

Assessment of Cyber bullying and Emotional Stability among Higher Secondary Students

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Abstract

The influence of social network in present days becoming rampant in our society, our teenagers, especially school and college students massively use the internet, by using the social networking sites via email, facebook, whatsapp, twitter, Skype etc. They became addicted to it. Most of them bullying and harass others through sending nasty and insulting messages, posting pictures and sexual remarks or blackmailing the bully through his/ her personal texts, photographs, relationship etc. The present study is an attempt to assess the level of cyber bullying and emotional stability among higher secondary students. A sample of 160 students selected from different secondary school in Chidambaram among which 80 boys (40 from science and 40 arts background) and 80 girls (40 from science and 40 arts background) were randomly selected and were given two questionnaires; Cyber bullying and Online Aggression Survey by Hinduja & Patchin [1].

Emotional Stability Test by A. Sen Gupta, AK. Singh. The findings of the present study validated that girls are more victim of cyber bullying than boys; they are more cyber victimized than boys, on the other hand boys show more cyber offending tendency than girls; simultaneously science students are more victims of cyber victimization and cyber offending than arts students. Significant differences were also found among emotional stability scores of boys and girls. Girls and science student's shows higher level of emotional stability than boys and arts students. To sum up, taking into account the results of the current study, we might conclude that gender has significant effect on cyber bullying and emotional stability while faculty has not significant effect on cyber bullying and emotional stability.

Keywords: Cyber bullying; Cyber victimization; Cyber offending; Emotional stability; Gender; Faculty

Introduction

Cyber bullying is one of the darkest and troubling aspects of the growing technology. Students in developed as well as developing countries are engage with cyberspace at very young age, and use internet as a means to bully and harass to other. The term "Cyber Bullying" was coined by Bill Belsey, Canadian educator; it refers to bullying and harassment of others through internet and social networks like facebook, whatsapp, twitter, hike, imo, even by mobile phones. Cyber bullying has been defined as "an aggressive act of behavior that is carried out by using electronic means by a group or an individual repeatedly and over time against a victim who cannot easily defend him or her Smith [2]. According to cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others". Over 30% of the students are victims or perpetrators of cyber bullying; it is also found that one in four of the student (25.7%) is involved in cyber bullying as bully and a victim within the period of three month (Mishna, Saini & Solomon [3]).

Bullying is generally seen as international behavior to harm another repeatedly, where it is difficult for the victim to defend himself or herself (Olweus [4]). Both victims and bullies face various psychosocial problems, via substance use, depression symptoms, behavioral problems, low school commitment as well as social maladjustment (Ybarra & Mitchell [5]). Emotional stability is a state of being able to have the appropriate feelings about the common experiences and act in a rational manner. Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health. It is the process in which individual's personality is continuously striving for greater sense of emotional health. Emotional stable individuals are calm and happy, they are satisfied with their life; they deal perfectly with the situation and solve their problems easily.

Emotionally stable is one of the significant aspects of educational growth and development. Almost all the individuals' behavior is guided in some degree by emotions. An emotionally strong and emotionally stable child has a capacity to adjust himself

in any situation properly. Researchers believed that emotional stability is one of the seven important indicators of superior mental health. It affects child's cognitive and learning processes. Thus it is essential to make the children's emotionally strong for the betterment of their own as well as society. In present times cyber bullying is commonly found throughout the world. Aleem [6] in Portugal found out of 311 students 7.5 % students are bullied. In 2006 British Medical Association in their research found 17% of students had been the victim of bullying or harassment during their time at medical school. Similarly in United States, Chapell et al. [7] found 54 % adults bully had also bullied during childhood and adolescence period. Ahmer et al. [8] in his study in Pakistan found 52 % students reported being the victim of bullying or harassment during their medical education, with 25 % of them reported being bullied less than once a month, 15.9 % once a month, 11 % once a week, and 6 % of students are bullied daily.

