

A Comparative Study of Cyber Bullying among Undergraduate Students

Ajay Chauhan^{1*}

ABSTRACT

Aims: The present study main aim comparison on cyber bullying among under graduate student reference to Bhavnagar district area. **Sample:** The present study sample 360 students from Bhavnagar district areas different collages. **Research Design:** In this research 2 x 2 x 3 factorial design was used for the study. **Tools:** Cyber Bullying scale developed by Hinduja S. and Patchin J., (2015) was used. In this scale 18 statement and two dimension like Cyber bullying victimization and cyber bullying offending. **Internal Reliability:** Cyberbullying Victimization Scale – previous 30 days (Cronbach's Alpha range 0.867-0.935) Cyberbullying Offending Scale – previous 30 days (Cronbach's Alpha range 0.793-0.969) **Results:** The male respondents have more favorable cyber bullying than the female respondents from all three education stream. The more than 4 hours used students are favorable cyber bullying on 1 to 4 hours used students. There is a significant difference on cyber bullying related to education stream among men and women. B.A. education stream respondents are having high cyber bullying. There is no considerable effect with gender and timing hours on cyber bullying of the different gender, timing hour's different colleges students. Significant interaction effect gender and different education stream (AXC) on cyber bullying of the different college students. The considerable effect of timing hours and education stream (BXC) on cyber bullying of the different college students. There will be no significant interaction effect in score on cyber bullying of gender, timing hours and education stream.

Keywords: Cyber bullying, Undergraduate, Student, Bhavnagar

Cyber bullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyber bullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

What Is Cyber bullying?

Cyber bullying is the use of technology to harass, threaten, embarrass, or target another person. By definition, it occurs among young people. When an adult is involved, it may meet

¹ Ph.D. Research Scholar, Department of Psychology, Saurashtra University, Rajkot Gujarat, India

*Responding Author

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the definition of **cyber-harassment** or **cyber stalking**, a crime that can have legal consequences and involve jail time.

Cyber bullying also can happen accidentally. The impersonal nature of text messages, IMs, and emails make it very hard to detect the sender's tone — one person's joke could be another's hurtful insult. Nevertheless, a repeated pattern of emails, texts, and online posts is rarely accidental.

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Why Cyber bullying is Different?

Kids who are being cyber bullied are often bullied in person as well. Additionally, kids who are cyber bullied have a harder time getting away from the behavior.

- Cyber bullying can happen 24 hours a day, 7 days a week, and reach a kid even when he or she is alone. It can happen any time of the day or night.
- Cyber bullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Effects of Cyber bullying

Cell phones and computers themselves are not to blame for cyber bullying. Social media sites can be used for positive activities, like connecting kids with friends and family, helping students with school, and for entertainment. But these tools can also be used to hurt other people. Whether done in person or through technology, the effects of bullying are similar. Kids who are cyber bullied are more likely to:

- Use alcohol and drugs
- Skip school
- Experience in-person bullying
- Be unwilling to attend school
- Receive poor grades
- Have lower self-esteem
- Have more health problems

REVIEW OF LITERATURE

1. Problem: *The new violence type of the era: Cyber bullying among university students Violence among university students*

Researcher: Turan et al. (2011)

Sources: *Neurology, Psychiatry and Brain Research*, 21– 26

Aims: The new violence type of the era: Cyber bullying among university students Violence among university students. Researchers have stated that internet has both positive and

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negative features just like all the other information technology tools. The most important example to give of the negative outcomes is peer-to-peer cyber bullying. The most general definition of peer to-peer cyber bullying is to harm individuals deliberately and repetitively through electronic. **Methods:** The survey study was conducted in Istanbul Bilgi University Law School, Istanbul Ticaret University Law School and Marmara University Law School by the students to the faculties' students. All results were evaluated with SPSS (Statistical Package for Social for Sciences). **Results:** 579 persons in the range of 18–30 years were included in the survey. A total of 346 (59.8%) cases were cyberbullied on electronic media. 20.7% stated that they were disturbed media. through internet, 27.7% by mobile phone and 51.7% both by internet and mobile phone. 80% of those who have been exposed to violence through electronic means have been found to be exposed to more than one form of violence. **Conclusions:** More than half of our subjects have noticed that they have been negatively affected by cyber violence. Prevention strategies should be created as well as the recognition of cyber bullying.

