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## **THE ROLE OF BEHAVIORAL THEORIES IN THE PROCESS OF ANALYZING THE MOTIVES OF CYBERHATING IN PUBLIC SPACE**

*The purpose of this article is to analyze the emergence of cyber-hating motives within the context of behavioral theory evolution through a cross-functional lens. The authors have confirmed the hypothesis that cyber-hating emerges as part of cultural and behavioral patterns resulting from generational theory changes. A sociological study was conducted, focusing on the causes and motives for cyber-hating among a teenage audience. The study utilized a cross-functional approach to identify cyber-hating motives as a result of the interaction between the evolution of behavioral theories in marketing, cognitive psychology, social influence psychology, and generational theory. In preparing the article, sociological research methods were used, particularly survey-based questionnaires. Methods applied for analyzing sociological and marketing data included the Rosenberg Self-Esteem Scale (RSES), the Likert scale, and scales for measuring frequency and intensity of social media usage.*

*The scientific novelty of the results lies in substantiating and proving the cross-functional interaction in the emergence of cyber-hating motives within the context of behavioral theory evolution. Specifically, it identifies a new factor in the motivation for cyber-hating: the formation of behavioral patterns in cyberspace as a result of behavioral responses evolving with generational shifts.*

*The practical significance of the research results lies in identifying specific behavioral motives among representatives of the new generation. The study's practical outcomes illustrate the transformation across generations, their behavioral patterns, cultural perspectives, and values as a result of cross-functional interactions between influencing factors.*

**Keywords:** *cyber-hating, motivation, public space, generational theory, behavioral theories, sociological research, marketing research, cross-functional approach, cognitive marketing.*

**Statement of the problem in a general form.** The development of digitalization and the spread of information and communication technologies (ICT) have transformed methods of interaction and communication. At the same time, technological progress has facilitated new opportunities in communication and interpersonal interactions, creating unprecedented possibilities for social engagement, which in turn has fostered an environment where aggressive and harmful behaviors, including cyber-hate or cyberbullying, have increased. These trends have become a primary research focus for scientists and mental health professionals. Despite growing attention, the motives behind cyber-hate remain insufficiently conceptualized and understood. Meanwhile, most studies aimed at identifying the motives behind cyber-hate focus on uncovering purely psychological factors and reactions, with the goal of thoroughly understanding these psychological processes and developing targeted interventions for specific audiences. Researchers have also given considerable attention to gender and age differences, acknowledging their potential influence on aggressive behavior.

However, the reasons for the spread of cyber-hate and the motives behind its emergence-an outcome of cross-functional interactions among various factors rooted in generational evolution, especially regarding the socio-cultural influences on personality formation over different time periods-remain an underexplored area in contemporary research. Behavioral theories, which explain motives and behavioral reactions as influenced by socio-cultural factors on the behavioral patterns of study groups, are significant for establishing the conceptual and theoretical

foundations of the psychological motives behind the behavior of different generations. The ongoing advancement of information technologies, artificial intelligence, and neural networks further creates unique conditions for altering behavioral reactions, which become a result of the cross-functional interaction of multiple factors.

**Results and Discussion.** The cross-functional approach and interdisciplinary nature of the studied issue are revealed through the following fundamental areas: personality psychology theories, cognitive psychology and cognitive marketing, and generational theory. To understand the wide range of scientific issues associated with research findings on identifying the motives behind cyber-hate, we will analyze the functionality of each area within which the cross-functional approach to this issue is formed.

In the context of advancing research on personality psychology theories, scientists have focused on the psychology of personality and self-awareness. Current studies indicate that personality is influenced by both external factors and internal processes, which shape the motives behind the emergence of behavioral patterns.

In the evolution and development of personality psychology theories, a significant contribution belongs to George Kelly's theory of personal constructs, which is one of the key theories in personality psychology. This theory posits that personality is shaped by the interpretation and processing of information received from the external environment through internal neural networks. Each individual has unique neural networks that form the basis for creating their "profile"—personal constructs. The main idea of this theory is that individuals actively interpret the surrounding world, using their own systems of constructs to understand events and situations [1]. This theory emphasizes individuality and the uniqueness of each person. It underscores that individuals perceive the world through their personal filters and patterns, which they have developed based on life experiences. Thus, for each individual, their personal constructs are unique and define a unique way of responding to events and interacting with the world.

Kelly also believed that these personal constructs can be altered and developed through new experiences and learning. As such, the theory

of personal constructs provides a framework for understanding and predicting human behavior based on their perceptions and beliefs, which shape their personal worldview [2].

Furthermore, George Kelly is also known for his cognitive theory of creativity, in which he first described alternative hypothetical thinking. From Kelly's perspective, a person is a researcher or scientist who effectively and creatively engages with the world, interpreting it, processing information, and predicting events.

A central place in personality theories is occupied by Sigmund Freud's psychoanalytic theory, which focuses on unconscious motives, conflicts, and repressed desires that shape personality. Freud believed that many of these motives and desires are formed in early childhood and can remain hidden in the unconscious mind. He also viewed the unconscious and conscious parts of the psyche as relatively independent, each processing information about life experiences differently [3]. Psychoanalysis, the method developed by Freud to explore the unconscious, includes techniques such as dream analysis, free association, and transference. These methods aim to uncover and understand hidden motives and conflicts that affect an individual's behavior and emotional state.