Bauman & Newman in their study reported that 84.6 % students had been bullied in junior high school, 80.8 % are bullied during high school period, and 73 % university victims are bullied or harassed in both junior and high schools. While the researcher in the current study also found 39 % students are the victims of cyber bullying in Chidambaram area of Cuddalore district of Tamil Nadu India. Researchers have found poor psychosocial relationships among the students who are victim of bullying Soursandar [9,10] also found high level of anxiety and depression and psychosomatic symptoms among students being victim of bullying. Gini & Pozzoli [11] also found increased difficulties in school and behavioral maladjustment among students who are bullied. Hinduja & Patchin [1] found that there were no significant differences in either offending or victimization by race. Corbon [12] found that girls who had been indirectly bullied used more drugs than boys, findings also shows that bullied girls also low level of self esteem than boys.

Cyber bullying have also impact of mental health in the form of depression Gradiner [13,14] also found low level of self esteem among the victims of Cyber bullying. Campbell [15] reported that cyber victims have significantly more social difficulties, higher anxiety and depression than traditional victims. Schenk & Fremouw [16] reported that college student's victims of cyber bullying scored higher in phobic anxiety, anxiety, stress and depression. Hinduja [17] reported that cyber bullying victims are significantly associated with suicidal thoughts. Brighi [18] found poor self esteem and higher loneliness among cyber bullying victims. Cankaya & Tan [19] confirm that cyber bullying have negative psychological impact than traditional bullying. Faryadi [20] in his study indicated that 35 (13%) respondents had emotionally suffered due to cyber bullying. Furthermore, 300 (85%) reported emotional and psychological stress. Aleem [6] examines the significant mean difference between the emotional stability scores of male and female students. Results also show that male students are more emotionally stable than female students.

Objectives

a. To find out the level of cyber victimization and cyber offending among boys and girl students.

b. To find out the level of cyber victimization and cyber offending among science and arts students.

c. To find out the level of emotional stability among boys and girl students.

d. To find out the level of emotional stability among science and arts students.

Hypotheses

a. There would be significant mean difference found between the cyber victimization scores of boys and girl students.

b. There would be significant mean difference found between the cyber offending scores of boys and girl students.

c. There would be significant mean difference found between the cyber victimization scores of science and arts students.

d. There would be significant mean difference found between the cyber offending scores of science and arts students.

e. There would be significant mean difference found between the emotional stability scores of boys and girl students.

f. There would be significant mean difference found between the emotional stability scores of science and arts students.

Sample

The present study consist sample of 160 students selected from different secondary school in Chidambaram among which 80 boys (40 from science and 40 arts background) and 80 girls (40 from science and 40 arts background) were randomly selected.

Variables

a. Experimental Variables: In the present research work there are two independent variables viz Gender (Boys and Girls), and faculty (Science and Arts).

b. Criterion Variables: Cyber bullying and Emotional Stability are the dependent variables in the present study.

Measuring Tools

In the present study cyber bullying and online aggression survey standardized by Hinduja and Patchin was used for the measurement of cyber bullying among students. The scale consists of 14 items with five responses each (Never, Once or Twice, A few times, Many times, and Everyday) in which subject has to selected only one among them. The scale measures two dimensions (a) Cyber bullying Victimization and (b) Cyber bullying Offending. Item1-9 measures the Cyber bullying Victimization and items 10-14 measures Cyber bullying Offending. Emotional stability test constructed by Dr. A. Sen Gupta and Dr. A.K. Singh was used for the measurement of emotional stability among students, the scale consists of 15 items among which 13 items are positive and two items are negative.

Procedure

The data was collected through random sampling method from different higher secondary schools in Chidambaram area by

administrating the cyber bullying and online aggression survey and emotional stability test on students. By getting the permission from concerned authorities, proper rapport was established with students. Then all required instructions was given to the subjects before administrating the test, after that cyber bullying and online aggression survey and emotional stability test was given to the students and were asked to give their responses accordingly. After 20 minutes they complete both the tests and handover to the investigator. The completed questionnaires were collected from them and were thanked for their cooperation. Hence the investigator collected the data in proper way.