2. *Problem: Psychological Needs as a Predictor of Cyber bullying: a Preliminary Report on College Students*

Researcher: Dilmaç (2009)

Sources: *Educational Sciences: Theory & Practice*

Aim: The aim of the current study is to investigate the relationship between psychological needs and cyber bullying. **Sample:** Participants of the study included 666 undergraduate students (231 males and 435 females) from 15 programs in the Faculty of Education at Selcuk University, Turkey. Questions about demographics, engagement in and exposure to cyber bullying, and the Adjective Check List were administered. 22.5% of the students reported engaging in cyber bullying at least one time, and 55.3% of the students reported being victims of cyber bullying at least once in their lifetime. Males reported more cyber bullying behavior than females. **Results:** Results indicate that aggression and succorance positively predict cyber bullying whereas interception negatively predict it. In addition, endurance and affiliation negatively predict cyber victimization. Only the need for change was found as a positive, but weak predictor of cyber victimization. In light of these findings, Aggression and interception should be investigated further in future research on cyber bullying.

3. *Problem: Cyber bullying among College Students*

Researcher: Johnson

Source: Johnson L, Cyber bullying among college students, OJRUR Page 1-4.

Aim: Present study main aim to find out cyber bullying among college students. Cyber bullying has emerged as a new and serious form of bullying and harassment. Cyber bullying occurs when a person or persons willingly use electronic technology to repeatedly harass or threaten another person or group by sending or posting hurtful text or pictures (Belsey, 2008). As the portability and accessibility of technology increases daily, the incidents of cyber bullying rise. Victims can be attacked via chat rooms, websites, instant messages, blogs or cell phones. **Result:** CITIA, International Association for the Wireless Telecommunications Industry (2010), reported that wireless use in the U. S. increased 78% from 2005 to 2009, with 276.6 million subscribers and more than 1.36 trillion SMS messages. One of the most popular social media websites, Facebook (2010), reported over 3.5 billion web links, new stories, blog posts, notes, and photos shared each week by its more than 350 million users. Unfortunately, as the usage of technology multiplies the incidents of cyberbullying increases. Hinduja & Patchin (2006) reported that almost 30% of the adolescents in their study had been victims of cyber bullying. Wolak, Mictchell, & Finkelhor (2007) assert that in their 2007

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study, 43% of youth stated they had experienced cyberbullying in the past year via the internet, cell phones, or other technology.

METHODOLOGY

Problem

The title of the study is as follow:

“A Comparative Study of Cyber Bullying among Undergraduate Students”

Objectives

The objectives decided for the present research are as follow:

1. To study of Cyber bullying among Undergraduate Student.
2. To study of cyber bullying among male and female students.
3. To study of and cyber bullying among timing effect 1-4 hours/ More than 4 hours of students.
4. To study of cyber bullying among effect of education stream (B.A, B.B.A and B.Sc.).

Hypothesis of the Study

The hypothesis framed according to aims of the present research are given bellow.

Ho1 There will be no significant difference will be there between the score on cyber bullying among gender. (Male and female students)

Ho2 There will be no significant differences between the score on cyber bullying among timing hours. (1 to 4 hours and more than 4 Hours students)

Ho3 There will be no significant difference between the score on cyber bullying among Education stream. (B.A., B.B.A., and B.Sc. students)

Ho4 There will be no significant interaction effect in score on cyber bullying of different genders and timing hours. (AXB)

Ho5 There will be no interaction effect in score on cyber bullying of gender and education stream. (AXC)

Ho6 There will be no significant interaction effect in score on cyber bullying of timing hours and education stream. (BXC)

Ho7 There will be no significant interaction effect in score on cyber bullying of gender, timing hours and education stream. (AXBXC)

Variable under Study

1. Independent Variable

- | | |
|---------------------------------|---|
| A. Gender: | A1 Male, A2 Female |
| B. Timing Effect: hours of uses | B1 1 to 4 Hours
B2 More than 4 Hours |
| C. Education Stream: | C1 B.A., C2 B.B.A, C3 B.Sc. |

2. Depended Variable:

- I. Cyber Bullying

3. Control Variables:

Control variable of the research is as follow:

- a) All the sample is selected in only Bhavnagar district.
- b) Selected sample depended to social networking sites such as WhatsApp, Instagram, Facebook, Twitter, Google Plus, and LinkedIn used etc.

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Research Design

In this research 2 x 2 x 3 factorial design was used for the study variable like a cyber-bullying. Being of students refers to education and gender do they contained difference a which matter or not? It will be decided to take samples in equal number of generated from this research method in four groups above two independent variables under this research method of main and Interactive.