Despite criticism and controversy, Freud's psychoanalytic theory remains a significant contribution to psychology, having influenced many aspects of modern psychotherapy and personality theory. Its emphasis on the role of the unconscious, early childhood experiences, and the complex interplay of internal forces continues to be a source of exploration and discussion within the field of psychology [2].

Humanistic psychology, represented by figures such as A. Maslow and C. Rogers, introduced a new direction in the development of psychological science, focusing on the deep study of personality and its potential for self-realization and self-improvement. This school of psychology rejects the traditional approach, where personality was viewed as a collection of reactions to external stimuli, and places the inner world of the person, their internal needs, values, and beliefs, at the forefront [4]. One of the central concepts of humanistic psychology is self-actualization – the process of realizing one's potential and striving for self-improvement, which motivates a person to seek new knowledge, achievements, and development.

Furthermore, humanistic psychologists emphasize the importance of the subjective experience of each individual, believing that it is the individual approach and understanding of internal experiences that can help a person achieve harmony and satisfaction in life. This approach allows psychologists to better understand and support personal development, fostering positive changes in mental states and life satisfaction.

Among the psychological theories that describe the algorithm of human behavior, behaviorism should be mentioned. Within psychological science, it occupies an important place as a theory that justifies the study of human behavior through external stimuli and responses to them. One of the notable representatives of this direction is J. Watson, who developed a model of behavior in the form of a chain of stimuli and reactions. His concept was that behavior could be controlled through appropriate stimulation and reinforcement of important aspects for the researcher [6]. Another well-known behaviorist, B. F. Skinner, supported the idea that behavior is shaped by the consequences that follow it. Thus, reinforcement, which increases desired behavior, and punishment, which decreases it, are key tools in operant conditioning [7]. These approaches in behaviorism reflect important aspects of understanding and controlling human behavior through mechanisms of stimulation, reinforcement, and control over responses. These theoretical concepts made a significant contribution to the development of psychology and the study of motivation and the impact of behavioral patterns on the formation of personality.

The second area of research that forms the cross-functional approach to the issue of studying and analyzing the motives of cyberhate is the scientific school of cognitive psychology, the development of which contributed to the emergence of the concept of cognitive marketing. It is the concept of cognitive marketing that explains the motives behind consumer behavior under the influence of various factors and justifies the importance of forming consumer behavior patterns to stimulate certain behavioral reactions. The impact of the cognitive marketing concept and its interconnection with motivational theories strengthens the scientific foundation for research on the cross-functional interaction between psychological schools, motivation theories in management, and the formation of consumption standards as the primary factor influencing behavioral patterns.

Well-known representatives of the cognitive psychology school include J. Piaget, L. Vygotsky, and others. Their research focused on the ability of cognitive processes (memory, thinking, and perception) to solve problems. Piaget's theory of cognitive development describes the process of cognitive development as a sequence of stages, each characterized by qualitative changes in thinking, understanding the world, and problem-solving. Vygotsky developed the concept of a socio-historical approach to understanding cognitive processes. According to this concept, the development of human thinking is inextricably linked to the social and cultural influences surrounding the individual.

L. Vygotsky identifies two planes of cognitive development: spontaneous (or natural) development, which happens on its own, and prompted (or intentional) development, which occurs under the influence of the surrounding environment and interaction with others. Thus, cognitive psychology, particularly the theories of Piaget and Vygotsky, makes a significant contribution to understanding how people perceive and process information, form their representations of the world, and solve problems [8].

Cognitive psychology has a wide range of applications in various interdisciplinary fields and related areas of knowledge. Its influence is especially significant in marketing concepts. The most notable impact of the cognitive psychology school has been on the development of the concept of cognitive marketing.

The formation and implementation of the cognitive marketing concept is linked to addressing the issue of imbalanced demand in a market saturated with goods and services, which led to the rise of a consumer society driven by irrational factors when making purchasing decisions. In this context, the well-known American scholar T. Skitovsky argued: «When a consumer has a choice between pleasure and comfort, he most often cannot make a rational choice» [9]. In such conditions, consumer behavior becomes irrational and requires marketing tools that evoke emotional influence to shape demand for products.

The cognitive marketing concept assumes that marketing activities are not simply aimed at finding ways to satisfy existing needs, but instead aim to create a need and form demand for products that fulfill it. The de-

velopment of the cognitive marketing concept arose due to the saturation of the market with high-tech products. Since these processes necessitated the need to teach consumers how to use these products, this contributed to the emergence of a new factor of production-knowledge. The authors of the cognitive marketing concept emphasize that marketing takes on the functions of influencing and shaping consumer consciousness by affecting consumers' cognitive processes. The concept economically justifies the influence of emotions as a factor affecting the cognitive process a consumer undergoes when making a purchasing decision. As a result, a model was proposed to transform consumer emotions into demand.

Cognitive marketing can influence consumer behavior through neural channels connected to the human brain. Furthermore, the stage of consumer choice of a product, based on the information received by the consumer, can be completely bypassed. In a cognitive economy, knowledge and information become factors of production, as many goods and services are purely informational, meaning that information and knowledge themselves become commodities.

