



Students' Perspective about their Cyberbullying Behavior and Disclosure at Higher Education Institution in Pakistan

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Abstract: With the passage of time usage of social media has been enlarged. Hence, it has enhanced the risk of youth being bullied and has appeared such as a huge concern for parents, instructors as well as other working professionals remarkably. Objectives of this research was to identified the opinions of students about the presence, occurrence and exposure of cyber bullying behavior also the negative effects of cyberbullying on student's thoughts and emotions. The sample consisted of 10 male students of five universities of Punjab in Pakistan. In this way qualitative research methods, semi-structured interview was conducted with each student who identify the individual opinions and behaviors. This type of qualitative research was a case study that was preferred the phenomena of cyber bullying. Content analysis was used to interpret the phenomena. As a result of this analysis, students on exhibited cyberbullying behaviors according to their individualities, their emotions of anger, sadness and hate were more often showed. The results of this research were reflected in the findings and suggestions persuaded for cyber victims. It was further recommended that psychological counselors should work in higher education institutions.

Introduction

There are numerous usages of technologies in the field of instructional institutions. This trend led to the widespread practice of these technologies. One of the major problems carried by this situation is to move cyberbullying behaviors in educational institutions. This condition led to the reflection of a new autocracy among the youth called cyber bullying (Bulduk et al., 2017). Cyber bullying that is commonly occurs on social media and websites and causes difficulties as anger depression, anxiety, self-harm, low self-esteem and academic failure in victims (Gündüz et al., 2021). Cyber harassment is commonly prominent amid young students. Mostly, university students are at a unsafe situation because they

can easily use the Internet and connect to the cybernetic environment as associated to others. They frequently used Internet on laptop and smart-phones (Al Qudah et al., 2020). The student's experiences of cyberbullying probable harmful consequences are obligatory. Additionally, exploring negative Internet usage associated with cyber bullying and victimization (Al Qudah et al., 2020). Cyber bullying is a harmful behavior conducted repeatedly and deliberately through electronic texts that connected with (Hase et al., 2015). (Mladenović et al., 2021) described cyberbullying is a latest form of bullying. It has three features first anonymity (in which bully hide his/her identity) second is large

number of persons who involved in bullying behavior also repeated participation of sensual harassment (Fang et al., [2020](#)). While the results in the reading documents concerning the occurrence of cyber bullying through sexual role are inconsistent and one of the recurrent conclusions is that male students are more likely to behavior cyber bullying (Al Qudah et al., [2020](#)).

Literature review

Cyberbullying behavior have a serious social, psychological and emotional influence on victims. In the cybernetic environment a victim can consequence as low levels of anxiety, low self-esteem, depression, and loneliness (Ali et al., [2020a,b](#); Li et al., [2012](#)). Additionally, the cyber bullying has negative impact not only imperfect to psychosomatic, emotional and magnitudes on the other hand can also cause social variations in bullied. Several researches show that bullying victims (bullied) sustain supplementary deficiencies in educational institutes (Bauman & Newman, [2013](#)). Numerous studies showed that not only sufferers but also eye victim of that incident can face post symptoms. Negative consequences can also be observed in eye victims of the incidents (Bauman & Newman, [2013](#)).

Previous writers and researches described cyberbeing as different forms such as digital bullying, online social aggression, messaging typing on cell phones, electronic bullying, cyber harm, and internet bullying (Gündüz et al., [2021](#)). Bullying behaviors can also be transmitted through messages or digital images. instant messaging, electronic mail, newsgroups, discussion groups and chat rooms. The utmost perspective of cyber bullying seems to be the ability of the bully to hide his/her identity in order to scare or annoy the victim (Gündüz et al., [2021](#)). Other significant characteristics of cyber - bullying are as under.

- This era cannot be controlled appropriately.
- Victims can easily reach his/her purpose.

- Bully can access many individuals in a short period of time.

