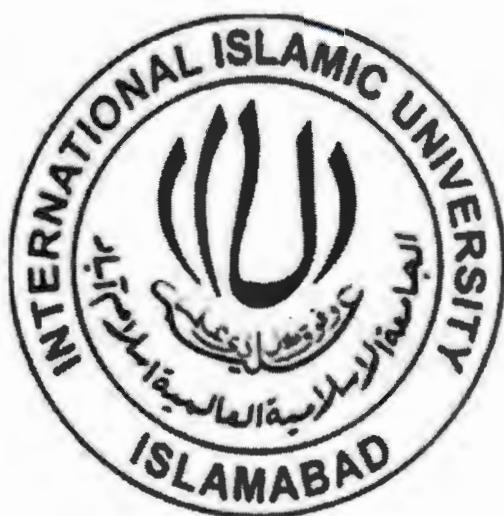


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**Cyber Bullying Practices: A Cross-Sectional Survey of International Islamic
University, Islamabad**



Researcher

Bahrul Amin

189-FSS/MSSOC/F14

Supervisor

Dr. Muhammad Babar Akram

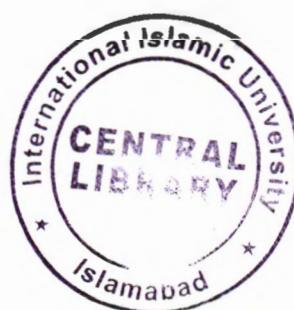
Asst: Professor (IIUI)

DEPARTMENT OF SOCIOLOGY

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD, PAKISTAN

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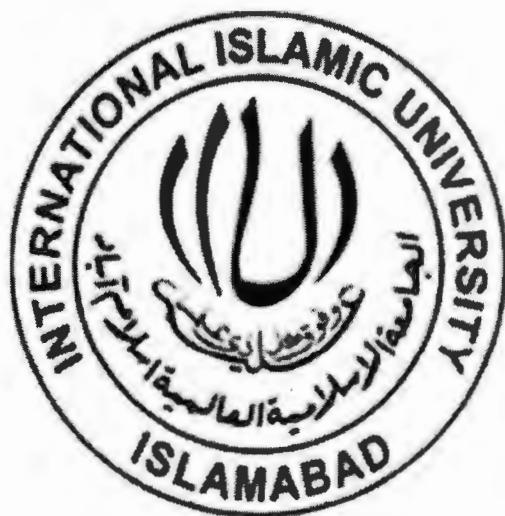
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**Cyber Bullying Practices: A Cross-Sectional Survey of International Islamic
University, Islamabad**



Researcher

Bahrul Amin

(189-FSS/MSSOC/F14)

Submitted in partial fulfillment of the degree of MS in Sociology at faculty of Social Sciences.

International Islamic University, Islamabad

DEPARTMENT OF SOCIOLOGY

FACULTY OF SOCIAL SCIENCES

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD, PAKISTAN

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INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY

It is certified that thesis submitted by Mr. Bahrul Amin Reg. No.189-FSS/MSSOC/F14 titled "***Cyber Bullying Practices: A Cross-Sectional Survey of International Islamic University, Islamabad***" has been evaluated by the following viva voce committee and found that thesis has sufficient material and meets the prescribed standard for the award of **MS** degree in the discipline of Sociology.

VIVA-VOCE COMMITTEE

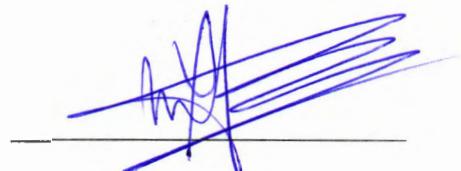
Supervisor:
Dr. Muhammad Babar Akram



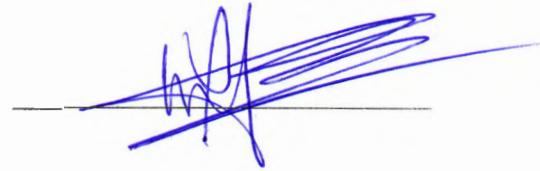
External Examiner:
Dr. Waheed Iqbal Ch.



Internal Examiner:
Prof. Dr. Saif Abbasi



Chairman,
Department of Sociology:
Prof. Dr. Saif Abbasi



Dean, Faculty of Social Sciences:
Prof. Dr. N.B Jumani



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Dedicated

To

My parents and teachers

I.

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ABSTRACT

The surge of information communication technologies in the current age is witnessed of dynamism and development of the world at a global level. Societies changed and changing rapidly, changes in one society will bring remarkable change in the whole world with multiple perspectives. In last decade the process of change has been observed in all aspects of human beings of all kinds of relationships through information communication technologies (ICTs). With the positive development of information communication technologies (ICTs), there are various kind of negative elements of information communication technology (ICTs) which have great impact on human life. One of them is cyber bullying practices exercised through social media to threat human beings, which create a great number of risk factors involved to human health, and these practices are mostly exercised students to hurt others intentionally through social media. The study was examined cyber bullying practices a cross sectional survey of International Islamic University Islamabad. Nature of the study was quantitative and study population was the students of International Islamic University, Islamabad. A sample size of 430 respondents was selected through stratified random sampling; respondents were selected from each faculty for data collection through self administered questionnaire. Correlation analysis between independent and dependent variable have been observed in this research study, which indicate existence of cyber bullying practices among students. In this regard it is recommended that cyber bullying practices can be reduced if parents observe their children in the internet basis activities.

CHAPTER ONE

1. Introduction

The recent advancement in technological field has witnessed a surge of media and communication, particularly the development of social media e.g. Face book, twitter, email etc. The rapid development of information communication technology (ICTs) has great impact on social interaction through the use of digital and electronic media (Dowell *et al.*, 2009). Social media has created a new type of environment which prior to the impact on social values, believes, attitudes, and behavior. One particular type of behavior is known as cyber bullying. Cyber bullying correspond serious threats to public health as media violence and aggression in the real world (Houseman & Taylor, 2006).

The current technologically developed era is known as the Galaxy Internet age (Castells, 2001). The contemporary technologically developed era has the potential to alter human life completely in a new style. Such changes brought technological revolution particularly with the use of social media. To see the pros and cons regarding technological development there are some research studies which indicated its positive and negative impact on human life. One of such impact is cyber bullying, which mostly found on social media with the use of internet (Castells, 2001).

Cyber bullying is that from of Psycho-social Perspective which employs with the use of internet for communication purposes to make different task easy for human beings, it is also used in a negative way that may caused harmful for others, when some people attack online to distrust other for one's own interest. It can be assumed that internet used in positive and negative way is not the fault of internet but the way when it is used. Communication is very important for human

development to get information about all walk of life in short period time. With development of positive aspects, negative factors will also be developed in great number. So it is a dire need to develop coping strategies to minimize its negative impacts. Nowadays it becomes a dominant cultural for big change of human life in the form of globalization (Ovejero, 2014).

Proliferation of electronic communication of human beings particularly in the recent decade brought dramatic changes in human life. The problem of cyber bullying is leading worse when most of the people indulge in a race of competition of cyber bullying as frequent dissemination of harmful information e.g. YouTube, MySpace, chat, text messages, etc. it become very serious when under teen agers faced such type of violent behavior consequently caused of serious psychological and physical problems such as committing of suicide etc (Noret & Rivers, 2006).

Dependency on computer and cell phone is only because it provides multiple facilities. That's why the use of such equipment increasing rapidly with the demand of consumers which increase market value as well. Using of internet ratio in western countries reached nearly to 100 percent in recent few years mostly in youth (students) under 15 years of age (Talwar *et al.*, 2014).

In addition, to understand the repercussions of electronic communication, various scholars, educationalist, and researcher worry about such electronic communication as cyber bullying emerging as serious threat to the emerging youth to spent most of their time in such activities (Festl & Quandt, 2013; Walrave & Heirman, 2011; Ybarra & Mitchell, 2008).

Cyber bullying is a harmful conduct of bullies who's intended to embarrass others which promote cyber bullying behavior and cyber bullying attitude as a violent social conduct. Cyber bullying occurs when electronic means acquired for communication that will provide a venue for

intentional communication e.g. e-mail, messages, etc. it is easy to heart someone through such communication because one can easily approached to someone in group with anonymous involvement (Belsey, 2005).

Researchers have conceptualized cyber bullying in numerous scholarships. Tokunaga (2010) described the concept is as a type of behavior deliberately exercised as repeated communication or distress massages to harm others through social media. While, (Kowalski *et al.*, 2014) defined cyber bullying as the form of communication which occurs through the use of electronic technology e.g. email massaging images sent to a cellular phone through online social media to harm others. It may also be stated as an aggressive or distrustful behavior practiced through electronic technology e.g. cell phone internet exercised by individual or a group of individual (Belsey, 2006; Patchin & Hinduja, 2006).

Kowalski and colleagues illustrated cyber bullying as online massaging, images, gaming, emails, send to others to the use of electronic communication technology through social media considered as bullying (Kowalski *et al.*, 2014; Kowalski *et al.*, 2012; Patchin & Hinduja, 2012). While traditional bullying may be defined as repeated aggressive or hostile messages intentionally carried out by a person or group of persons, which suffered individual, who cannot protected themselves in an ordinary manner (Oweus, 1993).

In such a case victim cannot easily depend him or herself, which entails serious and lifelong consequences for youth as well as in emerging adults. Research studies shows that social media is commonly used as source for cyber bullying. Through which online harmful comments are perceived as most negatively on various social networking or web sites e.g. Face book, twitter, emails. These negative comments which influence the nature of social behavior/interaction, is an

intended act exercised on social media, through which a single message may be sent to hundreds of individuals to cause malicious or distress others through digital messages or images through cyber link, (Kowalski *et al.*, 2012, 2014; Olweus, 1993; Patchin & Hinduja, 2012).

One of the very important factors that cyber bullying depends on power imbalance (Kowalski *et al.*, 2012, 2014; Olweus, 1993; Patchin & Hinduja, 2012; Jacobs *et al.*, 2015). Technological expertise e.g. physical strength or social status of individuals caused of increasing of such behavior. Another factor is the nature of the comments used to access cyber bullying, in such a situation perpetrator and victim interacted through social media e.g. Face book, twitter ,chat room etc., as through common and emerging popular sites of communication caused cyber bullying.

The relationship may be categorized as perpetrator and victim may be known and unknown as well as may be from same group. Cyber bullying against vulnerable individual, who may be unaware of victimization are weaker people, such as homeless, alcoholic etc. Cyber bullying victims are also anonymous to the perpetrator which leads cyber aggression against ethnic religious groups and celebrities (famous peoples) as well as against school staff e.g. staff and administration (Whittaker *et al.*, 2015).

Research studies shows that cyber bullying created mostly in youth and emerging adults, which indicate not only technological change but also age of the participant may be counted (Whittaker *et al.*, 2015). The rapid development of technological tools create new mode of cyber bullying through various social networking sites which are commonly available to all users, but the method of use of various social networking sites is different of all users because of their age

and maturity especially among youth. Increasing of cyber bullying may be expected when technological trend produce anonymity with great number (Whittaker *et al.*, 2015).

Cyber bullying victimization related to many negative consequences e.g. school violence, emotional disorder, anxiety, depression, delinquency and suicide etc. It takes place because both perpetrator and victim are unknown with each other in their interaction (Jacobs *et al.*, 2015). More over the basic motivational approach of youth to cyber bullying is anonymity, which contributes in various negative activities. Cyber bullies amuse themselves and try to create new form of interaction e.g. revenge, boredom, jealousy and rejection through various social networking sites, as bullies have moral disengagement to entertain themselves while harm others (Jacobs *et al.*, 2015).

