



AN EMPIRICAL STUDY ON EFFECTIVENESS OF CYBER BULLYING PREVENTION STRATEGIES ON STUDENTS' PERSPECTIVES

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Abstract: This study examined teenagers' perspectives on the effectiveness of a variety of cyber bullying prevention strategies. The data was collected from a nation-wide online survey of middle college and high college students. The 65 students who had completed responses to all of the 19 survey questions were grouped into several categories according to their roles played in cyber bullying: pure-offender, pure victim, both-offender-and-victim, and neither-offender-nor-victim. Correlation between a student's role in cyber bullying and his or her perspective on the effectiveness of a prevention strategy is studied. The five most effective cyber bullying prevention strategies for the students in each categories are analyzed. Teens in this study perceive the theme of taking away the offender's access to technology as the most effective measure, regardless of their roles in cyber bullying. The findings of this study could be useful for college and communities in setting up policies and regulations to effectively reduce cyber bullying.

Keywords: cyber bullying, prevention, online harassment, , Internet harassment, , college bullying, violence online.

INTRODUCTION

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as smart phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Cyberbullying is defined in legal glossaries as actions that use information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm another or others. Also use of communication technologies for the intention of harming another person, Internet service and mobile technologies such as web pages and discussion groups as well as instant messaging or SMS text messaging with the intention of harming another person. Cyberbullying can be seen as being distinct from other forms of online behavior. Some see cyber-bullying as a form of cyber talking, which involves taking a more strategic approach than in the moment Internet trolling. Examples of what constitutes cyberbullying include communications that seek to intimidate, control, manipulate, put down, falsely discredit, or humiliate the recipient. The actions are deliberate, repeated, and hostile behavior intended to harm another.

Cyberbullying has been defined by The National Crime Prevention Council: "When the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person." A cyberbully may or may not know their target. A cyberbully may be anonymous and may solicit involvement of other people online who do not know the target. This is known as a "digital pile-on."

II. OBJECTIVES OF THE STUDY

- ❖ To analyze the factors effecting teenagers based on cyber bullying level
- ❖ To evaluate the awareness status which state the teenagers into cyber bullying
- ❖ To provide a helping and encouraging tendency of teens towards the cyber bullied victim.

III. LITERATURE REVIEW

- ✚ According to Nelson, "cyberbullying is often very serious, including stalking and death threats...I can say anything I want. Its impersonal. Face to face is a little intimidating". Further, it is reported that females prefer this type of bullying (Nelson, 2003)[1]
- ✚ In Japan, cell phone pictures of an overweight-boy, which was taken on the sly in the locker room, were distributed to many of his peers (Paulson, 2003). Another incident happened in Calabasas High School in California. "It was a website – www.schoolscandals.com – on which vicious gossip and racist and threatening remarks grew so rampant that most of the school was affected" (Paulson, 2003)[2]
- ✚ Aside from the many reported news stories, several surveys have been conducted to explore cyberbullying issues. In a survey conducted in Britain in 2002, it was found that one out of four youngsters aging 11–19 has been cyber-bullied (National-ChildrensHome, 2002). An earlier survey conducted in New Hampshire at 2000 found that about 6% of youths had the experience of being harassed online (Thorp, 2004)[3]

- ✦ A survey **Q. Li** / Computers in Human Behavior xxx (2005) xxx-xxx 3 ARTICLE IN PRESS conducted in Canada shows that one quarter of young Canadian Internet users reported that they had the experience of getting messages telling hateful things about others (**Mnet, 2001**).[4]
- ✦ In a research study **Tanya Beran and Qing Li (2007)** aims to determine the relationship between school bullying and cyberbullying, 432 students from grades 7-9 in Canadian schools were surveyed about their experiences of bullying. The results indicated that students who were bullied in cyberspace were also likely to bully their peers in cyberspace ($r = 0.46$, $p < 0.001$) and be bullied at school (56%). In addition, students who were bullied in cyberspace only, and students bullied both in cyberspace and at school, experienced difficulties at school such as low marks, poor concentration, and absenteeism. The final results suggested that bullying that occurs either at or outside school can have an impact on school learning.**Tanya .Band Qing .Li (2007)**[5]
- ✦ The term 'bystander' suggests that those children who stand on the sidelines and witness incidents of bullying are neutral observers. In most instances, though, bystanders are much more likely to provide encouragement and support to the *bully* than they are to actively intercede to help the victim (**Snell, et al., 2002**). Furthermore, in situations in which a group of students is bullying a child, bystanders may actively join in by taunting, teasing, or ostracizing the victim.**(Snell, et al., 2002)**[6]
- ✦ **Jennifer ,H. Lori ,K and Marie-Anne ,M (2015)**in their study mainly focused on determining whether cyber-bullying training for students at an urban south central Texas middle school is effective. The researchers utilized a quantitative research method to measure middle school students' perceptions of cyber bullying regarding a single intervention. Data was collected by the school district through the administration of an online student cyber-bullying survey prior to students viewing a video, one week after viewing the video and six weeks after students viewed the video. Through analysis, only one area of students' perceptions with regard to the intervention was significant. This area focused on seventh grade students' perception on the effects of cyber-bullying. When students' and teachers' perceptions were compared for analysis, two areas were found to have significant difference: their perceptions of the effects of cyber-bullying and their perceptions of ways on how to positively report cyber-bullying. Results indicate the need for more cyber-bullying interventions or curriculum for students in grades 6, 7 and 8 and training for middle school teachers as literature supports cyber-bullying peaks at these grade levels.**(Jennifer and Marie (2015)**[7]
- ✦ **Dewey,Cand Susan, P. L(2015)** article identifies the conceptual challenges that bullying poses for legal and policy efforts, reviews judicial and legislative efforts to reduce bullying, and makes some recommendations for school policy. Recognition that all children have a right to public education would be one avenue for broadening protection against bullying to all children. In

