasing (teasing), and satire (bad name calling).

This study aims to understand the factors related to victim's narcissistic behavior at the risk of victims of cyberbullying so that interventions for cyberbullying prevention can be developed and a safer SNS environment can be established. More specifically, this study aims to determine the frequency of cyberbullying on Facebook and a behavioral model of Facebook profile pages that, when used or used in

certain ways, is associated with the risk of cyberbullying among adolescents.

## 2. LITERATUR REVIEW

### 2.1 Bullying

Previous research investigating factors affecting the risk of victims of cyberbullying has focused on individual differences. Conflicting results regarding gender roles as predictors of cyberbullying have been reported. While some studies have found no significant difference between men and women [2], [3], other studies have found that women are more at risk than men [5], [6]. Conflicting results have also shown that there is no relationship between age and victimization with some studies finding no association [1], [16]. Meanwhile, other research shows a positive [17] or negative relationship [18].

Research has also focused on the relationship between cyberbullying risk and the degree and nature of internet and computer uses. For example, time spent online and computer skills are significantly positive predictors of cyberbullying victims among participants under 18 years of age [4]. It has also been shown that the likelihood of becoming victims of cyber bullying is higher for those who are more dependent on the internet (1), for example, surfing the internet at the expense of other activities [19]; (2) are more likely to chat with old acquaintances [20] or (3) who provide passwords to others and share personal information [20].

Other research has found a link between being a victim of cyberbullying and being a victim or perpetrator of traditional bullying in a sample of adolescents. Victims of cyberbullying (12-18 years old) have been found to be more than six and a half times more likely to be cyberbullying [10] and more than two and a half times to be victims of traditional bullying under 18 years [4].

### 2.2 Narcissism and Bullying

Results from other studies have confirmed a strong association between victims of cyber bullying and victims of bullying in a sample of children and adolescents [21], [19]. One of the problems regarding previous research on cyberbullying risk factors is that the sample comes from different populations, for example under 18 years, 12-15 years, high school students only) which makes comparison of studies across risk factors and likelihood rates difficult to ascertain.

Recent literature reporting user behavior on social media and the risk of cyberbullying was investigated in children aged 9-16 years [22], [23]. In a study conducted by Staksrud, Olafsson, & Livingstone [23] participants were asked to report the time they spend online each day, how much they know about the internet (digital competence), whether their social

media profiles are set to public / private, whether they have more than 100 contacts, and whether they include specific personal information on their profiles (for examples last name, address, phone number, school, and correct age). The amount of cyberbullying was measured by a dichotomy scale (yes / no) in the last 12 months. The results showed that overall, 8% of the participants who used social media had experienced cyberbullying, while 10% of the participants who used social media and had more than 100 friends had experienced cyberbullying. Those with public profiles and those who displayed their cellphone numbers or addresses were also more likely to experience cyberbullying. However, this difference was not statistically significant.

In a study conducted by [22], participants were asked to provide a Facebook user and password to track and code personal profile features (personal information, status, photo, and number of friends). The results of the study reported that at least the participants had experienced once in the last six months as a victim of cyberbullying. The results showed that: (1) the number of friends (2) victims of intimidation; (3) traditional bullying; (4) total cyber victimization were significantly related to cyberbullying victims. Research also reported that posting information with a higher frequency was associated with the number of cyber-bullying. This means that the more actively a profile owner posted information, the more likely they were to experience cyberbullying.

The weaknesses of these two studies were only concerned with the quantity aspect of the number of logins, the number of posts, and the number of friends. Meanwhile, the content of posts (information) containing narcissism could increase the risk of bullying. Even so, both studies supported a model that showed a relationship between victim behavior and risk levels in victims of cyberbullying.

While the results were interesting, both studies relied on participants' self-reports of their social media behavior, potentially biased memory and self-presentation. In an effort to avoid that problem, researchers investigated self-performance by tracking and coding users' profile pages and their behavior. A number of studies have applied this approach [24] and [25].

The research to be carried out extended the approach of Staksrud et al. [23] dan [22] who had investigated the behavior factor of self-presentation on SNS as a predictor of cyberbullying risk, by coding each profile page feature and content of certain features. Research also focused on risk in adolescence because this period was considered very important in the development of indicated personal identities (Erikson, 1968). In addition, how adolescents showed

themselves could be an important part of identity development [26].

The research to be carried out was exploratory because of the weaknesses of previous research. The aim of the study was to understand victim-related factors that increase the risk of cyberbullying so that successful interventions for cyberbullying prevention can be developed and a safer social media environment can be established. More specifically, this study aims to determine the frequency with which cyberbullying occurs on Facebook and what specific information from Facebook profile pages, when used in certain ways, is associated with the risk of cyberbullying in adolescents.