Statistical Analysis: For statistical analysis various statistical tests like mean, standard deviation, t-test and analysis of variances (ANOVA) was applied.

Results

Table 1: Shows gender wise mean, S.D, SED, and t- value of cyber victimization and cyber offending Scores of students.

Variable	Parameter	No	Mean	S.D	S.E.M	df	t-value
Cyber Victimization	Boys	80	11.60	7.55	.30	158	3.34
	Girls	80	16.46	4.15	2.65		
Cyber Offending	Boys	80	5.97	4.66	.52	158	4.32
	Girls	80	3.11	3.64	.40		

The findings obtained in the present study are shown in the table given below. By analyzing Table 1 it appears that the mean scores for Cyber Victimization of Boys (M=11.60) is less than the mean scores of Girls (M=16.46) (Figure 1). The table also shows S.D, SEM and obtained t- value of the same group which is [Boys, S.D= 7.55, SEM= .30, Girls, S.D= 4.15, SEM= 2.65] and the obtained t- value is 3.34 / 158 is found significant at 0.01 level respectively. Similarly Mean, S.D, SEM and obtained t- value of the Cyber Offending of boys and girls is also shown in the table, which is [Boys, M= 5.97, S.D= 4.66, SEM= .52, Girls, M= 3.11, S.D= 3.64, SEM= .40]] and the obtained t- value is 4.32 with if 158 is also significant at 0.01 level respectively.

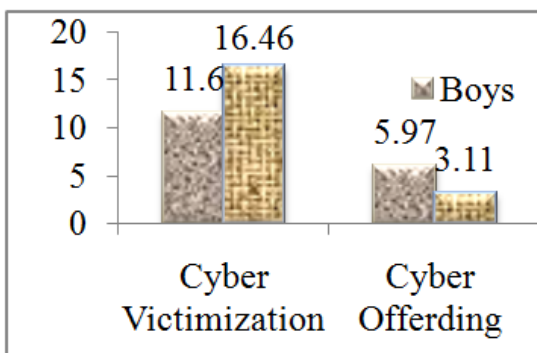


Figure 1: Shows Graphical representation of mean scores of Cyber Victimization and Cyber Offending Scores of Boys and Girl Students.

Table 2: Showing Faculty wise mean, S.D, SED, and t- value of cyber victimization and cyber offending scores of students.

Variable	Parameter	No	Mean	S.D	S.E.M	df	t-value
Cyber Victimization	Science	80	9.10	8.20	.91	158	45 N.S
	Arts	80	8.57	6.17	.69		
Cyber Offending	Science	80	5.30	4.76	.53	158	1.36 N.S
	Arts	80	4.33	4.11	.45		

Table 2 shows that the there is no significant mean difference between the Cyber Victimization and Cyber Offending scores of Science and Arts students (Figure 2), because both obtained t-values of Cyber Victimization and Cyber Offending (.45/158, and 1.36/158) are found less than tabulation value at 0.05 level. It is also found in the table that the mean scorers of Cyber Victimization and Cyber Offending (M= 9.10, and 5.30) of Science students is more than the mean scores of Arts students (M=8.57, and 4.33) respectively. The table also shows S.D, and SEM of both groups in respect to Cyber Victimization and Cyber Offending which is S.D, and SEM of Cyber Victimization and Cyber Offending of Science Group, is found (S.D= 8.20, 4.76, SEM= .91, .53,) and Arts group is, (S.D= 6.17, 4.11, SEM= .69, and .45) respectively.

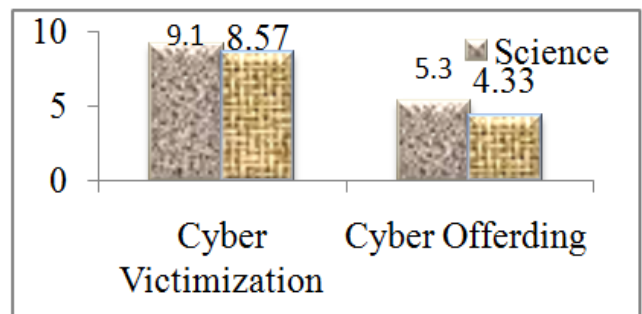


Figure 2: Shows Graphical representation of mean scores of Cyber Victimization and Cyber Offending Scores of Science and Arts Students.

