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## Article

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Cogent Business & Management

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*Suggested Citation:* Pothuganti, Sanjeeva Kumar (2024) : Workplace cyberbullying: a systematic literature review on its definition, theories, and the role of HRD, Cogent Business & Management, ISSN 2331-1975, Taylor & Francis, Abingdon, Vol. 11, Iss. 1, pp. 1-20, <https://doi.org/10.1080/23311975.2024.2408443>

This Version is available at:

<https://hdl.handle.net/10419/326587>

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To cite this article: Sanjeeva Kumar Pothuganti (2024) Workplace cyberbullying: a systematic literature review on its definition, theories, and the role of HRD, Cogent Business & Management, 11:1, 2408443, DOI: [10.1080/23311975.2024.2408443](https://doi.org/10.1080/23311975.2024.2408443)

To link to this article: <https://doi.org/10.1080/23311975.2024.2408443>



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Published online: 01 Oct 2024.



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# Workplace cyberbullying: a systematic literature review on its definition, theories, and the role of HRD

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## ABSTRACT

Workplace cyberbullying has garnered significant attention, although the most focus has centred on its effects on work, related stressors, and consequences. Workplace cyberbullying has a detrimental impact on employees and undermines the effectiveness of information systems. It is crucial to review the existing body of work to understand the dynamics of cyberbullying in modern digital workplaces. The literature study has focused on synthesizing existing literature to define workplace cyberbullying accurately. It aims to uncover underlying theories and their implications on individuals affected by cyberbullying. The study examines the significance of researching workplace cyberbullying and how existing evidence informs our understanding. Lastly, it explores the critical role of Human Resource Development (HRD) in addressing and mitigating cyberbullying incidents, emphasizing their importance in this context. By conducting an integrated assessment of 52 empirical research works, this research can provide valuable insights into the frequency, causes, and consequences of cyberbullying, allowing organizations to establish policies and measures to protect their employees and promote a positive workplace culture. This review will enable the research community to grasp the concept of workplace cyberbullying and assess the current state of research in the field.

## ARTICLE HISTORY

Received 30 April 2024

Revised 18 September 2024

Accepted 19 September 2024

## KEYWORDS

Workplace Technology;  
Workplace-Cyberbullying;  
Review; Digital Work;  
Electronic Bullying;  
Information and  
Communication  
Technologies

## SUBJECTS

Management of IT;  
Internet & Multimedia  
- Computing & IT;  
Computer Science  
(General)

## 1. Introduction

Traditional definitions of bullying include repeated acts of aggressiveness directed at a defenseless victim by one or more people (Olweus, 1997). The manifestations of this might range from direct or indirect forms of intimidation and exclusion to harassment and mistreatment. Bullying, whether it occurs in person or online, shares many similarities, including an imbalance of power, repetition, and intentionality. When bullying takes a more conventional approach, both the bully and the bullied are known to one another, and the abuse takes place in an open setting. On the flip side, cyberbullying takes place through online mediums and the harasser may remain anonymous. One way to look at cyberbullying is as an evolved form of traditional bullying. Harassment, social exclusion, offense, or bad impact on someone's work-related responsibilities is what the academic literature calls workplace bullying (Einarsen et al., 2003). Within organizations, instances of bullying are commonly observed, ranging from supervisors towards their employees, employees towards their colleagues, and clients directing aggression toward front-line employees (Webster, 2016). Technology has allowed for a dramatic increase in the use of electronic devices used for workplace communication. The prevalence of online communication makes it logical to presume that dysfunctional behaviors, such as bullying in the workplace, also manifest themselves through digital platforms.

Cyberbullying, a swiftly growing phenomenon resulting from technological advancement, has garnered considerable attention due to its potential to escalate even minor incidents into public humiliation (Adediran, 2021; Carvalho et al., 2021; Langos, 2012; Mishna et al., 2012). Despite the myriad advantages, technological progress has given bullies a novel avenue to target their victims (Privitera & Campbell,

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2009; Tokunaga, 2010). In parallel, Human Resource Development (HRD) specialists who are dedicated to cultivating a supportive work environment conducive to employee development face a pressing concern: the increasing incidence of workplace bullying (Gupta et al., 2020). Owing to the inherent shared objectives among employees, the likelihood of involvement in workplace cyberbullying by strangers is improbable. However, if HRD professionals fail to address bullying in the workplace early, it can escalate into severe forms of workplace aggression, disrupting work patterns (Pearson & Porath, 2005). Notably, convincing evidence suggests that 'cyberbullying' has become the predominant form of harassment among employees in the contemporary high-tech workplace (Piotrowski, 2012).

### ***1.1. Understanding cyberbullying and why it is essential to study workplace cyberbullying***

A new kind of peer aggression has emerged as a result of the rise in online threats caused by people's persistent reliance on technology (Chicote-Beato et al., 2024). Studying workplace cyberbullying is essential due to its recent emergence and the ongoing debate about its definition (Tokunaga, 2010; Ybarra et al., 2012). Various studies have demonstrated that bullying generally adversely affects targets' physical and emotional well-being (Djurkovic et al., 2005; Hoel et al., 2004; Leymann & Gustafsson, 1996). However, workplace cyberbullying (WCB) has been found to have even more severe consequences for both victims and the organizations involved than traditional forms of workplace bullying (Coyne et al., 2017). Understanding the characteristics of cyberbullying has become increasingly crucial, especially with the widespread adoption of remote work, where most interactions with coworkers occur online. The nature of cyberbullying, facilitated by technology, means it can occur outside of regular business hours and persist beyond the workplace setting. Research from the Universities of Florida and Denver highlighted a significant surge in cyberbullying incidents during the pandemic, underscoring its escalating impact (454,046 online tweets analyzed).

The negative impacts of workplace cyberbullying intensify with time, and the victim is in danger of enduring extreme stress, anxiety, and poor mental health (Farley et al., 2015). Cyberbullying is connected to various emotional and psychological issues, including low self-esteem, suicide ideation, rage, and frustration (Hinduja & Patchin, 2019). Workplace cyberbullying exerts a twofold negative impact, detrimentally affecting both the psychological well-being of individuals and the overall functioning of organizations, resulting in decreased productivity and higher employee turnover (M. Park & Choi, 2019). Consequently, victims may withdraw their engagement with the organization to safeguard their remaining resources, potentially leading to further organizational losses (Ciby & Sahai, 2023).

A 2020 study by the Chartered Institute of Personnel and Development (CIPD) indicated that 10% of employees had experienced bullying through email, phone, or online networks. In 2021, the Workplace Bullying Institute surveyed 1,215 US remote workers, revealing that 43% had encountered workplace bullying, primarily via video chats and emails. Notably, 25% of respondents stated that coworkers were more likely to treat each other harshly while working remotely during COVID-19. Gardner's et al., (2016) study, which examined 826 employees, found that 2.8% had encountered workplace cyberbullying (Gardner et al., 2016). Research from the Lifespan Brain Institute in 2022 established a connection between being a target of cyberbullying and an increased likelihood of suicidal thoughts, particularly among young individuals. Around 80% of those who contemplate suicide experience depressive thoughts. Cyberbullying tends to lead to more suicidal ideation compared to traditional bullying (JAMA Pediatrics). In the United Kingdom (U.K.), the Employment Tribunal saw a 44% surge in bullying claims filed in 2022 compared to the previous year, marking an all-time high. According to the survey of U.S. adults 'The state of online harassment' conducted on September 8–13, 2020, some of the typical types of cyberbullying activities are

- Insulting language
- Humiliation on purpose
- Physical threats
- Harassment
- Sexual misconduct

Organizations are increasingly considering monitoring employees' internet activity due to rising concerns about technology misuse. However, this practice raises legitimate concerns about workplace privacy (McCormack et al., 2006). An organization that tolerates bullying risks damaging its brand's reputation and disrupting work operations (Salin, 2008). Given the pervasive role of technology in today's workplace and its evolving capabilities, the issue of bullying, particularly cyberbullying, is anticipated to become more significant. Despite a shortage of academic literature on workplace cyberbullying, it is reasonable to expect its impacts to be just as severe (West et al., 2014).

