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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/19312
DOI URL: <http://dx.doi.org/10.21474/IJAR01/19312>



RESEARCH ARTICLE

A DESCRIPTIVE STUDY TO ASSESS THE PREVALENCE AND COPING STRATEGIES OF CYBERBULLYING AMONG SENIOR SECONDARY STUDENTS STUDYING IN SELECTED SCHOOLS OF DEHRADUN, UTTARAKHAND IN A VIEW TO CREATE AN AWARENESS PROGRAM ON CYBERBULLYING

Ms. Pooja¹, Ms. Noorjahan¹, Ms. Nikita¹, Ms. Naina¹,
Ms. Manisha¹, Ms. Nancy¹, Mr. Ramveer¹ and Ms. Shristi Thapa²

1. B.Sc.Nursing 4th Year, Nursing, Doon Institute of Medical Sciences, Sahaspur, Dehradun.
2. Assistant Professor, Mental Health Nursing, Dev-bhoomi Uttarakhand University, School of Nursing.

Manuscript Info

Manuscript History

Received: 18 June 2024
Final Accepted: 20 July 2024
Published: August 2024

Key words:-

Cyberbullying, Cyberbullying Online Aggression Survey, Cyberbullying Questionnaire

Abstract

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps or online in social media forums or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. The national cyber bullying foundation recommends that senior students of any gender between 16 to 19 years suffer from cyber bullying. A descriptive study was conducted on 100 senior secondary students to assess the prevalence and coping strategies regarding cyber bullying in selected senior secondary schools of Dehradun. The sample were selected through random convenience technique. Data was collected through self-structured socio-demographic tool, Standardized tool Cyberbullying online aggression survey and Coping with cyberbullying questionnaire were used to assess the prevalence and coping strategies. It was found that 41% students were male who are suffered from cyber bullying and 59% students were female. The senior secondary who were previously cyberbullied were found with only 20%. It was found in the study that most of the senior secondary students were adopting technical competence as coping strategy to deal with cyberbullying scenarios. Only Source of internet usage was found significant with the prevalence of cyberbullying. Research study found that area of residence, socio-economic status, source of internet usage and screen time per day were significant with the adopted coping strategies for cyberbullying. Researchers conducted an awareness program regarding cyberbullying among senior secondary school students, which contributed to create an awareness regarding the cyberbullying negative impact on them and to cope with the scenarios of cyberbullying victimization.

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Corresponding Author:- Ms. Shristi Thapa

Assistant Professor, Mental Health Nursing, Dev-bhoomi Uttarakhand University, School of Nursing.

Introduction:-

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps or online in social media forums or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour. The most common places where cyberbullying occurs are; Social media, such as Facebook, Instagram, Snapchat, and Twitter, Email, Text messaging and messaging apps on mobile or tablet devices. Online forums, chat rooms, and message boards, such as Reddit, Online gaming communities.¹ Cyberbullying take many forms common type of cyberbullying including; Exclusion. A cyberbully can intentionally leave someone else out of an online group or message thread this can leave a victim feeling isolate and depressed. Harassment occur when a cyberbully sends persistent and hurtful online messages to a victims. These messages can contain threats. Cyber stalking a cyber bully monitors a victim's online presence closely. The bully can also make false accusations and threats against the victims and their loved ones Outing on social media occur when a cyberbullying openly reveals a person gender identity or sexual orientation without their consent. Fake profiles cyber bullies can set up fake online profiles on behalf of victims. Catfishing a cyberbully exploits a victim's emotions.

Among social media companies Facebook was the source of cyberbullying for 75% of online harassment victims in the United State in 2021. Facebook was followed by twitter and Instagram, where 24% of responding victims reported having experienced discriminatory harassment. The same study showed that children are also likely to experience cyberbullying on other social media apps like Snapchat (15%). Global cyberbullying statistics, six thousand student is 10 to 18 year were surveyed about cyberbullying. They found that 49% experienced one form of cyberbullying within their lifetime. Of those student, 44% said that they had noticed an increase in cyberbullying since the COVID-19 pandemic. In a survey of 30 countries, 1 in 3 students said they had been a victim of cyberbullying. Of those student, one in five said they had skipped school because of cyberbullying and violence. (UNICEF Poll, 2020).