Victims show various kinds of reactions e.g. passive reactions are crying, doing nothing are feeling distress and bad. Aggressive reactions of angry bullied are retaliating, if the victim does not take effective reaction the incident can be quickly and repeatedly reach to degree of audience. So the effective reaction of victims is very important to restrict bully by seeking social support (asking parents teachers or other peer for help) to block or delete bully. Calling names and hurtful words or actions that make someone or something look stupid or worthless is the common form of cyber bullying. An addition such experiences will provide coping strategies to victim for the rest of their life (Jacobs *et al.*, 2015)

Cyber bullying victims are perceived pornographic content e.g. videos, pictures, gaming, and humiliating websites are created via social media, e.g. Face book, twitter, YouTube, and messages which is comparatively more harmful than traditional bullying, other than short messages are less severe than traditional bullying. The most common form of cyber bullying

victimization is name calling and insulting or being contacted with stranger, which is the worse form of cyber bullying as public and anonymous traditional bullying (Jacobs *et al.*, 2015)

1.2 Effects of Cyber bullying

Cyber bullying has more harmful and negative effects than traditional bullying such as committing suicide and definite threat to health disease somatic symptoms, such as sleeping disorders, headaches etc. such other psychological problems anxiety, grief, depression etc. such mental and physical problems found in all over the world mostly in developed countries (Cappadocia *et al.*, 2013; Wade & Beran , 2011; Fredstrom *et al.*, 2011).

Relationship established through social media among different groups which also leads cyber bullying behavior it depends upon member educational level, age, and sex. It is known that females are more effected than male (Brown *et al.*, 2014). With the introduction of latest mobile internet technology it will become easier to bully someone because most of the time spent by the adolescent on mobile internet to cyber bully someone else. (Levy *et al.*, 2012; Staksrud *et al.*, 2013).

1.3 Need for Further Research

There is a need for Further investigation to inquire cyber bullying related matters to provide proper and clear argument to understand cyber bullying practices (Kowalski *et al.*, 2014).

Information can be collected through various research methods in which, one is longitudinal research method for data collection to know cyber bullying in a better way as the earlier method is cross-sectional which purely co relational. Different studies about cyber bullying argues that there is correlation between violent behavior and cyber aggression to

violence, while some studies identified that there is violence in society is actually violence in attitude and less likely to cyber bullying. So it requires enhancing knowledge in such field to identify the impact of cyber bullying on society. (Burton *et al.*, 2013; Elledge *et al.*, 2013).

Some other argument indicated some contextual factors, responsible for cyber bullying practices such as children are mostly exposed to violent projection of media as television and video game that may leads toward cyber bullying behavior (Dittrick *et al.*, 2013; Lam *et al.*, 2013).

It is important to know the differences of cyber bullying practices in adults and in adolescent, cyber aggression can be assumed in both of the social media users in the form when they interact online through different social networking sites that provide a platform for interaction, which caused of expedition in such behavior. When more frequent participation taken places mostly their attachment in their working places, that may further increase, because of easy availability in internet sources, which provide fastest means of information and communication, on the other hand human beings are mostly dependent on the use of such technology, which caused cyber bullying practices. Cyber bullying practices mostly start from work place and victim involved from that starting point. Involvement in different gathering, such as family, school, peer group culture etc, provides learning traits (Lim & Teo 2009; Kowalski *et al.*, 2014; Olweus, 1993; Smith, 1997; Almeida, 2012; Kowalski & Limber, 2013).

1.4 Social Psychology of Cyber bullying

It is often believed that cyber bullies and victims, both are interacted through social media, it is a complex phenomena and need to understand in a sophisticated way from social psychological perspectives to grudge socio-cultural practices, which can be understand from the role played by

family, school, and community etc which is highly essential for human socialization. The second one is that, most of such communication taken place in group forms not only in an individual scenario which learn and internalize by individual as an active member of the society (Espelage & Swearer, 2004; Ovejero, 2013).

There are some analogies of psychological perspectives regarding cyber bullying, both social and psychological perspectives consist, vital entities to understand cyber bullying behavior. These are related with family, group, gender delinquent behavior, communication process etc (Salmivalli, 2013).

Another form of cyber bullying behavior leads by humiliating and aggressive behavior helps to understand cyber bullying practices on social media. It is the behavior which perform by bullies to dominate himself over the particular situation and use of power in certain matters (Calvete *et al.*, 2010; Park *et al.*, 2014; Sticca *et al.*, 2013; Ybarra & Mitchell, 2004; Ovejero, 2010; Castillo *et al.*, 2013; Gini *et al.*, 2007). Furthermore in such scenario cyber bullying can be understand that most of the cyber bullies involved in antisocial conduct which reduced sympathy for others, and hurt them by using social media networking sites (Jolliffe & Farrington, 2004).

Moreover cyber bullying is the deliberate conduct of those individuals, who are mostly involved in anti-social and moral disengagement activates, and those who are morally week and involve in anti social practices are more cyber bullies, and their behavior is associated with cyber bullying practices. Cyber bullies expedite the behavior hopefully because neither any one can trace him easily nor victim can approach to find him, because of anonymity exist on social media in a great number (Yadava *et al.*, 2001)

Numerous factors are responsible for cyber bullying behavior one of the most eminent is family background which have great influences on habit formation, socialization process as well as personality development. Recent technological development brought drastic changes in family pattern. So family plays a key role in the developing of cyber bullying and traditional bullying behavior of their members specifically in youth.

There are some key factors of family responsible for the formation of youth behavior such as children learns and internalize the pattern which organize by their family members, it may be aggressive, if these pattern frequently reinforced that will become part of their personality of the members. Another decisive factor of family is monitoring of children and parental attachment which is more influential than teachers in school, which can be evaluate and take preventive measures against cyber bullying practices of their children. (Aoyama *et al.*, 2012; Stadler *et al.*, 2010; Taiariol, 2010; Wade & Beran, 2011; Ybarra & Mitchell, 2004; Hinduja & Patchin, 2013).

Various research studies witnessed of cyber bullying practices which may also provide argument of traditional bullying that boys are more bully than girls. Most of the boy involved direct and female in indirect way of aggression of caused by cyber bullying practices (Dehue *et al.*, 2008; Dilmac, 2009).

Moreover various research studies found that there is no such gender difference in performing cyber bullying practices. Both male and female are equally victims of cyber bullying behavior, while in other research it found that female are more victims rather than male of cyber bullying (Campbell *et al.*, 2012; Ovejero *et al.*, 2013; Machmutow *et al.*, 2012).

1.5 Difference between traditional bullying and cyber bullying

Difference between cyber bullying and traditional bullying can be gauged through latent class analysis and conventional approach. The difference found in different demographic variables such as country, age, and gender (Schultze *et al.*, 2015). Before the detail discussion, it is a dire need to define traditional bullying. Traditional bullying may be defined as repeated intentional aggressive behavior by a group or individual against victim, who cannot easily, defined themselves (Olweus., 1993).

Some of the research analysis indicates that cyber bullying is the sub type of traditional bullying (Li, Smith, & Cross, 2012). But in both cases perpetration and victimization cannot be separated, according to some studies that cyber bullying mainly entails some demographic factors e.g. age gender, and country (Menesini, Nocentini & Calussi, 2011). Cyber bullying increased when the age of youth increased, age indicate greater cyber bullying involvement with increasing age, skill might be improved about media related activities with the increasing age.(Gorzig & Olafsson, 2013; Mitchell, Wolak & Finkelhor, 2007).

Another factor responsible for cyber bullying as gender differences, which shows that girls are more victim than boys and boys are more likely to be perpetrators than girls, age indicate greater cyber bullying involvement with increasing age, skill might increase with media related websites, in addition there is less parental monitoring of media related activities with increasing age (Patchin & Hinduja, 2012). Another important factor regarding cyber bullying is space, the ratio of cyber bullying may be different in different countries. Different opportunities are available in different countries which indicate cyber bullying in various manner (Ortega & colleagues, 2012; Genta *et al.*, 2012).

Various research studies on cyber bullying conducted to check the possible risk factor of cyber bullying attitude and past cyber bullying behavior is a risk factor for future cyber bullying behavior. Anonymity and previous cyber bullying behavior is also a risk factor for later cyber bullying attitude (Barlett, 2015; Gentile & Bushman, 2012).

Risk factor can be analyzed through social learning theories, which indicate the basic arguments that each time an individual attack another individual or group online acts as a learning trial, in such situation aggressor learn and strengthen the differential between bully and victim. When these attacks exercised repeatedly again and again, and these ideas further reinforced and internalized and learned. When these attacks repeatedly occur online, that may leads malicious online phenomena for further critical cyber bullying behavior (Barlett, 2015).

These concepts differentiate cyber bullying from traditional bullying, which validate psychological aggression and learning interaction, but some other concepts e.g. (Reasoned theories Ajzen and fishbone 1973) determine that cyber bullying cannot be differentiated from traditional bullying because of subjective norms and perceived control. In addition cyber bullying is just part of traditional bullying. It is hypothesized that anonymity and cyber bullying attitude is the significant possible risk factor for cyber bullying behavior. (Ajzen & Fishbein, 1977).

1.6 Similarities and Differences between Cyber bullying and Traditional Bullying

Despite of great difference, there are some characteristics matching between traditional bullying and cyber bullying (Almeida *et al.*, 2012; Kowalski & Limber, 2013; Kowalski *et al.*, 2014; Menesini *et al.*, 2012; Smith, 2013).

Some scholars argues that traditional bullying is the sub-type of cyber bullying while other argue that it is overlapping phenomena because most of the student are involved in both cyber bullying as well as traditional bullying that might cause bullies and victims, but only in rare cases people involve either cyber or traditional bullying types (Modecki *et al.*, 2014); Landstedt & Persson, 2014; Olweus, 2012).

It is true that several of traditional bullies are cyber bullies but cyber bullying has its own distinct characteristics. Which require certain type of technological application, and require more technical skill to send and receive information in form of email, messages etc. (Bauman, 2009; Mitchell *et al.*, 2011).

Cyber bullying is that form of communication in which aggression is created indirectly in an anonymous way through internet. In addition bullies and victims can not retaliate normally through in which victim can be easily targeted. Remedial measures of retaliating in traditional bullying is easy, rather than cyber bullying. Further more information can be disseminated in a very short time as it can be send to thousands of people by only a single massage and cannot be control easily, but in traditional bullying there is no such dissemination of information it is mostly face to face. Such phenomena be more harmful and more frequent occurs through internet (Kessel *et a.*, 2012; Kowalski *et al.*, 2012; Privitera & Campbell, 2009; Smith *et al.*, 2008; Walrave & Heirman, 2011; Wong *et al.*, 2014; Campbell *et al.*, 2013; Cassidy *et al.*, 2013; Mishna *et al.*, 2012; Park *et al.*, 2014).

1.7 Gender issues and Cyber bullying

Discussing of gender issues is an important factor to investigate cyber bullying practices. From recent nine- ten year ago, prevalence of cyber bullying was a different phenomena in socio

cultural representation of members to explain harmful behavior, and also such other factors, such explanation not only provide male and female categorization but also some other characteristics are identified which caused cyber bullying behavior, conducting motives, performance of values, etc. assumed appropriate for male and female within the particular setup (Diamond, 2002).

1.8 Cyber bullying and Gender Differences

Gender issue related to cyber bullying are mostly found in traditional form of bullying from such a stand point male are more involved in direct, physical and verbal hostility than female, while female suffer in indirect aggression rather than male (Griezel *et al.*, 2012; Pereira *et al.*, 2004; Bjorkqvist *et al.*, 1994; Crick *et al.*, 2002; Owens *et al.*, 2004).