Most researchers of the concept of cognitive marketing emphasize its interdisciplinary nature. For example, V. Krykun views cognitive marketing as an interdisciplinary field that combines cognitive psychology, behavioral economics, and classical marketing. This synergy allows for a deeper understanding of consumer behavior [10]. Krykun explores the essence of cognitive psychology and analyzes the views of psychologists that explain the cognitive approach in marketing. Meanwhile, O. Humenna focuses in her research on the digital tools of cognitive marketing. She argues that cognitive marketing technologies are the primary tool for influencing consumer behavior by altering consumers' beliefs and knowledge through influence on conceptual spaces [11].

Thus, cognitive marketing is a relatively new research direction that requires further development of its theoretical and methodological foundations, tools, and mechanisms for influencing consumer behavior, demonstrating the relevance of its application and its interdisciplinary nature.

The third direction that influences the formation of a cross-functional approach is the psychology of social influence. In the context of the

development of the scientific school of social influence psychology, the foundations of the theory of social cognition were established, with its author being A. Bandura [12]. This theory is known for emphasizing the interaction between an individual and their environment in the process of learning and development. According to Bandura's theory, people learn not only through their own experiences but also by observing others and modeling their behavior. The central idea of the theory is that social learning influences the formation of certain psychological processes and skills in a person, particularly the development of self-concept, belief in one's abilities, and conflict resolution style [12].

Another representative of the school of social influence psychology is R. Cattell [13]. As the author of the trait theory within social influence psychology, he believed that personality could be described through a stable set of qualities that reflect behavioral and psychological characteristics. He developed the concept of «traits,» which are stable qualities of behavior that manifest in different situations and remain relatively constant over time. According to this theory, personality consists of a specific set of traits, each of which can be measured and classified. Traits help explain why people behave differently in various situations and why their behavior can remain stable over time.

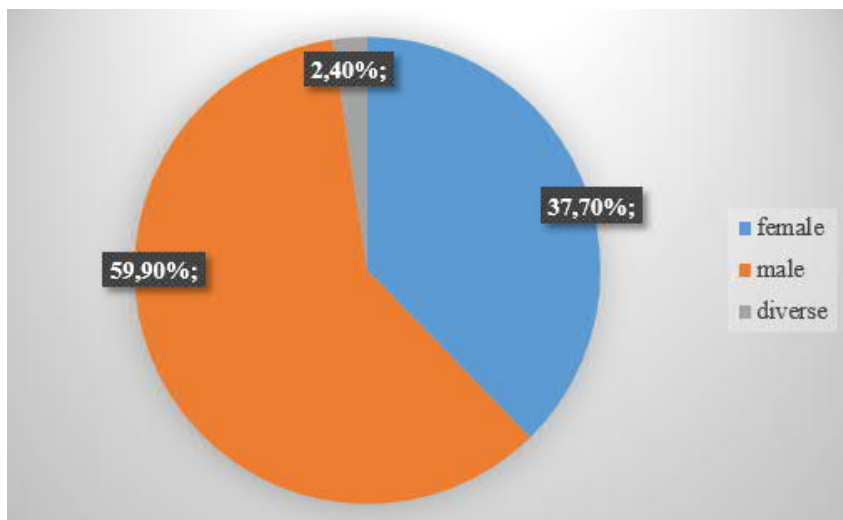
Thus, each of the theories, from psychoanalytic to humanistic and cognitive, has its unique features and contribution to the development of modern psychology. Considering the contributions of all these directions and scientific schools of psychology, it can be stated that the cross-functional approach has been formed, which found its realization within the framework of the theory of generations. The founders of the theory of generations were two American researchers: Neil Howe and William Strauss [14].

The purpose of the survey was to identify the causes, motives, and primary sources of cyberhate among adolescents in the context of the influence of behavioral patterns in the new generation. The general population of interviewees consisted of an audience of young people, predominantly schoolchildren. The sample was  $N = 5942$  participants, with 4684 completed questionnaires. Therefore, the sample size of  $N = 4684$  was used in the statistical framework for analyzing the results of the questionnaires.



The main purpose of the survey is to develop recommendations for training psychologists on how to deal with the effects of cyberhate, the risks and opportunities for overcoming it among the Zoomer and Alpha generation audiences. The results of the survey will be a base of the development of ways to provide psychological support to young people when interacting and communicating in the digital environment to increase safety in cyberspace and the Internet. Creating a more tolerant environment and friendly place on the Internet for all participants.

The gender distribution of the surveyed respondents is as follows: 37,7% – female; 59,9% – male; 2,4% – diverse (fig. 1).