## 1.2. Previous literature and bibliometric studies

Previous literature review studies illuminate the field's critical themes, impacts, and trends. Notably, they emphasize the importance of Sustainable Development Goals (SDGs) such as peace, justice, quality education, and good health in addressing cyberbullying (Achuthan et al., 2023). Furthermore, these studies highlight significant themes, including the psychological impact, violence exposure, gender biases, awareness, education, and social support in the context of cyberbullying (Achuthan et al., 2023; Fauzi, 2024; González-Moreno et al., 2020). Moreover, they reveal the influence of COVID-19 infodemics and digital addiction on the rise of cyberbullying incidents (Achuthan et al., 2023).

In addition, bibliometric analyses have provided valuable insights into publication trends, influential journals, key authors, and the significance of studying cyberbullying in educational contexts (Barragán Martín et al., 2021; Cretu & Morandau, 2022; Fauzi, 2024; Manap, 2022; Saif & Purbasha, 2023). These analyses underscore the importance of education, adolescence, and victimization in cyberbullying research (González-Moreno et al., 2020; Saif & Purbasha, 2023). Moreover, they highlight the increasing interest in studying cyberbullying within psychology and education, emphasizing the need for prevention and intervention measures in school contexts (González-Moreno et al., 2020).

From previous literature review and bibliometric studies, a research gap is identified in conducting a literature review on workplace cyberbullying with the following research questions:

1. To find how can the existing literature be synthesized to establish a comprehensive and precise definition of workplace cyberbullying?
2. To analyse what fundamental theories underpin workplace cyberbullying, and how do these theories provide insights into the impact of workplace cyberbullying on individuals?
3. Why it is important to investigate the workplace cyberbullying, and how does the available evidence from the literature contribute to our understanding of this phenomenon?
4. To find how does HRD play a pivotal role in mitigating and addressing cyberbullying incidents within the workplace, and what is the significance of their involvement in this context?

Incorporating these key findings and addressing future directions will significantly contribute to our understanding of workplace cyberbullying, inform the development of effective interventions, and ultimately promote the well-being of employees in professional settings.

This literature review begins with an introduction to the methodology, followed by an overview of the research articles published on cyberbullying. It then proceeds to discuss several definitions from earlier studies, the salient traits of cyberbullying, and its theoretical foundation. The paper then addresses the distinct value of this study in the discussion part, provides an academic contribution and practical implications, and lays the groundwork for further investigating workplace cyberbullying.

## 2. Research methodology

The literature review strategy followed by the current study was Callahan (2010), (1) the sources of the literature, (2) the time the search was performed, (3) the person who searched, (4) the method used to find the literature (keyword combinations) (5) the number of publications that did appear as an outcome of each combination of search terms, as well as the total number of included articles, and (6) the reasons some publications were selected for inclusion over the others.

The study used Scopus, WOS, and Google Scholar as its primary sources to find pertinent English-language studies. The Web of Science is a comprehensive database with 33,000 publications covering over 256 areas; Scopus is a vast database containing abstracts and citations of scholarly literature, and it encompasses a staggering 22,800 journals from 5000 publishers across the globe; Both Web of Science and Scopus encompass a wide range of academic disciplines (Shaffril et al., 2018). This study uses the Google Scholar database because it provides comprehensive access to scholarly articles. Keywords used for the literature review should align with the research objectives (Moher et al., 2010). The chosen keywords in this study are 'Workplace Cyberbullying', 'Cyber Harassment', 'Cyber Incivility', 'Cyberbullying', 'Online Harassment', 'Workplace Aggression', 'Cyber Aggression', 'Cyber Victimization' and 'Electronic Bullying' because they are relevant to the study's objectives, encompass various facets of workplace cyberbullying and will assist in gathering more relevant studies from a wide range of literature available. Inclusion and exclusion criteria establish the boundaries for the systematic review. We included only journal articles and review articles in English published in our aimed (Scopus and Web of Science) databases and excluded conference articles, book chapters, book reviews, and other non-English articles.

The emphasis on peer-reviewed research was placed to guarantee a particular level of methodological rigor and conceptual quality. 179 items came from this approach. After thoroughly evaluating the abstracts, a staged review process was used, leaving 81 papers. Finally, a careful review of the entire text made sure that only relevant studies with workplace cyberbullying as their central study issue were included. The originality and applicability of the articles chosen for the study are protected by this method. The review procedure is outlined in [Figure 1](#) for a visual overview.

[Table 1](#) provides a complete overview of the publications that were evaluated. This table is a repository for various research attempts, including information regarding authors, publication years, selected theoretical frameworks, research aims, and succinct research summaries. In addition to this, it provides essential context by explicating the theoretical foundations upon which each study is based. The goals of each study are broken down into clear and succinct sentences while still providing relevant information, which facilitates rapid comprehension. In addition, a concise synopsis of the research methods and the most important findings is presented, giving readers an overview of the core of each study. [Table 1](#) is an invaluable instrument for navigating the complex landscape of cyberbullying research, providing researchers, scholars, and practitioners with a complete resource.

Synthesizing existing research, this review study not only provides practical insights but also offers HRD professionals, organizations, and researchers a comprehensive understanding of recent developments in the workplace bullying domain as we endeavor to address fundamental research inquiries.

