

Effects of Cyberbullying on the Youth: A Comparative Study of Online Bullying and Mobile Bullying

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ABSTRACT

Bullying has been experienced by generation after generation, but a recent form of this phenomenon is particular to the Internet age and the arrival of mobile telecommunications devices. Cyberbullying involves harmful or harassing communications that are made using cell phones, computers, or other similar devices, and which have the potential to be repeated through sharing messages with others who also use this technology. This study explored the effects of cyberbullying on the youth in Lahore. The study used the theoretical frameworks of the social cognitive approach from media studies. The main objective of the study was to examine the possible effects of cyberbullying on the youth and also examine the comparison between online bullying and text message bullying. Data was collected through a survey comprising 200 young adults (aged 18 to 25) in Lahore. Quantitative analysis of the data revealed that there is a strong relationship between cyberbullying and the youth. Continuous use of mobile phones and social networking websites negatively affect the youth and distort the relationship with their families; it also badly affects their health, education, and their psychological and emotional behaviour. The study found that there were no gender differences in the effect of cyberbullying through online and text messages by young people.

Keywords: *Cyberbullying, Text Bullying, Emotional, Psychological*

INTRODUCTION

The information technologies, at present, are connected either directly or indirectly to every human being; these technologies are influencing the

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life of a person at almost every stage. The importance, role, and influence of the information technology has become more and more critical when we talk about the interactions in the society. It is not only beneficial to the inhabitants of the society, but also facilitates them to interact or deal across boundaries. Hence, information technology has blurred the boundaries and caused the shrinkage of time and space; interactions have become easier and people have come closer virtually. However, advantages and disadvantages go side by side in every revolution. This is why information technology, where it possesses countless advantages, also has certain disadvantages, which causes some sort of disturbances and losses. These disturbances and losses caused by information technology usually appear in the form of unethical dealings and mismanagement.

Cyberbullying has the same sort of impact as far as information technology is concerned. The mediums for cyberbullying are the Internet, cellular phones, and other devices which are usually used to send such texts and images that intend to make people uncomfortable and humiliate them. Many other researchers have described this phenomenon as the intent to disturb the mental peace of an individual by sending them irritating and continuous messages and emails against the will of a recipient who does not want to have such interactions.

One of the central tasks of early adolescence is to find recognition, approval, and a sense of belonging in peer relationships; cell phones are the best medium that can be used to start and maintain relationships with peers. A national survey in the United States found that 45% of adolescents aged 12-17 years had cell phones and 33% used text messages to communicate with friends (Lenhart, Madden & Hitlin, 2005). Entering intermediate school seems to be a “tipping point” when many adolescents get cell phones and start using them as the primary means of communication with peers (Berson, 2002; Lenhart, Madden & Hitlin, 2005). Therefore, text bullying may begin in early adolescence.

Although, cyberbullying occurs both at home and in the college, many times the consequences are widespread during college hours. There is a growing understanding that these external events negatively affect the performance and functioning of students at home, as well as in the college environment (David-Ferdon & Hertz, 2007). Research has demonstrated that there are specific effects of cyberbullying on both the victims and bullies. Victims and perpetrators of cyberbullying have difficulty in school with their academic performance, social competency, and life at home (David-Ferdon & Hertz, 2007). Lower self-esteem, personal insecurities,

and a heightened sense of fear are some of the major factors that prevent bullies and victims to perform well or concentrate in college.

On the other hand, being a bully has also been associated with poor psychosocial adjustment, as well as delinquency in late adolescence and early adulthood (Raskuaskas & Stoltz, 2007). Adolescent bullies, when they mature, are not as socially and emotionally developed compared to their peers. They are accustomed to demeaning others for their own gratification and need help from professionals to coach them into changing negative interactions into more positive ones.

These same youth are at risk of drinking alcohol and getting into fights, compared to adolescent victims or observers of cyberbullying (Berger, 2007).

Objectives

- To explore the emotional and psychological effects of cyberbullying through Facebook, Twitter, and text messaging.
- To explore how cyberbullying through Facebook, Twitter, and text messaging is affecting the youth's educational activities.

Rationale

This study was aimed at developing a better understanding of the effects, causes of, and possible measures against online (Facebook and Twitter) and text bullying through mobile phones.

Online Bullying

The Internet has become an increasingly popular medium among the youth (e.g. Van Rooij & Van den Eijnden, 2007; Kowalski, Limber & Agatston, 2008). The youth extensively use social networking sites nowadays, i.e. Facebook and Twitter. When it comes to socialisation and interactions, the role and influence of the social networking sites appears to be crucial. It not only provides various advantages to the people living in a society, but also facilitates them while having dealings across the borders. Along with advantages some sort of negative impacts also come into the scenario, which eventually leads to some sort of disturbances and losses. For this, Facebook and Twitter are the best examples. Although Facebook and Twitter are the most popular social networking sites of all time, the popularity of both has increased significantly.