The most reported type of cyberbullying was offensive name calling, with 42% of teens experiencing it via the internet or cell phone. In survey about cyberbullying, 71% of people between the ages 13 and 24 years said they were concerned about cyberbullying, 38% said they had been targets of it. One study found cyberbullying happens most frequently with 12 to 15-year-olds, peaking around the ages of 14 and 15. (cyberbullying research centre, 2021) 40.5% of 18 to 25 year old. 15.1% of 36 to 45 years old. 13% of 46 to 55 years old 4 Around 85% of Indian children have reported being cyberbullied as well as having cyberbullied someone else at rates well over twice the international average, Nearly 8 out of 10 individuals types of cyberbullying in India. Out of these around 63% faced online abuses and insults, and 59% were subjects to false rumors and gossips for degrading their image . In 2021 the state of Maharashtra in India has the highest number of cyberbullying incidents against women and children and rest of the country, with nearly 62 cases register with the authorities. Telangana followed with 13 cases. Victims are also more likely mental health problem including depression, anxiety and suicidal thought. The physical effect of cyberbullying include headaches, stomach aches and sleeping problem. Victims may have trouble concentrating in class and may not want to go to school. They may also receive lower grades then they usually would. Victim of cyberbullying may also have trouble forming relationship with other people. They may be afraid to trust anyone and may not want to socialize with others. Survey data were collected from 376 educators in 277 middle and high-schools. The 'Questionnaire for Cyberbullying Awareness at School' was used as the data collection tool and data were collected online and analyzed with frequency and percentage statistics. The findings show that: schools have wrong or inadequate strategies concerning recognition and intervention of cyberbullying; techniques for cyberbullying prevention is sufficient, concerning the creation of an anti-cyberbullying school culture and taking technological precautions; however, the creation of an anti-cyberbullying curriculum, and the construction of specific anti-cyberbullying policies for schools, is lacking in teachers' cyberbullying awareness. In cases involving cyberbullying, the person doing the bullying is often anonymous or unknown, so kids don't know if reporting bullying will make it stop. That also are not sure how to report the bullying online through social media apps and internet services providers. parents and educator need to teach kids how to

effectively address cyberbullying . This include showing them how to report people who troll or cyberbully them.

Objectives of the Study:-

1. To assess the prevalence rate of cyberbullying among the senior secondary students.
2. To examine the coping strategies adopted by senior secondary students to overcome the cyberbullying.
3. To find the association between the prevalence and coping strategies adopted by senior secondary students with their selected demographic variables.

Methodology:-

The study was conducted on 100 senior secondary students to assess the prevalence and coping strategies regarding cyber bullying in selected senior secondary schools of Dehradun. The quantitative approach along with descriptive design was adopted in the study. The sample were selected through random convenience technique. Data was collected through self-structured socio-demographic tool, Standardized tool Cyberbullying online aggression survey and coping with cyberbullying questionnaire.

Data Analysis and Interpretation

Table No. 1:- Shows the distribution of demographic variables.

SOCIODEMOGRAPHIC	FREQUENCY	PERCENTAGE
AGE		
16-17	26	26%
17-18	56	56%
18-19	18	18%
GENDER		
Male	41	41%
Female	59	59%
AREA OF RESIDENCE		
Urban	0	0
Rural	42	42%
Semi-urban	58	58%
SOCIOECONOMIC STATUS		
Lower class	20	20%
Middle class	70	70%
Upper class	10	10%
SOURCE OF INTERNET USAGE		
Computer	0	0
Laptop	28	28%
Phone	72	72%
Tablets	0	0%
DURATION OF SCREENTIME PER DAY		
1hr-2hr	38	38%
2hr-3hr	34	34%
3hr-5hr	18	18%
More than 5hr	10	10%
ACTIVITY USED IN INTERNET		
Communicating with friends	20	20%
Internet Games	10	10%
Homework	70	70%

PREVIOUSLY CYBERBULLIED		
Yes	20	20%
No	80	80%

Age represents among the senior secondary the most 56 % under the age group of 17-18 .

Majority of the gender that suffers more from cyberbullying were female with 59. Most of the senior secondary students suffer more from cyberbullying are from semi urban areas is 58%.Majority of senior secondary students were having socioeconomic status (middle class) 70 % .The sources of internet usage found from which students are becoming victims of cyberbullying that is phone is 72% as compared to other gadgets. Most of the screen time spend per day was 1 hr-2hr 38%. Majority of senior secondary students used internet for doing homework is 70% .The senior secondary who were previously cyberbullied were found with only 20%.