Sample

The aim and object of this research is to study of Internet addiction and cyber bullying among Undergraduate students. For this purpose area of Bhavnagar District was selected for this research 360 male and female students who are connected with under 1 to 4 hour use internet and more than 4 hour use internet student in B.A., B.B.A. And B.SC. Students of Bhavnagar district areas colleges. There are selected randomly from the list so that sampling random sampling procedure.

Total sample is categorized as under:

Students N=360											
Male n=180						Female n=180					
1 to 4 Hour n=90			More than 4 Hour n=90			1 to 4 Hour n=90			More than 4 Hour n=90		
B.A. n=3 0	B.B. A n=30	B.SC . n=30	B.A. n=3 0	B.B. A n=30	B.SC . n=30	B.A. n=3 0	B.B. A n=30	B.SC . n=30	B.A. n=3 0	B.B. A n=30	B.SC . n=30

Tools

Cyber Bullying Test

Cyber Bullying scale developed by Hinduja S. and Patchin J., (2015) was used. In this scale 18 statement and two dimension like Cyber bullying victimization and cyber bullying offending.

Internal Reliability

1. Cyberbullying Victimization Scale – previous 30 days (Cronbach’s Alpha range 0.867-0.935)
2. Cyberbullying Offending Scale – previous 30 days (Cronbach’s Alpha range 0.793-0.969)

Factor Analysis

Cyber Bullying Victimization Scale:

Cyberbullying Victimization Scale	Loadings
1. I have been cyberbullied	.671-.744
2. Someone posted mean or hurtful comments about me online	.765-.813
3. Someone posted a mean or hurtful picture online of me online	.773-.861
4. Someone posted a mean or hurtful video online of me online	.707-.900
5. Someone created a mean or hurtful web page about me	.688-.910
6. Someone spread rumors about me online	.717-.802
7. Someone threatened to hurt me through a cell phone text message	.756-.855
8. Someone threatened to hurt me online	.547-.870
9. Someone pretended to be me online and acted in a way that was mean or hurtful	.624-.866

All loaded onto 1 component; Eigenvalue range 4.64-6.40 (51.52-71.52% of variance)

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Cyber Bullying Offending Scale:

Cyberbullying Offending Scale	Loadings
1. I cyberbullied others	.537-.776
2. I posted mean or hurtful comments about someone online	.780-.857
3. I posted a mean or hurtful picture online of someone	.919-.949
4. I posted a mean or hurtful video online of someone	.910-.968
5. I spread rumors about someone online	.742-.916
6. I threatened to hurt someone online	.853-.923
7. I threatened to hurt someone through a cell phone text message	.910-.930
8. I created a mean or hurtful web page about someone	.910-.942
9. I pretended to be someone else online and acted in a way that was mean or hurtful to them	.877-.938

All loaded onto 1 component; Eigenvalue range 5.13-7.34 (57.08-81.57% of variance)

Inter-Item Co-relations

Cyberbullying Victimization Scale	1	2	3	4	5	6	7	8
1. I have been cyberbullied								
2. Someone posted mean or hurtful comments about me online	.43-.64							
3. Someone posted a mean or hurtful picture online of me online	.36-.57	.62-.67						
4. Someone posted a mean or hurtful video online of me online	.30-.58	.49-.67	.70-.89					
5. Someone created a mean or hurtful web page about me	.37-.59	.36-.63	.55-.87	.57-.92				
6. Someone spread rumors about me online	.35-.51	.63-.72	.55-.63	.44-.62	.29-.69			
7. Someone threatened to hurt me through a cell phone text message	.37-.54	.50-.68	.47-.69	.48-.72	.39-.73	.65-.70		
8. Someone threatened to hurt me online	.42-.60	.57-.70	.58-.71	.54-.73	.44-.75	.61-.66	.75-.80	
9. Someone pretended to be me online and acted in a way that was mean or hurtful	.35-.55	.35-.64	.41-.77	.50-.77	.60-.78	.53-.66	.53-.70	.53-.73

