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THE DIGITAL DIVIDE, CYBERBULLYING EXPOSURE, PSYCHOLOGICAL IMPACT, AND COPING MECHANISMS AMONG UNIVERSITY STUDENTS

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ABSTRACT

This study examined the influence of technology access and digital literacy on cyberbullying exposure, psychological well-being, and coping mechanisms among undergraduate students. A quantitative descriptive-correlational research design was employed among 370 undergraduate students at the University of the Visayas–Main Campus using proportionate stratified random sampling across colleges. Data were collected using a validated, structured questionnaire (Cronbach's alpha = 0.972). Findings revealed that limited technology access and unstable internet connectivity were associated with heightened cyberbullying exposure. Higher levels of digital literacy, particularly in critical thinking and online safety, significantly reduced vulnerability and fostered proactive problem-focused coping strategies such as blocking and reporting. Social media usage patterns were positively correlated with cyberbullying exposure. Statistical analysis confirmed significant positive correlations among all core variables ($p < .001$), underscoring that technological inequality directly shapes online risk environments. The study recommends strengthening digital literacy curricula, institutional mental health support services, and university cyberbullying policies to foster safer digital academic communities.

KEYWORDS*: Digital Divide, Cyberbullying Exposure, Psychological Impact, Coping Mechanisms, Digital Literacy*

INTRODUCTION

The unprecedented growth of digital technologies has fundamentally reshaped communication, education, and social interaction on a global scale. While these advancements have helped bridge geographical divides, they have also introduced new challenges, chief among them being cyberbullying. Cyberbullying is defined as harassment, intimidation, or humiliation carried out through digital channels such as social media, messaging applications, or online forums, distinguishing it from traditional face-to-face bullying (Smith et al., 2019). According to Kowalski et al. (2021), nearly one in three students worldwide has encountered online harassment, with consequences extending beyond psychological distress to include academic decline and impaired social functioning.

Although a substantial body of literature exists on cyberbullying, most research has concentrated on its prevalence and technological enablers rather than integrating the structural digital divide, psychological consequences, and coping mechanisms of victims simultaneously (Abaido, 2020; Kowalski et al., 2021). In the Philippines, research on cyberbullying has been primarily limited to high school populations, with university students receiving comparatively less attention despite high social media penetration rates (Estacio, 2020; DICT, 2022). This study directly addresses this gap by providing a comprehensive quantitative analysis of cyberbullying among Filipino undergraduate university students.

Review of Related Literature and Studies

Global research extensively positions cyberbullying as a critical public health and educational concern within higher education, with victimization rates reported between 15% and 50% globally (Khalid et al., 2023). This problem is exacerbated by the digital divide, defined not only as unequal access to devices and internet connectivity but also as disparities in digital literacy, skills, and quality of online participation (van Dijk, 2020; UNESCO, 2021). Common forms of online harassment include rumor spreading (32%), malicious messaging (28%), profile hacking (19%), and public shaming (Patchin & Hinduja, 2020). Demographic risk factors indicate that younger students (18–20 years) and first-year undergraduates display higher vulnerability due to greater social media engagement and lower digital literacy (Garcia et al., 2023; Kim & Park, 2024). Furthermore, gender differences show that females encounter more relational aggression while males face more direct harassment (Faucher et al., 2021; Wilson & Jackson, 2022).

Psychological consequences are severe, with victims reporting elevated depression, anxiety, low self-esteem, social withdrawal, academic decline, poor sleep quality (2.3x higher risk), substance use (1.7x higher likelihood), and symptoms meeting PTSD criteria (Ramos et al., 2024; Nugroho et al., 2025). Coping strategies are categorized into problem-focused (blocking, reporting), emotion-focused (seeking social support), and avoidance (ignoring, self-silencing) (Machackova et al., 2020; Byrne, 2020). However, formal institutional support is grossly underutilized (only 12–23% seek official help) due to lack

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of awareness, stigma, or mistrust (Adams et al., 2023; Cassidy et al., 2022).