On the other hand, the web background creates it bolster to adapt the personal, physical and non-spoken communications topographies which are vital in communiqué that are instigating misinterpretation in statement process (Ang, [2015](#)). So, several sufferers do not account being bullied to their elders because bullied think this mistreatment cannot sojourn and plenty of them consider it won't be conceivable to limit internet contact. Psychological feedbacks stated by sufferers such as emotional state of stress, humiliation, uneasiness, depression, fear of going to school, anxiety, suicidal feelings and loneliness (Kokkinos et al., [2016](#)). (Hinduja & Patchin, 2008) definite that cyber bullying has damaging behavior led repetitively as well as deliberately texts electronics, while (Cesaroni et al., [2012](#)) concerned to cyber victimization have being deliberately affected by others via email. (Heirman & Walrave, [2008](#)), also defined cyber-bullying as covered form of victimization via electronic technologies. In the same way, other researchers identified the bullying command or control in institutes or on-line, being censured over the internet can be equally destructive as in actual life.

Cyberbullying Behavior in Higher Educational Institutes

The high enlargement of social media has revealed a crowd of communication plus networking Prospects. The enlarged entree of social media and usage of interconnecting equipment has initiated to cyberbullying among the higher institutions students. Many researches have concluded that university students whose have been cyber bullied undergo from stress, low self-esteem, depression and anxiety, sleep disorders, helplessness, fell anger also other emotional problems (Schenk & Fremouw, [2012](#); Schneider et al., [2012](#)). The researches have revealed that cyberbullying has damagingly affect on educational activities of university youth

students (Mason et al., 2008). Enrolled students stated that who's were bullied in their past life are to be cyber bullied in college or university life and youth whose were cyber bullies in their past life are more likely to involved in cyberbullying behavior during the institutes life (T. Beran & Li, 2007). The studies about cyberbullying surrounded by pupils is rising day by day in their higher study. Students still requirements to be sightsaw cyberbullying. Many researches have shown that cyberbullying occurs more frequently in higher institutes like universities, and it is ought to be a serious distress (T. N. Beran et al., 2012; Dilmac, 2009). A Canadian research, exposed that 24.1% of undergraduates are victims of cyberbullying, and the bullies are considered to be 5.1% (Faucher et al., 2014). Cyber harassment can also have dismaying effects on someone's life in many forms like anxiety, depression, isolation and fell pressure. Cyberbullying has also been reported to upsurge suicidal frequencies, as the suicidal report of Canadian students were eye victims (T. N. Beran et al., 2012). A suicidal case of a student in Malaysia is also reported (Roger Hart & Colwell, 2014). A research of the "New Hampshire University" USA has studied an example (Watts et al., 2017).

The utmost progression of ICTs (Information and Communication Technologies) has reportedly unconventional a new collecting of communication and networking opportunities. The rising availability of web to 339 scholars was studies and it was founded that around 10% - 15% of those were victimized via texts or emails, also more than half of the academic students received undesirable pornographic content. Moreover, another research conducted by the "Midwestern University USA" studied 439 learners and concluded that 22% scholars were cyberbullied. And, 8.6 % of students were reported being the part of cyberbullying. The sample consisting of 666 students was studied, at "Seljuk (Shaikh et al., 2020). In Turkey university's researcher was exposed that 22.5% of the university students were the bullied, and 55.3 % were victimized

(Mohseny et al., 2020). Besides that, a careful online survey was conducted among Turkish university students, regarding the occurrence of cyberbullying, exposed that 59.8% of 579 students had been victimized (Peker & Kasikci, 2022). Considering the occurrence of cyberbullying, among the university students around the world, it is necessary to identify the aspects that compel students of higher educational institutes towards cyberbullying.

Research Questions

- What are the opinions of students about the presence, occurrence and exposure of cyber bullying behavior?
- What are the negative effects of cyberbullying on student's thoughts and emotions?
- Are they aware of the negative effects of their cyber cyberbullying behavior?

Method of this study

This study was a case study based on phenomenology types of qualitative research. The purpose of this research design was to explore the impact of cyber bullying on male students in higher institutions of Pakistan. semi-structured interview was conducted with each student who identified the individual opinions and behaviors. Also, content analysis technique was used.