Nowadays, Facebook and Twitter have become a very important part of our life. It is not only helping us in many ways, but also causing harm in different ways. The use of Facebook and Twitter for socialisation, as well as for informative purpose could be very useful, if any kind of addiction is avoided. This addiction to Facebook and Twitter is causing havoc in the form of bullying.

Cell Phone Bullying

The generation of the present era has grown up in a society where cell phones are a part and parcel of daily life (Berson, Berson & Ferron, 2003). Bullying by cell phone text messages is called “text bullying”. It is the form of bullying in which text messages are the most important form of communication. Text bullying is sending mean, embarrassing, untrue, or hurtful messages to or about someone using cell phone text messaging. This can also include sexting, or sending sexually suggestive text messages to someone or about someone.

Text bullying, much like cyberbullying, is fairly new due to advancements in technology. Teens are able to bully others in more creative ways. Bullies are no longer limited to verbal or physical bullying. Text bullying has become a serious problem among the youth. It can have devastating consequences, and no one may be able to understand that it is occurring.

Statement of the Problem

Being a victim of bullying can have discriminating and profound, life-long effects on self-esteem, which leads to depression, social isolation and suicidal ideation, and poor academic performance. Online and text message bullying is a relatively new form of aggression, with few studies documenting its incidence, occurrence, and effects on overall mental health. This study collects data on incidence and prevalence of online bullying, text message bullying, and victimization, and seeks to determine which kind of bullying affects the youth the most.

Significance

This study will make the youth aware of the possible mediums through which they could be a target of cybercrime. This will not only alert them but also make them aware of possible steps to take through which they

can ensure the safety of their identities. The social media selected for the study is Facebook and Twitter, and the text messages received on the cell phones. So far limited studies have been conducted on how this media is serving as a threat to users' personal information. Further, those studies are not conducted on a developing country like Pakistan, so it will be a value addition. It will enable the concerned to review the weak ends and then take steps to ensure privacy of users. It will boost the trust of users on this most widely used social media, mobile communication, and thus will attract more users who will use it for productive purposes only.

LITERATURE REVIEW

Massive studies have been conducted to explore the impact of cyberbullying on the youth, caused either through online applications such as Facebook and Twitter, or through mobile phone usage. These include studies conducted by scholars, analysts, policy makers, and governing bodies. There have been variations among the consensus of various scholars as to whether these sources are used in cyberbullying. Along with this, there are mixed results as to whether these affect the life of the youth positively or negatively. Results also varied as per the different dimensions of the youth's lifestyle considered for the study.

Hinduja and Patchin (1998) studied the impact of cyberbullying on the emotional and psychological behaviour of the youth. In a study comprising a sample of 468 respondents, findings indicated that out of the entire class selected for the study, almost 37-38% of the victims of cyberbullying feel vengeful. Around 24% reported that they feel helpless, whereas 37% feel angry. Study also lays stress on the implementation of the general strain theory to identify and then handle the emotional and psychological consequences of cyberbullying.

Hinduja and Patchin (2006) found that 60% of their bullying survey sample had been ignored by others online, 50% had been disrespected by others, almost 30% had been called names, and 21.4% reported being threatened by others while online. In addition, many of the youth reported that they had been picked on by others (19.8%) and 19.3% reported that someone had made fun of them online. Another major concern of cyberbullying is that it is very easy for students to spread rumors about others to a large population. In this study, 18.8% of the respondents had reported that they were the victim of rumor-spreading online. Online bullying has become a large problem within and outside of our schools.

In this same study, 30% of the adolescent respondents reported that they had been the victim of some sort of online bullying. Though this study involved people of many ages, the authors limited their conclusions to those who were 9-17 years old.

Hinduja and Patchin (2010) also conducted a study that was aimed at determining the relationship between cyberbullying and suicidal incidents. It was carried out on a random sample of 1,963 school-going students in grades 6 to 8. It was conducted in the largest school districts in the United States; findings indicated that cyberbullying affects the psychological behaviour of the youth. There is a significant relationship between suicidal attempts and cyberbullying.

Patchin and Hinduja (2010) explored the relationship between cyberbullying and self-esteem. It was conducted on a random sample of 1,963 middle-school-going students from 30 schools in the United States, with the mean age of 12.6 years. A self-administered survey was used to study the relationship between cyberbullying and self-esteem. Findings indicated that victims of bullying showed lower self-esteem compared to those who were not victims of cyberbullying. Thus, there is a need to incorporate preventive measures that can assure the protection of school-going students and motivate them to study without fear of being harassed.

Ybarra and Mitchell (2004) found that 20-25% of the offenders and victims replied that they used cigarettes or alcohol, and 50% of the victims or offenders reported that their parents monitored their online activities poorly. Further, when students reported confidence in the use of the Internet, they were 2.5 times more likely to be a cyberbullying offender.