### 3. Results and discussion

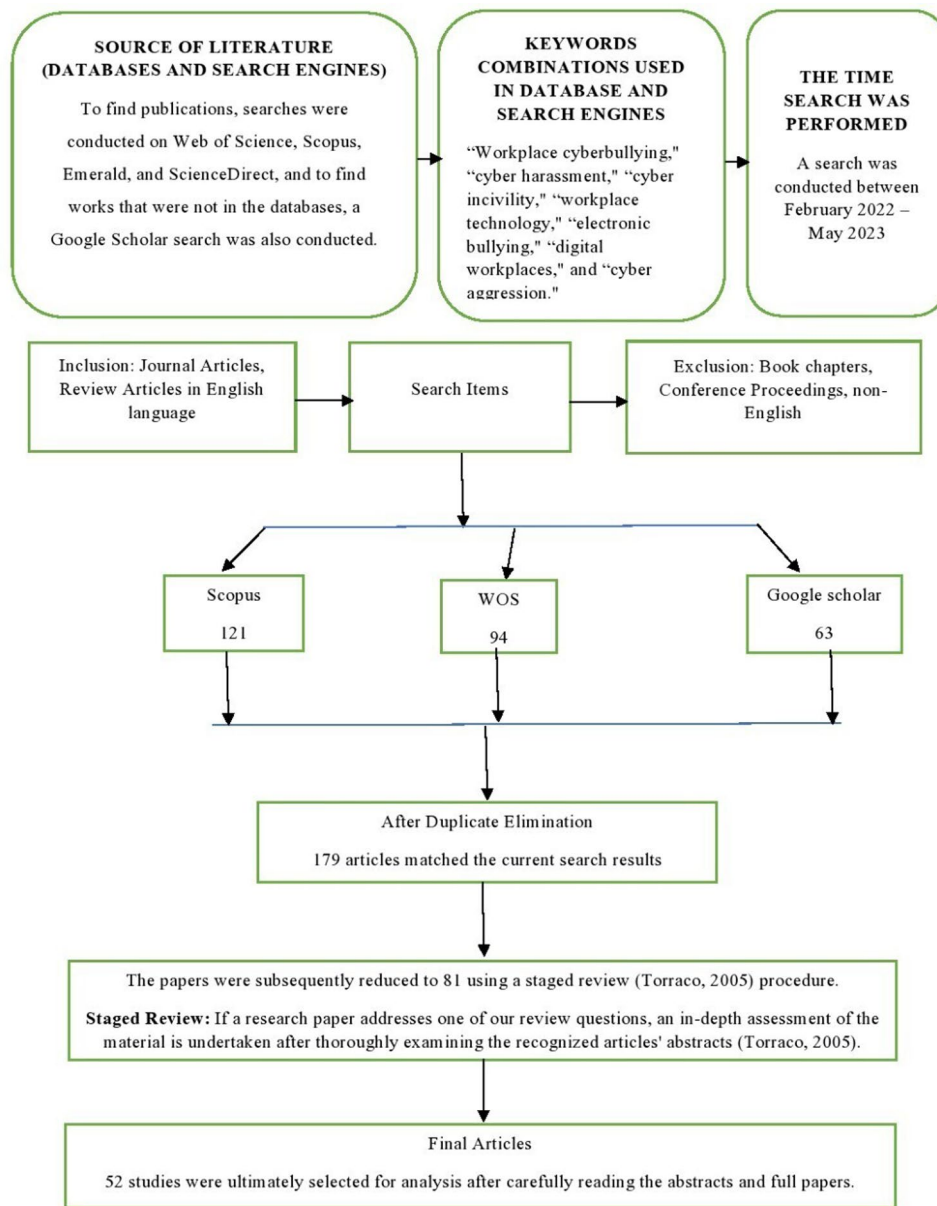
By synthesizing the findings from 52 empirical studies, this study provides a robust overview of the impact of cyberbullying on employees. The study recognizes that in its digital form, cyberbullying presents distinct challenges that differ from traditional bullying. It acknowledges the need to address these challenges in the workplace, where the dynamics and consequences of cyberbullying can significantly affect individuals and organizations.

**We have covered the following topics in this review:**

#### 3.1. What is workplace cyberbullying defined as?

The definitions of workplace cyberbullying should be specified because the shift organizations are going through due to technology makes workplace situations where online bullying is much more challenging. More academic research is required to understand cyberbullying in the workplace (West et al., 2014). A precise, succinct definition of workplace cyberbullying is required to aid researchers and practitioners in examining and addressing the phenomenon. The first noteworthy discovery is the lack of a universally acknowledged definition or understanding of what constitutes workplace cyberbullying (West et al., 2014).





**Figure 1.** Overview of the review procedure.

Workplace cyberbullying is interpersonal mistreatment involving a power imbalance (Olweus, 2013).

Cyberbullying can be considered a nuisance or a workplace irritant; it is defined as ‘cyberbullying is seen as inappropriate, undesired social actions that are started by a perpetrator using wireless or internet communication technology and gadgets’ (Piotrowski, 2012).

Farley et al. (2016) They defined it as ‘a situation where, over time, an individual is repeatedly subjected to perceived negative acts conducted through technology (e.g., phone, email, websites, social media) related to their work context. In this situation, the target of workplace cyberbullying has difficulty defending himself or herself against these actions’.

Workplace cyberbullying is the repeated infliction of unfavorable treatment by coworkers through electronic forms of contact over an extended period; it results in high levels of stress and a negative response to threatening or challenging situations. Excessive workplace cyberbullying can harm an employee’s physical, emotional, and mental health and negatively impact his or her motivation and performance (Snyman & Loh, 2015).

A Universally accepted and agreed-upon definition will make it easier for researchers and practitioners to explore workplace cyberbullying with a shared understanding of what it comprises, which helps

**Table 1.** Summary of reviewed papers.

Research paper	Theory	Objectives	Summary of the research
Malik & Pichler, 2022	Affective Events Theory	Assessing the impact of perceived office politics on cyberbullying, highlighting the pivotal role of negative emotion	Hostility, fear linked to organizational politics, fear tied to face-to-face bullying, anger to cyberbullying.
West et al., 2014		To have a better understanding of what is meant by 'cyberbullying' in a professional context	Study cyberbullying in various industries through HR professionals' experiences for insights into its nature and extent.
Kowalski et al., 2018	Job Demands and Resource Theory	to assess the incidence of incivility and bullying within the workplace, including in-person and online & Understand workplace cyberbullying and establish a concise definition for the term.	70% faced coworker cyberbullying; it is linked to adverse effects on turnover, job satisfaction, work practices, self-esteem, anxiety, and depression.
D'Souza et al., 2018			Identified cyber-specific Features, the work environment factors that facilitate the occurrence of workplace cyberbullying.
Snyman & Loh, 2015	Affective Events Theory	The study investigates if optimism mediates cyberbullying's impact on employment-related outcomes	Optimism partially mediated stress, job satisfaction, and cyberbullying associations.
Farley et al., 2015	DysemPOWERment Theory	Analyze cyberbullying's effects on trainee doctors and its impact on personal and professional outcomes through responsibility assignment	Self-blame in adversity reduces well-being; cyberbullying's impact on job satisfaction differs from its effect on mental strain.
Farley et al., 2021		Present the latest research and theories on workplace cyberbullying origins, defining criteria and behaviors	The study compiles research on workplace cyberbullying, detailing its types, occurrence, causes, and impacts on organizations.
Privitera & Campbell, 2009		Assessing physical and cyberbullying incidents in the manufacturing workplace	The majority report weekly encounters with adverse behaviors; cyberbullying emerges as the contemporary face of workplace harassment.
Keskin et al., 2016		Fill the knowledge void on workplace cyberbullying's impact on employee behavior.	Studied emotional intelligence's role in mitigating harmful workplace practices, creating a theoretical framework.
Coyne & Farley, 2018	DysemPOWERment Theory	Summarize and discuss current research's impact on universities	Examined behavior assessment, cyberbullying rates, and conceptualization at work.
Vranjes et al., 2017	Affective Events Theory	Define workplace cyberbullying and propose an occurrence model.	Created Emotion Reaction model for workplace cyberbullying, advancing theoretical understanding.
Farley et al., 2016		study for reliable workplace cyberbullying indicators across demographics	Devised a 17-item WCM, assessing validity through variable correlations.
Mushtaq et al., 2022	Conservation of Resources Theory (COR)	Explore workplace cyberbullying's impact on innovation, factoring in support systems and job fatigue	Cyberbullying, linked to job exhaustion, negatively impacts innovative behavior, which in turn is affected by job fatigue.
Tiamboonprasert & Charoensukmongkol, 2020	The Emotion Reaction Model (ERM), established by Vranjes et al.,	Examine how ethical leadership influences employee exposure to workplace cyberbullying	Employees under ethically strong leadership face less workplace cyberbullying.
M. Park & Choi, 2019			
Rai & Agarwal, 2017	Grounded Theory Approach	Evaluate cyberbullying's prevalence among nurses and its effect on symptom perception and quitting intent	Workplace cyberbullying significantly impacts nurses' symptom experience and intent to leave.
Piotrowski, 2012		The article delves into workplace bullying in Indian businesses from the victims' perspective	Results highlight sense-making, social support, coping complexity, silence motivations, and enduring impacts of workplace bullying.
		Research on the prevalence and effects of workplace cyberbullying, a related form of cyber abuse, has been conducted	Summarizes critical findings from notable workplace harassment research, incorporating bibliometric analysis.
Forsell, 2020		This study aimed to look into potential indicators of cyberbullying victimization in the workplace.	A hostile work environment predicts cyberbullying. Males without support face higher exposure.
Muhonen et al., 2017	Occupational Stress Theory	Research explores links between workplace cyberbullying, health, quit intention, well-being, and job engagement	Cyberbullying affecting on employee well-being, work engagement, and intending to quit.
Kim & Choi, 2021		The study investigates personal and institutional factors affecting workplace cyberbullying among healthcare facility nurses.	Self-identified face-to-face bullying, health status, nursing experience, and organizational culture influence workplace cyberbullying.
Vranjes et al., 2018		To test the Emotion Reaction model proposed by Ivana Vranjes,	The results of this study provide empirical evidence that stressor-evoked emotions play a crucial part in cyberbullying.