Table 3: Gender and faculty wise mean, S.D, SED, and t- value of emotional stability scores of students.

Variable	Parameter	No	Mean	S.D	S.E.M	df	t-value
Emotional Stability	Boys	80	8.62	2.62	.28	158	3.92
	Girls	80	7.08	2.42	.27		
	Science	80	5.30	4.76	.53	158	1.36 N.S
	Arts	80	4.33	4.11	.45		

In Table 3, it is shown that the there is significant mean difference between the Emotional Stability scores of boys and girl students (Figure 3), as obtained t-value (3.92 /158) was found more than

critical value at 0.01 level, but on the other hand insignificant was also found between the mean scores of Science and Arts students in respect to their Emotional Stability scores as the obtained t-value (1.36/158) is found less than tabulation value at 0.05 level. On the other hand it is also found in the table that the mean scorers of boys is more than mean score of girls (M= 8.62, and 7.08) in respect to their Emotional stability. Simultaneously the mean scorers of Science students is also more than mean score of Arts students (M= 5.30, and 4.33) in respect to their Emotional stability respectively. The table also shows S.D, and SEM of Boys and Girls; Science and Arts students in respect to their Emotional Stability which is S.D, and SEM of Boys and Girls, is found (S.D= 2.62, 2.42, SEM= .28, .27,); Science and Arts Students is, (S.D=, 4.76, 4.11, SEM= .53, and .45) respectively.

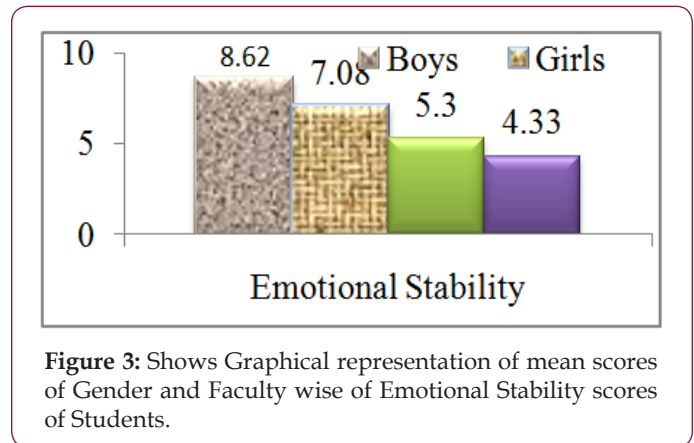


Figure 3: Shows Graphical representation of mean scores of Gender and Faculty wise of Emotional Stability scores of Students.

Table 4: ANOVA summary of cyber victimization scores of Students.

Variable		Sum of Squares	df	Mean Square	F-ratio
Gender	Between Groups	1237.65	1	1237.65	27.43
	Within Groups	7128.08	158	45.11	
	Total	8365.74	159		
Faculty	Between Groups	11.02	1	11.02	20 NS
	Within Groups	8328.75	158	52.71	
	Total	8339.77	159		

Table 5: ANOVA summary of cyber offending scores of students.

Variable		Sum of Squares	df	Mean Square	F-ratio
Gender	Between Groups	327.75	1	327.75	18.69
	Within Groups	2769.93	158	17.53	
	Total	3097.69	159		
Faculty	Between Groups	37.056	1	37.05	1.87 NS
	Within Groups	3128.68	158	19.80	
	Total	3165.74	159		

Table 6: ANOVA summary of emotional stability score of students.