THEORETICAL FRAMEWORK

Contemporary research has identified that cyberbullying causes severe psychological, emotional, and social problems among many of its victims (Blair, 2003; Juvonen & Gross, 2008; Patchin & Hinduja, 2006). Researchers have offered varied theories as to the cause of these problems (Anderson & Sturm, 2007; Bandura, 1989; Bandura 1990; Diamanduros, Downs & Jenkins, 2008). Social cognitive theory has provided the theoretical framework for this study.

Social Cognitive Theory

Social cognitive theory, which provides a framework for understanding, predicting, and changing human behaviour (Bandura, 1977, 1986),

identifies human functioning as an interaction of personal, behavioural, and environmental influences. The theory posits that both personal factors (in the form of cognitive, affective, and biological events) and environmental factors (such as peer support and stressful environment) can affect the development of an individual's behaviour (Bandura, 1978). Social cognitive theory has been widely applied to research in health (LaRose & Eastin, 2004).

Bandura (1989) suggests that people's beliefs in their capabilities to deal with threatening or taxing situations affects how much stress and depression they experience in these types of situations. Those who believe they can control potential threats do not create within their mind apprehensive thoughts and, therefore, are not upset by such situations. However, those who believe they cannot effectively deal with potential threats experience high levels of stress and anxiety (Bandura, 1989).

The application of social cognitive theory to cyberbully victimisation would suggest that the mechanism that helps determine adolescent and adult response to cyberbullying activity is the level of self-efficacy present in the person. Adolescents and adults that maintain a high sense of self-efficacy believe that they can exercise control over such threats and correspondingly are not perturbed by them, whereas those that maintain a low sense of self-efficacy cannot effectively cope with the hurtful activities of cyberbullying.

METHODOLOGY

Survey Method

This research was conducted to assess the background and overall effects of cyberbullying on the youth through social networking sites like Facebook and Twitter, and cell phone bullying. Quantitative approaches were utilised to gather the important data by the researcher. The research methods used for gathering the data for the research was the survey method. The data gathered from the survey was then processed and analysed, which was later compared to the Likert-scale for data interpretation.

Population

The total population of this study comprises youth aged 18 to 25 and residing in Lahore.

Sampling Technique

There are multiple techniques and methods of sampling to obtain samples to analyse data. For this reason, the researcher has selected random sampling technique.

Sample Size

Sample size is 200 people from Lahore consisting of people between the ages of 18 and 25. The youth, both male and female, are part of the data collection.

RESEARCH QUESTIONS AND HYPOTHESES

For this research study, the following research questions and hypothesis have been formulated.

Research Questions

- Is there any effect of cyberbullying on youth's psychological and mental health?
- Is there any effect of cyberbullying on youth's education?

Research Hypotheses

H1: There is an effect of cyberbullying on youth's health.

H2: There is an effect of cyberbullying on youth's education.

RESULTS AND DATA ANALYSIS

The study measured various effects caused by cyberbullying on the youth of Lahore. The descriptive analysis of this chapter is especially dedicated to understand the effects of cyberbullying on different aspects of respondents. The recorded demographic characteristics of the respondents were observed with respect to changes in them because of cyberbullying through social websites and text messages. Both male and female respondents belonging to different age groups were given a chance to express themselves through the questionnaire. The demographic analysis of the respondents consisted of gender and age.

Table 1: Age

<i>Age</i>	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
18	30	14.9	15.0	15.0
19	28	13.9	14.0	29.0
20	26	12.9	13.0	42.0
21	31	15.3	15.5	57.5
22	40	19.8	20.0	77.5
23	23	11.4	11.5	89.0
24	13	6.4	6.5	95.5
25	9	4.5	4.5	100.0
Total	200	99.0	100.0	

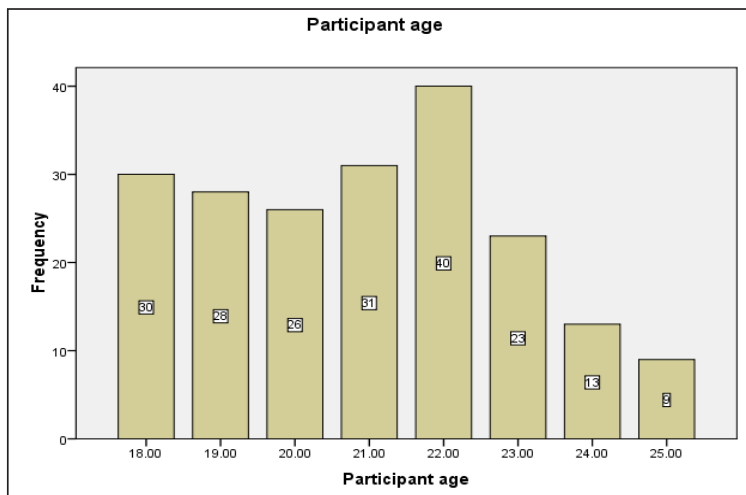


Fig. 1

Interpretation: It is clear from the chart shown above that people in the age bracket 20 to 22 are the ones who are the most affected by cyberbullying. Both above this age and below this age, the number of people who are inclined towards the effects of cyberbullying.