Research Sample

Participants in the interviews were selected from universities enrolled students that were agreed to talk the matter of cyber bullying. The sampling technique was convenient to interview for data collection. Interviewers consisted of 10 male students, average age between (20 to 23) who were enrolled in different universities.

Data Collection

Data was collected through the interviews that conducted by researcher. The students of BS programs of second semester from the

department of education academic session 2020–2024 were conveniently selected. The open-ended questions were asked to evaluate and write on one-by-one male student's views on bullying and exposure of cyberbullying. Flexible approach of open-ended questions was provided. The researcher requirement was to investigate from one side, while preventing variables associated to the study from being overloaded (İnan-Kaya et al., 2018). Students answered these open-ended questions as how several times have nervous others through social media plate form such as E-mail, Facebook, text messages, what's app, Instagram, skype, messengers and twitter? How numerous times have you ever called someone with a bad name through social media plate form such as E-mail, Facebook, text messages, what's app, Instagram, skype, messengers and twitter? How several times have you said unscrupulous things to others through the social media plate form such as E-mail, Facebook, text messages, what's app, Instagram, skype, messengers and twitter? How often have beaten or hurt to others through social media plate form such as E-mail, Facebook, text messages, what's app, Instagram, skype, messengers and twitter? How numerous times have you threatened others by social networks plate form such as E-mail, Facebook, text messages, what's app, Instagram, skype, messengers and twitter? How several times have you ever been disturbed by others through social media plate form such as E-mail, Facebook, text messages, what's app, Instagram, skype, messengers and twitter? It focuses to these answers and elaborate very crucially important statement of how they can reduce the cyber bullying behaviors.

Data Analysis

Content analysis method was used for data analysis. For the purpose of analysis of this data, determine and organize the interviews (Varol & Yildirim, 2018). After conducting the interviews, the recordings were converted into the text. The vocal statements were transcript without any

alterations. As per the qualitative studies, to validate the concepts of endurance validity and reliability were known as triangulation. In the opinion of youth, recordings and short notes were to be arranged. As the conclusion of all these phases, themes also sub-themes were created, and the essential measures were taken by researcher. Continual citations were also inquired from participants. University enrolled students were assumed to be the numbers from 1 to 20. Students were coded as S:1 and S:2 as per their numbers. Conclusions were obtained in both explanations and their tables.

Findings

Under this section discussed the findings obtained by different interviews sorted in these parts which are as: student suggestion on reduction or prevention of cyberbullying, Thoughts and emotions felt on suffering cyberbullying. This is further clarified in the table below, with frequencies of students in order to further clarify this matter.

Table 1

Frequency of Student's behaviors of cyber bullying

Student's behaviors of cyber bullying	Frequency
Insulting/sexual contents/threat	2
Accessing private messages by taking passwords of social media accounts.	2
Disturbing through private number	3
Without permission get computer information	1
Hurt to an internet user	1
Direct messages through e-mail, Facebook, Instagram, and messenger	4
Illegal videos and photos are taking and spreading	1
Insulting messages send through SMS	1

Taking threat and insults via online games	1
Taking threat and insulting way in chat room	2
Total frequency	18

The most common type of cross-dresser is bullying others through receiving insulting or threatening messages via e-mails being annoyed by special courtesy. This is realistic expression of the youth victimized to bullying behavior.

S:2 "Sexual content motivated messages regularly come from males either introducing them as a boy or as girls. We don't have faith in it. That's why we fought some as well. ..."

According to the expression "That's why we fought some as well," this bullying, on the internet has been transferred to dimensions of violence and to the real life.

S:6 "I am receiving unknown calls. Sometimes, they admit they miscalled swore and turn off. Sometimes I receive ridiculous texts...". There is an enormous thing on exposure to cyber bullying. Students are showing themselves as wanting to take the benefit of the privacy of people. This condition leads the initiates in the cybernetic environment also affect student, s real life.

Table 2

Student's Thoughts and Emotions according to Cyberbullying

Student's Thoughts and Emotions according to Cyberbullying	Frequency
Ange and low self-esteem	6
Request for ravage	3
Sadness	4
Hate	3
Total	16

As per the table mentioned above, the emotions of anger, sadness and hate were more often showed by students and these emotions are linked with thoughts and feelings. However, rage for revenge

and humiliation are in less frequencies, these emotions seem to be weakly attached by thoughts and feelings.