Repercussion of these factors can be inferred that there are some biological factors also involved in feminine and masculine entity. Biologically female have less power while male have more strength in direct aggression because of biological make up. In addition with that gender socialization is also responsible for such performance of behavior, because male may worry about female to get involve in physical aggression (Kistner *et al.*, 2010).

various research studies about the victimization of cyber bullying argue, that boys are more aggressors than girls but it inquire that females are more victims of cyber bullying rather than male (Walrave & Heirman, 2011). There are some other studies that both are victim without any differences, but some studies identified that female are more victims and act more aggressor than boys (Smith *et al.*, 2012 ; Mark & Ratliffe, 2011).

1.9 Gender Identity and Cyber bullying

Gender identity may be analyzed that the social set up of individual in a particular structure in which it demarcated that the feminine and masculine traits employs which belong to specific one not to other group (Kohlberg, 1966). Such social allocation people associate themselves as being in masculinity or femininity with socio cultural and psychological biasness of their gender identity (Bem, 1981; Spence, 1993).

According to such explanation regarding gender identity, that gender identity is differ from people to people as according to their culture representation which provide a defiant criteria to provide such characteristic according to their gender. Different research studies indicate that gender identity is multidimensional which can be understood with the following components;

1. Information about gender identity in a particular group allocation.
2. Recognition of self with same gender category
3. Individual feels better with their own gender category
4. Stress of particular category regarding performance of role
5. Prejudice of one gender group over other in sort of superiority

Gender identity associated in the social allocation of gender in a particular category and cultural and psychological adjustment of male and female, while other type of argument indicate that development employs different factors which goes beyond of self-identification as boy or girl. These studies indicate personal and social allocation indicates of gender identity in their peer groups (Carver *et al.*, 2003; Yu & Xie, 2010).

1.10 Cyber bullying and its victimization (CBV)

Research studies show that Cyber bullying behavior mostly exist at school level, regarding their age, gender, ethnicity, educational level, major academic performance, mother educational level, and highly associated in emerging adults aged 18, 25 are continuously struggle to enhance their skills and desire to find job, self-focus etc. (Arnett, 2000). Some university students have been bullied others through internet, mobile phone, messages, twitter and face book (Lee *et al.*, 2015). Cyber bullying popularized after the announcement of the website e.g. www.cyberbullying.com in 2013 by Bill Delsey (Bauman, 2011).

The proliferation of research work indicate different sources for cyber bullying which examining gender differences and exploring difference from traditional bullying (Holfeld & Grabe, 2012). To understand the implication of victimization cyber bullying research studies have been conducted on adolescents while currently most of the studies regarding cyber bullying are conducted on college students (Cowie *et al.*, 2013).

Various research studies show that the development of technology provides new sources which are used to harm other. In past era digital technologies were used differently as face book was used differently as now a day's mobile phone used which provides an easy source for cyber bullying. Identification of risk and aggression is considered as broader array of cyber bullying incidents. Risk has potential of negative consequences, while aggression to the victim perspective caused by negative cyber experiences (Bauman & Bellmore, 2015).

Cyber bullying is a problem which exists mostly in developed countries to the use of social media e.g. face book and twitter,(Bauman & Bellmore, 2015).That also be developed on

other popular sites for cyber bullying, that create anonymity which is the most disturbing to harm others discussed by (Whittaker *et al.*, 2015).

Moral disengagement of bullies create unique outcome and make their statement justifiable which additionally provide socio-cognitive variables affecting youth behavior as discussed by Bussey, Fitzpatrick, Raman in their articles (Bauman & Bellmore, 2015). Games on digital media also provides sources for cyber bullying and cyber bullying behavior, aggression created through online gaming which takes place in various form of interaction, discussed by “Mencilla-caceres, epelage, and Amir” in their articles (Bauman & Bellmore, 2015).

Cyber bullying caused various types of negative consequences for an individual and organization such as aggression; anxiety, suicide, week passion in school, etc. are the various symptoms of physical and psychological depression (Ybarra; Diener-West & Leaf, 2007). Intervention and prevention of different strategies are needed to develop for coping cyber bullying practices, some technological tools are developed for cyber bullying detection also called bully tracer, for detecting cyber bullying activities, (Bayzick, Kontostathis & Edwards, 2011). But according some other scholars work these tools are very limited because it does not possible to detect specific material from all websites, (Bauman & Bellmore, 2015).

There is a dire need to increase awareness regarding social media, which can play a role to block cyber bullies from social media (Kowalski & limber, 2007). Recent development in computer science research has been developed cyber bullying detection tools. The system detects and interprets cyber bullying data of the original post to curb cyber bullying behavior (Yin *et al.*, 2009). Systematic intervention and coping strategies are needed to increase victim knowledge to reduce cyber bullying and traditional bullying.

1.11 Some coping strategies of cyber bullying,

1. Aggressive coping ,

When victims bullied and got angry they retaliate with same aggressive comments.

2. Passive coping,

Some of the coping strategies are passive, that there is nothing to do with bullied of cyber bulling or ignoring cyber bullies, it means that nobody like that.

3. Active coping ,

Certain strategies developed by victims as blocking or deleting of cyber bullied.

4. Seeking support coping,

Victim seeking support from teachers, parents, friends or other family members, to stop cyber bulling practices (Jacobs *et al.*, 2015).

The careful attention of cyber bullying through social media among general masses is a dire need for its prevention and intervention to implement anti cyber bullying programs as well as provide awareness for ordinary community related to risk factor of cyber bullying behavior, to understand the phenomena and its consequences (Mishna *et al.*, 2010).

1.12 Statement of the problem

The emergence and widespread adoption of Information and Communication Technologies (ICTs) have brought about remarkable changes in contemporary societies, despite of the potential of ICTs in bringing positive changes; various issues have been reported related to misuse of technology and negative impact of ICTs. One of the globally highlighted issues is cyber bullying.

Worldwide, between 20% and 40% of adolescents are victim of cyber bullying. These statistics are much higher in developing countries like Pakistan. In last few years, many cases of cyber bullying have been reported by electronic and print media of Pakistan. The perpetrators of cyber bullying are mainly the educated youth and students who have free access to the internet. Therefore, a scientific inquiry is required to find out the factors that promote cyber bullying among the students. Furthermore, this study is designed to locate out the emerging cyber bullying practices among the students.

1.13 Significance of the study

It is very important for the development human interaction and attainment of modern education to get access of information communication technology (ICT) at school level as well as university and college level. There are various agencies of human socialization through which human personality developed and behavior may shape because of numerous type of interaction. In addition social media also has decisive role in shaping and molding of youth behavior. The impact of social media on youth behavior and psychological development in a negative way is employed as cyber bullying.

Social media (either digital or electronic communication) is considered as one of the significant factors of exercising cyber bullying. The construction of youth cyber bullying behavior depends on the frequent and intentional formation of the personality as well as habitual representation taken place through social media. Easy availability of social media to youth also caused of cyber bullying behavior formation.

1.14 Objectives of the study

- 1). To find out the motivations of youth to use social media on daily basis.
- 2). To identify the emerging cyber bullying practices among university students.
- 3). To investigate the relationship between peer group culture and cyber bullying practices among youth.

1.15 Research questions

The research questions of the current research are following:

- 1) What is the level of social media use among youth studying in universities?
- 2) What are the motivational factors that motivate youth towards cyber bullying?
- 3) How does peer group intimacy relate with cyber bullying?
- 4) What kinds of cyber bullying practices are there among university students in Pakistan?
- 5) What is the relationship between social media use and cyber bullying?
- 6) What is the relationship between social media use and university students?
- 7) What is the relationship between peer group culture and cyber bullying practices?

8) What is the relationship between motivational factors of cyber bullying and youth cyber
bullying behavior?

1.16 Hypotheses of the study

- 1). Higher the use of social media, higher will be the cyber bullying practices
- 2). Higher and Frequent participation in cyber bullying culture, higher will be the motivation to
cyber bullying
- 3). Higher the motivational factor of cyber bullying, higher will be the cyber bullying practices

CHAPTER TWO

2. Literature Review

Tokunaga (2010) argued in his study that cyber bullying is common sources for humiliating others intentionally, which increase with the spreading of worldwide technological development of digital or electronic media. Whittaker and Kowalski (2015) Owing the development of social media, cyber bullying relates increased with power imbalance, social status and nature of the concepts constructed by the individuals. The study described that cyber bullying has been created online by perpetrator against different individual or group of individuals mostly through anonymity to harm or victim others.

Patchin and Hinduja (2009) argued about the development of an information and communication technologies e.g. Internet (social media). These technologies provide a particular forum which is based on worldwide interaction through electronic communication. It is considered as the basic source for interaction of human beings through out the world with one another. Numerous research work have been conducted regarding cyber bullying behavior which identify the results and findings of coping and excessive intervention in the new social environment is not yet to be completely understandable.

Hinduja and Patchin (2007) described in their study that there are many types of anti-social activities. These activities have been emerged through the intensive use of internet, mobile phones, and other electronic communication devices. This will resultantly motivate individuals to exercise, intentionally and frequently, to harm others. The phenomenon is called as cyber bullying.

The cyber bullying has become a serious threat to the human health as well as their social environment of which the victim might be subjected of such a malicious interaction. They also argued in their research work that most of the perpetrator personally known about victims attributes, even though their close relationship will provide personal information about victim weakness which caused of harmful interaction among them through social media e.g. internet etc.

Smith *et al.* (2008) reported that repeated use of digital or electronic devices such as computer, cell phones, etc. that usually caused to enhance cyber bullying culture among youth, which will provide a clear venue to improved their skills regarding the use of social media. Raskauskas and Stoltz (2007) the scholarship of different scholars witnessed that when it arises at primary stage that is the dangerous form of bullying in the emerging adults which caused malicious for the chemistry of their social and psychological development.

Hinduja and Patchin (2009) Ybarra *et al.* (2006) discussed in their research work that most of the cyber bullying victims perceived about the information and irritating and feel serious threats about unwanted information of dissemination to others in a larger scale in a very short time. Cyber bullying victims will become upset and bother about under stressed circumstances regarding such phenomena that they are vulnerable to harm themselves and they are more aggressive about their revenge to use any unlawful act for his protection.

Mitchell *et al.* (2007) suggested that various research studies on cyber bullying indicate the responsible factors regarding cyber bullying, are level of age and gender status of the perpetrator and victim. Research studies also shows that extensive cyber bullying caused the skill of the bullies and their practical experience, occurs through electronic communication in a definite

manner, which is high as in more practiced individuals, although it is more intensive and different from traditional bullying.

Patchin and Hinduja (2009) elaborated that gender is the more influential and decisive factor in cyber bullying behavior. Interaction taken place on social media in the form of cyber bullying has more against girls than boys. Although girls are more victim than boys as boys are perpetrators and girls are victims through cyber bullying activities.

Hinduja and Patchin (2008) described that there is no major difference between gender, a research study of 1,378 respondents by in 2008 in which 32 percent boys and 36 percent girls were victims. Mitchell *et al.* (2004) discussed that there was researches conducted on cyber bullying about gender differences, consequently they infer that male and female were about similarly under attack for social media harassment.

2.1 Impact of cyber bullying on youth behavior

Beran and Li (2007) explained the nature and use of social media as cyber bullying. It is a dire need to understand cyber bullying and its impacts on social interaction, interaction taken place through social media which is intentionally harm others, in response of such negative comments, victim retaliate as negatively as same to the traditional bullying.

Brown *et al.* (2006) brown and his colleges argued that cyber bullying results are more harmful and miser than traditional bullying because cyber bullying activities taken place mostly on electronic communication through which a single message can be sent to hundreds of people in a same time and it is anonymous to the victim, while subject of bullies cannot easily defend himself, neither retaliate with coping strategies in ordinary manner rather than traditional bullying

Hinduja and Patchin (2006) cyber bullying have various factors of adaptation, which individuals adopt and internalized that will become part of mental state, emotional character and practical responses. Willard *et al.* (2006) suggested that behavioral and psychological effects of cyber bullying are different on different individuals, while the results that are low self-esteem, aggression, feeling sad, being scared, feeling embarrassed, depression, anxiety, absence, declined academic attainment, an increased tendency to harm others, school violence, and suicide.