Table 2: Participant Gender

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Male	116	58.0	58.0	58.0
Female	84	42.0	42.0	100.0
Total	200	100.0	100.0	

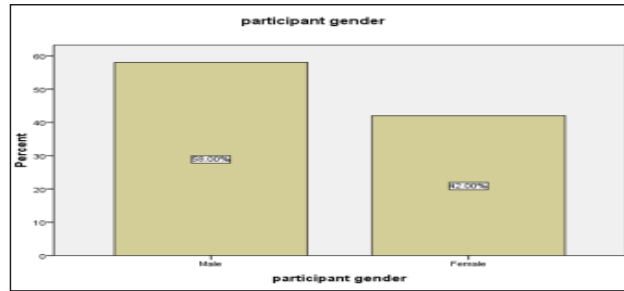


Fig. 2: Participant Gender

Interpretation: Out of the sample of 200, 58% of the people are male and the remaining 42% are female.

Table 3: Education

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Intermediate	51	25.5	25.5	25.5
Bachelors	83	41.5	41.5	67.0
Masters	58	29.0	29.0	96.0
M.Phil.	8	4.0	4.0	100.0
Total	200	100.0	100.0	

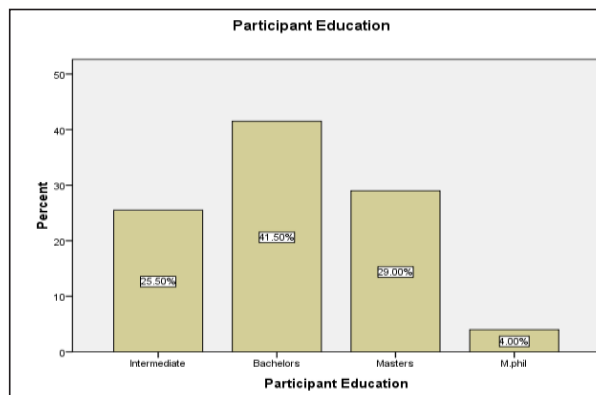
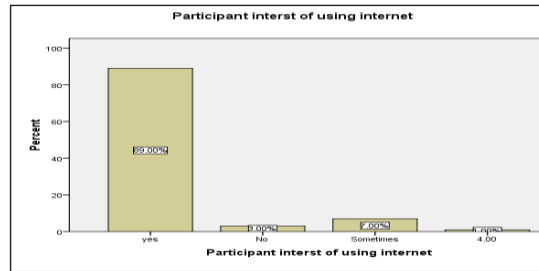


Fig. 3: Education

Interpretation: By qualification almost 42% of the sample are graduates. Around 29% have a Master's, 25.5% have an intermediate. However, M.Phil. holders represented the minimum (4%) proportion of the total sample.

Table 4: Do You Use the Internet?

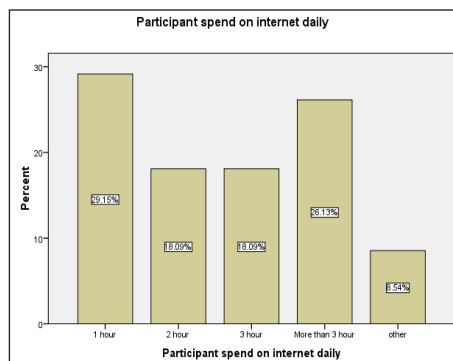
	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Yes	178	89.0	89.0	89.0
No	6	3.0	3.0	92.0
Sometimes	14	7.0	7.0	99.0
				100.0

**Fig. 4**

Interpretation: When asked about the use of the Internet, 89% of the people said yes, whereas only 3% said they did not use the Internet. The remaining 7% said they use the Internet sometimes.

Table 5: How Much Time do You Spend on the Internet Daily?

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
1 hour	58	29.0	29.1	29.1
2 hours	36	18.0	18.1	47.2
3 hours	36	18.0	18.1	65.3
More than 3 hours	52	26.0	26.1	91.5
Others	17	8.5	8.5	100.0
Total	199	99.5	100.0	

**Fig. 5**

Interpretation: When asked about the time people spend daily on the Internet, a majority (29%) responded that they used the Internet for one hour daily, whereas 26% responded that they use it for more than three hours daily. Those who use it for two and three hours made up 36% (18% each).

Table 6: Do You have a Cell Phone?