Lyu et al., 2022	Conservation of resource, Expectation state theory	The study examines the connection between online voice, workplace cyberbullying, and the moderating effects of ongoing job stress and moral efficacy.	Workplace cyberbullying is linked to online voice, intensified by stress, and moderated by moral efficacy. Insufficient moral effectiveness magnifies stress impact.
Loh & Snyman, 2020	Conservation Of Resource theory, Gender role theory	The study explores stress perception, cyberbullying incidence, and job satisfaction in a moderated mediation model.	Workplace cyberbullying heightens stress and job dissatisfaction, particularly for female employees compared to their male counterparts.
Webster, 2016		Enhance comprehension and develop practical strategies to address workplace cyberbullying.	Workplace bullying, diverse in form, involves power dynamics, influencing the analysis of workplace control.
D'Cruz & Noronha, 2013		Hermeneutic phenomenological research into the target experience working in India IT and BPO	Analyzing target employees' experiences, the critical elements of workplace cyberbullying were determined.
Ikeda et al., 2022		Cyberbullying's prevalence, features, and combined effects with traditional bullying	Age, executive role, heavy workload, online communication, and teleworking tied to cyberbullying victimization.
Ilidirim, 2021		Research explores IBSA: definition, victim-blaming, regulations, and redress barriers	This study defined image-based sexual assault, often known as revenge pornography, as cyberbullying that adversely affects the workplace.
Vandebosch & Green, 2019		Studied the research that has been done so far on cyberbullying	Prior research focused on age, gender gaps, cyberbullying factors, and consequences, using quantitative, cross-sectional methods.
Coyne & Heatherington, 2014		Apply Interpretative Phenomenological Analysis to study professional cyberbullying experiences	Complexity in maintaining relationships underlies subjective experiences; shared cyberbullying experiences are categorized into five groups.
Anwar et al., 2020	Conservation of Resource theory, Affective Events Theory	Links between WCB, victims' interpersonal deviance, mediated by ineffective silence and emotional tiredness	Workplace cyberbullying affects interpersonal relationships and can cause significant financial expenses and disruptions.
Madden & Loh, 2020	Bystander Effect paradigm and the Social Identity approach	This research seeks to identify the factors that affect bystander intervention in workplace cyberbullying	Two bystanders were more likely to intervene, while ten were less inclined.
Symons et al., 2021		To examine the facts to create the notion and understanding of workplace cyberbullying	Concept analysis provides a comprehensive insight into workplace cyberbullying, offering extensive evidence of its attributes, origins, impacts, and empirical references.
Z. Zhang, Wang, et al., 2022	Ego Depletion Theory	The study explores ego depletion's role in connecting workplace cyberbullying and interpersonal misbehavior	Workplace cyberbullying exacerbates interpersonal deviance, notably when perceived supervisor support is lacking, intensifying ego depletion.
Kalyar et al., 2021	Conservation of Resources (COR)	Examine workplace cyberbullying's impact on nurses' psychological distress and creativity	Workplace cyberbullying correlates positively with psychological distress. Employee creativity is associated, albeit negatively, with psychological suffering.
Coyne et al., 2017	Dysempowerment Theory	Based on dysempowerment theory, the study examines cyberbullying and its effects, considering bystander perspectives	Cyberbullying more negatively impacts job satisfaction than offline bullying. The intensity and relationships of cyberbullying acts have minimal correlation with adverse outcome.
S. Zhang et al., 2022	The General Theory of Crime, Routine Activity Theory	The study reviews previous research on workplace cyberbullying using the general theory of crime and routine activities theory as a theoretical framework	The study deepens understanding of workplace cyberbullying-low self-control links to higher engagement.
Branch et al., 2013	Affective Events Theory	Review existing theories, research, and methodologies on workplace bullying, synthesizing knowledge to develop models for future studies	The review introduces a novel model, that enhances understanding of dynamic workplace bullying, and emphasizes current and future conflicts.
Charoensukmongkol, 2022	Conservation of Resources theory	The study analyses the emotional impact of organizational politics and political savvy influence on susceptibility to workplace cyberbullying	Political savvy inversely links to cyberbullying exposure, while organizational politics positively correlates. Savviness moderates the impact of organizational politics on exposure.
Ciby & Sahai, 2023	Affective Events Theory, Conservation of Resources theory	The study aims to discern the mechanisms connecting workplace cyberbullying and employees' intention to remain in their current position	Workplace social capital moderates' cyberbullying's impact on commitment and intention to stay.
Oguz et al., 2023	Routine Activities Theory, Control Theory	The study aims to frame workplace cyberbullying, organizational implications, and mitigation	The study crafts a robust theoretical framework, illuminating precursors of workplace cyberbullying and its impacts on individuals and organizations.
Baheer et al., 2023	Conservation of Resources Theory, Transactional Theory of Stress and Coping	The study uses DTPT to assess cyberbullying effects on mental health and job intentions. It also investigates cyberbullying as a mediator in DTPT, mental health, and intentions to leave	DTPT linked to turnover via cyberbullying negatively affects mental health. Strategies and training can help.