Table No.2:-Shows the percentage of the prevalence rate of cyberbullying (VICTIMIZATION).

CATEGORY	PERCENTAGE
Low risk	40%
Moderate risk	20%
High Risk	40%

Offender

Table No. 3:- Shows prevalence percentage of coping strategies adopted by senior secondary students.

S.NO.	CATEGORY	PERCENTAGE
1	Distal Advice	13.3%
2	Close Support	14.7%
3	Retaliation	13.9%
4	Assertiveness	14.4%
5	Active Ignoring	15.7%
6	Helplessness/Self blame	11.8%
7	Technical Competence	15.9%

It was found in the study that most of the senior secondary students were adopting Technical competence as coping strategy to deal with cyberbullying scenarios.

Table no. 2:- Association between the level of prevalence with their selected demographic variables.

S.No.	Demographic Variables	Cyberbullying Victimization	Df	P Value	Cyberbullying Offender	Df	P Value
1	Age (in years)	46.37	4	2.062 NS	51.73	4	1.5709 NS
2	Gender	37.7	4	1.2921 NS	42	4	1.6681 NS
3	Area of residence	34.306	4	6.449 NS	41.671	4	1.9517 NS
4	Socioeconomic status	20.28	4	0.0004 S	43	4	1.899 NS
5	Source of internet usage	4.958	4	0.29163 NS	22.37	4	0.000169 S
6	Screen-time per day	10.019	4	0.04011 S	62.27	4	9.6654 NS
7	Activity used in internet	8.566	4	0.07291 NS	7.88	4	0.096 NS
8	Previously cyberbullied	1.93	4	0.74863 NS	2.48	4	0.64822 NS

It shows that only Source of internet usage was found significant with the prevalence of cyberbullying

Table No.3:- Association between the level of coping strategies with their selected demographic variables.

S.No.	Socio-demographic Value	Coping strategy	Df	P Value
1.	Age	22.74	4	0.000142706 S
2.	Gender	28.65	4	9.2 NS
3.	Area of Residence	14.83	4	0.005 S
4.	Socioeconomic Status	15.39	4	0.0039 S
5.	Source of Internet Usage	21.64	4	0.00023 S
6.	Screen time per day	18.34	4	0.001 S
7.	Activity used in Internet	37.56	4	1.38 NS
8.	Previously Cyberbullied	19.02	4	0.00077 S

Research study found that area of residence , socio-economic status , source of internet usage and screen time per day were significant with the adopted coping strategies for cyberbullying

Discussion:-

The findings of the study revealed 41% students were male who are suffered from cyber bullying and 59% students were female. The senior secondary who were previously cyberbullied were found with only 20%. It was found in the study that most of the senior secondary students were adopting Technical competence as coping strategy to deal with cyberbullying scenarios compared to other coping strategies. Researchers conducted an awareness program regarding cyberbullying among senior secondary school students, which contributed to create an awareness regarding the cyberbullying negative impact on them and to cope with the scenarios of cyberbullying victimization.

A similar study was conducted by **GassemGohal, Ahmad Algarim Et.al (2023)** a cross sectional study was conducted on the prevalence and related risk of cyberbullying determine the risk factors and association between cyberbullying and psychological status. Out of the sample of 355 students, aged between 12 to 18 year. A validated online questionnaire to investigate the prevalence and risk factor of cyberbullying and assess the psychological effects based on cyberbullying questionnaire and mental health inventory (MHI-5). Participant in this number 355, 68% of participant were female compare to 32% were male. The result revealed that approximately 20% of the participant spends more than 12 hours daily on the Internet and the male a prevalence slightly higher than females. Cyberbullying showed a high prevalence among adolescents in the Japan region with significant associated psychological effects.

Conclusion:-

Based on the findings of the present study it is concluded that their is moderate level of prevalence of cyberbullying victims among senior secondary school students and also adopting mostly technical competence and active ignoring as coping strategy to deal with the cyberbullying.

Recommendations:-

1. The study can be conducted in large scale
2. An interventional study can be implemented to reduce the risk of cyberbullying victimization and also to be aware of coping strategies to combat mental or psychological issues related to cyberbullying impact.
3. A cross-sectional study can be done for the more generalization of the study.
4. The population can be targeted to early adults.

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