Willard (2004) described that Cyber bullying can occur in various distant places. There are seven different types of ordinary cyber bullying that take place first is flaming, which posits aggressive and harmful messages sent to different people or group of people online through internet. These antisocial activities associated online to embarrass others frequently to violate personal stander of victim publically, the second type of cyber bullying is cyber talking, which entails is threats online through social media to malicious others or extreme pressure.

The fourth one is hidden, that include of sending personal information of someone else to identify someone in a bad look. The fifth type is outing, which include posting complex material about someone else which may be awkward. And the last one is exclusion that is viciously and deliberately excluding someone from an online group.

Feinberg *et al.* (2009) educationalists are needed to disseminate awareness about cyber bullying, and provide guide line to youth and start struggle for coping and developed the self-esteem of youth. Cassidy *et al.* (2009; Hinduja and Patchin 2009; Dowell *et al.* (2009); Beran and Li (2007) researchers elaborated that it is not possible for any institution to block all the cyber bullying web sites. But some can be underestimated to monitor and to check different activities. While primarily providing education can be helpful to overcome cyber bullying

activities, in addition all other members such as teachers, senior students, administration, parents are needed to take protective measures against cyber bullying

Mustacchi (2009) proposed that every institutional authority needed to identify most senior and skillful members, who can monitor and awareness to teach the younger and unaware member that who to cope and make possible prevention and intervention in cyber bullying. Bauman (2009) described that in his research work to identify about demographic features is very important factor of internet use, which entails the role of parent. If parents aware and monitor their children about internet use then they can easily protect themselves of cyber bullying activities as compare to others.

Walrave and Heirman (2011) modern technology playing double role in present age because it used in positive scenes for the development of the society but its role in negative way also enhanced in promoting risk behavior. It may manifest itself in emerging social problem known as cyber bullying balancing between risks and opportunities. Jones; Manstead and Livingstone (2011) risk behavior is rapidly increasing in the form of bullying and hostility in adults as well as in children which will become part of their personality and enduring social issue.

Jackson (2011) It is prior that internet is used for positive approach to access of various information which promote development while another side create serious threat to human relation by using social media sites. It provide opportunities to get access of large number of material very rapidly in a very short time but such interaction taken place by young people most of their energy waste in wasting time in certain type of antisocial activities. Presence in such a

situation of youth, great number of anonymity exists online which create harmful threat for society in the form of cyber bullying.

Cyber bullying is presumed safe and secure for cyber bullied because the elements of presumed anonymity exist online for cyber bullying. The use of internet with anonymity to harm other for their personal interest is the prime factor for promoting cyber bullying behavior. Along with anonymity another factor responsible for cyber bullying is pseudonyms as the subject of cyber bullying use social media sites with different fake names and fake ides to indulge other in unethical behavior to make them distrust. Furthermore these types of tickets are used to trap people easily and the offender cannot be easily identified by the victim.

2.2 Reasons for Cyber bullying

Williams and Guerra (2007) there are various reasons for cyber bullying behavior externalizing behaviors were most analytical of cyber victim status. Cyber bullying problem increased with frequent use of internet sites which provide awareness about social media sites that caused victimization of other peoples on different sites, for coping of such problem various people are involved such as parents, educated peoples, etc to eradicate cyber bullying with different strategies.

Calvete *et al.* (2010) cyber bullying was related with the use of proactive hostility, justification of aggression, exposure to hostility, and less social support of others. Furthermore cyber bullying are jealousy, prejudice and narrow-mindedness for disability, religion, gender, humiliation, arrogance, blame, and irritation.

Mustacchi (2009) Moreover cyber bullying increased with the advancement of human beings in technological fields because all of the stake holders are dependent on it for numerous

reasons, with the development of technological tools children's mostly misuse of such technology and feel free online anonymity. Bullies mostly use chat room, emails, face book, blogs to bully others through social media such as computer and mobile phone which is the easy way to promote such behavior.

2.3 Roles in Cyber bullying

Trolley *et al.* (2006) there are six different roles acknowledged by different scholars regarding cyber bullying behavior. One of them is entitlement bullies are those persons who believe they are superior and have the right to humiliate others, if the person is unlike. They target others because they owe them-self superior from others. Retaliators are those individuals who have been victim of cyber bullying are using the Internet to provocative behavior. Another one is bystanders who are involved in such phenomena to support bullies and but do not help the victim. Furthermore bystanders are take part in some cases where victim seeking support for stopping cyber bulling.

Welch (2008) There are some cases of regarding cyber bullying victim, in which victim bitterly humiliated through social media, one of them occurred in 2006 when 13-year old girl Megan committed suicide, when she was named a boy through the dissemination of messages through MySpace account. It was acknowledged by 48-year old Lori Drew to check her account.

2.4 Cyber bullying in school (Victims and Prevalence)

Hinduja and Patchin (2008) cyber bullying is a complex phenomenon which cannot be understand easily by ordinary human effort. It has become a hot issue when technology brought rapid changes in communication. Dempsey *et al.* (2009) it is pursued that all of the human

institution are engaged in modern communication as school administration law maker and parents etc.

It is prior to the research that it has mostly uncontrollable issue of the prevalence of the problem. It become serious issue when perpetrator bullied other to create chaotic situation and victim feel that he cannot be escape from the harassment. Slonje and Smith (2008) A survey was conducted of 360 students in Swedish schools to find out cyber bullying mixed respondents were taken aged 12-20 from secondary school and college participants.

Questions were asked about cyber bullying through Participants were asked (e-mail, mobile, text messaging, calls or picture and videos) information was provided that 10% had been bullied in a month and 5.3% respond that they are being bullied inside school. 11.7% were victim of cyber bullying in school or out of school. Victim rates were higher in secondary schools 17.6% and lower in colleges was 3.3%. Similarly the rates of cyber victim were by the age of 11.9% reported in secondary schools and 8.0% reported in colleges.

2.5 Effects of Cyber bullying

Willard (2007) Bullied or Victims indulged in different psychological problem which brought various effects that may lead victim to have low self-esteem, depression, feel aggression, failure in exams, and deny social situations. Some cases become very serious for victim who leads violence and suicide. Cyber bullies cannot be trapped easily because there is anonymous, interaction taken place and cannot be easily be identified by victim. Another serious impact of cyber bullying that the material may be spread to allot of people in short time without any restriction through social media.

Beran and Li (2005) examined how student victims of cyber bullying were affected. A number of diverse emotions were attached to felt by victims. Most of the bullies were feeling angry in numerous occasions. Although more than 36% of the bullied were felt sad and harm. Bullied also responded anxious, discomfited, or scared, and responsible themselves at lot of times. Cyber bullied mostly target victim through chat room (internet) which consequently creates offline problems for victim such as drinking, cheating in school, skipping school, destructive property and theft, among others.

2.6 Cyber bullying effects on Victims

Peter *et al.* (2005) since many years, research perspectives changed regarding offender characteristics of adolescents, who are interested in different kind of online relations Ponton and Ponton and Judice (2004) Youth are more interested in solicited online activities, most of the findings of various research works indicate online solicitations, assumed about the age that is usually increased to probe about sex, which caused to engage their life in trouble in home as well as in personal. It will become a serious threat of promoting risk behavior to human life, which engaged in more complex social situation to remain in touch with social media sites.

2.7 Perpetrators

Wolak *et al.* (2006) majority of the perpetrator of public discussion contains sexual contact involved adult-to-minor solicitation is an online crimes, and mostly perpetrators are older male majority of the perpetrator are young adults; research study shows that 43% of the perpetrators consist of sexual solicitation against other minors, 30% are between 18 and 25, and 18% are of unidentified age. perpetrator's regarding gender analysis 73% reported that the perpetrator was male to bullied others online.

2.8 Overlaps in Perpetration and Victimization

Beran and Li (2007); Kowalski and Limber (2007); Ybarra and Mitchell (2004) it is very difficult to find out differentiation between in perpetration and victimization because at the same time victims on social media harassment may themselves be perpetrators. It is found out in various research studies that 13%–12% of young people have been found to be both on social media as harassers and victims of online harassment. Some factors are responsible for increasing overlapping of perpetration and victimization. There is a great number of anonymity and methodological issue in which aggressor and victim are exposed to risk behavior like psychosocial challenges, including problem behavior, substance use, depression, and low school attachment etc.

2.9 Exposure to Problematic Content

De-Zengotita (2006); Glassner (1999); Jenkins (2006) problematic Internet-based content argue that victim are exposed to different sites which can be covered by parents. Most of the research studies focus on violent media exposed projections e.g. (movies, music, and images) and pornographic materials that may consume by adult. There are some other problematic content that identified in research studies, include hatred speech and depicting self-harm, such content depends on one's family values, but some research studies find out its remedial measures to address these issues. There are three main concerns regarding problematic content:

1. Youth are unintentionally exposed to unwanted problematic content during otherwise mild activities
2. Minors user of social media are interested to find out content to which they are prohibited, either by parents or law

3. User of social media are exposed to content may have negative psychological or behavioral effects on children.

2.10 Pornography

Wolak *et al.* (2006) various research studies indicated pornography content are not universal, but common. In a recent study, 42% of youth responded that they were exposed to such content on social media. Both wanted and unwanted youth were 66% of the respondents. Such content in number is increasing either wanted or unwanted due to pornographic exposed materials on social media. Hoffman and Novak (1995); Rimm (1995); Thomas (1996) accurate data on how pervasive pornographic content on internet has been greatly uncertain, Intentionally exposure to pornographic material on internet includes sexual terms into a search engine, downloading adult media, and searching out a sexually contained website e.g. typing a known adult URL into a net browser.

2.11 Risk Factors

Finkelhor (2008) various type of risk factor were identified in different research work which caused a serious threat to human online interaction. There are some type of threat discussed as (sexual solicitation, online harassment, and problematic content etc), some of the internet users are more expose to such content than others that may involve high risk factor. Usually youth who are victim online are parallel to those of victim offline.

Ybarra *et al.* (2007) victimization taken place where the exposition of great number of vulnerability exist online context are often vulnerable in multiple contexts, in such a way the expedition of high risk factor identified for human beings, for instance physical abuse, sexual abuse and parental conflict etc. There are some other factors also responsible such as sexual

aggression, substance users, poor parental-child attachment were correlated with internet victimization.

2.12 Posting of Personal Information on social media

Lenhart and Madden (2007) the use of social media, youth mostly share personal information online of different sorts e.g. text, images and videos online through social media, as on various social networking sites (SNSs). Some of the youth posted some sensitive information that may be phone number on a public profile. Ybarra *et al.* (2007) sharing of personal information are often viewed as a risky behavior, though numerous research studies identified that risk is associated with the use of social media sites of increasing risk factor.

Moreover in general perspective psychosocial problems arise, when such information are used for bullying of other online. In other way such information used to relate interpersonal victimization of sharing personal information.

2.13 Abuse, Substances use and Depression

Wolak *et al.* (2007) social media provide open and general forum for interaction where selection of poor choice will leads toward depression, physical abuse, and substance use are strongly associated with risk behaviors that may leads of different cyber bullying activities on internet. Depression increased when unwanted material display on internet about someone. Unwanted material exposed online to increase pornography against someone credentials.

Ybarra (2004) Risk factor like depressed increased in youth and more likely be victimized than non depressed youth, suicidal factor, self-harm, physical manifestation of depression increased as risk factor, which closely associated with online harassment.