conclusion, author recommended that school policies should reflect best practices informed by scientific research, and so greater reliance on evidence-based practices and rejection of disciplinary practices that are known to be ineffective. Because bullying behavior is so widespread and so varied in form and severity, reliance on criminal sanctions would be ill-advised. A strategy that combines education, school-based interventions, and policy reform leading to cultural change would seem most appropriate. We urge policymakers and legislators to affirm that public education is a right for all students and to recognize that bullying is an impediment to that right.**(Dewey,Cand Susan, P. L(2015)**[8]

- ✦ **Lakitta D. Johnson(2011)**recommended that everyone be involved in efforts to decrease cyberbullying including counselors, school officials, parents, and most importantly, the students themselves. Counselors can educate school officials on ways to develop and implement prevention plans, monitor the plan's usage, and assess its effectiveness. The process may have to be revised if it is not working. It is also important for counselors to educate parents on the necessity of discussing internet and cell phone safety with their children. Parents should provide information specifically on safe and respectful uses of technology, as well as give examples of consequences of negative use. **Harris, S. L. & Petrie, G. F. (2003)**. Finally, counseling should be provided to the victim and the cyberbully. The goals of counseling should be to help the victim cope with the trauma of cyberbullying and to rehabilitate the cyberbully. It is important that the cyberbully be educated regarding the serious consequences of cyberbullying. The counselor will then work with the cyberbully on increasing self esteem and social skills.**(Harris, S(2003)**[9]
- ✦ **Martell Teasley(2013)**stated that all are marching towards the aware and impact to which name-calling and other slanderous practices can have on adolescents' self-esteem and behavior. But the effects of name-calling and forms of non-psychical abuse are not new to social and behavioral science researchers. Yet, cyberbullying has gained mass media appeal and coverage, which may be related to numerous horrific behavioral outcomes as demonstrated by a rash of youth suicides by victims of cyberbullying. For sure, cyberbullying presents a new challenge for society and should garner specific attention as the digital age continues to unfold .The goal of this commentary is to highlight the growing prevalence of cyberbullying and the need for greater social awareness of its incidence. In doing so, the author identifies some common behaviors associated with victims of cyberbullying as well as attributes associated with its perpetrators. Lastly, I echo the call by researchers cited in this text and others on the need for greater knowledge development and derived best practices aimed at reducing the spread of cyberbullying.**(Martell Teasley(2013)**[10]

VI. DATA ANALYSIS AND INTERPRETATION

The primary data has been used in this study and data has been collected from college and college students in the form of questionnaire method.

As per the study relates to cyber bullying among the college students, the below table represents the demographic details

Table - 1

Demographic details					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	65	1	2	1.60	.494
Age group	65	1	3	2.02	.718
Educational level	65	1	3	2.17	.741
Year of pursuing	65	1	3	2.00	.771
Intutional level	65	1	2	1.25	.434
Family income	65	1	3	1.91	.723
Nature of family	65	1	2	1.32	.471
Valid N (list wise)	65				

Source: Primary data

Table -2

Descriptive statistics						
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
		Lower Bound				
Gender	smartphone	42	1.69	.468	.072	1.54
	tablet	13	1.62	.506	.140	1.31
	laptop	10	1.20	.422	.133	.90
	Total	65	1.60	.494	.061	1.48
Educational level	smartphone	42	2.21	.782	.121	1.97
	tablet	13	2.31	.480	.133	2.02
	laptop	10	1.80	.789	.249	1.24
	Total	65	2.17	.741	.092	1.99