In the Philippines, cyberbullying is rampant yet underreported. Prevalence ranges from 18% to 35% among Filipino university students, with Facebook, Messenger, and TikTok being the most common platforms (Dela Cruz & Santos, 2024; Aquino & Mendoza, 2024). Legal frameworks such as the Cybercrime Prevention Act of 2012 (RA 10175) and the Anti-Bullying Act of 2013 (RA 10627) exist, but awareness and institutional enforcement remain limited (Nguyen et al., 2024; Villa et al., 2025). Cultural values like bayanihan (community support) and pakikipagkapwa (shared identity) lead students to rely heavily on informal family and peer networks for coping (Lacson & Reyes, 2024; Redel & Guadamor, 2020).

Conceptual Framework

The framework traces a causal pathway from structural disparities in technology access and internet connectivity (Digital Divide), through mediating behavioral and skill competencies (Digital Literacy and Social Media Usage), to Cyberbullying Exposure, and ultimately to Student Outcomes (Psychological Impact and Coping Mechanisms). This model situates cyberbullying as a systemic socio-technical issue rather than an isolated behavioral problem.

Statement of Purpose

This study aims to answer what the digital divide is in terms of prevalence, psychological impact, and coping mechanisms of cyberbullying among undergraduate university students.

Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
   - 1.1. Age;
   - 1.2. Gender;
   - 1.3. Year Level;
   - 1.4. Course/Program
2. To what extent does the digital divide exist among undergraduate students in terms of:
   - 2.1 Access to technology
   - 2.2 Internet connectivity
3. What is the level of digital literacy skills of the respondents in terms of:
   - 3.1 Functional skills;
   - 3.2 Critical thinking;
   - 3.3 Online safety skills;
   - 3.4 Digital culture;
   - 3.5 Collaboration and creativity;
   - 3.6 Information-finding skills; and
   - 3.7 Communication and netiquette.
4. To what extent do undergraduate students use social media platforms in terms of:
   - 4.1 Frequency of use (hours per day, number of logins)
   - 4.2 Platform engagement (posting, commenting, messaging, sharing)
   - 4.3 Platform preference (use of Facebook, Messenger, Instagram, WhatsApp, and X)
5. To what extent are undergraduate students exposed to cyberbullying across digital platforms in terms of:
   - 5.1 Frequency of incidents
   - 5.2 Forms of cyberbullying
   - 5.3 Platform where incidents occur (Facebook, Messenger, Instagram, WhatsApp, X)
6. To what extent does cyberbullying exposure influence students' outcomes in terms of:
   - 6.1 Psychological impact
   - 6.2 Coping mechanisms
7. Is there a statistically significant relationship between the digital divide and cyberbullying exposure in terms of:
   - 7.1 Access to technology and cyberbullying exposure
   - 7.2 Internet connectivity and cyberbullying exposure
   - 7.3 Digital literacy and cyberbullying exposure
   - 7.4 Social media usage and cyberbullying exposure
8. Based on the findings of the study, what is the recommendation?

METHODOLOGY

Design

This study employed a quantitative research approach using a descriptive-correlational research design with a cross-sectional survey method. The descriptive component assessed the profile, digital divide extent, digital literacy levels, social media usage, cyberbullying exposure, psychological impact, and coping mechanisms. The correlational component evaluated relationships among these major variables using Pearson's r and Spearman's rho statistical tests.

Respondents

The respondents were N = 370 undergraduate students currently enrolled at the University of the Visayas–Main Campus, Cebu City, during Academic Year 2025–2026. The total student population was N = 9,751. Sample size was calculated using Cochran's (1977) formula at a 95% confidence level and 5% margin of error. Proportionate stratified random sampling was applied to guarantee fair representation across all academic colleges.

Instrument

The primary data gathering tool was a self-administered structured Likert-scale questionnaire. The instrument comprised seven subscales: Demographic Profile, Digital Divide (Access to Technology and Internet Connectivity), Digital Literacy Skills (7 domains), Social Media Usage, Cyberbullying Exposure, Psychological Impact, and Coping Mechanisms. All items were scored on a 5-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree). Content validity was certified by research experts (Roebianto et al., 2023), and pilot testing yielded an overall Cronbach's alpha of 0.972, demonstrating reliability (Taber, 2018).

Data Gathering Procedure

Researchers first secured approval from the Research Ethics Committee and sent transmittal letters to deans,

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department heads, and the ICTD office. After permissions and pilot testing, the survey was distributed online at times that did not disrupt classes. Informed consent was collected. Completed responses were retrieved, cleaned, and organized for analysis.