### 3. RESEARCH METHOD

This study intended to explore the relationship between bullying victim behavior based on the type of status updates performed. Exploration is carried out by exploring and classifying the type of victim's behavior, namely status updates and bullying. After the status update data were taken, they were grouped into four types of updates based on the scope of activities, namely campus activities, social activities, family activities, and joking activities. Likewise, we categorized comments from peer networks into three categories, namely nicknames / bad names, teasing, and threatening. In categorization, we did not include a second comment (second comment) a second time on

comments from friends' networks. We only included the first comment from the friend network on the first status updating.

Pearson product moment correlation was conducted to determine the significance of the relationship between status updates and the number of bullying received by the sample, in order to determine the types of risk that are most vulnerable to bullying based on the type of status update. Furthermore, we carried out regression to find out more about the significance of the effect of status updates on the risk of bullying. Independent sample test was conducted to determine the significance of differences in the risk of bullying between men and women based on the type of bullying.

### 4. RESULT AND DISCUSSION

The samples in this study were students of Universitas Pamulang's Undergraduate study program. Of the 60 who volunteered to provide access, 10 canceled their participation because of not wanting to inform their personal activities. In the initial agreement, we gave volunteers the freedom to cancel when they were not willing to provide their Facebook account access. The total sample who participated in the research activities was 50 samples, consisted of 18 men and 32 women, from 19 until 23 years old. They had Facebook accounts from 2014 to 2017.

TABLE 1. STATISTICS

Gender	Frequency	%
Female	32	64.0
Male	18	36.0
Age		
19	13	26.0
20	10	20.0
21	12	24.0
22	10	20.0
23	5	10.0
Facebook Account since		
2014	13	26.0
2015	14	28.0
2016	13	26.0
2017	10	20.0

Table 2 shows that the sample is active users who always update their status on Facebook with the highest number of activities around campus activities

( $M = 48.86$ ,  $SD = 5,827$ ). This is followed by social activities ( $M = 48.46$ ,  $SD = 6,370$ ) and finally family activities. ( $M = 47.68$ ;  $SD = 5,637$ ).

TABLE 2. STATISTIC OF STATUS TYPE

	N	Minimum	Maximum	Mean	Std. Deviation
Status of campus activity	50	36	64	48.86	5.827
Status of social activity	50	36	63	48.48	6.370
Status of family activity	50	34	59	47.68	5.637
Bad name calling risk	50	43	98	66.84	12.306
Teasing risk	50	44	81	63.04	9.218
Threating risk	50	44	89	66.82	9.540
Valid N (listwise)	50				

#### 4.1 Effect Status on Risk of Bullying

In the current study, we wanted to know the effect of status updating on bullying from friends on Facebook social media. Types of campus activity updates (status of campus activity), social activities (status of social activity), and family activities (status of family activity) are based on reading results on updates to sample status during the last 12 weeks. Bullying is categorized into four categories, namely bad name calling, teasing risk, and threatening risk.

The intimidation (bullying) seen from friends' network comments on Facebook is grouped into four categories, namely bad name calling, teasing, and threatening. Of the three categories, the most common types of bullying were bad nicknames ( $M = 66.84$ ;

$SD = 12.306$ ), followed by attacks ( $M = 66.82$ ,  $SD = 9.540$ ), and taunts ( $M = 63.04$ ,  $SD = 9.218$ ).

#### 4.2 Types of Status Update On Number of Bullying

The correlated test was carried out to determine the relationship between status renewal and the number of bullying performed. Table 3 shows that of the four types of status renewal, only the status related to campus activities has a significant, although negative ( $r = -.274$ ,  $p = \text{value} = .027$ ,  $\text{Sig.} = 0.05$ ). Meanwhile, the other three types of status did not have a positive relationship to bullying.

TABLE 3: CORRELATIONS

		Status of campus activity	Status of social activity	Status of family activity	Status of joke	Bad name calling risk	Teasing risk	Threating risk
Status of campus activity	Pearson Correlation	1	.109	.122	-.018	-.274*	-.008	-.006
	Sig. (1-tailed)		.226	.200	.449	.027	.477	.483
	N	50	50	50	50	50	50	50
Status of social activity	Pearson Correlation	.109	1	-.030	-.121	.021	.041	-.070
	Sig. (1-tailed)	.226		.417	.202	.442	.388	.314
	N	50	50	50	50	50	50	50
Status of family activity	Pearson Correlation	.122	-.030	1	.083	-.172	-.005	-.012
	Sig. (1-tailed)	.200	.417		.284	.116	.487	.467
	N	50	50	50	50	50	50	50
Status of joke	Pearson Correlation	-.018	-.121	.083	1	.203	.034	.052
	Sig. (1-tailed)	.449	.202	.284		.079	.406	.361
	N	50	50	50	50	50	50	50
Bad-name calling risk	Pearson Correlation	-.274*	.021	-.172	.203	1	.117	.100
	Sig. (1-tailed)	.027	.442	.116	.079		.210	.244
	N	50	50	50	50	50	50	50