Cyberbullying Victimization Scale	1	2	3	4	5	6	7	8
1. I cyberbullied others								
2. I posted mean or hurtful comments about someone online	.52-.68							
3. I posted a mean or hurtful picture online of someone	.45-.70	.72-.83						
4. I posted a mean or hurtful video online of someone	.53-.67	.69-.75	.85-.94					
5. I spread rumors about someone online	.49-.63	.56-.78	.77-.83	.80-.86				
6. I threatened to hurt someone online	.51-.66	.67-.78	.74-.83	.83-.85	.71-.84			
7. I threatened to hurt someone through a cell phone text message	.48-.64	.56-.75	.74-.84	.77-.84	.71-.83	.77-.88		
8. I created a mean or hurtful web page about someone	.51-.66	.62-.72	.81-.92	.88-.94	.70-.82	.79-.83	.79-.85	
9. I pretended to be someone else online and acted in a way that was mean or hurtful to them	.46-.68	.65-.74	.79-.86	.86-.89	.74-.85	.78-.82	.82-.85	.79-.89

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Scale Construction

Cyberbullying Victimization Scale

Variety scale: recode to dichotomy (never and once=0; a few times, several times, many times=1); range=0-9

Summary scale: never=0; once=1; a few times=2; several times=3; many times=4. Sum responses with higher values representing more involvement in cyberbullying; range=0-36

Cyberbullying Offending Scale

Variety scale: recode to dichotomy (never and once=0; a few times, several times, many times=1); range=0-9

Summary scale: never=0; once=1; a few times=2; several times=3; many times=4. Sum responses with higher values representing more involvement in cyberbullying; range=0-36

Statistical Analysis:

In the present study, several statistical method were used considering objectives of study and null hypothesis mainly three method were used in the present study.

ANOVA was used to get information about internet addiction and cyber bullying with reference to gender, Timing effect, and types of education stream and in this section.

RESULTS AND DISCUSSION

Table No.4.1 ANOVA of Cyber Bullying to 2x2x3 scores (N=360)

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F	Sign. Level
Gender (A)	22.50	1	22.50	0.27	NS
Timing Hours(B)	364.01	1	364.01	4.47**	0.05
Types of Faculty(C)	2754.67	2	1377.34	16.93*	0.01
(A x B)	1416.10	1	1416.10	17.40*	0.01
(A x C)	1703.45	2	851.72	10.46*	0.01
(B x C)	1658.24	2	829.11	10.19*	0.01
(A x B x C)	4051.01	2	2025.50	24.89*	0.01
SSW (Error)	28312.00	348	81.35		
SST		359			

Level of Significance P>0.05, 0.01**, NS= Not Significant*

Ho.1 There will be no significant difference found on cyber bullying among male and female students.

Above the hypothesis be formulated by researcher when 'F' test was used to verify the impact of cyber bullying on gender, it can be clearly seen from above table no. 4.9 reveals that the mean score of cyber bullying of females score were 33.24 and male score were 33.74 in that order and the variation with two is 0.5 which is small. Table no. 4.10 that the mean sum of square value was 22.50, The F' (ANOVA) value is .27 and which is statistically no significant at any levels. Therefore hypothesis no.8 was abandoned with the conclusion that no significant impact of the female and male regarding cyber bullying. The male respondents have more favorable cyber bullying than the female respondents from all three education stream.

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Ho2 There will be no significant differences between the score of cyber bullying among timing hours as a 1 to 4 hours and more than 4 hours subjects.

The above hypothesis was formulated and 'F' found was both variables interpersonal impact of as a cyber-bullying among timing hours. It can be clearly seen from above table no. 4.9 reveals that the mean score of cyber bullying of 1 to 4 hours and more than 4 hours use students were 32.48 and 34.50 in that order and the differentiation between two is 2.01, is high but not negligible. Table no. 4.10 that the mean sum of square value was **364.01** and their F value was significant. The (ANOVA) value was 4.47 and which is considerable value at 0.05 levels. As a result the hypothesis no.9 is refused and concluded significant difference between the cyber bullying related to timing of 1 to 4 hours and more than 4 hours among students. The more than 4 hours used students are favorable cyber bullying on 1 to 4 hours used students.

Ho.3 There will be no insignificant difference between the score of cyber bullying among B.A., B.B.A., and B.Sc. Students.