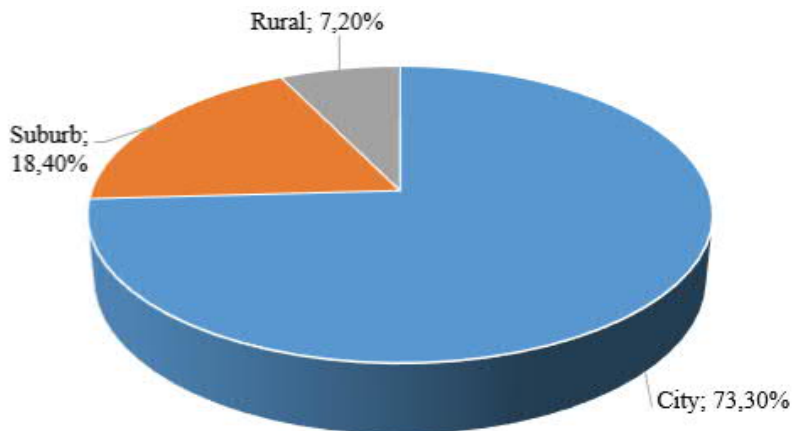


**Fig. 1.** Distribution of respondents by gender.

*Source: formed by the authors*

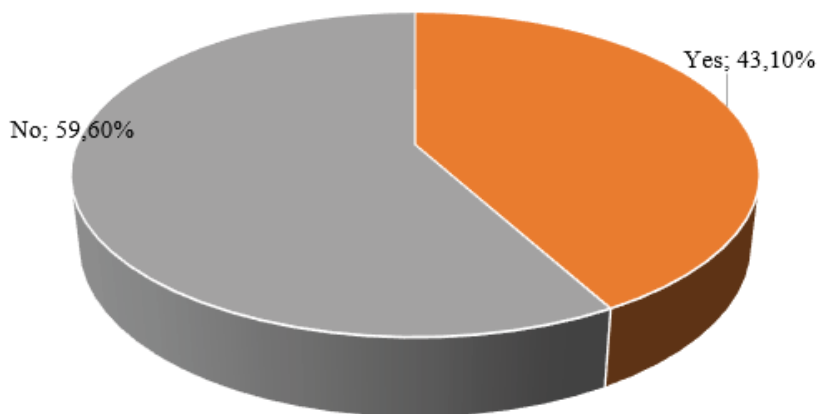
The average age of respondents was  $M = 15.75$  years, with a standard deviation of  $SD = 2.59$  years. This means that the survey actually included an audience mostly of teenagers aged 13 to 19 years old.

Regarding the place of residence, the distribution of respondents was as follows: 73,3% of respondents lived in the city, 18,4% – in the suburbs, and 7,2% – in rural areas (fig. 2).



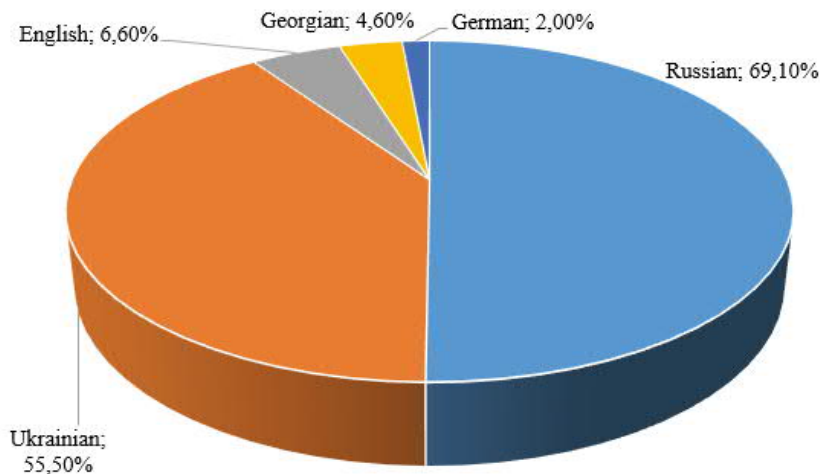
**Fig. 2.** Distribution of respondents by place of residence.  
*Source: formed by the authors*

Of these, 43,4% of participants reported being in a conflict zone (fig. 3).



**Fig. 3.** Distribution of respondents by place of residence in the conflict zone.  
*Source: formed by the authors*

At the same time, the distribution by native language speakers is as follows: 69,1% Russian; 55,5% Ukrainian; 6,6% English; 4,6% Georgian; 2,0% German (fig. 4).



**Fig. 4.** Distribution of respondents by native language speaking.  
*Source: formed by the authors*

The survey was conducted in an anonymous format, using the digital platform <https://www.limesurvey.org/>, with further importing and processing in SPSS.

The questionnaire included the following groups of questions:

- The socio-demographic block included: gender, age, country of origin, mother tongue, place of residence and its affiliation with the combat zone, and current place of residence.
- The Rosenberg Self-Esteem Scale (RSES), which was developed in 1965 by American sociologist Morris Rosenberg [15] and is the most widely used self-esteem scale worldwide.
- Responses were recorded on a Likert scale ranging from 1 (never) to 4 (often), which provided an estimate of the frequency of cyberhate manifestations.
- Assessing the level of communication with parents.

- Trust in various social institutions.
- Frequency and intensity of use of various social media.
- Places and topics in the context of which respondents experienced cyberhate.
- Emotions and reactions to cyberhate manifestations on social media.
- Personal experience of encountering cyberhate, as well as emotions and reactions to this experience.
- Personal experience of cyberhate and its motivations
- Evaluation of trusted individuals or organization with whom respondents shared negative experiences on social media.
- Support needed by respondents due to negative experiences.

The reliability and consistency of the scales were assessed using the Cronbach's  $\alpha$  coefficient, if its value was greater than 0.7, it was considered to be within the range of acceptable internal consistency of the scale [17].

The main socio-demographic indicators are summarized in Table 1.