(Continued)

**Table 1.** Continued.

Research paper	Theory	Objectives	Summary of the research
Yarbrough et al., 2023	DysemPOWERment Theory	Study delves into faculty experiences of cyberbullying in higher education during COVID-19, identifying recurring patterns and professional challenges	A study on faculty cyberbullying in virtual learning during COVID-19 supports research-based measures for prevention and assistance.
Platts et al., 2023		Through empirical research the study aims to determine if cyberbullying and offline bullying are comparable or distinct phenomena	Cyberbullying is more severe, impacting job satisfaction and intention to leave, than offline bullying.
Fernandez, 2023		Analyze cyberbullying's digital age impact; advocate for counteractive methods and algorithms.	Cyberbullying, fueled by social media, has become pervasive and increasingly harmful.
Anwar et al., 2022	Job Demand Resource Model and Conservation of Resource Theory	The study assesses cyberbullying's effect on hotel workers' engagement, considering mediation of well-being and work meaning	Research shows its diverse, severe impacts on well-being. Cyberbullying affects engagement via well-being, mediated by task meaningfulness.
D'Souza et al., 2022		Study delves into nurses' experiences with workplace cyberbullying, emphasizing theoretical and practical challenges	Nursing has a high bullying rate, and cyberbullying often makes it worse.
Mushtaq et al., 2022	Conservation of Resources theory	Study probes workplace cyberbullying's impact on creativity, considering job burnout and family support mediation	It was cyberbullying linked to higher job fatigue and lower employee creativity. Creativity is negatively tied to job fatigue, but does not mediate cyberbullying's impact.
Wan Rosli et al., 2021		Research in Malaysia: Explores cyberbullying in modern workplaces. Examines risks, legal framework, and management strategies	Cyberbullying arises from power imbalances, anonymity, and global connections. It causes severe psychological, physical, and mental health issues and can lead to suicide.
Z. Zhang, Xiao, et al., 2022	Ego Depletion Theory	Examines daily cyberbullying's impact on victim ego depletion and heightened job stress. Considers self-efficacy as a potential buffer in this dynamic	Work cyberbullying amplifies job strain through ego depletion. Self-efficacy weakens this link. Understanding cyberbullying's impact on mental health and job performance deepens.
Khan & Daniyal, 2018		This research paper focuses on the impact of cyberbullying on female lawyers, a topic that has received limited attention in previous studies	Female lawyers distrust in the legal system, while young lawyers lack knowledge of the legal framework regarding cyberbullying.
Vandebosch & Green, 2019		This study attempted to answer questions about the measurement, definition, prevalence, correlations, and harmful effects of cyberbullying	A global surge in cyberbullying studies focused on North America and Europe. South America and Africa lag. Debates on parallels with traditional bullying persist.
Mathew, 2011	Social Control Theory	The study attempts to comprehend the effects of workplace bullying, especially with anxiety at work	Correlations and impacts align. Diverse methods are crucial. This study explained the impacts of bullying's effects on social structures and its consequences for power dynamics, homogeneity, and the ability to combat paranoid fears.

develop a coherent body of knowledge. It has been discovered from the literature that the most widely used and cited definition of workplace cyberbullying is provided by Smith et al. (2008), who defined cyberbullying in their study in the context of schoolchildren as ‘an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend himself or herself’. This definition is seen as the one that best describes the phenomenon of cyberbullying and is frequently used (Allison & Bussey, 2016).

After performing qualitative research, it was decided by D’Souza et al. (2018) to redefine the definition provided by Smith et al. (2008) in the field of nursing for two key reasons: (1) victim perceptions of harm have been given more weight than the motivations of the attackers’ actions, (2) respondents did not view repetition as a critical component of cyberbullying’s definition. ‘Workplace cyberbullying involves perceived unwanted or aggressive behavior(s) perpetrated at any time through electronic media that may harm, threaten, or demoralize the intended target(s) of this behavior(s)’ (D’Souza et al., 2018).

Through a comprehensive review of research on bullying and incivility, we aimed to establish a comprehensive definition of workplace cyberbullying that encompasses all its essential elements. Building upon the definition proposed by Smith et al. (2008) and D’Souza et al. (2018), we have identified additional elements that further enrich the understanding of this phenomenon. Workplace cyberbullying involves the targeted harassment of an individual in a professional setting, characterized by a power imbalance where the perpetrator holds authority or influence over the victim. It manifests as repeated or persistent acts of intimidation, often facilitated by digital communication platforms, which provide anonymity and a broader scope for perpetration. The motivations driving cyberbullying perpetrators extend beyond mere threats and physical violence; they are compelled to tarnish the victim’s reputation and inflict emotional and psychological harm. Acknowledging the profound impact of workplace cyberbullying on the victim’s well-being is essential, as it creates a hostile work environment that can lead to fear, anxiety, depression, and diminished job performance. Recognizing the shared responsibility, organizations must prioritize preventive measures, implement policies, and establish support systems to foster a safe and respectful workplace. By incorporating these additional elements into the definition, we provide a more comprehensive understanding of workplace cyberbullying.

Workplace cyberbullying is the targeted harassment of an individual by an individuals or groups in a professional setting, using digital platforms with the intent to repeatedly send harmful or aggressive messages to intimidate, harm, and create a hostile work environment.

### ***3.2. Understanding the influence of workplace cyberbullying on individuals at work***

From the reviewed studies, it is observed that the Conservation of Resources Theory, Affective Events Theory, Job Demand and Resources theory, Dysempowerment Theory, Ego Depletion Theory, Occupational Stress Theory, Grounded Theory, and Gender Role Theory are used to provide a fuller understanding of the impact of workplace cyberbullying on individuals. Notably, it was discovered that the Conservation of Resources Theory (Anwar et al., 2020), (Kalyar et al., 2021), (Loh & Snyman, 2020), (Lyu et al., 2022), (Mushtaq et al., 2022), Dysempowerment Theory (Coyne et al., 2017), (Farley et al., 2015), (Coyne & Farley, 2018), and Affective Events Theory (Branch et al., 2013), (Vranjes et al., 2017), (West et al., 2014), (Malik & Pichler, 2022) were more helpful in describing the effects of workplace cyberbullying incidents on individuals.

This study looked into the consequences of cyberbullying using the Conservation of Resources Theory, Dysempowerment Theory, and Affective Events Theory.

#### ***3.2.1. Workplace cyberbullying and conservation of resources theory (COR)***

The Conservation of Resources Theory has frequently been applied to comprehend the effects of Workplace cyberbullying (Loh & Snyman, 2020; Z. Zhang, Xiao, et al., 2022). This theory states that a sustained loss of resources causes stress, whether actual or perceived and that this can culminate in resource loss spirals. Building on this theory, cyberbullying in the workplace is considered a stressor that hinders productivity since it lowers employee motivation, interferes with goal-setting, prevents innovative thinking, and has a detrimental effect on an employee’s work attitudes and behaviors. This theory

outlines how beneficial resources assist victims of cyberbullying in managing its negative impacts (Kalyar et al., 2021). PsyCap, which draws on this theory, is a crucial personal resource that helps people deal with the harmful effects of workplace cyberbullying. Incorporating this COR theory, workplace cyberbullying has been linked to interpersonal deviance, significant monetary consequences, and disruptions in the workplace (Anwar et al., 2020). This theory is predicated on the assertion that employees' emotional exhaustion represents a condition of depleted resources; employees who have experienced emotional exhaustion are more prone to feel uneasy at work.