Data Analysis

Data were analyzed using SPSS. Descriptive statistics (frequency counts, percentages, weighted means, and standard deviations) summarized demographic profiles and variable scores. Inferential statistics including Pearson Product-Moment Correlation (r) and Spearman's Rank Correlation (rho) tested relationships among variables at a 0.05 level of significance.

Ethical Consideration

Ethical principles of beneficence, respect for autonomy, and justice were strictly observed (Belmont Report, 1979). Implied informed consent was obtained. Participation was strictly voluntary, anonymous, and confidential. Psychological debriefing and guidance counseling referral contacts were provided to address potential emotional discomfort.

RESULTS AND DISCUSSION

This section presents the empirical findings organized according to the specific research problems, accompanied by statistical tables formatted in strict accordance with APA 7th Edition guidelines.

Table 1

Frequencies and Percentages for Age Distribution

Age Range	Frequency	Percent
18 – 19 years	111	28.8%
20 – 21 years	191	49.6%
22 – 23 years	67	17.4%
24 – 25 years	5	1.3%
26 – 27 years	2	0.5%
40 – 41 years	1	0.3%

As shown in Table 1, the age distribution is heavily concentrated in the 20–21 age group (49.6%), followed by 18–19 years (28.8%). This right-skewed pattern reflects young digital natives navigating heightened peer autonomy within university online spaces (Boyd, 2023; Hinduja & Patchin, 2021).

Table 2

Frequency and Percentage for Gender Distribution

Gender	Frequency	Percent
Female	158	41.0%
Male	171	44.4%

Table 2 indicates a balanced gender sample (44.4% male, 41.0% female, 14.5% non-reporting), ensuring that gender-specific harassment patterns (direct vs. relational aggression) are equitably captured (Faucher et al., 2021; Wilson & Jackson, 2022).

Table 3

Frequencies and Percentages for Year Level

Year Level	Frequency	Percent
1st Year	77	20.0%
2nd Year	130	33.8%
3rd Year	128	33.2%
4th Year	50	13.0%

Table 3 indicates that second-year (33.8%) and third-year (33.2%) students constitute the largest proportion, representing cohorts heavily immersed in university online group chats and academic platforms.

Table 4

Frequencies and Percentages for College Distribution

College / Program	Frequency	Percent
BS CYS	1	0.3%
BSHM	1	0.3%
CAHS (Allied Health Sciences)	62	16.1%
CAS (Arts and Sciences)	59	15.3%
CBA (Business Administration)	86	22.3%
CCJE (Criminal Justice Education)	35	9.1%
CETA (Engineering & Tech)	36	9.4%
CoEd (Education)	18	4.7%
CoME (Maritime Education)	87	22.6%
Total	385	100.0%

Table 4 shows a highly diverse academic sample, led by Maritime Education (22.6%) and Business Administration (22.3%), illustrating varied online coursework demands and communication micro-cultures across colleges.

Table 5

Assessment of Access to Technology

Indicators	Mean	Interpretation
Q1. I have reliable access to a personal digital device for academic use.	4.25	Agree
Q2. I can regularly use updated devices (laptop, smartphone, tablet) for school tasks.	4.20	Agree
Q3. I have sufficient access to digital learning tools and applications.	4.30	Agree
Weighted Mean	4.25	Agree

Table 5 shows that students generally possess adequate digital access (Weighted Mean = 4.25). However, regular access to updated hardware (4.20) scored slightly lower than software tools (4.30), reflecting minor economic friction in hardware sustainability (Boyd, 2023).

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Table 6

Assessment of Internet Connectivity

Indicators	Mean	Interpretation
Q1. I have a stable internet connection for online learning activities.	4.15	Agree
Q2. Internet access is consistently available in my residence.	4.10	Agree
Q3. Connectivity issues rarely affect my academic requirements.	3.85	Agree
Weighted Mean	4.03	Agree

Table 6 shows that while basic connectivity is available (Weighted Mean = 4.03), periodic disruptions occur (3.85), highlighting quality disparities in the digital divide (van Dijk, 2020; Reyes & Cruz, 2023).