Table -3

ANOVA with Friedman's Test and Tukey's Test for Nonadditivity						
		Sum of Squares	df	Mean Square	Friedman's Chi-Square	
Between People		64.411	62	1.039		
Within People	Between Items	502.506	16	31.407	37.201	
	Residual	Nonadditivity	42.404 ^a	1	42.404	52.852
		Balance	795.090	991	.802	
		Total	837.494	992	.844	
Total		1340.000	1008	1.329		
Total		1404.411	1070	1.313		

Students in the groups indicated that they were very familiar with technology. The majority of them own cellular phones and have Internet access at home. A majority of the female students indicated that cyber bullying was a problem at their college, although male students were somewhat less likely to agree that this was a problem. Students indicated that the majority of the incidents occurred outside of the college day,

of the students from both private and government institutions from Chennai city. The final result were analyzed with the help of SPSS software and it also delivers the minimum, maximum, mean and standard deviation with the help of 65 respondents in the research study.

with the exception of cyber bullying via text messaging. Students indicated that they were unlikely to report cyber bullying to the adults at college, as it frequently occurs via cellular phone use, and it is against the college policy to have cellular phones on during college hours. When students were asked if they placed text messages or used their cellular phone during the college day, the majority of the

students interviewed indicated that they did despite the policy. Students also indicated that they did not think the adults at college could help them if they were experiencing cyber bullying. Students were more likely to report cyber bullying to parents than adults at college, particularly if the bullying was threatening in nature. However students also indicated that they were reluctant to report cyber bullying to parents because they feared the loss of online privileges. When asked whether they could circumvent the college filters to access MySpace or other social networking sites, e-mail, or instant messaging programs, students were able to describe ways to effectively circumvent the college district

filters. This knowledge was more apparent at the high college level, but some middle college students were aware of ways to circumvent filters. The students indicated that because no one else was on MySpace or instant messaging at the same time, there was not much incentive to go to these sites during the college day. Students were able to suggest strategies for dealing with cyber bullying, such as to block the sender or ignore the message rather than respond in a manner that would encourage retaliation. Students were less likely to be aware of strategies to request the removal of objectionable websites, as well as how to respond as helpful bystanders when witnessing cruel online behavior.

Table -4

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	1.947	2	.973	4.420	.016
	Within Groups	13.653	62	.220		
	Total	15.600	64			
Educational level	Between Groups	1.698	2	.849	1.574	.215
	Within Groups	33.441	62	.539		
	Total	35.138	64			

Source: Primary data

The anova table represents the educational qualification of the both gender group. The table indicates the variables into two division as between groups and within groups with the sum of squares as 15.600 and 35.138 as their total between gender and educational level. Degree of freedom as the (2,62) and their level of significance is .016 and .215. overall f value denotes the 4.420 and 1.574

V. DISCUSSION

The focus group and interviews conducted suggest that students—particularly female students—view cyber bullying as a problem but one rarely discussed at school, and the students do not see the school district personnel as helpful resources for dealing with cyber bullying. Students are currently experiencing the majority of cyber bullying instances outside of the school day, with the possible exception of text messaging via cellular phone. It is possible that with greater ease of access to Myspace and to the Internet in general with increasingly sophisticated cellular phones, we may see an increase in cyber bullying during the school day through the use of such phones. It is recommended that school districts that allow cellular phones on campus prepare for this potential by ensuring that cellular phone policies are enforced with consistent consequences for students who use their phones during the school day. It is also recommended that school districts have parents and students read and sign the school districts' policies regarding acceptable use of technology, and accompany these policies with literature for parents on cyber bullying. Finally, schools are encouraged to adopt bullying prevention programs that include classroom lessons on cyber bullying to ensure that students understand that targeting classmates through negative messages or images online or through cellular phones is a form of bullying. Classroom lessons

should include steps that bystanders can take to report and respond to cyber bullying, whether it occurs on campus or in the community

VI. CONCLUSION

Even though cyber bullying research is vigorous and has already achieved a lot, it faces some notable challenges. In particular, definitional and measurement issues need to be more fully resolved. Issues that need to be addressed more clearly include when the incident should be regarded as cyber bullying (with repetition) or cyber-aggression (a one off act); and the notion of power imbalance. A more standardized approach to measurement in this area is now urgently needed. A complication here is that the rapid historical changes in ICTs means that researchers need to continually modify instruments and be aware of new developments. These developments may have an influence on a variety of aspects such as gender and age differences or distribution processes of the bullying material. There is the potential to make more use of young people themselves, not only as participants in focus groups, but also by involving them as researchers themselves, in the design of the study, and gathering the relevant data.

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