The literature analysis advances the COR theory on workplace cyberbullying. It gives empirical proof of persistent resource loss as a stressor, supporting the central idea of the COR theory. The review illustrates how cyberbullying reduces employee motivation, obstructs goal-setting, and prevents creative thinking, all of which reduce productivity. It describes PsyCap as a helpful tool drawn from the COR theory that helps people manage the harmful effects of cyberbullying. The review also identifies links between cyberbullying, workplace interruptions, financial costs, and interpersonal deviance. The review expands our knowledge of how the COR theory relates to workplace cyberbullying, increasing its explanatory power and usefulness by combining empirical findings.

### ***3.2.2. Workplace cyberbullying and dysempowerment theory***

The theory of dysempowerment proposed by Kane and Montgomery in 1998 is presented as a process by which a person experiences certain workplace situations as insults to their dignity. This view causes affective reactions, which produce attitudes and behaviors that can interfere with or reduce the person's task motivation. The theory states that the possibility of dysempowerment increases with job pollution impact.

Under the dysempowerment theory, cyberbullying in the workplace occurs when a victim perceives a series of incidents as a breach of their dignity (or as unfair), resulting in an adverse emotional reaction that affects their views towards their jobs and mental health. Workers' psychological strain and work discontent are caused by the destructive emotions brought on by cyberbullying. It is viewed as a breach of an employee's dignity to blame a specific person for the 'polluting' cyberbullying incident. This affects one's dignity and, in turn, their emotional condition at work (Farley et al., 2015). The theory of dysempowerment proposes that employee dysempowerment brought on by harassment, inappropriate contact, deception, and public humiliation is anticipated to impact an individual's ability to work and, as a result, productivity at work.

The relationship between cyberbullying occurrences and the impression of dignity violation is examined in this research study, which offers insightful information into the experience of dysempowerment among victims of cyberbullying. By examining the effects of cyberbullying on employees' emotional well-being and work attitudes, the study adds to the body of knowledge already available. The results show how vital the Dysempowerment hypothesis is for comprehending how cyberbullying harms people's mental health and experiences at work. The study specifically highlights the negative impacts of cyberbullying on psychological stress and job dissatisfaction. The study also emphasizes how important it is to place blame for cyberbullying episodes on particular people, as this further lowers workers' sense of dignity. This result is consistent with the basic ideas of the Dysempowerment theory, which emphasizes the importance of maintaining dignity to promote a favorable emotional state and general well-being in the workplace.

### ***3.2.3. Workplace cyberbullying and affective events theory***

According to the theory, workplace occurrences cause emotional reactions that explain how a person generally feels about their jobs and go on to explain specific work behaviors. The theory asserts that the affect-driven action occurs right after an event and is more likely to reflect instantaneous affect levels, highlighting the distinction between affect-driven stimuli and judgment-driven behaviors (Weiss & Cropanzano, 1996). This includes negative online networking trolling or harassment since it causes someone to respond immediately, mainly when it is a lousy form of harassment. Any instance of rudeness that a person encounters may cause them to respond similarly by acting rudely in return as a means of

letting off steam. Bunk and Magley (2013) have discovered that workplace incivility and reciprocation can be used to explain adverse emotional reactions such as dread, anxiety, state rage, and disgust.

According to the affective event theory, when people in an organization display unpleasant feelings, it may be because of disrespect shown to them by either their internal or external environments or by both. People may become disrespectful to other organization members as a result of this. Regularly encountering difficulties and joy triggers positive and negative emotional responses that influence behavior and attitudes in the workplace (Glasø et al., 2011). In this setting, workplace incidents that cause emotional reactions in employees, like cyberbullying, impact workplace attitudes, including trust, job satisfaction, and organizational commitment. This is similar to how psychological distress, such as worry and rage, causes terrible feelings among workers at work. All of these could be the outcomes of workplace cyberbullying. According to the affective theory, cyberbullying's malicious, dishonest, and humiliating actions may influence employee attitude, including severe mistreatment and, ultimately, employee performance at work (Bunk & Magley, 2013).

The literature review on workplace cyberbullying improves the Affective Events Theory by presenting empirical evidence of cyberbullying as affective events that set forth emotional reactions. It supports the concept of the thesis by highlighting the harmful effects of cyberbullying on job satisfaction, performance, and well-being. The analysis also highlights how individual characteristics, such as personality qualities and coping mechanisms, might moderate emotional responses to cyberbullying. It also highlights the possibility of emotional contagion, whereby exposure to cyberbullying might cause unfavorable emotions to spread among coworkers. Our understanding of the emotional dynamics and effects of workplace cyberbullying is deepened by the review's incorporation of these data, which also advances and applies the Affective Events Theory.

A framework has been developed (refer Figure 2) by considering the observed impacts on employees derived from the theories mentioned in the literature.

### ***3.3. Understanding the role of HRD in combating cyberbullying in the workplace***

The workplace cyberbullying literature review study is relevant to HRD professionals due to its implications for managing modern workplace challenges. Human resource management techniques may unintentionally create an atmosphere where bullying, harassment, or emotional abuse can flourish in the workplace (Tambur & Vadi, 2012). There has been a rise in recorded incidences of workplace bullying and violence in the previous 30 years, coinciding with the rise of individualism and flexibility in the job (Gupta et al., 2020; Hutchinson, 2012). Workplace bullying (WB), which includes cyberbullying, is on the rise, with over 5% of private companies in the United States reporting incidents in 2017 (Bureau of Labor Statistics, U.S. Department of Labor). Nielsen et al. (2010) conducted a meta-analysis that found that between 10% and 20% of the population faces the problem of workplace bullying. Cyberbullying is a kind of workplace aggression enabled by electronic means. HRD professionals must understand its dynamics and implement preventative measures to ensure employees have a safe and productive workplace (Cowan & Fox, 2015). Also, HRD experts put in emotional labor by acting as management consultants, investigators, and mediators when workplace bullying occurs. This demonstrates their function's versatility in resolving workplace conflicts (Cowan & Fox, 2015). HRD is responsible for developing and enacting plans that improve organizational culture and interpersonal interactions. HRD experts make strides toward a more positive and harmonious work environment by employing measures that help reduce bullying in the workplace and boost employee well-being and productivity (Ariza-Montes et al., 2017). Difficulties arise in HRD planning due to insufficient organizational rules for dealing with cyberbullying and bullying occurrences in the workplace and the lack of clarity surrounding HR roles and responsibilities (Cowan & Fox, 2015). Thirlwall (2015) highlighted HRD problems in workplace bullying contexts as corporate isolation perpetuates abusive behavior. Abused people often have to cut ties with their abusers. Human resources professionals have many things to be concerned about when handling workplace bullying incidents, including role conflicts, job insecurity, excessive workloads, position ambiguity, interpersonal conflicts, employee stress, peer support, and ineffective leadership (Nielsen et al., 2010). HRD specialists must be prepared to deal with new issues, such as cyberbullying, in light of the



current context. HRD experts can gain valuable knowledge from the findings of a study that systematically reviews the research on cyberbullying in the workplace.