2.14 Effects of cyber bullying on Poor Home Environment

(Wolak *et al.* (2003) Cyber bullying practices also responsible of poor home environment, which full of disagreement and poor parent-child attachment, that may associated with of online risks behavior on social media. One of the cyber bullying study shows that poor home environment reported nearly (91%) of youth using the Internet which related in great number of online sexual victimization, because low parental attachment caused lack of monitoring of their children activities which hosted with negative results.

Wolak *et al.* (2006) parental child attachment is very important to provide online safety, such as provide coping strategies and monitoring to their children activities related with online sexualized talk, adult pictures, and harassment received through internet.

2.15 Chat rooms and Instant Messaging

Lamb (1998); Wolak *et al.* (2007) use of chat room and frequent messaging have been the most serious threat to online user of social media, which may lead more general cyber sex activities and harassment of youth. This research study indicates the nature of chat room and various kind of interaction taken place among different online user may create a serious threat. For instance ongoing conversation without any restriction creates a non forcible relationship which may cause in increasing cyber bullying behavior.

2.16 Blogging

Mitchell *et al.* (2008) social media used for different purposes regarding social interaction, various people created blog, but it is vulnerable to danger as youth in blog neither interacts with stranger nor sexually solicited. It is said that they have more skillful to harass and cyber bully other. Youth bloggers do not posted online their personal information while engage in online

sexual behavior, aggressive and phonographic content, they are more likely to face online harassment.

2.17 Social exclusion

Patchin and Hinduja (2006). Social exclusion is a form of cyber bullying which was defined as excluding someone from an online group activities or social community with intent to discomfort others. It the online activates carried out on social media of abstaining someone from online community group to make him distrust to satisfy his own interest.

2.18 Theoretical framework

Theoretical framework is one of the important steps in research. Every study fits in a particular theory. This research finds its roots in the following theories.

2.19 Theory of hedonism

Theoretical framework for the study is to support the study theoretically logically and empirically. Theory of hedonism is the supportive theory for the study; hedonism is derived from the ancient Greek used for “pleasure”. Psychological or motivational hedonism asserted that we are only motivated by pleasure or pain (Sprigge, 1999). Ethical or evaluative hedonism stated that only pleasure has worth full or valuable and only pain or displeasure has disvalue or the contrary of worth.

Jeremy Bentham declared both psychological and ethical hedonism in his book *An Introduction to the Principles of Morals and Legislation*: Naturally human beings are governed by two sovereign masters e.g. pain and pleasure (Bentham, 1789), so cyber bullying is intentional act of bullies who get pleasure which caused pain for (others) victim.

The motivational action claim that we are always motivated to take full advantage of what we yield or sufficient to be our own good, over displeasure (Atkinson, 1957). Therefore motivational egoism is a controversial phenomenon because the psychological motivations accepted to the subject of social media (cyber bullying) considered for only about his own pleasure. While it caused to hurt other through various motivational actions on social media, psychological hedonism claims that such motivations indicate the actions of subject get entertainment and pleasure.

According to this theory that pleasure and pain are both parallel as well as ethical hedonism argues that pleasure is only valuable and pain is only disvalued. Ethical hedonism claims that all and only pleasure has positive importance and all and only pain or displeasure has negative importance (Kashdan *et al.*, 2008). In simple form ethical hedonism, seek and follows factors where that pleasure is good only, even in matters that are themselves worthless or worse, for the sake of once own pleasure cyber bullies perform any act at any cost despite the fact that it would be harmful for other which entail pain or discomfort.

2.20 Social learning theory

Behaviors are shaped through direct observation and learned from social environment, as social learning theory is the best fitted model proposed by Albert Bandura in 1977. According to the theory, individuals learn from their surroundings through direct observation and internalized the behaviors. Social learning theory explains human behavior in term of continuous and reciprocal interaction between cognitive, behavioral, and environmental influences, which is practically performed by individual in society in different character.

The behavior e.g. formed through social media which is positively or negatively reinforced. Despite the positive reinforcements by social media, cyber bullying is considered as negative reinforcements. When an individual attack online and carry further reinforced and learned which will automatically leads to further cyber bullying behavior (Barlett, 2015).

2.21 Theory of reasoned action or planned action

Theory of reasoned action primarily based on behavioral practices already based on personal existing attitude and subjective norms presented by Martin Fishbein and Icek Ajzen in 1975. Behaviors are governed on the basis of attitude and subjective norms of person opinions that may be positive or negative behavior while subjective norms are a perceived pressure arising from someone's perception. Reasoned theory applied to various negative concepts in such a situation where individual does not have full control over the situation. The negative behavior leads towards cyber bullying and traditional bullying, based on different reasons e.g. most of the cyber bullies harm others only for the sake of entertaining themselves (Ajzen & Fishbein, 1977).

2.22 Conceptual frame work

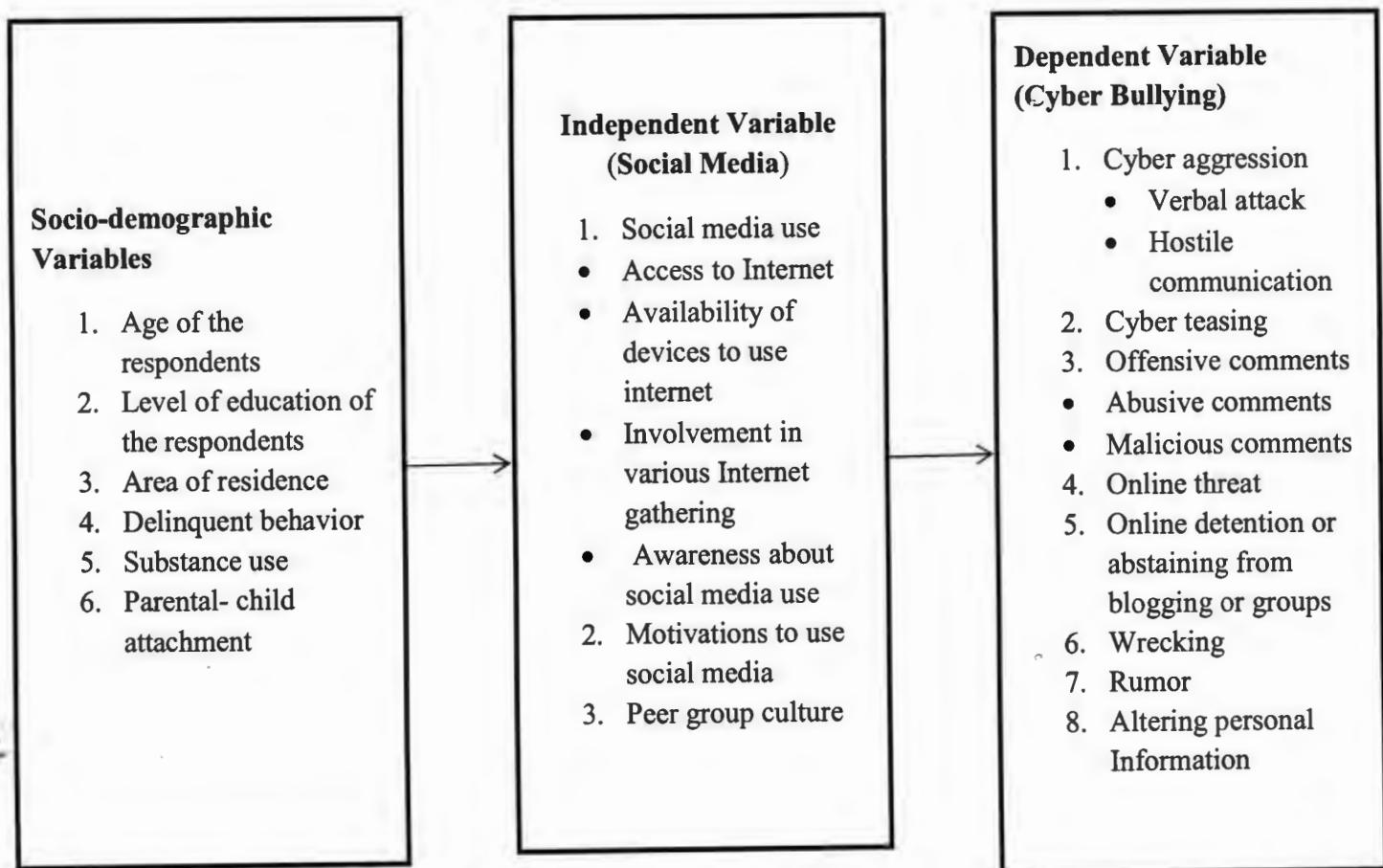


Figure 2.1 conceptual frame work of the study

CHAPTER THREE

3.1 Research Methodology

It is a very important step in research process, to provide clear identification of research work. To understand research methodology, it is also need to find out distinction in research methodology and research method. Basically research methodology is a design or sketch, while research method is a set of segments which provide guideline between two points of the research design (Jonker and Pennink 2010).

Methodology of a research directs a map to arrange a research work model for conducting research within that particular framework of a specific paradigm. It consist the concern set of idea that guide the behavior of researcher to opt one segment of research methods over another, for the reason that methodologies are nearer to research application rather than the philosophical point of view, which found in a paradigms. A research method leads a set of particular perspectives, tools and techniques get together and analysis of variables. Furthermore, a research method is a theoretical model for durable results and reliability of a research (Sarantakos, 2005).

This provides an independent form of methodology in various paradigms to conduct a research in a conducive environment. So in research method, like an interview, may use in different research methodologies. While a research method is a practical submission of conducting research activities which is the academic and ideological groundwork of a method. Consequently a research paradigm is prerequisite for connecting a methodology and a particular set of research methods with regard to tackle hypotheses and research questions which are established to inspect social phenomena on empirical basses.

3.2 Research paradigm

Positivistic paradigm was logically conceptualized for research study, which entertained for quantitative data. This research work was quantitative as more scientific and logical, based on empirical evidences known as positivism or positivistic paradigm. Positivistic approach has been based on careful observation and measurement of the object (data) in reality.

So the development of statistical measures for observations and studying human behavior has been judged numerically. Positivistic approach started primarily with deductive method in which individuals first begins with a theory. Theory either supported or rejected on the basis of logical evidences. Various key assumptions keep under consideration in research work (Phillips & Burbules, 2000) such as,

- 1). Research knowledge is conjectural, absolute reality can never be create in every matter, so evidence established in research is always imperfect and weak. For this reason researchers indicate that they do not prove a hypothesis; instead, they state a failure to reject the hypothesis.
- 2). Research is the process for refining or abandoning data for example, it begins with the test of a theory.
- 3). Data, facts, and rational considerations shape knowledge. Researcher collects information on instruments or by observations recorded by the researcher.
- 4). Research basically develops to relevant and true statements, to explain the context. In quantitative studies, relationship among variables, and pose this in terms of questions or hypotheses.

5). Objectivity is an important aspect; researchers must inspect methods and conclusions for bias. For example, validity and reliability of data are important in quantitative research.

Primarily in social sciences different dimension of research was addressed through research paradigm. Such types of paradigm consist a set of assumptions which posits a belief of extrinsic perspectives of the world; therefore it serves as a frame work for guiding behavior of the investigator in the research process (Jonker and Pennink 2010).

3.3 Philosophical Dimensions of the research paradigm

There are two basic philosophical dimension for research paradigm e.g. ontology and epistemology (Laughlin 1995; Kalof, Dan and Dietz 2008; Saunders, Lewis and Thornhill 2009).

Both of these dimensions related to the nature of knowledge and findings. Basically ontology entails that how one perceives certainty in the research activities. Another approach is the epistemological approach that employs the beliefs in such a way to produce knowledge to recognize and its application that consists logical proves of knowledge. Furthermore these are the most basic and fundamental philosophies for research activities with the fact that the investigator inclination should based on reality (Saunders *et al.* 2009; Guba and Lincoln, 2005; Hallebone and Priest 2009).