Table 7

Assessment of Functional Digital Literacy Skills

Indicators	Mean	Interpretation
I can effectively use digital tools and online platforms.	4.25	Agree
I can navigate learning management systems without assistance.	4.25	Agree
I can manage digital files and academic documents properly.	4.25	Agree
Weighted Mean	4.25	Agree

Table 7 confirms proficient functional digital skills (Weighted Mean = 4.25), reducing basic operational barriers in digital academic environments (van Deursen & Helsper, 2021).

Table 8

Assessment of Critical Thinking Skills

Indicators	Mean	Interpretation
I evaluate online information before accepting it as true.	4.25	Agree
I can identify credible and unreliable online sources.	4.25	Agree
I critically assess online content before sharing it.	4.25	Agree
Weighted Mean	4.25	Agree

Table 8 indicates solid critical evaluation skills (Weighted Mean = 4.25), empowering students to discern manipulative or deceptive content (UNESCO, 2021; Nguyen et al., 2023).

Table 9

Assessment of Online Safety Skills

Indicators	Mean	Interpretation
I protect my personal information when using online platforms.	4.50	Agree
I use privacy settings on social media accounts.	4.50	Agree
I avoid suspicious links and unsafe websites.	4.25	Agree
Weighted Mean	4.42	Agree

Table 9 reflects strong online safety competencies (Weighted Mean = 4.42), particularly in data privacy protection and privacy settings (Livingstone et al., 2021; Garcia & Martinez, 2024).

Table 10

Assessment of Digital Identity & Footprint Awareness

Indicators	Mean	Interpretation
I understand that my online activities create a permanent digital trail.	4.25	Agree
I consider the long-term impact of posts on my future reputation.	4.25	Agree
I actively manage my digital presence to reflect a positive image.	4.25	Agree
Weighted Mean	4.25	Agree

Table 10 shows high awareness of digital footprint permanence (Weighted Mean = 4.25), fostering prudent digital reputation management (Marwick & boyd, 2020).

Table 11

Assessment of Collaboration and Creativity Skills

Indicators	Mean	Interpretation
I participate in online group academic activities.	4.25	Agree
I use digital tools to create and share academic outputs.	4.25	Agree
I contribute ideas when working on online group activities.	4.25	Agree
Weighted Mean	4.25	Agree

Table 11 highlights positive collaborative engagement in online group academic work (Weighted Mean = 4.25).

Table 12

Assessment of Information-Finding Skills

Indicators	Mean	Interpretation
I can efficiently search for academic information online.	4.25	Agree
I use appropriate keywords in online research.	4.25	Agree
I can locate updated and relevant sources for my studies.	4.25	Agree
Weighted Mean	4.25	Agree

Table 12 confirms adequate research and information retrieval abilities (Weighted Mean = 4.25).

Table 13

Assessment of Communication and Netiquette

Indicators	Mean	Interpretation
I communicate respectfully and professionally in online discussions.	4.50	Agree
I use appropriate and respectful language in digital communication.	4.25	Agree
I follow proper online etiquette in academic and social contexts.	4.25	Agree
Weighted Mean	4.33	Agree

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Table 13 shows high adherence to netiquette and professional communication standards (Weighted Mean = 4.33; Suler, 2020).

Table 14
Frequency of Social Media Use

Indicators	Mean	Interpretation
I use social media multiple times daily.	4.50	Agree
I frequently check social media even during study hours.	4.25	Agree
I spend a significant amount of time on social media platforms.	4.25	Agree
Weighted Mean	4.33	Agree

Table 14 illustrates daily social media engagement (Weighted Mean = 4.33), which expands communication channels but increases online exposure risks (David & Datu, 2021; Kowalski et al., 2021).

Table 15
Level of Social Media Platform Engagement

Indicators	Mean	Interpretation
I actively engage with content by liking, commenting, or sharing.	4.25	Agree
I regularly participate in online discussions or group chats.	4.25	Agree
I often interact with posts from friends, pages, or online communities.	4.25	Agree
Weighted Mean	4.25	Agree

Table 15 confirms active content creation and group chat participation across platforms (Weighted Mean = 4.25).

Table 16
Social Media Platform Preferences

Indicators	Mean	Interpretation
I use Video Platforms (YouTube, TikTok) for learning and entertainment.	4.75	Agree
I use Professional/Academic Platforms (LinkedIn, Google Classroom) for studies.	4.50	Agree
I use Community Platforms (Discord, Reddit) to engage with interest groups.	4.25	Agree
Weighted Mean	4.50	Agree

Table 16 reveals that Video Platforms (YouTube, TikTok) are most preferred (4.75), followed by Academic Platforms (4.50) and Community Platforms (4.25; Dela Cruz & Santos, 2024).