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Yes	194	97.0	97.5	97.5
No	1	.5	.5	98.0
Total	199	99.5	100.0	

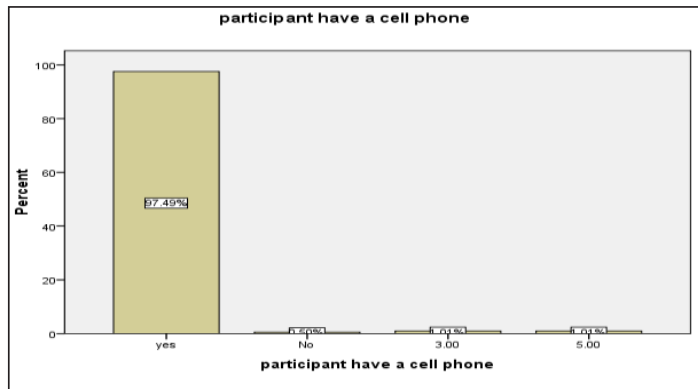


Fig. 6

Interpretation: Almost 97% of the respondents stated that they possess a cell phone.

Table 7: Do You Use Social Networking Sites on Your Cell Phone?

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Yes	113	56.5	57.7	57.7
No	36	18.0	18.4	76.0
Sometimes	47	23.5	24.0	100.0
Total	196	98.0	100.0	

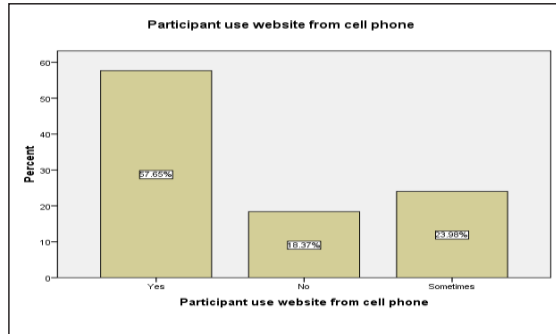


Fig. 7

Interpretation: When asked about visiting social networking sites on their cell phones, 57% respondents stated that they use their mobile phones, whereas 24% replied that they use their mobile for this sometimes, but not frequently. On the other hand, 18% stated that they do not use it.

Table 8: I Feel Unsafe in Every Place

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	6	3.0	3.0	3.0
Rarely	17	8.5	8.5	11.5
Sometimes	44	22.0	22.0	33.5
Often	78	39.0	39.0	72.5
Always	55	27.5	27.5	100.0
Total	200	100.0	100.0	

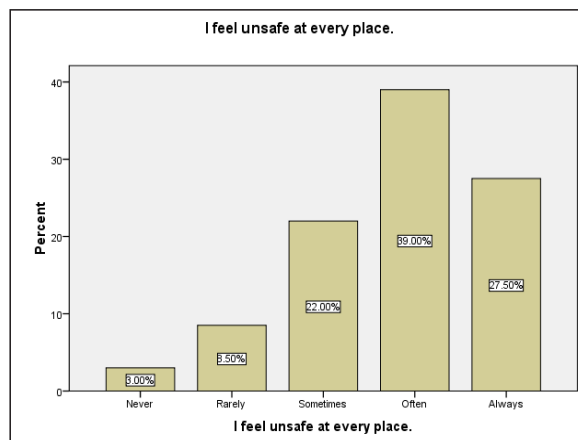


Fig. 8

Interpretation: Around 39% of the respondents often feel unsafe everywhere.

Table 9: I Lose My Concentration in Any of My Personal and Professional Tasks

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	3	1.5	1.5	1.5
Rarely	14	7.0	7.0	8.5
Sometimes	44	22.0	22.0	30.5
Often	81	40.5	40.5	71.0
Always	58	29.0	29.0	100.0
Total	200	100.0	100.0	

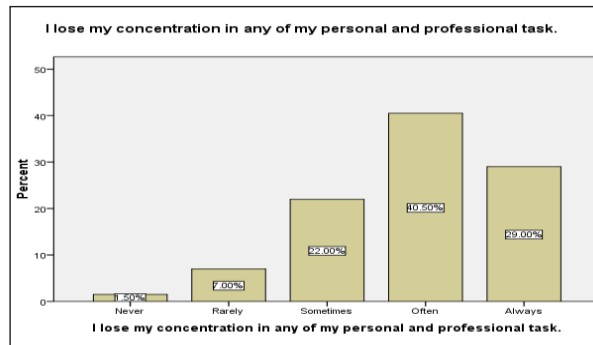


Fig. 9

Interpretation: When asked about losing concentration in any of their personal and professional tasks, 40% reported that they often lose it, whereas 29% reported that they always lose their concentration.