Discussion

It's understood that communication skills give the direction towards progression, but risks are present. When communicational skills are used uncontrolled, they may cause some contrary effects that are of utmost significance in relation to health in the case of youth (Shaikh et al., 2020). In this research, these results were obtained by cyberbully adaptations on university enrolled youngsters. Among these higher education institutes students, the most exposed cyber-bullying traits, most frequently shown cyberbullying trait was seeming to be the trait of "Direct messages (DM's) through Facebook, Instagram, e-mail, Skype and messenger". when the literature was reviewed, it has been observed in this stream. There is between the sentiments of the beginners on this subject (Alshawareb & Alnasraween, 2020; Sajjad et al., 2022). The outcomes of content inquiry as per conducted to determine the type of bullying adaptations. In the perspective of cyberbullying students fell anger and low self-esteem (Marín-López et al., 2020). The youth is suffering so it was decided to eliminate the utmost common sorts of bullying actions "disturbing others from private messages through e-mail and messenger ". In this respect, it has been strongminded that roughly half of the higher educational institution's students aren't aware much about this matter and more or less of the educators delayed the involvement because few of the students did not use the latest technologies (Gündüz et al., 2021).

It is the responsibility of Ministry of Education to get deeply involved in this matter. The programs offered by the ministry must include the ethical use of internet. Also, there must be teaching programs available for students to learn to use computers and internet. In the light of such impressions of awareness among students, it is utmost clear that there are not

enough facilities for students to learn and grow into the modern world of internet and media. Whereas some students showed the expression that nobody can do nothing about it. According to these students, everything is open to everyone so anyone can do anything, and this isn't in our control. Although some students motivated the idea of working together in order to eliminate the cyberbullying. Moreover, per a study of people unprotected to Internet, it is observed that the mainstream of people who have awareness about web bully actions practice frustration and anger (Runcan, 2020). As per their statements, students themselves along with parents and teachers should take the responsibility. The adequate attention by the parents and the complete awareness provided by the teachers could not only just eliminate the issue but also spread awareness among the youth. At last, the victims of cyberbullying themselves admitted that they should have been more conscious.

Conclusion

As per the conclusion of the analysis of content. First question of this study was what are the opinions of students about the presence, occurrence and exposure of cyber bullying behavior? Most of the students replied there is an enormous thing on exposure to cyber bullying. Students are showing themselves as wanting to take the benefit of the privacy of people. This condition leads the initiates in the cybernetic environment also affect student's real life. literature supported this condition (Cebollero-Salinas et al., 2022; Mohseny et al., 2020). The Second question was that the negative effects of cyberbullying on student's thoughts and emotions? Students replied that, the emotions of anger, sadness and hate were more often showed by students and these emotions are linked with thoughts and feelings. literature supported this as they aware the problematical usage of social media the bully and bullied exhibited certain indications, such as, anger, low self-esteem, loneliness, and low levels of societal support

(E.g., Ali et al., 2021; Gönültaş, 2022; Jaafar & Lachiri, 2023). However, rage for revenge and humiliation are in less frequencies, these emotions seem to be weakly attached by thoughts and feelings. The presence of these such resemblances strengthens their union.

Last question was Are they aware of the negative effects of their cyber cyberbullying behavior? that students are aware of the negative effects of their cyber cyberbullying behavior? They answered that they are not aware of the negative effects of their cyberbullying behavior. The presence of these such resemblances strengthens the union that the negative use of social media showed similar characteristics in students behavior (Gönültaş, 2022). overall respondents were agreed

Individuals must be sensitive regarding this issue and complain about this issue so that an awareness spreads around and this issue can be reduced.

Recommendations

- It is recommended that defensive measures should be considered to inhibit negative effects of cyber bullying behaviors.
- Psychological counselors should work in higher education institutions/ universities and focus on protective practices interconnected to cyberbullying.
- Faculty and students must be aware the usage of technology and to establish a professional association.

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