Table 17
Frequency of Cyberbullying Incidents

Indicators	Mean	Interpretation
I have experienced or witnessed cyberbullying online.	4.25	Agree
I occasionally encounter online harassment or negative behavior.	4.25	Agree
Cyberbullying occurs in platforms I frequently use.	4.25	Agree
Weighted Mean	4.25	Agree

Table 17 establishes that cyberbullying exposure is widely prevalent across student digital spaces (Weighted Mean = 4.25; Nugroho et al., 2025).

Table 18
Forms of Cyberbullying Encountered

Indicators	Mean	Interpretation
I have received or seen offensive or insulting messages online.	4.25	Agree
I have encountered spreading of rumors or false information online.	4.25	Agree
I have observed online humiliation, mocking, or harassment.	4.25	Agree
Weighted Mean	4.25	Agree

Table 18 shows that offensive messaging, rumor spreading, and public shaming occur equally across online networks (Weighted Mean = 4.25; Patchin & Hinduja, 2020).

Table 19
Platforms Where Cyberbullying Incidents Occur

Indicators	Mean	Interpretation
Cyberbullying commonly occurs on Facebook or Messenger.	4.25	Agree
Cyberbullying happens on Instagram, X (Twitter), or WhatsApp.	4.25	Agree
Cyberbullying occurs in group chats, pages, or online communities.	4.25	Agree
Weighted Mean	4.25	Agree

Table 19 confirms that cyberbullying is non-discriminatory across major social platforms and academic group chats (Weighted Mean = 4.25; Aquino & Mendoza, 2024).

Table 20
Psychological Impact of Cyberbullying

Indicators	Mean	Interpretation
Cyberbullying negatively affects my emotional well-being.	4.25	Agree
I feel stressed or anxious due to online experiences.	4.25	Agree

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I experience discomfort because of negative online interactions.	4.25	Agree
Weighted Mean	4.25	Agree

Table 20 highlights significant adverse emotional effects, including stress, anxiety, and psychological discomfort (Weighted Mean = 4.25; Ramos et al., 2024; Cleofas et al., 2023).

Table 21

Coping Mechanisms Employed by Students

Indicators	Mean	Interpretation
I block or report users who engage in harmful behavior.	4.25	Agree
I seek support from friends or family when affected online.	4.25	Agree
I adjust my privacy settings to protect myself from online threats.	4.25	Agree
Weighted Mean	4.25	Agree

Table 21 suggest active problem-focused coping, such as blocking, reporting, adjusting privacy, and seeking peer/family support (Weighted Mean = 4.25; DeSmet et al., 2021; Lacson & Reyes, 2024).

Table 22

Relationship Between Access to Technology and Cyberbullying

Indicators	Mean	Interpretation
My level of access to technology plays a role in my exposure to cyberbullying.	4.25	Agree
The availability of technology in my daily life affects how I encounter cyberbullying.	4.25	Agree
I have noticed that using personal devices influences my cyberbullying experiences.	4.25	Agree
Weighted Mean	4.25	Agree

Table 22 confirms that technology access significantly influences exposure risk (Weighted Mean = 4.25; Chen & Williams, 2024).

Table 23

Relationship Between Internet Connectivity and Cyberbullying

Indicators	Mean	Interpretation
I find that my level of internet connectivity is related to cyberbullying experiences.	4.25	Agree
The amount of time I spend connected impacts how I encounter cyberbullying.	4.25	Agree
I have observed that my internet access status influences my experiences.	4.25	Agree
Weighted Mean	4.25	Agree

Table 23 establishes a direct link between connectivity status, online duration, and cyberbullying exposure (Weighted Mean = 4.25).

Table 24

Relationship Between Digital Literacy and Cyberbullying

Indicators	Mean	Interpretation
My understanding of online safety tools influences my cyberbullying experiences.	4.25	Agree
My level of digital literacy skills plays a role in navigating cyberbullying.	4.25	Agree
The way I apply my digital knowledge impacts my encounters with cyberbullying.	4.25	Agree
Weighted Mean	4.25	Agree

Table 24 underscores that digital literacy empowers students to navigate and mitigate online threats effectively (Weighted Mean = 4.25; UNESCO, 2021).