Teasing risk	Pearson Correlation	-.008	.041	-.005	.034	.117	1	.119
	Sig. (1-tailed)	.477	.388	.487	.406	.210		.205
	N	50	50	50	50	50	50	50
		Status of campus activity	Status of social activity	Status of family activity	Status of joke	Bad name calling risk	Teasing risk	Threatening risk
Threatening risk	Pearson Correlation	-.006	-.070	-.012	.052	.100	.119	1
	Sig. (1-tailed)	.483	.314	.467	.361	.244	.205	
	N	50	50	50	50	50	50	50
*. Correlation is significant at the 0.05 level (1-tailed).								

#### 4.3 Effect Status of Campus Activity On Bad-Name-Calling

Based on the results of the correlation test as shown in Table 3, regression analysis was carried out to determine the effect of status updates on campus activities on types of bad calls / nicknames.

Table 4 shows that the risk of getting bad calls (bad name calling) is significantly affected by the status update in campus activities (DF = 1; 48; p-value = 0.048, Sig. = 0.05), although the contribution of updating campus activity status is so weak (R = .079).

TABLE 4. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.281 <sup>a</sup>	.079	.060	11.933	.079	4.112	1	48	.048	1.909
a. Predictors: (Constant), Status of campus activity										
b. Dependent Variable: Bad name calling risk										

#### 4.4 Bullying Risks for Men and Women

For further analysis, we wanted to know whether there was a difference in the level of risk of bullying between men and women based on the type of status. Independent sample t- test was conducted to determine the significance of differences in the risk of bullying. The results showed that there was no significant difference in the risk of bullying between men and

women in terms of bad name calling (R1 = bad name calling), ridicule (R2 = teasing), or attacks (R3 = threatening). The surprising results are shown in the table that overall there is a difference in the risk of bullying between men and women in the three types of status updates (D = 48; t = 5,824; p-value = .000, Sig. = .05).

TABLE 5. INDEPENDENT SAMPLE T-TEST FOR ALL RISKS OF BULLYING

Levene's Test for Equality of Variances				t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
R1	Equal variances assumed	1.585	.214	-1.424	48	.161	-5.111	3.588	-12.326	2.104

	Equal variances not assumed			-1.346	29.891	.188	-5.111	3.798	-12.868	2.646
R 2	Equal variances assumed	.289	.593	1.344	48	.185	3.622	2.694	-1.795	9.038
	Equal variances not assumed			1.383	38.395	.175	3.622	2.619	-1.679	8.922
R 3	Equal variances assumed	1.398	.243	.606	48	.547	1.715	2.829	-3.973	7.403
	Equal variances not assumed			.667	45.354	.508	1.715	2.570	-3.461	6.891
	Equal variances not assumed			-6.255	43.058	.000	-33.663	5.382	-44.516	-22.811

TABLE 6. INDEPENDENT SAMPLE TEST OF TOTAL RISK OF BULLYING

Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Risk	Equal variances assumed	1.243	.270	-5.824	48	.000	-33.663	5.780	-45.285	-22.042
	Equal variances not assumed			-6.255	43.058	.000	-33.663	5.382	-44.516	-22.811

The results of this study indicate that the number of status on Facebook is not at all related to the risk of bullying as found in previous studies [22], [23]. For example, Dredge, Gleeson, & De La Piedad Garcia [22], report a higher number of information updates, associated with the number of cyber-bullying. This means that the more actively a profile owner posts information, the more likely they are to experience cyberbullying. Current research shows that the sample in the study was very active in updating status, but not significantly associated with the risk of bullying.

Furthermore, current research suggests that the type of status influences the risk of bullying. Of the four types of status (campus activities, social activities, family activities, and joking), only campus activities were significantly associated with the risk of

bullying. Status updates invite peers to provide comments and the most significant effect on the emergence of bullying is in the form of a bad name calling.

It is interesting from the current research findings, that bullying is very much influenced by the environmental context. Current research is carried out in colleges and adolescents. Only the status of campus activities has a significant impact on bullying. The appearance of bullying comments on the type of status related to campus activities occurs because there is competition between groups on campus that is carried over to the social world.