*Table 1.*

### Demographic data

Variable	Mean	SD	%
Age	15,70	2,469	
Gender	1,64	0,512	
• Female			37,7
• Male			60,8
• Other			1,6
Location	1,35	0,62	
• City			73,5
• Suburb			18,4
• Rural			8,1
Language spoken at home			

*continuation of table 1*

• Ukrainian			64,2
• Russian			80,1
• Rumanian			
• German			1,7
• Kyrgyz			
• Georgian			4,6
• Other			
• English			7,5
• Missing			
Conflict Zone	1,57	0,496	
• Yes			43,1
• No			56,9

*Source: formed by the authors*

Thus, the hypotheses of the sociological study are the following:

H1. Does the choice of social network and its content influence the causes of cyberaggression and cyberhate.

H2. What are the most significant causes on the occurrence of cyberaggression and cyberhate.

H3. Is the presence of cyberhating part of the culture and behavior patterns of the new generation.

Univariate and multivariate approaches were used to evaluate the study results to identify the causes of cyberaggression and cyberhate.

The results of the survey revealed that cyberhate is most often encountered in social networks. Analysis of the survey results made it possible to determine that the majority of respondents most often encounter cyberhate in the social network TikTok (28,5% of cyberhating cases). Online Messenger: WhatsApp, Telegram, Signal are in the second place in terms of cyberhating prevalence, with 17% of respondents encountering cyberhating (tab. 2).

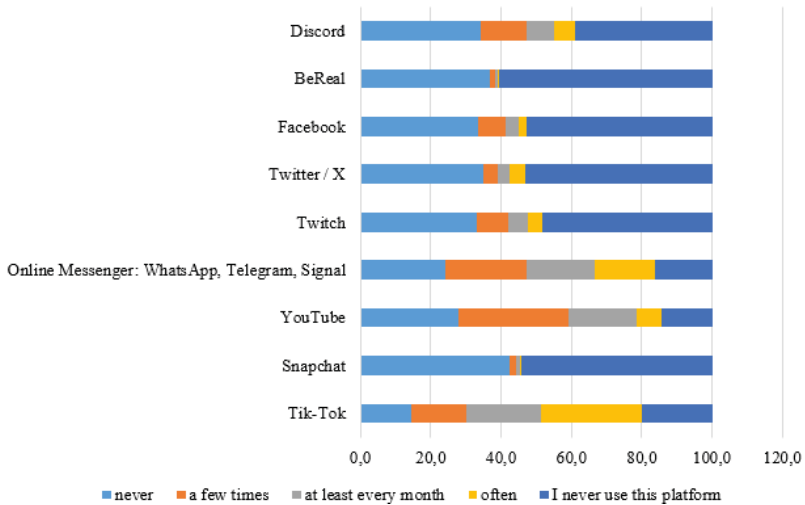
Table 2.

**Most common cyberhate platforms (%)**

	never	a few times	at least every month	often	I never use this platform
Tik-Tok	14,6	15,4	21,3	28,5	20,1
Snapchat	42,2	2,2	0,9	0,5	54,1
YouTube	27,7	31,4	19,4	7,0	14,4
Online Messenger: WhatsApp, Telegram, Signal	24,2	23,0	19,6	17,0	16,2
Twitch	33,3	8,7	5,8	3,8	48,4
Twitter / X	34,9	4,2	3,1	4,6	53,1
Facebook	33,5	7,6	3,9	2,1	52,8
BeReal	36,8	1,6	0,7	0,4	60,5
Discord	34,3	13,1	7,6	6,2	38,8

*Source: formed by the authors*

The results suggest that cyberhate is most commonly found in the social network TikTok and Online messengers (fig. 5).



**Fig. 5.** Distribution of respondents by frequency of cyberhate in different social networks, %.

*Source: formed by the authors*

The most common cyberhate locations are summarized in Table 3.

*Table 3.*

**Most common cyberhate locations (%)**

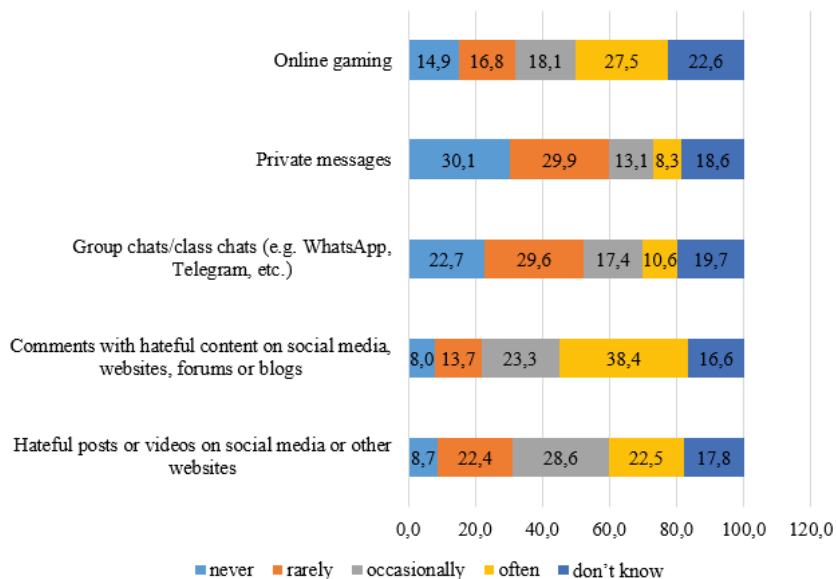
	never	rarely	occasionally	often	don't know
Hateful posts or videos on social media or other websites	8,7	22,4	28,6	22,5	17,8
Comments with hateful content on social media, websites, forums or blogs	8,0	13,7	23,3	38,4	16,6

continuation of table 3

Group chats/ class chats (e.g. WhatsApp, Telegram, etc.)	22,7	29,6	7,4	10,6	19,7
Private messages	30,1	29,9	13,1	8,3	18,6
Online gaming	14,9	16,8	18,1	27,5	22,6