Table 10: I Feel Aggressive in My Behaviour with My Peers

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	6	3.0	3.0	3.0
Rarely	24	12.0	12.0	15.0
Sometimes	33	16.5	16.5	31.5
Often	73	36.5	36.5	68.0
Always	64	32.0	32.0	100.0
Total	200.0	100.0		

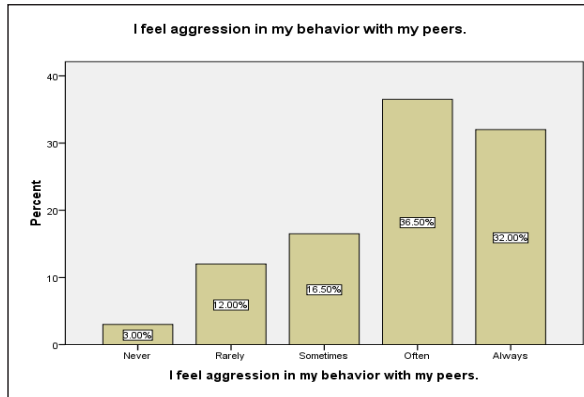


Fig. 10

Interpretation: Around 36.5% of the respondents often feel aggressive in their behaviour while dealing with peer members because of being victimised by cyberbullying.

Table 11: I Feel Depression and Anxiety

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	7	3.5	3.5	3.5
Rarely	29	14.5	14.5	18.0
Sometimes	29	14.5	14.5	32.5
Often	76	38.0	38.0	70.5
Always	59	29.5	29.5	100.0
Total	200	100.0	100.0	

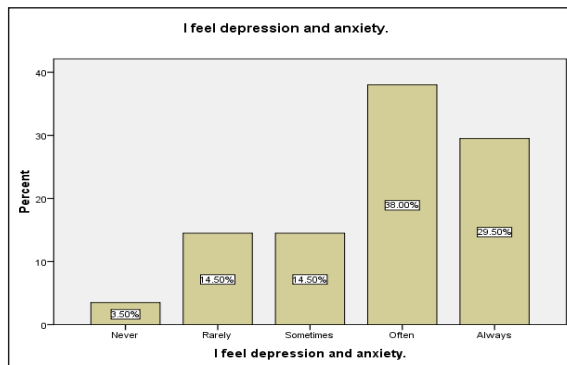


Fig. 11

Interpretation: Around 38% of the respondents stated that they often feel depression and anxiety, whereas 29.5% said that they feel it always. Only 3.5% of the respondents said that they never feel depression and anxiety.

Table 12: I have Started Showing Aggressive Behaviour towards My Peers

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	8	4.0	4.0	4.0
Rarely	35	17.5	17.5	21.5
Sometimes	42	21.0	21.0	42.5
Often	55	27.5	27.5	70.0
Always	60	30.0	30.0	100.0
Total	200	100.0	100.0	

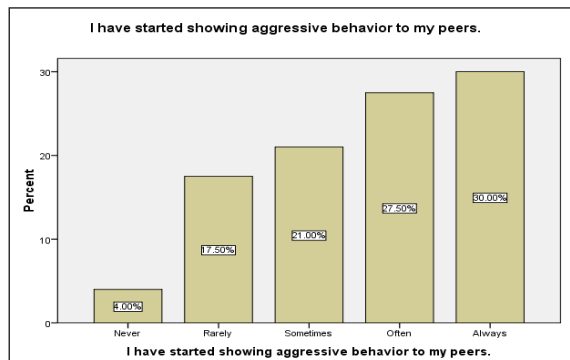


Fig. 12

Interpretation: Due to harassment, 30% of the respondents always show aggressive behaviour towards their peer members, whereas 27.5% people do it often. Respondents who are immune to it are only 4%.

Table 13: I Lost Concentration in Education after being Bullied

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	6	3.0	3.0	3.0
Rarely	17	8.5	8.5	11.5
Sometimes	40	20.0	20.0	31.5
Often	76	38.0	38.0	69.5
Always	61	30.5	30.5	100.0
Total	200	100.0	100.0	

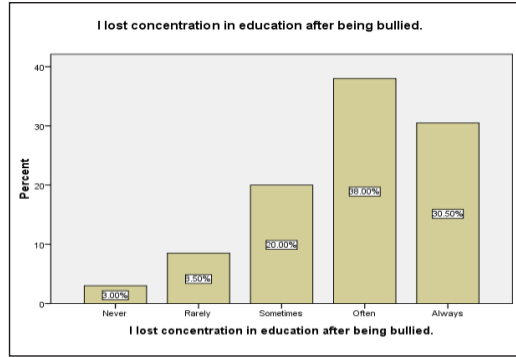


Fig. 13

Interpretation: The effects of cyberbullying can be traced to the fact that 38% of the respondents stated that they often lose concentration in education after being victimised by cyberbullying, whereas 30.5% lose concentration always. Only 3% never lose their concentration in education.