Pembaharuan satu terkait dengan aktivitas yang dilakukan responden dalam penelitian ini merupakan bagian dari unjuk diri. Unjuk diri merupakan hal yang

alamiah dan bagian dari pengembangan identitas [26]. Hanya saja, unjuk diri dapat mengarah pada narsisme sebagai tindakan menunjukkan kebanggaan yang berlebihan dengan diri sendiri [14]. Narsisis yang muluk sebagai percaya diri, ekstra, narsis, dan kompeten secara sosial secara berlebihan [15]. Dua jenis narsisme: muluk dan rentan [14]. Narsisis yang rentan cenderung tampil pemalu, neurotik, dan agak introvet dalam pertemuan pertama [15] tetapi juga dapat dianggap kasar, sombong, dan angkuh setelah pertemuan yang lebih lama [14].

The updating of status related to the activities carried out by respondents in this study is part of self-show. Self-show is a natural thing and part of developing identity [26]. It's just that self-presentation can lead to narcissism as an act of showing excessive pride in oneself [14]. Narcissists who are grandiose are overly confident, extra, narcissistic, and socially competent [15]. Two types of narcissism: grandiose and vulnerable [14]. Susceptible narcissists tend to appear shy, neurotic, and somewhat introverted in the first meeting [15] but can also be perceived as rude, arrogant, and arrogant after longer meetings [14].

Sebagai bagian dari unjuk diri, narsisme yang berlebihan dapat mengundang resiko bullying. Hasil penelitian ini sejalan dengan pandangan [15] bahwa narsisme dapat meningkatkan resiko intimidasi (threatening), ejekan (teasing), dan sindiran (bad name calling). Penelitian ini menunjukkan bahwa pembaruan aktivitas kampus dengan pernyataan yang berlebihan ternyata mengundang komentar dari jejaring teman untuk memberikan komentar pemberian julukan/nama yang buruk (Tabel 3). Hasil penelitian saat ini juga sejalan dengan penelitian sebelumnya [24] and [25] yang menunjukkan bahwa perilaku representasi diri dapat mengundang resiko bullying. Media sosial memberikan ruang bagi ekspersi diri yang dapat menimbulkan penghargaan dari orang lain dan juga kemungkinan untuk mendapatkan komentar bullying [24].

As part of self-presentation, excessive narcissism can raise the risk of bullying. The results of this study are in line with the view of Miller [15] that narcissism can increase the risk of intimidation (threatening), teasing (teasing), and satire (bad name calling). This research shows that updating campus activities with exaggerated statements invites comments from peer networks to comment on giving bad nicknames / names (Table 3). The results of the current study are also in line with previous studies [24] and [25] which show that self-representational behavior can stimulate the risk of bullying. Social media provides space for self-expression which can lead to appreciation from

others and also the possibility to get verbal bullying [24].

## 5. CONCLUSION

Previous research has shown that they have not been able to demonstrate the risk of bullying based on victim behavior. The risk of bullying on social media is enormous because social media offers doors for self-identity development and self-presentation. The aim of this exploratory study is to examine the behavior of victims of bullying based on updates to the status of the victim. Previous research on this area is still limited, so the document of this study is to examine the effect of narcissistic behavior on Facebook activity on the risk of bullying. Given that the social media Facebook offers various channels of presentation through status updates, it is interesting to explore the status categories of Facebook users and to investigate their relationship to perceive bullying.

An examination of the status of 50 students of the Pamulang University PPKn Undergraduate Study Program who volunteered to participate became the research samples. The results showed that there were four categories of status renewal, namely those related to campus activities, social activities, family activities, and joke activity. Comments on status updates are grouped into three categories, namely bad name calling, teasing, and intimidation (threatening). Of the four activities, only status updates related to campus activities had a significant relationship with the act of giving bad nicknames / names. The results of the analysis also show that the act of giving a bad nickname / name is significantly influenced by renewal in campus activities. Given the context that this research was conducted in tertiary institutions, these results indicated the risk of bullying was also closely related to the context of bullying. The study also revealed that there were significant differences in the risk of bullying between men and women in all types of bullying behavior.

Although the results of this study can prove a model framework for victim behavior in explaining bullying, a number of limitations are identified. First, the number of participants who took part in this study was small ( $n = 50$ ). Different results can occur when a large number of participants are involved. Second, this study has not been able to identify the friendship status of the perpetrator and the victim. Future studies can explain friendship relationships and bullying so that it can show that the risk of bullying can be identified based on friendship.

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