Above the hypothesis be formulated by researcher and applied F test towards verify the impact of internet addiction on education stream, it can be clearly seen from above table no. 4.9 reveals that the mean score of cyber bullying of B.A., B.B.A., B.Sc. students are respectively 37.27, 32.47 and 30.73 and the difference between B.A. and B.Sc. is 4.08, difference between B.A. and B.Sc. 1.74 and also difference between B.A. and B.Sc. 6.54 which is also very negligible. Table no. 4.10 that the mean sum of square value was 1377.34, and F value was significant. The F (ANOVA) value in table No.4.3, the F value is 16.93 and it is negligible. It is significant at 0.01 levels. For this explanation, the null hypothesis No.3 were maintained and it is concludes no considerable variation founded among cyber bullying of education stream. There is a significant difference on cyber bullying related to education stream among men and women. B.A. education stream respondents are having high cyber bullying.

Ho4 There will be no significant interaction effect in score on cyber bullying of gender and timing hours.

To show the table No 4.1 the 'F' (ANOVA) interaction value among gender and timing hours is 17.40 which were statistically significant because it is significant at 0.01 level. As confirm the interaction effect of gender and timing hours (AXB) on cyber bullying significant effect found. Therefore, the assumption No.4 was continue and it's concluded. There is no considerable effect with gender and timing hours on cyber bullying of the different gender, timing hour's different colleges students.

Ho.5 There will be no significant interaction effect in score on cyber bullying of gender and education stream.

According to table No.4.1 the 'F' (ANOVA) value 10.46 shows significant interaction effect of level of gender and education stream on cyber bullying. The 'F' value is statistically significant at 0.01 level therefore the statement in No.5 is refused and it is concluded significant interaction effect of gender and education stream on cyber bullying. The Table No.4.1 indicate that the significant interaction effect gender and different education stream (AXC) on cyber bullying of the different college students.

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Ho6 There will be no significant interaction effect in score on cyber bullying of timing hours and education stream.

According to table No.4.1 the 'F' (ANOVA) value 10.19 shows significant interaction of timing hours and education stream on cyber bullying. The 'F' value is statistically significant at 0.01 level, hypothesis No.13 is rejected and it is conclude that there is meaningful interaction effect of timing hours and education stream on cyber bullying. The Table No.4.1 indicate that the considerable effect of timing hours and education stream (BXC) on cyber bullying of the different college students.

Ho7 There will be no significant interaction effect in score on cyber bullying of gender, timing hours and education stream.

According to table No.4.10 the 'F' (ANOVA) value 24.89 shows vital effect is significant with regards to the gender, timing hours and education stream (AXBXC) on cyber bullying. The 'F' value is statistically significant at 0.01 level as a result hypothesis No.7 is rejected and it is concluding that there is expressive interactional effect of gender, timing hours and education stream on cyber bullying. The Table No.4.1 indicate that the significant interaction effect of gender, timing hours and education stream (AXBXC) on cyber bullying of the different college students.

Findings

1. There is no significant difference was found regarding cyber bullying among gender. (Male and female students)
2. There is significant difference was found regarding cyber bullying among timing hours. (1 to 4 hours and more than 4 Hours students)
3. There is significant difference was found regarding cyber bullying among Education stream. (B.A., B.B.A., and B.Sc. students)
4. There is significant difference was found regarding cyber bullying of different genders and timing hours. (AXB)
5. There is significant difference was found regarding cyber bullying of gender and education stream. (AXC)
6. There is significant difference was found regarding cyber bullying of timing hours and education stream. (BXC)
7. There is significant difference was found regarding internet addiction of gender, timing hours and education stream. (AXBXC)

Limitations

- a. Only those students who studying in the arts, business administration and science students was taken in this study so the finding of the present study will not generalized on other faculty students.
- b. Only Bhavnagar district students were included in present study. So findings of the present study were not considered with other district of Gujarat state or other states.
- c. The present opinion or review of the family member of the students was not considered in present research.
- d. Sample size of each sub group is small so the findings of this research cannot be generalized on large sample but results of this research also useful for other researchers those who are working in this area.
- e. Students father – mother educational qualification and occupation are not considered in the present study.

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Suggestions for Future Research

1. Study can be arranged at all state level instead of some areas of state or districts for the study of internet addiction and cyber bullying among undergraduate students.
2. Not only Bhavnagar district areas of Gujarat but other district or areas of Gujarat will be considered in future study.
3. Result should be accessed by increasing in volume of sample for comprehensive generalization of received results.
4. Other education stream students of urban and rural areas can be considered and study can be followed.

CONCLUSION

In short so many factor, variables and scope of area can be included for further study. As the number of sample is more, so the scope of practical application of it is more.

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Conflict of Interest

The authors carefully declare this paper to bear not conflict of interests

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