Source: formed by the authors

Based on the survey results, it is clear that the highest level of cyberhate is found in comments on social networks, websites, forums or blogs (38,45%). The second highest level of cyberhate is found in online games (27,5%) and the third highest is found in offensive posts or videos on social networks or other Internet sites (22,5%) (fig. 6).



**Fig. 6.** Distribution of respondents by most common cyberhate locations (%).

Source: formed by the authors



The main topics of cyberhating are the following: Politics topic or political views (35,3% and 31,3%); Human body size and body features (27,8%); Homosexuality or sexuality in general (18,9%); Refugees or migrants from another country (16,1%) People with a different skin color (14%); Speaking against members of a certain religion (10,7%); Comments related to a person's age (10,8%); Hating people with disabilities (6,8%); Speaking against women (6,3%). The main results are presented in Table 4 and Fig. 7.

*Table 4.*

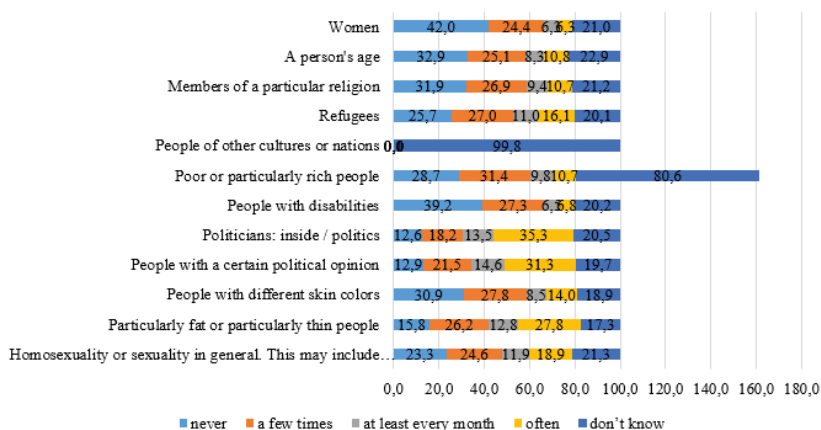
**Distribution of respondents by topic of cyberhating in social networks in last 12 months (%)**

	never	a few times	at least every month	often	don't know
Homosexuality or sexuality in general. This may include opinions or statements about relationships between people, their sexual orientation or their behavior.	23,3	24,6	11,9	18,9	21,3
Particularly fat or particularly thin people	15,8	26,2	12,8	27,8	17,3
People with different skin colors	30,9	27,8	8,5	14,0	18,9
People with a certain political opinion	12,9	21,5	14,6	31,3	19,7
Politicians: inside / politics	12,6	18,2	13,5	35,3	20,5
People with disabilities	39,2	27,3	6,5	6,8	20,2
Poor or particularly rich people	28,7	31,4	9,8	10,7	80,6
People of other cultures or nations	0,1	0,0	0,0	0,0	99,8

continuation of table 4

Refugees	25,7	27,0	11,0	16,1	20,1
Members of a particular religion	31,9	26,9	9,4	10,7	21,2
A person's age	32,9	25,1	8,3	10,8	22,9
Women	42,0	24,4	6,3	6,3	21,0

Source: formed by the authors



**Fig. 7.** Distribution of respondents by topic of cyberhating on social networks the last 12 months (%).

Source: formed by the authors

As can be seen from the main findings of the study, the problematic topics of the respondents' cyberhating is the cross-cultural perception and influence of destructive patterns of behavior, stereotypes and misconceptions among social media audiences. Cyberhating topics in terms of ridiculing people's physical disabilities, disabilities, skin color, and gender differences relate to racial discrimination and are chauvinistic in nature. This is unacceptable in modern society and is regulated not only by cultural norms and traditions, but also by civil law. Consequently, we can conclude that the audience of interviewed respondents, which

belongs to the generation of Zoomers and Alphas, forms its own subculture in cyberspace, contrary to social norms of ethics and morality. Understanding the causes of this phenomenon requires additional research, as it is necessary to identify the sources and motivation for the level of cyber aggression and cyber heath in the Intranet. This may be related to the adolescence of the bulk of respondents in terms of expressing adolescent nihilism, but can also be seen as a decline in the general level of culture among the new generation audience. In addition, the content of social networks contributes to the formation of certain patterns of behavior and cognitive reactions to certain emotional impact in adolescents, the frequency of which can form corresponding impulses and reactions in behavior. This can lead to the formation of completely different relationships between people in cyberspace, who have formed their own ideas about culture, ethics and communications on the Internet.

To summarize, the most common forms of cyberhate are comments on social networks, websites, forums or blogs, private messages or videos on social networks or websites. The most discussed topics of cyberhate are people's political views and political figures. This shows the influence of mass media in shaping the information agenda and managing the consciousness of the audience.