In research methodology it should kept in view that what type of research work was under consideration, which identify the paradigm for data collection procedure. One eminent approach was positivism, which was based on scientific research enquiry for reliable and empirical evidences. The word scientific determine the fact that the method of data collection was correspond by logical results. Analysis of research questions and hypotheses identify that the

criteria adopted for research work was related to the qua of the positivistic research work (Blaikie, 1993; de -Vaus, 2001; Bryman, 2008; Yin, 2009).

The epistemological approach of the positivists or positivism confer that the reality exist outside of the researcher personal liking and disliking, that employed objective arguments, therefore it identified based on social realities on the basis of as they were objectively existed. In addition positivistic approach is that sort of paradigm, which seeks the discovery of information and decisions can be establish between and among the variables, only on true and testing relation of the quantitative analysis of data. It is prerequisite for scientific inferences to observe the phenomena through testing hypothesis and to predict the intrinsic and extrinsic validity of the research consequences that is based on free enquiry without subjective meaning and biased context (Blaikie, 1993).

Positivistic philosophy posits law like generalization, which is called homothetic philosophy of objective approach (Neuman2011). The research conducted which was free from subjective value of the researcher to quantify social phenomena. Positivists approach seeks that various research findings of the specific problem will infer a same results by using numeric procedure to tests its application (Creswell 2009).

3.4 Research design (Quantitative research design)

Quantitative research design has been used to check the relationship among and between variables numerically. It was the source to test objectivity of the theories through empirical evidences and mathematical models. In Quantitative research, Variables has been checked through instruments and measured with statistical procedure. Quantitative data has been obtained

in the study cross sectional survey method has been adopted and different scales has been developed for measurement.

Prior to the quantitative research design, the post positivist point of views to measure the data scientifically. In such circumstances the researcher tests the theory by identifying specific hypotheses, and provides evidences to accept or reject the concern hypotheses. Data were collected in that form of variables to test its reliability and validity by using statistical procedures. In such a manner in quantitative research studies, the researcher tested the theories to explain the research problem through empirical analysis and draw answer of their mentioned questions.

The entire arguments were based on deductive logic in where theories correspond to posit results in quantitative dissertation. The selected theories were become a complete guide for the whole study, which leads to organize a framework for the entire study as well as for research hypotheses and research questions. For testing of such hypotheses and research questions the researcher examine carefully that consist of numerous variables which needs to define for research validity and reliability of the data (Jungnickel, 1990).

In quantitative research study it was observed the relationship between the dependent and independent variables of the data. Therefore the discussion about the use of quantitative study well vow that the information about the past with practical application relates to the purpose of the study (Crutchfield, 1986).

3.5 Research questions and hypotheses in quantitative research design

In quantitative research design hypotheses and research question was developed by the researcher to focus on its requisites for the study. Basically research question was developed to

find out the relationship between the variables in social sciences, which intentionally identified by the researcher in survey method for studies.

Formation of hypotheses in quantitative research employs the prediction about the desire relationship of the researcher among or between the variables. From sampling the researcher find inferences about data in which the hypotheses tested through numeric procedure to estimate the population value. The framework for eminent research question and hypotheses consist the following steps.

1).To see the impact on dependent variables the researcher compares the segments of independent variables.

2).The researcher relates one or more independent variable to one or more dependent variables.

3).The investigator may explain the responses to the dependent or independent variables.

Most of proposal writers select quantitative method and considered it as a comprehensive, specific and essential part of a proposal. Such kind of research studies researcher particularly focuses on survey method to examine the relationship between and among variables for testing a theory through empirical bases.

Primarily trend, attitudes, and opinion of a population are provides by quantitative or numeric description by survey design of that population. Prior to inferences of simple results researcher generalize claim of a population to test the effects of results and come to the conclusion of valid and meaningful consequences (Creswell 2009).

3.6 Strategy of design

3.6.1 Survey method plan and its components

In Quantitative research method cross-sectional survey design was used for data collection. Through cross-sectional survey design all the data were collected at a single point of time to record data numerically about problem (cyber bullying) (Creswell, 2008). Survey method was used for data collection to govern individual behavior about, cyber bullying practices, which Creswell (2008) described, and studied. Through survey method data has been collected from targeted population. For this purpose the targeted population was the students of International Islamic university, Islamabad.

There are various examples of survey method for research activities in numerous research journals that provide comprehensive models. It is the initial part of the method, that a reader assume as the basic method for survey research as a rational selection for the purpose of the study, which can be generalize from a simple to population for reliable inferences (Babbie, 1990).

Survey method was rationally selected for the data collection of conducting the research work because it provided a better advantage for data collection, such as economy was saved and data were collected in short time. Therefore the attributes were identified of a large group from a small population (Babbie, 1990; Fowler, 2002).

3.6.2 Typology of survey method;

There are three main divisions of survey method e.g. cross-sectional, successive independent samples, and longitudinal studies, such division is discussed in the current research study in the

following. First is the cross-sectional survey method, cross-sectional survey can be used for data collection at the point of one time, and the sample should drawn from the relevant population at once, furthermore the population can be study only single time as a co relational design. Another is successive independent samples, which draw sample from population with multiple random at many or once and sample can be drawn from same population on equal representation bases. The last one is the longitudinal survey method, through such method data can be collected over time, researcher can measure same sample in multiple times (Babbie, 1990; Fowler, 2002).

3.7 Study of population

International Islamic university, Islamabad male campus was considered as the population of the study. Students from all the faculties of the male campus were included as the respondents. Data was collected from 430 respondents of the mentioned university.

3.8 Calculation of sample size

Taro Yemini (1967) formula were employed for the calculation of the sample size in the research. The formula is given below:

$$n = \frac{N}{1 + Ne^2}$$

where;

n = required sample size

N = Target Population size = 15,234

e = Margin of error (level of significance) = 5%

$$n = \frac{15,234}{1 + 15,234 (0.05)^2} = 390$$

3.9 Sampling design

Sampling is the process of selecting units (e.g., people, organizations) from a population of desired so by studying the sample it may logically generalize results back to the population from which they were chosen. Stratified random sampling design was employed for the study. Stratified Random Sampling also called proportional or quota random sampling, involves dividing your population into homogeneous subgroups. All faculties of the male campus International Islamic University has been included for the collection of data from the students. The allocations of the respondents were employed by using equal allocation. Sample size of 430 respondents has been allocated equally at each stratum (i.e. faculties of the university male campus).

3.10 Tool of data collection

Self-administered questionnaire was used for data collection from the respondents. Questionnaire has been formulated clear, simple and relevant to the objectives and hypotheses of the research. The questionnaire was comprised only closed ended questions.

Formation of self-administered questionnaire is a rigorous job. Even though various arguments has been directed by different scholars for understanding of such principles. Designing of self-administered questionnaires from sociological or psychological theories (US General Accounting Office, 1993; Dillman, 1978).

Numerous arguments were asserted from social exchange perspective that people provide data through mail if they imagine that the costs of finishing of a smaller amount than the probable rewards with which identified. Such process leads toward the recommendations to shrinking desired costs by developing the questionnaire come out rapidly completed, while avoid information that may discomfit the questionnaire recipient for instance questionnaire is hard to understand (Dillman, 1978; Goyder, 1988).

3.11 Ethical consideration and different issues to anticipate in research work

3.11.1 Ethical consideration

For quantitative research work ethical issues have a prime role in research activities. This is very important to handle carefully in any research activities, more specifically in quantitative data. Data has collected from respondents only for research purposes, which will become body of knowledge and need to be kept confidentially. Research work was carried out with the Informed consent of the respondents. This must not violate research ethics. So confidentiality and privacy of the data from respondents has been safeguarded. In every research work the researcher must be conscious about the information collected from respondents in form of variables, which need to anticipate at any step of the research that may arise regarding ethical issue (Hesse-Bieber & Leavey, 2006).

Research activities mainly concern information from people about particular social problem that affect various people (Punch, 2005). So it is the dire need to protect confidentiality of data. Moreover researcher needs to build trust about the information security and develop protective measures as a guard against misconduct and lack of decorum that might reproduce on their organizations or institutions. That may be coping with any new, tough troubles (Isreal & Hay, 2006).

3.11.2 Ethical Issues related to Research Problem

In social sciences research starts about a particular social problem, which provides interpretation about a particular social issue in introduction, when the argument explore regarding a concern problem it spreads personal information of people related to social problem, which might cause

of ethical issues, research becomes meaningful if it provides knowledge only for learning bases according to ethical demands of the research (Hesse-Biber and Leavy, 2006).

The procedure of data collection and participation of the respondents need to develop trust and respect in case of inquiring information for the purpose research (Sarantakos, 2005).

3.11.3 Ethical Issues in Data Collection

As for the ethical issue is concerned it is very important, that researcher must provide clear and systematic point of view to determine his agenda at the beginning, instead to inquire different ideas to indulge respondent in complex information. The modus operandi for data collection, the population does not need to indulge in risk, but administer with respect and positive response for conducive completion of research data specifically from any vulnerable population. Researcher must identify risk factor e.g. social, psychological, economic, physical or legal destruction while conducting research work (Sieber, 1998).

It is the prime responsibility of the researcher to provide complete assurance to vulnerable population such as unsound mind, minors, victims, pregnant women or fetuses, prisoners, subject to neurological diseases or AIDS. Moreover investigator need provide confirmation about the sensitive data and develop a frame work for approval form for respondents. This will acknowledged the protection of rights of subject to data collection. Essentials of such consent are including in the following (Sarantakos, 2005).

- 1). Introduction of the researcher
- 2). Introduction of the sponsoring organization
- 3). Identification of the participants was chosen

- 4). Specification of the research purpose
- 5). Introduction of the remuneration for participant
- 6). Identification of risks to the respondents
- 7). Security of privacy to the participant
- 8). Guarantee that the participant can leave at any time

Some respondents did not want to remain with confidentiality of their information. Researcher need to permit them with free voice to deliberate their point of view independently. While need to inform regarding the possible risk factors (Giordano, Taylor, and Dogra, 2007).

3.11.4 Ethical consideration and disseminating Research

Conducting online data, researcher need to keep himself aloof from personal setting of the respondents, open irrelevant material of the respondents other than for the purposes of research dissemination of data is prohibited according to the research ethic. It is also important regarding research ethics that researcher does not need to such conversation, language, or words in research process with respondents, which violate their cultural norms. Researcher need to provide that environment which will approve according to their race, ethnicity, age, sexual orientation, and their age (cresswell, 2009).

Research ethics provide guiding principles for the researcher to keep on a particular track that such work leads the acknowledgement of knowledge rather than anti social environment. In any circumstances it is a dire need that the behavior of the respondent will compensate for the convention of positive consequences. Furthermore the use language about sensitive interest regarding to their emotional attachment will need to be asses in the research process. Moreover it

is also need to generalize the information and not to attach any label with any of the respondent specifically e.g. women doctor, cyber bullied students, but use to doctor, cyber bullied (Neuman, 2000).

3.11.5 Ethical consideration in case of data analysis

After data collection research enter into another step e.g. data analysis and interpretation of data which also need ethical consideration. The data has interpreted in such a manner to protect the individual identity and produce results on the basis of anonymity of the respondents which has anticipated names, place, and personal criteria. Data should be kept for a particular period of time (e.g., Sieber, 1998, recommends 5-10 years).

CHAPTER FOUR

4. Data analysis and presentation

This chapter consists of data analysis and presentation, the data was collected about cyber bullying practices, from the students of International Islamic University Islamabad. Which was collected from each the faculty students on the basis of proportion allocation. The data was examined through uni-variate and bi-variate statistical tools, and discussed thoroughly in the following tables.