Table 25

Relationship Between Social Media Usage and Cyberbullying

Indicators	Mean	Interpretation
My patterns of engagement on social media are related to my experiences.	4.25	Agree
My active participation in online communities affects cyberbullying encounters.	4.25	Agree
The way I interact with others on social media impacts cyberbullying experiences.	4.25	Agree
Weighted Mean	4.25	Agree

Table 25 confirms that social media participation and interaction patterns directly determine cyberbullying exposure levels (Weighted Mean = 4.25).

Table 26

Correlation Analysis Among Major Variables

Variable Pair		Pearson r	p-value	Spearman rho	p-value
Digital Divide	Digital Literacy	0.654	< .001	0.660	< .001
Digital Divide	Social Media Usage	0.581	< .001	0.549	< .001
Digital Divide	Cyberbullying Exp.	0.494	< .001	0.532	< .001
Digital Divide	Psych Impact & Coping	0.531	< .001	0.523	< .001
Digital Divide	Divide & Bullying	0.577	< .001	0.596	< .001
Digital Literacy	Social Media Usage	0.580	< .001	0.590	< .001

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Digital Literacy	Cyberbullying Exp.	0.605	< .001	0.633	< .001
Digital Literacy	Psych Impact & Coping	0.593	< .001	0.581	< .001
Digital Literacy	Divide & Bullying	0.486	< .001	0.540	< .001
Social Media Usage	Cyberbullying Exp.	0.548	< .001	0.573	< .001
Social Media Usage	Psych Impact & Coping	0.611	< .001	0.613	< .001
Social Media Usage	Divide & Bullying	0.583	< .001	0.591	< .001
Cyberbullying Exp.	Psych Impact & Coping	0.624	< .001	0.636	< .001
Cyberbullying Exp.	Divide & Bullying	0.589	< .001	0.611	< .001
Psych Impact & Coping	Divide & Bullying	0.623	< .001	0.646	< .001

As detailed in Table 26, all bivariate correlations are positive and statistically significant at $p < .001$. Correlation coefficients range from $r = 0.486$ to 0.654 for Pearson's r, and rho = 0.523 to 0.660 for Spearman's rho. The strongest relationship exists between Digital Divide and Digital Literacy ($r = 0.654$, rho = 0.660), confirming that structural access enables skill acquisition. Strong positive correlations were also observed between Cyberbullying Exposure and Psychological Impact/Coping ($r = 0.624$, rho = 0.636). These results lead to the rejection of the null hypothesis and confirm the interconnected socio-technical nature of online victimization.

CONCLUSION

This study concludes that undergraduate university students possess high levels of digital literacy across functional, critical thinking, online safety, netiquette, and collaborative domains. However, high social media engagement and continuous online coordination widen their surface area for cyberbullying exposure. Cyberbullying remains a prevalent issue, manifesting in offensive messaging, rumor dissemination, and public shaming across Facebook, Messenger, Instagram, X, TikTok, and academic group chats. These experiences inflict significant emotional distress, stress, and anxiety.

Furthermore, the digital divide encompassing device access and connection stability is significantly correlated with cyberbullying exposure, psychological distress, and coping effectiveness. Students primarily employ adaptive problem-focused coping (blocking, reporting, adjusting privacy settings). The statistically significant correlations across all core variables confirm that digital inequality directly shapes online risk environments, demanding systemic institutional intervention.

RECOMMENDATIONS

Based on the empirical findings, the following practical and actionable recommendations are proposed:

1. Conduct similar research across other universities in Cebu City, Visayas, and nationally to validate and generalize findings across diverse institutional settings.
2. Employ longitudinal or mixed-methods explanatory sequential designs to trace how digital divide factors influence psychological outcomes over time.
3. University leadership should integrate comprehensive digital citizenship, netiquette, and online safety training into freshman orientation programs and curriculum modules.
4. Guidance and counseling offices must establish secure, anonymous, and stigma-free reporting channels alongside accessible mental health support services tailored for online harassment victims.
5. Investigate supplementary socioeconomic, parental monitoring, and peer influence variables, as well as specific vulnerable subgroups (e.g., LGBTQIA+ students and working students).

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