An interesting result of this study is the significant gender differences. The survey revealed that men are more likely to engage in cyberhating, while their age has no significant impact on cyber aggression.

These findings emphasize the importance of investigating the motivation factor and causes of cyberhating. Addressing this issue will contribute to the formation of sustainable communication and interaction among adolescents online. Gender differences are presented in more likely to be guilty of cyberhating (1.81; 0.97) and are also more reactive to cyberhate (2.31; 0.70). That said, it is the male audience that has higher self-esteem than women, according to the survey. Which can be a source of aggression or reactions to aggression and hate. For this reason, girls commit fewer acts of cyberhating and have a lower level of reaction to cyberhating.

The audience of respondents who marked *different* in the gender field have the following characteristics: have the lowest self-esteem;

lowest relationship with parents; lowest level of trust; highest use of social networks; highest amount of cyberhate in personal life; more different types of cyberhate in personal life; most cyberhate against close friends and family; most often cyberhate.

Table 5.

### Gender differences

Scale	Male	Female	Diverse	F	p
Self-esteem (Rosenberg)	3.47 (0.86)	3.38 (0.56)	3.09 (0.70)	24.281	< .001
Relationship with parents	3.85 (0.59)	3.79 (0.93)	3.02 (1.05)	29.197	< .001
Trust	2.60 (0.59)	2.54 (0.54)	2.07 (0.66)	45.026	< .001
Utilization of social media	1.59 (0.50)	1.71 (0.51)	1.90 (0.82)	31.581	< .001
Reactions to cyberhating	2.31 (0.70)	2.62 (0.61)	2.47 (0.75)	105.92	< .001
Cyberhating in private life (Mean)	1.70 (0.74)	1.67 (0.71)	2.24 (0.88)	35.605	< .001
Cyberhating in private life (type of Cyberhating)	1.35 (0.54)	1.37 (0.53)	1.85 (0.96)	27.223	< .001
Cyberhating against close friends/family	1.45 (0.69)	1.46 (0.68)	1.83 (1.01)	13.458	< .001
Reactions to Cyberhating by close friends/family	1.82 (0.59)	1.99 (0.56)	2.18 (1.93)	49.308	< .001
Perpetrators of Cyberhating.	1.81 (0.97)	1.43 (0.77)	2.01 (1.13)	89.698	< .001

Source: formed by the authors

A comparative analysis by gender is presented in Table 6.

*Table 6.*

**Comparative Analysis by Gender  
(Comparative Analysis by Gender)**

Scale	Male		Female		t-value
What topics have you observed cyberhate on social media in the last 12 months?	MW +SD		MW +SD		
Homosexuality or sexuality in general. This may include opinions or statements about relationships between people, their sexual orientation or their behavior.	2,11	1,156	2,45	1,103	
Particularly fat or particularly thin people	2,17	1,078	2,90	1,082	
People with different skin colors	2,12	1,164	2,02	1,020	
People with a certain political opinion	2,73	1,187	2,83	1,082	
Politicians: inside / politics	2,76	1,195	2,98	1,096	
People with disabilities	1,69	0,941	1,79	0,901	
Members of a particular religion	1,88	1,034	2,04	1,019	
A person's age	1,91	1,098	1,98	0,999	
Women	1,58	0,868	1,77	0,931	
In the last 12 months, have you ever shared or said anything online that could hurt or offend others? (For example, things that are mean, private, intimidating, or that target people because of the color of their skin, where they come from, etc.) their religion, whether they are a boy or a girl, or who they like.) (HatePerp)	1,81	0,969	1,43	0,765	

*continuation of table 5*

If in the last 12 months you have shared or said anything online that could hurt or offend others (for example, things that are mean, private, intimidating, or that target people because of the color of their skin, where they are from, their religion, etc.) they are a boy or a girl, or judge who they like), what was the reason for this?					
Because that person deserves it	2,41	1,284	1,98	1,125	
Because I have trouble with the person in question	2,28	1,141	2,01	1,075	
Because this person also said or shared something against me	2,61	1,304	2,34	1,252	
Just for fun / I think it's funny	1,85	1,058	1,53	0,837	
To avenge others who have been hurt	2,12	1,129	1,93	1,077	
Because I'm bored	1,77	0,992	1,53	0,817	
Because I'm in a bad mood	1,90	1,027	1,70	0,940	
Because others do that too	1,69	0,919	1,49	0,772	
Because it's cool	1,59	0,906	1,41	0,721	
Because I wanted to express my opinion	2,37	1,235	2,14	1,183	
Self-esteem (Rosenberg)	3,47	0,534	3,38	0,561	
Relationship with parents	3,85	0,859	3,79	0,927	
Trust	2,60	0,585	2,54	0,537	
Utilization of social media	1,59	0,498	1,71	0,509	
Reactions to Cyberhating	2,31	0,702	2,62	0,607	
Cyberhating in private life (Mean)	1,70	0,735	1,67	0,711	
Cyberhating in private life (type of Cyberhating)	1,35	0,542	1,37	0,528	

*continuation of table 5*

Cyberhating against close friends/ family	1,45	0,689	1,46	0,681	
Reactions to Cyberhating by close friends/family	1,82	0,585	1,99	0,557	
Perpetrators of Cyberhating.	1,81	0,969	1,43	0,765	

*Source: formed by the authors*

The reliability and interrelatedness of the rating scales in the questionnaire were assessed and analyzed by the value of Alpha Cronbach's coefficient. The results are presented in Table 7.