4.1 Uni-variate analysis

Examination of a single variable is known uni-variate analysis; this is the most primary step for data analysis. Such a procedure is used to look only for the distribution of the responses, where hypothesis is not tested with the independent and dependent variable. Uni-variate analysis revealed the explanation of the respondents' point of views with the help of frequency distribution, mean and standard deviation. In uni-variate analysis there is a whole picture of responses displayed through interpretation, which interpreted in the below tables, such of the explanation is composed of various variables known as educational, social, gender, age and family background of the respondents.

This study was conducted in International Islamic University Islamabad about of cyber bullying practices through cross sectional survey, perception of the students about cyber bullying practices was acknowledged through self administered questionnaire and interview schedule.

Table 4.1. 1 Distribution of the respondents according to their age

Age (in years)	Frequency	Percentage
17-20	125	29.1
21-24	164	38.1
25-29	118	27.4
30 and above	23	5.3
Total	430	100.0

Mean = 23.47 years

S.D. = 3.12 years

Variation in age of the respondents employs, the use of internet differently, different age of the respondents have different approached towards internet behavior which leads variation in cyber bullying practices of different age of the respondents.

The above table shows age distribution of the respondents where little more than one fourth (29.1%) were from the age group of 17-20 years, while substantial percentage (38.1%) were from age group of 21-24 years, some of little more than one fourth (27.4%) were between 25-29 years, and only (5.3%) were belonged to the age group 30 and above year. Minimum age of the respondents was 17 years and maximum was of 32 years. The mean age of the respondents was 23.47 years with standard deviation 3.12 years.

Table 4.1. 2 Frequency distribution of the respondents according to their family type

Family type	Frequency	Percentage
Nuclear	107	24.9
Joint	256	59.5
Extended	67	15.6
Total	430	100.0

Distribution of the respondents according to their family whom they belong to, illustrated of variation in social media use, variation exist in cyber bullying practices where respondents belong to different types of families. The above table represents distribution of the respondents according to their family type whom they belong. In this regard the data show that little less than one fourth (24.9%) respondents were living in nuclear family system, while more than half (59.5%) in joint and only (15.6%) in extended family system, few (15.6%) were belonged to extended family system. Such distribution shows the majority of the family was belong to joint family system i.e. 59.5%.

Table 4.1. 3 Distribution of the respondents according to their residence

Type of residence	Frequency	Percentage
Own	101	23.5
Rent	123	28.6
Hostel	206	47.9
Total	430	100.0

Respondent's residence

Respondents were lived in different places where the availability of internet was varied; cyber bullying practices were different on the basis of accommodation where respondents lived. In such a case the explanation of the above table shows distribution of the respondents regarding to their residence, where little less than one fourth (23.5%) were residing in their own houses, while little more than one fourth (28.6%) were residing in rented houses, a little less than half (47.9 %) respondents were staying in hostel students. Little less than half of the students were residing in hostel (47.9%).

Table 4.1.4 Frequency distribution of the respondents according to their family monthly income

Monthly income	Frequency	Percentage
Up to -20000	39	9.1
20001-40000	134	31.2
40001-60000	133	30.9
60001-80000	49	11.4
80001 and above	75	17.4
Total	430	100.0

Mean = 62918.60

S.D. = 64191.33

Family monthly income

Family monthly income of the respondents entails diversification in practices of social media which affect individual behavior on the basis of economy. Diversities exist in cyber bullying behavior of different approaches while their family income different.

Table 4 shows monthly income of the respondents where only (9.1%) respondents monthly income was up to 20000, while substantial percentage (31.2%) respondents family monthly income was between 20001- 40000 rupees, the data further show a substantial percentage (30.9%) respondents family monthly income was 40001-60000, only (11.4%) respondents were belonged to the family whom monthly income was 60001-80000 and (17.4%) respondents family monthly was 80001 and above. The mean family income of the respondents was 62918.60 rupees and standard deviation was 64191.33 rupees. Substantial percentage of the respondents was belonged to family, whom monthly income was (31.2%).

Table 4.1. 5 Frequency distribution of the respondents according to their education

Respondents education	Frequency	Percentage
Undergraduate	182	42.3
Graduate	125	29.1
Post graduate	123	28.6
Total	430	100.0

Mean = 1.86 S.D=.832

Respondent's education

The above table demonstrates the distribution of the respondent point of views according to their education. In this regard the data show that substantial percentage (42.3%) of the respondents have completed undergraduate degree, while more than one fourth (29.1%) has been completed graduate degree and more than one fourth (28.6%) has been completed post graduate program. Substantial percentage (42.3%) of the respondents has completed their undergraduate program.

Table 4.1. 6 Frequency distribution of the respondents according to their mother education

Mother education	Frequency	Percentage
Illiterate	179	41.6
Primary	36	8.4
Middle	37	8.6
Matric	62	14.4
F .A	33	7.7
B.A	40	9.3
Master	31	7.2
MS/PhD	12	2.8
Total	430	100.0

Mean = 6.42 S.D = 6.19

The above mentioned table shows, mother education of the respondent's which entails attachment with their children and play role in their socialization, which indicate that a substantial percentage (41.6%) of the respondents mothers were illiterate, while (8.4%) were primary, only (8.6%) were middle, the data also show that (14.4%) were matric, while (7.7%) were F.A, and (9.3%) were B.A, few (7.2%) were master, and (2.8%) were MS/PhD degree holders, which shows a substantial percentage of the respondents mother education were non (illiterate) (41.6%) such distribution shows mother education level, responsible for their children socialization on the basis of her education which played role in their behavior formation. Mean of the respondents mother education was 6.42 and standard deviation was 6.19.

Table 4.1. 7 Frequency distribution of the respondents according to their father education

Father education	Frequency	Percentage
Illiterate	59	13.7
Primary	13	3.0
Middle	15	3.4
Matric	57	13.3
F.A	58	13.5
B.A	90	20.5
Master	111	25.8
MS/PhD	27	6.3
Total	430	100

Mean = 11.60 S.D = 5.52

Respondent's father education

The above table also shows frequency distribution of the respondent's according to their father education, which demonstrate that little more than one fourth (25.8%) were master, while (20.5%) were B.A, and (13.7%) of the respondents fathers were illiterate, the data also show that (13.5%) were F.A, while (13.3%) were matric, and (6.3%) were MS/PhD degree holders, only (3%) were primary, few (3.4%) were middle, little more than one fourth of the respondents fathers education were master degree holders (25.8 %).

The mean of the respondents' father education was 11.6 and standard deviation was 5.52.

Table 4.1. 8. Frequency distribution of the respondents according to using desktop computer

Use of desktop computer	Frequency	Percentage
Yes	231	53.7
No	199	46.3
Total	430	100.0

Access to social media use needs different type of tools. Social media is used differently with the use of various electronic devices that is witnessed variation in cyber bullying practices. In this regard the above table shows distribution of using desktop computer, where little more than half (53.7%) of the respondents point of views, that they were using desktop computer, while little less than half (46.3%) of the respondents replied that they were not using desktop computer. More than half of the respondents (53.7%) were using desktop computer.

Table 4.1. 9 Frequency distribution of the respondents according to using university computer

Use of university computer	Frequency	Percentage
Yes	233	54.2
No	197	45.8
Total	430	100.0

Free access to internet is one of the easy contributing factors for cyber bullying practices. The above table explain that more than half (54.2%) of the respondents using university computer while little less than half (45.8%) of the respondents were not using university computer. More than half of the respondents (54.2%) were using university computer.

Table 4.1. 10 Frequency distribution of the respondents according to the use of personal laptop

Use of personal laptop	Frequency	Percentage
Yes	338	78.6
No	92	21.4
Total	430	100.0

The data of the above table indicate that more than three fourth (78.6%) of the respondents' were using their personal laptop and they responded yes, while (21.4%) of the respondents' were not using their personal laptop and they responded no. More than three fourth of the respondents i.e. (78.6%) were using their personal laptop.

Table 4.1. 11 Frequency distribution of the respondents according to using someone else laptop

Use of someone else laptop	Frequency	Percentage
Yes	108	25.1
No	322	74.9
Total	430	100.0

The data of the above table explain that little more than one fourth (25.1%) of the respondents' were using someone else laptop and they responded yes, while little less than three fourth (74.9%) of the respondents' were not using someone else laptop and they responded no. little less than three fourth of the respondents. (74.9%) were not using someone else laptop.

Table 4.1. 12 Frequency distribution of the respondents according to using their cell phone

Use of cell phone	Frequency	Percentage
Yes	285	66.3
No	145	33.7
Total	430	100.0

The above table shows that little more than two third (66.3%) of the respondents were using their cell phone for social media use, while about little more than one third (33.7%) of the respondents were not using their cell phone for internet.

Table 4.1. 13 Frequency distribution of the respondents according to using of accounts of social media

No. of accounts	Frequency	Percentage
one account	82	19.1
2 -3	161	37.4
4 -5	84	19.5
6 and above	103	24.0
Total	430	100.0

Mean = 4.08 S.D= 3.25

The data in table 4.1.13 shows the number of accounts of the respondent's on social media sites. According to the data little more than one third (37.4%) of the respondents had 6 and more accounts on social media while (19.5%) had 4-5 accounts, and (19%) of the respondents had only one account on social media sites. The mean of the data was 4.08 with standard deviation 3.25.

Table 4.1. 14 Frequency distribution of the respondents according to no. of friends

No. of friends	Frequency	Percentage
Up to 20	26	6.0
21 – 40	16	3.7
41 – 60	7	1.6
61 – 80	3	0.7
81 – 100	28	6.5
101 and above	350	81.4
Total	430	100.0

Mean = 618.71 S.D = 1049.09

Social media activities escalated with increasing of friends on social media sites, more friends on social media sites witnessed of increasing friends. According to the table interpretation that a huge majority of the respondents (81.4%) had 101 and above friends on social media sites, while (6.5%) of the respondent had 81-100, and (6%) of the respondents had up to 20, the data also show that (3.7%) had 21-40, while (1.6%) had 41-60 and (.7%) had 61-80 friends on social media sites. In the above explanation majority of the respondents (81.4%) had 101 and above friends on social media sites. The mean of the data was 618.71 with standard deviation of 1049.09.

Table 4.1.15 Frequency distribution of the respondents according to use of accounts (in years)

Use of accounts (in years)	Frequency	Percentage
1 year	37	8.6
2 – 3	144	33.5
4 – 5	145	33.7
6 and above	104	24.2
Total	430	100.0

Mean = 4.17 S.D= 2.14

The above table explanations that the respondents were involved in social media activities from how many years. In this regard, the data demonstrate that little more than one third of the respondents (33.7%) were using social media accounts from 4-5 year, one third of the respondents (33.5%) were using from 2-3 years, while little less than one fourth of the respondents (24.2%) were using from 5 and above years, and (8.6%) were from 1 year. Little more than one third of the respondents (33.7%) were using social media from 4-5 years. The mean of the above data was 4.17 and standard deviation was 2.14.

Table 4.1. 16 Frequency distribution of the respondents according to No. of group membership

No. of group membership	Frequency	Percentage
No membership	63	14.7
Up to 5	162	37.7
6 – 10	75	17.4
11 – 15	62	14.4
16 – 20	23	5.3
21 and above	45	10.5
Total	430	100.0

Mean = 18.08 S.D= 70.13

The above table interprets the data according to the respondent's involvement in group membership, involvement in various group entails respondent's internet activities that represent more than one third of the respondents (37.7%) had up to 5 group membership on various social media sites, while (17.4%) had 6-10 internet group membership, and (14.7%) had no group membership, the table also shows that (14.4%) had 11-15 group membership, while (10.5%) had 21 and above and (5.3%) of the respondents had 16-20 group membership on social media sites.