Table 14: I Cannot Concentrate on What the Teacher is Saying in Class

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	7	3.5	3.5	3.5
Rarely	24	12.0	12.0	15.5
Sometimes	55	27.5	27.5	43.0
Often	67	33.5	33.5	76.5
Always	47	23.5	23.5	100.0
Total	200	100.0	100.0	

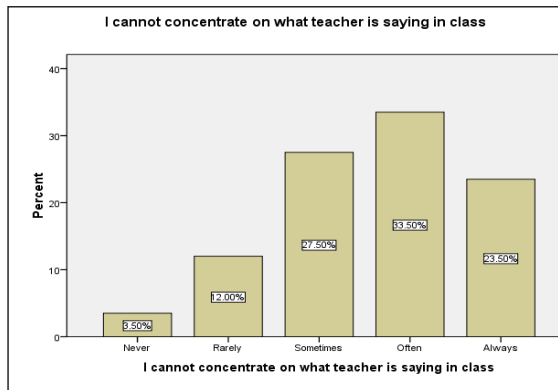


Fig. 14

Interpretation: Around 33.5% of the respondents stated that they often cannot concentrate on what the teachers are saying in class, after being victimised by cyberbullying, whereas 23.5% lose their concentration always. Only 3.5% never lose their concentration in class.

Table: 15: I Cannot Participate in Discussions during Class

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	6	3.0	3.0	3.0
Rarely	23	11.5	11.5	14.5
Sometimes	52	26.0	26.0	40.5
Often	63	31.5	31.5	72.0
Always	56	28.0	28.0	100.0
Total	200	100.0	100.0	

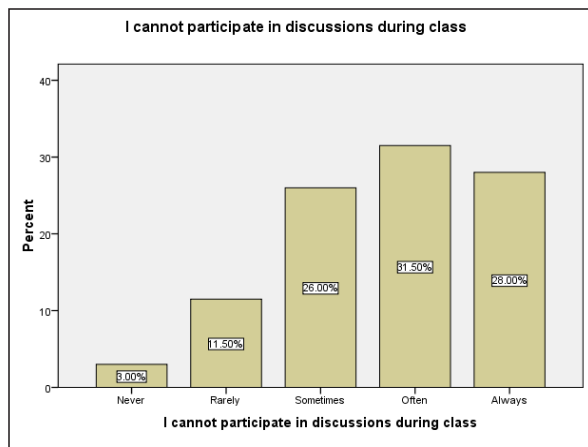
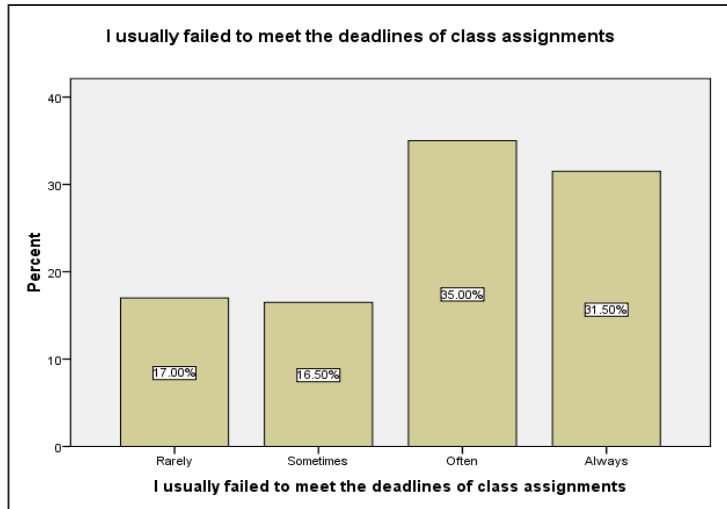


Fig. 15

Interpretation: Around 31.5% of the respondents stated that they often cannot participate in class discussions after being victimised by cyberbullying, whereas 28% cannot do it always. Only 3% are never affected.

Table 16: I Usually Failed to Meet the Deadlines of Class Assignments

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Rarely	34	17.0	17.0	17.0
Sometimes	33	16.5	16.5	33.5
Often	70	35.0	35.0	68.5
Always	63	31.5	31.5	100.0
Total	200	100.0	100.0	

**Fig. 16**

Interpretation: The adverse impact of cyberbullying can be traced to the fact that 35% of the respondents stated that they often fail to meet the deadlines of given assignments after being victimised by cyberbullying, whereas 31.5% fail to meet deadlines always. However, 17% of the respondents rarely fail to meet the deadlines of the assignments given.

Table 17: My Grades are Affected Badly

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	4	2.0	2.0	2.0
Rarely	26	13.0	13.0	15.0
Sometimes	35	17.5	17.5	32.5
Often	75	37.5	37.5	70.0
Always	60	30.0	30.0	100.0
Total	200	100.0	100.0	

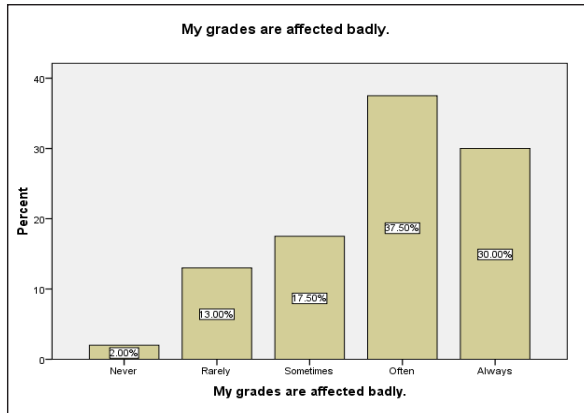


Fig. 17

Interpretation: Around 37.5% of the respondents stated that often their grades are affected badly after being victimised by cyberbullying, whereas 30% stated that their grades are always affected badly by being bullied. Only 2% stated that it never happens to them.