### 3.3.1. HRD professionals' roles in preventing bullying in the workplace

Solutions to prevent workplace bullying should address the organizational and personal factors contributing to the prevalence of bullying (Baillien et al., 2009). HRD specialists must spot organizational weaknesses, devise policies that heighten awareness, and target structures and processes fostering bullying behavior, encompassing enabling, motivating, and precipitating elements (Salin, 2003). Bullying and the factors that contribute to it must be addressed from a broad viewpoint because it rarely happens in a vacuum (Lutgen-Sandvik & Tracy, 2012). The Workplace Bullying Checklist—Revised (WBC-R) provides valuable insight into employees' experiences of workplace bullying, aiding in assessing whether it is localized within a specific department or pervasive throughout the entire company (Cowan & Fox, 2015). In a time when HR is changing, and line managers are usually responsible for most people's issues, training programs can be a vital preventative tool (Lust & Ulrich, 1998). Cowan (2013) was not surprised to find that HR professionals prioritize instructing 'soft skills' to corporate executives, creating an environment where respect for cultural, gender, racial, and generational differences, along with effective communication, thrives, ultimately discouraging bullying. As a preventative step against workplace bullying, Human Resource Management (HRM) can train managers and develop a robust psychosocial safety climate, putting workers' mental health ahead of meeting job requirements (Law et al., 2011). Organizational bullying has decreased with improved leadership, high-quality management, strong communication and conflict-resolution skills, strong support from superiors and peers, and effective organizational strategies (Bentley et al., 2012). Salin (2003) suggested that businesses should not blindly copy and paste anti-bullying policies from elsewhere since doing so could reduce the policy's effectiveness and cause it to misalign with the business's needs.

HRD experts can better combat cyberbullying in the workplace and encourage productive interactions if they view it through the transactional theory of stress and coping. Stressors, including unfavorable workplace behaviors like workplace cyberbullying, can be better understood through the lens of the transactional theory of stress and coping, proposed by Lazarus and Folkman in 1984 and has since gained widespread acceptance as a viable theoretical framework. Here are a few things to keep in mind when dealing with cyberbullying in the organization, as proposed by this theory:

- Recognize that people's perceptions and evaluations of cyberbullying will vary depending on their experiences and perspectives. Facilitate open dialogue so that workers can voice concerns.

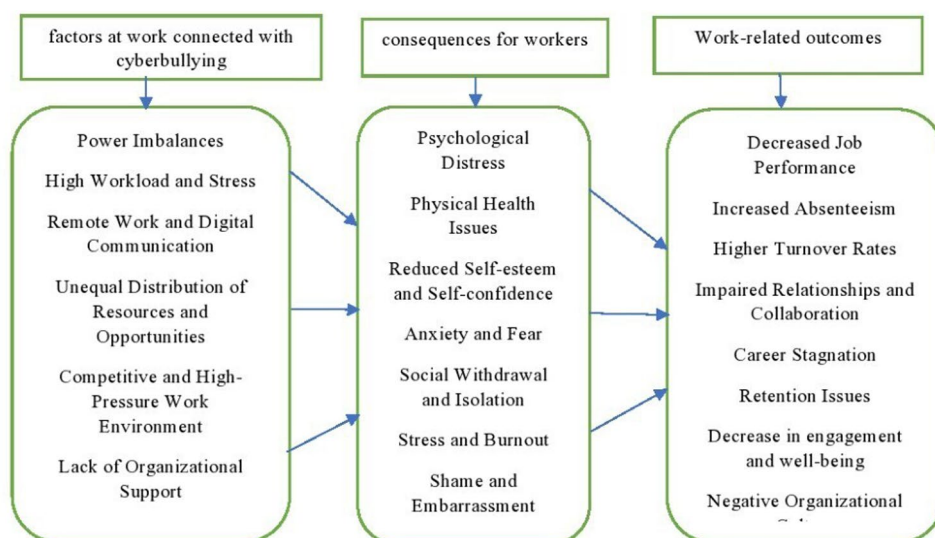


Figure 2. Workplace wellness framework: Integrating theoretical perspectives for employee impact analysis.



- Adaptive coping strategies include teaching people to control their feelings better, resolve conflicts, and deal with stress. Provide social support and mental health resources and encourage people to seek them out.
- Establish and disseminate a strict policy that allows for no tolerance of cyberbullying. Make sure every worker is aware of the repercussions of such actions.
- Online professionalism, cyberbullying prevention, and safe digital interactions are regularly covered in training on digital etiquette. Give employees the tools to identify, report, and handle events.
- Implement anonymous reporting systems and surveys to track online interactions as part of ongoing monitoring and feedback. Establish a feedback loop so staff members can discuss their experiences and ideas for improvement.

Integrating various theoretical perspectives strengthens our strategy in addressing workplace cyberbullying. Here, we introduce additional theoretical viewpoints (refer [Table 2](#)) that provide a deeper understanding of this phenomenon.

This theoretical stance is helpful for HRD professionals to prepare a framework for comprehending and tackling this intricate problem.

This study provides new perspectives and enriches scholarly conversations. Additionally, it expands our comprehension of the subject matter by providing multiple insights (refer [Table 3](#)).

### 3.4. Theoretical contribution

Researchers must delve into workplace cyberbullying in light of the enduring digital age and its impact on communication. Through a comprehensive literature review, this study aims to consolidate existing research on workplace cyberbullying, offering insights into its nature and dynamics. This review will enhance our understanding of this phenomenon by synthesizing various dynamics, concepts, theories, and variables associated with workplace cyberbullying. The findings will contribute to a more comprehensive understanding of workplace cyberbullying, enabling researchers and practitioners to develop effective interventions, policies, and preventive measures. This study serves as a valuable resource for comprehending the complexities surrounding cyberbullying in the workplace and informing future research in this area. Cyberbullying has become a stressor in the workplace Snyman and Loh (2015), and numerous studies have shown that it significantly influences employees’ professional and personal lives. This research provides valuable insights into the profound impacts

**Table 2.** Enhanced theoretical views on cyberbullying.

Psychological Perspectives:	Psychological theories inform cyberbullying dynamics, aiding in addressing its impact and promoting effective reporting for HRD intervention (Dollard et al., 2017; Glambek et al., 2014; MacIntosh, 2005; J. H. Park & Ono, 2017; Parzefall & Salin, 2010).
Organizational Behavior and Culture:	Organizational behavior and culture theories inform cyberbullying dynamics. HRD utilizes climate, leadership, and norms theories to foster a positive, inclusive environment that deters cyberbullying (Baillien et al., 2012; Kwan et al., 2016; Tambur & Vadi, 2012).
Legal and Ethical Frameworks:	HRD pros adhere to legal ethical norms for cyberbullying. Compliance with harassment and discrimination laws guides policy-making (Gilani et al., 2014; Howard, 2009; Leon-Perez et al., 2015).