*Table 7.*

### **Reliability and interconnectedness of scales**

Scale	Mean	SD	Cronbach's Alpha	1.	2.	3.	4.
Self-esteem (Rosenberg)	3,41	0,558	0,748	-	X.XX		
Relationship with parents	3,80	0,916	0,879				
Trust	2,55	0,566	0,766				
Utilization of social media	1,67	0,518	0,648				
Reactions to Cyberhating	1,69	0,728	0,642				
Cyberhating in private life	1,37	0,550	0,770				
Cyberhating in private life (type of Cyberhating)	1,47	0,695	0,837				
Cyberhating against close friends/family	1,93	0,575	0,873				
Reactions to Cyberhating by close friends/family	1,58	0,875	0,484				
Perpetrators of Cyberhating.	3,41	0,558	-				

*Source: formed by the authors*

**Conclusion.** There fore, based on the conducted research, we can draw the following conclusions and generalizations. First, the data obtained during the survey made it possible to identify the causes, motives and primary sources of cyberhate among adolescents in the context of the influence of behavioral models on the new generation. The survey results can also serve as a basis for developing recommendations for training psychologists on how to deal with the consequences of cyberhate, risks and opportunities for overcoming it among the Zoomer and Alpha generation audiences. The data obtained showed that the highest level of cyberhate is observed in comments on social networks, on websites, forums or blogs (38,45%). The second highest level of cyberhate is observed in online games (27,5%), and the third highest level is in offensive publications or videos on social networks or on other Internet sites (22,5%). Also, the main topics that became dominant in the survey were: politics or political views (35,3% and 31,3%); sizes and features of the human body (27,8%); homosexuality or sexuality in general (18,9%); refugees or migrants from another country (16,1%); people with a different skin color (14%); statements against representatives of a certain religion (10,7%); comments related to a person's age (10,8%); hatred of people with disabilities (6,8%); statements against women (6,3%).

In general, we note that the problematic topics of cyberhate among respondents are intercultural perception and the influence of destructive behavioral patterns, stereotypes and misconceptions among the audience of social networks. The topic of cyberhate from the point of view of ridiculing physical defects, disabilities, skin color and gender differences of people concerns racial discrimination and is of a chauvinistic nature.

Therefore, it can be concluded that the audience of the surveyed respondents, who belong to the generation of buzzers and alphas, forms their own subculture in cyberspace, which contradicts social norms of ethics and morality. Understanding the reasons for this phenomenon requires additional research, since it is necessary to identify the sources and motivations of the level of cyberaggression and cyber-illness on the Internet. It is also worth emphasizing that the most common forms of cyberhate are comments on social networks, on websites, forums or



blogs, personal messages or videos on social networks or on websites. The most discussed topics of cyberhate are people's political views and political figures. This shows the influence of the media on the formation of the information agenda and the management of the audience's consciousness, especially in the public space.

## **РОЛЬ ПОВЕДІНКОВИХ ТЕОРІЙ В ПРОЦЕСІ АНАЛІЗУ МОТИВІВ ВИНИКНЕННЯ КІБЕРХЕЙТИНГУ В ПУБЛІЧНОМУ ПРОСТОРІ**

*Стаття присвячена спробі проаналізувати виникнення мотивів кіберненависті в контексті еволюції теорії поведінки через крос-функціональну призму. Автори підтвердили гіпотезу про те, що кіберненависть виникає як частина культурних та поведінкових моделей, що виникають внаслідок змін у теорії покоління. Було проведено соціологічне дослідження, зосереджене на причинах та мотивах кіберненависті серед підліткової аудиторії. У дослідженні було використано крос-функціональний підхід для виявлення мотивів кіберненависті в результаті взаємодії між еволюцією теорій поведінки в маркетингу, когнітивній психології, психології соціального впливу та теорії покоління. Під час підготовки статті були використані соціологічні методи дослідження, зокрема анкети на основі опитувань. Методи, застосовані для аналізу соціологічних та маркетингових даних, включали шкалу самооцінки Розенберга (RSES), шкалу Лайкерта та шкали для вимірювання частоти та інтенсивності використання соціальних мереж.*

*Наукова новизна результатів полягає в обґрунтуванні та доведенні крос-функціональної взаємодії у виникненні мотивів кіберненависті в контексті еволюції теорії поведінки. Зокрема, воно визначає новий фактор мотивації кіберненависті: формування моделей поведінки в кіберпросторі в результаті поведінкових реакцій, що розвиваються разом зі змінами покоління.*

*Практичне значення результатів дослідження полягає у визначенні конкретних мотивів поведінки серед представників нового покоління. Практичні результати дослідження ілюструють тран-*

сформацию між поколіннями, їхні моделі поведінки, культурні перспективи та цінності в результаті міжфункціональної взаємодії між факторами впливу.

**Ключові слова:** кіберненависть, публічний простір, мотивація, теорія поколінь, теорії поведінки, соціологічні дослідження, маркетингові дослідження, міжфункціональний підхід, когнітивний маркетинг.

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