Table 18: I have Stopped Participating in Co-Curricular Activities

	<i>Frequency</i>	<i>Per cent</i>	<i>Valid Per cent</i>	<i>Cumulative Per cent</i>
Never	6	3.0	3.0	3.0
Rarely	28	14.0	14.0	17.0
Sometimes	44	22.0	22.0	39.0
Often	79	39.5	39.5	78.5
Always	43	21.5	21.5	100.0
Total	200	100.0	100.0	

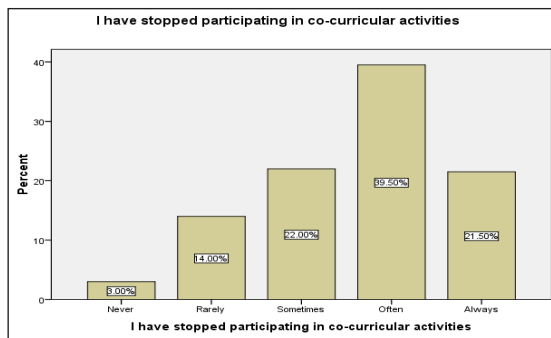


Fig. 18

Interpretation: The adverse impact of cyberbullying can be traced to the fact that 39.5% of the respondents stated that they have often stopped participating in co-curricular activities after being victimised by cyberbullying. Only 3% have never stopped participating in co-curricular activities.

DISCUSSION AND CONCLUSION

Discussion

We live in a world of information and communication technologies which affects our lives at every stage. Either directly or indirectly, we are linked with these technologies. When it comes to social interaction and socialisation, the role and significance of information and communication technology has become more and more critical. Moreover, due to the globalisation, the culture cross the boundaries via media has affected the cultural identities of developing nations and has instilled false values among the inhabitants of society.

The quantitative approach has been used to find the impact of cyberbullying on youth. Close-ended questions have been asked of the youth of Lahore to know how much they have been affected by cyberbullying. Different questions were asked about the technology they use, about their regular source of socialisation with the world, about the issues of invasion of privacy, and about the psychological affects they suffer; some questions were about the education-related issues arising due to cyberbullying.

R.Q.1: Is there any effect of cyberbullying on the youth's health?

The results of the study show mixed responses about the effects of cyberbullying on the health of the victim. Around 53% of the respondents stated that they suffer from sleeping disorders, continuous headaches, stress, and eating disorders, while the remaining respondents stated that they never suffered such conditions. Therefore, the null hypothesis is rejected and the alternate hypothesis is accepted, that is, there is an effect of cyberbullying on the youth's health.

R.Q.2: Is there any effect of cyberbullying on the youth's education?

The results of the study indicate that there is a strong effect of cyberbullying on the educational routine of a student. The average result, i.e. 65% of different questions related to education indicate that the victims of cyberbullying often lose concentration on what the teacher is saying,

fail to participate in class discussions, and fail to meet the deadlines. The more they suffer from cyberbullying, the more their results suffer.

R.Q.3: Is there any effect of cyberbullying on the psychological and emotional state of the youth?

The results of the study indicate that there is a strong psychological and emotional impact of cyberbullying on the youth. When different questions about the psychological effects, i.e. whether they feel unsafe or lose concentration on their task or show aggressive behaviour or suffer from depression or anxiety, were asked, 67% of the respondents stated that they face all these situations when being bullied by someone. Therefore, the null hypothesis is rejected and the alternate hypothesis is accepted, that is, there is an effect of cyberbullying on the youth's psychological and emotional behaviour.

Conclusion

Bullying is no longer about the strong picking on the weak. Bullying has been replaced by a 24-hour per day, seven days a week online monster. This monster has a name – cyberbullying. With the increasing expansion of Instant Messaging, emails, chat rooms, blogging, and websites, the issue of cyber-bullying is growing at a grotesque rate. Children, teenagers, and even adults that interact via social networking, all have fallen prey to cyberbullying — whether they have witnessed cyberbullying or experienced it first hand, they all bear testimony to the damage done by cyberbullies. Cyberbullying is certainly real, and can infinitely be more painful. With the analysis of the findings, the researcher has been able to determine the basic factors tempting people to cyberbullying. Secondly, the focus was shifted to ascertain the overall effects of cyberbullying, and finally, the researcher endeavoured to highlight the different effects of cyberbullying. The result indicates that cyberbullying, whether it is online or text bullying, has an effect on the youth's health, education, social interactions, and other different aspects of their lives.

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