**Table 3.** Insights for advancing the scholarly discourse.

1.	<b>Comprehensive Approach:</b> This study takes a holistic approach to workplace cyberbullying, delving beyond the conventional understanding of the concept. By examining various dimensions related to workplace cyberbullying, the research unveils the intricate nature of this issue, offering a more profound comprehension of its complexities and distinctive challenges
2.	<b>Definition Clarification:</b> The study rigorously examines existing definitions, ensuring accuracy and clarity in understanding workplace cyberbullying. This fosters collaboration and enables effective policies, interventions, and preventive measures
3.	<b>Holistic Overview:</b> Through synthesizing 52 empirical studies, this research offers a comprehensive understanding of cyberbullying's impact on well-being and productivity in the workplace. It underscores the unique challenges of digital cyberbullying and advocates for workplace-specific interventions, consolidating knowledge and emphasizing its grave consequences
4.	<b>Illuminating Research Gaps:</b> This literature review surpasses summarization by pinpointing gaps and limitations in current knowledge. It explores diverse frameworks, findings, and methodologies, paving the way for enhanced investigations, interventions, and policies to address workplace cyberbullying
5.	<b>Enduring Significance:</b> This study emphasizes the ongoing prevalence of workplace cyberbullying, underlining the need for continued research, interventions, and policies to mitigate and prevent this issue actively.

of cyberbullying on the workforce, drawing upon theories such as the conservation of resources, affective events, and dysempowerment. Given the evolving nature of workplace cyberbullying, continued research is crucial for comprehending its dynamics, developing effective strategies, and implementing practical solutions to combat and mitigate its effects. The critical insights from our comprehensive review provide the research community with a deeper understanding of workplace cyberbullying and the current state of research in this field. This knowledge empowers researchers to explore novel and unexplored hypotheses, thereby advancing the study of workplace cyberbullying and its implications.

### 3.6. Practical contribution

By synthesizing the data from the identified articles and understanding the different dimensions of workplace cyberbullying, this review will help the organizations to identify the best practices, strategies and interventions that can effectively combat cyberbullying in the workplace and also help organizations create or update anti-cyberbullying policies in their organizations. Existing literature suggests that employees experiencing workplace anger or a lack of support are more prone to engage in cyberbullying behaviors. As the detrimental consequences of employee bullying become evident, organizations must allocate additional resources to address this detrimental phenomenon. Organizations must provide a robust support system to the employees, such as counselling services or anonymous reporting channels. This review also suggests that organizations develop and implement robust technological interventions to significantly reduce the risk of workplace cyberbullying, thereby providing employees with a sense of reassurance and security.

### 3.7. Limitations

Our study has a primary limitation: We included only 52 studies after conducting a rigorous staged review process. This limitation is attributed to the need for more literature focusing on workplace cyberbullying and its outcomes. The limited number of available studies is another constraint that impacts the comprehensiveness of our analysis. However, it is essential to note that this limitation reflects the current state of research in this area, emphasizing the need for further investigation and scholarly attention on workplace cyberbullying (Farley et al., 2021; Oguz et al., 2023). Our research is limited to the investigation of workplace cyberbullying, and our findings, theoretical contribution, and research implications are primarily based on the selected studies. One limitation of our study is the need to explore the theoretical underpinnings of workplace cyberbullying further. While theoretical approaches have provided valuable insights, additional theoretical development could enhance our understanding of the phenomenon. Another limitation is the limited attention given to related concepts associated with cyberbullying, such as cybercrime and incivility, which have significant implications for individuals in the workplace. Addressing these related concepts is essential for a comprehensive understanding of the broader impact of digital behaviors on working individuals.

## 4. Future research

Our review has identified some under-researched areas (refer to [Table 4](#)) in the field of workplace cyberbullying. We encourage future researchers to investigate the following topics: the impact of growing online

**Table 4.** Unexplored research areas and proposed measures.

Under-researched areas	Recommendations
Impact of Growing Online Communication in the Workplace	Incorporate uncovered definitions from literature to establish a comprehensive understanding of cyberbullying.
Consequences of Work-Related Social Media Usage	Encompass key elements of cyberbullying discussed in the study for a holistic perspective
Psychological Effects Experienced by Cyberbullying Victims	Integrate theoretical frameworks like conservation of resources, dysempowerment, and affective events for a unified definition

communication in the workplace, the consequences of work-related social media usage, the psychological effects experienced by employees who are subjected to cyberbullying, and the theoretical mechanisms that underlie workplace cyberbullying. Building upon our research findings, we recommend that future studies incorporate the definitions we have uncovered in the literature, encompassing the key elements of cyberbullying discussed in our study. Additionally, integrating theoretical frameworks such as conservation of resources, dysempowerment, and affective events can facilitate the development of various perspectives on workplace cyberbullying. Researchers can contribute to a deeper understanding of workplace cyberbullying and its implications by addressing these gaps and employing these suggested approaches.

#### ***4.1. This literature review reveals essential directions for future study by HRD researchers***

The following fields of study provide HRD professionals with a thorough foundation for contending against cyberbullying in the workplace.

##### ***4.1.1. Strategies for preventing and managing problems***

HRD professionals may better anticipate, clarify, and comprehend attitudes and behaviors connected with cyberbullying using effective awareness programs at both the individual and corporate levels (Nielsen et al., 2010). HRD specialists should create in-depth training programs to inform workers about cyberbullying and establish transparent reporting systems. In addition, organizations must create and disseminate policies on what constitutes appropriate conduct on the Internet and the penalties of cyberbullying (Cowan & Fox, 2015).

##### ***4.1.2. Psychological safety and workers happiness***

Analyzing how cyberbullying affects the implicit understanding between employees and employers is vital (Beale & Hoel, 2010). HRD experts should study the effects of cyberbullying on the psychological contract and devise strategies to repair damaged relationships. The study agenda can inform HRD initiatives to improve workers' happiness and satisfaction.

##### ***4.1.3. Policy and management reactions in the organization***

Corporate policies and management responses to cyberbullying must be evaluated for efficacy. The data shows how HR planning is complicated by insufficient organizational policies and unclear job descriptions within HR (Cowan & Fox, 2015). Examining how healthy management responds to cyberbullying situations and whether or not existing policies are enough are two areas where more study is needed.

##### ***4.1.4. Consequences over time and retention***

For HRD professionals, it is essential to comprehend the long-term effects of cyberbullying on employees and how it could affect retention rates. Bullying victims frequently quit the company due to prolonged sick absence, termination, or other arrangements (Leymann, 1990). The factors influencing employees' decisions to remain or quit after encountering cyberbullying should be the subject of more study.

## **5. Conclusion**

Examining the current body of work is essential for understanding the dynamics surrounding cyberbullying in modern digital workplaces. While acknowledging the limitations, this study has made valuable contributions to the expanding knowledge base on workplace cyberbullying. Our review encompassed studies across various sectors and geographic regions, capturing a broader perspective. The research on workplace cyberbullying has predominantly focused on its impact on work, associated stressors, and resulting consequences. Our findings underscore the prevalence of cyberbullying in work settings, highlighting the limited avenues for individuals to escape such behavior and the consequent stress experienced in such environments. Given the detrimental effects on individuals and organizations, businesses must cultivate a culture that actively discourages workplace cyberbullying and implement preventive and

responsive strategies. Numerous studies have emphasized the importance of organizational intervention and support systems to address this issue effectively. Notably, some studies have indicated that workers can effectively navigate these situations when they receive adequate supervisor support. These insights emphasize the urgency for organizations to address workplace cyberbullying and provide necessary resources to support employees, fostering healthier and more inclusive work environments.

### Authors' contributions

Mr. P Sanjeeva Kumar<sup>1</sup>, this paper's first and sole author, who has contributed substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; Drafting the work or reviewing it critically for important intellectual content; Final approval of the version to be published; Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

### Disclosure statement

No potential conflict of interest was reported by the author(s).

### Funding

No funding was received.

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### Data availability statement

Mr. P Sanjeeva Kumar<sup>1</sup>, this paper's first and sole author, will be designated as the contact person for providing the data mentioned in the statement. Data will be made available on request.

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