Variable		Sum of Squares	df	Mean Square	F-ratio
Gender	Between Groups	94.55	1	94.55	15.38
	Within Groups	971.13	158	6.14	
	Total	1065.69	159		
Faculty	Between Groups	82.65	1	82.65	11.17*
	Within Groups	1168.78	158	7.39	
	Total	1251.44	159		

Table 4 shows the ANOVA summary of Cyber Victimization scores of Students. It is found that the F- ratio (27.43/ 159) of gender variable is found significant at 0.01 level. However insignificant differences were found in faculty variable as the F- ratio (.20/159) was found less than critical value at 0.05 level. Table 5 shows the ANOVA summary of Cyber Offending scores of Students. It is found that the F- ratio (18.69/ 159) of gender variable is found significant at 0.01 level. However insignificant differences were found in faculty

variable as the F- ratio (1.87/159) was found less than critical value at 0.05 level. In the Table 6, ANOVA summary of Emotional Stability Score of students is shown. The F- ratio (15.38/ 159) of gender variable in respect to emotional stability is found significant at 0.01 level. Simultaneously significant differences were also found in faculty variable in respect to their Emotional Stability, the F- ratio (11.17/159) is found significant at 0.01 level.

Discussion and Conclusion

The results of present study validated that girls are more victim of cyber bullying than boys; they are more targeted and harassed through online means like internet. They also shows more cyber victimized than boys as their obtained mean score (16.46) is more than the mean scores of boys (11.60). The obtained t- value (3.34/158) of boys and girls in respect to cyber victimization is found more than tabulation value at 0.01 level, Hence we can say there is significant mean differences in cyber victimization scores of boys and girl students. Therefore our first hypothesis is accepted. Similar findings are reported by Hinduja & Patchin Hinduja & Patchin Smith et al. [1,2,17], they found significant relationships to demographic variables via race, class, and gender in relation to cyber bullying. Reported that women are more likely to be victims of cyber bullying. Highlighted that adolescent girls (25.8%) experienced more cyber bullying than boys (16%), respectively. On the other hand boys also show more cyber offending tendency than girls than boys; their mean score (5.97) in respect to cyber offending is more than mean score girls (3.11). We also found significant mean differences between the boys and girls as obtained t- value (4.32/158) in respect to cyber offending is found significant at 0.01 level, hence we can say there is significant mean differences in cyber offending scores of boys and girl students. Therefore our second hypothesis is also accepted.

Our findings shows insignificant mean differences in cyber victimization and cyber offending among science and arts students as the obtained t-values (.45/158, 1.36/158) of both groups are found insignificant at 0.05 level of significance. Therefore our third and fourth hypotheses are rejected. But we also found that Science students are more victims of cyber victimization and cyber offending than Arts students, because the mean scores (9.10 and 5.30) of Science students are more than the mean scores (8.57, and 4.33) of Arts students respectively. These findings are supported by Hinduja and Patchin [1] they reported that there were no significant differences in either offending or victimization by race.

The results of present study also demonstrated that there is significant difference emotional stability of boys and girls, Girls shows higher level of emotional stability than boys as their mean score (7.08) is more than the means score (8.62) of boys in respect to their emotional stability. We also found the obtained t- value (3.92/158), significant at 0.01 level. Thus we can say there is significant mean difference between the emotional stability scores among boys and girl students. Therefore our fifth hypothesis is accepted. The findings also shows that Science students are more emotionally stable than Arts students as their mean value (5.30) is more than mean value (4.33) of Arts students. But insignificant mean differences were found between the mean scores as the obtained t-value (1.36/158) is found less than tabulation value at 0.05 level. Therefore our last hypothesis is partially rejected.

On the basic of this study it may be concluded that the there is significant differences between the cyber victimization, cyber offending and emotional stability of boys and girl students. While as insignificant differences were found between the cyber

victimization, cyber offending and emotional stability of science and arts students.

In summary the results can be concluded as follows.

- a. There is significant mean difference between the cyber victimization scores of boys and girl students.
- b. There is significant mean difference between the cyber offending scores of boys and girl students.
- c. There is no significant difference between the cyber victimization scores of science and arts students.
- d. There is no significant mean difference between the cyber offending scores of science and arts students.
- e. There is significant mean difference between the emotional stability scores of boys and girl students.
- f. There is no significant mean difference between the emotional stability scores of science and arts students.

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