The mean was 18.08 and standard deviation was 70.13 of the above data.

Table 4.1. 17 Frequency distribution of the respondents according to average time spent (in hours)

Average time spent (in hours)	Frequency	Percentage
1 hour	135	31.4
2 – 3	219	50.9
4 – 5	57	13.3
6 and above	19	4.4
Total	430	100.0

Mean = 2.51 S.D= 1.98

The table 4.1.17 Shows average time distribution of the respondents in internet activities, which represent respondents' involvement in internet activities, more time spent on social media sites represents expedition in internet behavior, in this regard little more than half of the respondents (50.9%) told that they spent 2-3 hour on social media sites on daily basis, a substantial percent (31.4%) 1 hour, only (13.3%) 4-5 hour while (4.4%) of the respondents responded that they spent 6 and above hour per day on social media. Furthermore the data show that little more than half of the respondents (50.9%) told that they spent 2-3 hour on social media sites on daily basis.

Table 4.1.18 Frequency distribution of the respondents according to joint university group

joint university group	Frequency	Percentage
Yes	351	81.6
No	79	18.4
Total	430	100.0

The above table shows involvement of the respondents in joint university group membership. Joint university group membership of the respondents on internet basis demonstrates the use of

social media in university group activities. In this regard, majority of the respondents (81.6%) responded that they had joint university group membership, while little more than one six of the respondents (18.4%) responded that they had not joint university group membership. In this regard majority of the respondents had joint university group membership.

Table 4.2.19 Frequency distribution of the respondents according to joint entertaining group

joint entertaining group	Frequency	Percentage
Yes	280	65.1
No	150	34.9
Total	430	100.0

The above table provides explanation of the respondents gathering in joint entertaining group. Respondents' link various groups to entertain themselves on social media. In this regard, more than two third of the respondents (65.1%) responded they had joint entertaining group while little more than one third of the respondents (34.9%) responded that they had not joint entertaining group on social media. More than half of the respondent (65.1%) marked yes for joint entertaining group on social media.

Table 4.1.20 Frequency distribution of the respondents according to joint scholar group

joint scholar group	Frequency	Percentage
Yes	308	71.6
No	122	28.4
Total	430	100.0

The above table provides explanation about the respondents' involvement in joint scholar group, on social media. The data show that majority of the respondents (71.6%) responded that they had

involvement in joints scholar group while more than one fourth (28.4%) of the respondents' told that they had not associated with any joint scholar group on social media. Majority of the respondent (71.6%) had involvement in joint scholar group on social media.

Table 4.1.21 Frequency distribution of the respondents according to displaying their gender

Display gender	Frequency	Percentage
Yes	368	85.6
No	62	14.4
Total	430	100.0

The table reveals the data regarding respondents point of view about displaying their gender on social media sites, in this regard the data represent that a significant number of the respondents (85.6%) had displayed their gender on social media sites. The data represents that (14.4%) had not displayed their gender on internet. A significant number of the respondents (85.6%) responded yes they had displayed their gender on social media sites.

Table 4.1.22 Frequency distribution of the respondents according to displaying their age

Displaying age	Frequency	Percentage
Yes	355	82.6
No	75	17.4
Total	430	100.0

The table above corresponds the data regarding respondents' point of view about displaying their age on social media sites. In this regard, the data explains that a significant number of the respondents (82. 6 %) had displayed their gender on social media sites, while less than one fifth

of the respondents (17.4%) had not displayed their age on internet. A significant number of the respondents 82.6 % marked yes they displayed their age on social media sites.

Table 4.1.23 Frequency distribution of the respondents according to displaying their date of birth

Displaying date of birth	Frequency	Percentage
Yes	315	73.3
No	115	26.7
Total	430	100.0

The table reveals the data regarding respondents' point of view about displaying their date of birth on social media sites. In this regard the data represent that less than three fourth (73.3%) had displayed their age on social media sites, while less than one fifth of the respondents (14.4%) had not displayed their date of birth on social media. Majority of the respondents (73.3%) had displayed their date of birth on social media sites.

Table 4.1.24 Frequency distribution of the respondents according to displaying their picture

Displaying their picture	Frequency	Percentage
Yes	345	80.2
No	85	19.8
Total	430	100.0

The table explains the data regarding respondents' point of view about displaying their picture on social media sites. In this regard the data represent that a significant number of the respondents (80.2 %) had displayed their picture on social media sites, while little less than one fifth of the

respondents (14.4 %) had not displayed their picture on social media. A significant number of the respondents (80.2%) responded yes that they displayed their picture on social media sites.

Table 4.1.25 Frequency distribution of the respondents according to display their personal relationship

Display personal relationship	Frequency	Percentage
Yes	190	44.2
No	240	55.8
Total	430	100.0

The table reveals the data regarding respondents' point of view about displaying their personal relationship on social media sites. The data further represent that more than half of the respondents (55.8%) had displayed their personal relationship on social media sites, while less than half of the respondents (44.2%) had not displayed their personal relationship on social media. More than half of the respondents (55.8%) marked yes, they displayed their personal relationship.

Table 4.1.26 Frequency distribution of the respondents according to display their education

Display education	Frequency	Percentage
Yes	353	82.1
No	77	17.9
Total	430	100.0

The table shows the data regarding respondents' point of view about displaying their education on social media sites. In this regard the data explicitly corresponds that a significant number of the respondents (82. 1%) had displayed their education on social media sites, while less than one fifth of the respondents (17.9%) had not displayed their education on social media sites.

Significant number of the respondents (82.1%) responded yes they displayed their education on social media sites.

Table 4.1.26 Frequency distribution of the respondents according to display their religion

Display religion	Frequency	Percentage
Yes	319	74.2
No	111	25.8
Total	430	100.0

The table reveals the data regarding respondents' point of view about displaying their religion on social media sites. In this regard the data represent that a majority of the respondents (74.2%) had displayed their religion on social media sites, while one fourth of the respondents (14.4%) responded that they had not displayed their religion on social media. Majority of the respondents (74.2%) responded displayed their religion on social media sites.

Table 4.1.27 Frequency distribution of the respondents according to display their political status

Display political status	Frequency	Percentage
Yes	206	47.9
No	224	52.1
Total	430	100.0

The above table shows the data regarding respondents' point of view about displaying their political status on social media sites. The data further show that a little more than half of the respondents (52.1%) had not displayed their political status on social media sites, while less than one fifth of the respondents (14.4%) had displayed their political status social media. More than half of the respondents (52.1%) responded that they had not displayed their political status on social media sites.

Table No 28. Frequency distribution of the respondents according to display their contact no

Display contact no	Frequency	Percentage
Yes	241	56.0
No	189	44.0
Total	430	100.0

The data reveal regarding respondents' point of view about displaying their contact number on social media. in this regard the data explain that more than half of the respondents (56%) had displayed their contact number, on social media sites, while less than one fifth of the respondents (14.4%) responded that they had not displayed their contact number on social media. More than half of the respondents (56%) responded yes they displayed their contact number on social media sites.

Table 4.1.29 Frequency distribution of the respondents according to display their area of residence

Display area of residence	Frequency	Percentage
Yes	307	71.4
No	123	28.6
Total	430	100.0

The table demonstrate the data regarding respondents' point of view about displaying their area of residence on social media sites, in this regard the data employed that majority of the respondents (71.4%) had displayed their area of residences on social media sites, while more than one fourth of the respondents (28.6%) had not displayed their area of residence on social media. Majority of the respondent (71.4%) responded that they had displayed their area of residences.

Table 4.1. 30 Social Media Intensity (SI)

Statement	S.A	A	N	Dis.A	S.Dis.A	Mean	S.D
Use of social media is part of day to day activities	134 (31.2)	206 (47.9)	62 (14.4)	14 (3.3)	14 (3.3)	4.00	0.94
I feel better when use social media sites	118 (27.4)	193 (44.9)	85 (19.8)	20 (4.7)	14 (3.3)	3.89	0.97
I use social media to keep in touch with different sites	125 (29.1)	184 (42.8)	79 (18.4)	25 (5.8)	17 (4.0)	3.87	1.02
I am part of community through social media.	104 (24.2)	163 (37.9)	101 (23.5)	43 (10.0)	19 (4.4)	3.67	1.08
I feel uncomfortable when away from different sites.	92 (21.4)	149 (34.7)	102 (23.7)	52 (12.7)	35 (8.1)	3.49	1.19
When I see my friends sharing good news on social networking sites, I try to respond	160 (37.2)	201 (46.7)	42 (9.8)	13 (3.0)	14 (3.3)	4.12	0.93

Social Media Intensity (SI)

The above table explains social media intensity of the respondents. Use of social media is a prime need to keep in touch with different community as globally with the whole world regarding various perspectives. It provides different type of information which leads human beings towards certain type of dependency. Expedition in use of social media leads cyber bullying culture.

In this regard, the data show that majority (79.1%) of the respondents were agreed and strongly agreed where (14.4%) were holding neutral opinion with the statement “Use of social

media is part of day to day activities". The data also represent that only (6.6%) of the respondents were disagreed and strongly disagreed with the above mentioned statement. The calculated mean of the statement was 4 and standard deviation was 0.94.

The table also gives data on the statement "I feel better when use social media sites". In this regard, the data show that majority (72.2%) of the respondents were agreed and strongly agreed, where (19.8%) of the respondents were neutral in this regard. The data also demonstrates that only (8%) of the respondents were disagreed and strongly disagreed with above mentioned statement. The calculated mean of the statement was 3.89 while standard deviation was 0.97.

The third statement was about "I use social media to keep in touch with different sites". In this regard, the data show that little less than three fourth (71%) of the respondents were agreed and strongly agreed, where (18.4%) of the respondents were neutral in this regard. The data also demonstrates that (6.2%) of the respondents were disagreed and strongly disagreed with above mentioned statement. The calculated mean of the statement was 3.87 while standard deviation was 1.02.

The table also gives data on the statement "I am part of the community through social media". In this regard, the data show that little less than two third (62.1%) of the respondents were agreed and strongly agreed, where (23.5%) of the respondents were neutral in this regard. The data also demonstrates that (14.4%) of the respondents were disagreed and strongly disagreed with above mentioned statement. The calculated mean of the statement was 3.67 while standard deviation was 1.08.

The table also gives data on the statement "I feel uncomfortable when away from different sites". In this regard, the data show more than half (56.1%) of the respondents was agreed and strongly agreed, where (23.7%) of the respondents were neutral in this regard. The data also demonstrates

that (20.8%) of the respondents were disagreed and strongly disagreed with above mentioned statement. The calculated mean of the statement was 3.49 while standard deviation was 1.19.

The table also gives data on the statement "When I see my friends sharing good news on social networking sites I try to respond". In this regard, the data show that a significant percentage (87.9%) of the respondents was agreed and strongly agreed, where (9.8%) of the respondents were neutral in this regard. The data also demonstrates that (6.3%) of the respondents were strongly disagreed and strongly disagreed with above mentioned statement. The calculated mean of the statement was 4.12 while standard deviation was 0.93.

Table no 31. Social Media Relationship (Maintenance Behavior)

Statement	S.A	A	N	Dis.A	S.Dis.A	Mean	S.D
When I see my friends sharing bad news on social media sites, I try to respond	100 (23.3)	184 (42.8)	74 (17.2)	35 (8.1)	37 (8.6)	3.64	1.17
When I see someone seeking advice on social media sites, I try to respond	116 (27.0)	207 (48.1)	75 (17.4)	22 (5.1)	10 (2.3)	3.92	0.92
When I see my friend's birth day on social media sites, I try to post something	110 (25.6)	185 (43.0)	89 (20.7)	28 (6.5)	18 (4.2)	3.79	1.02
When I see academic material on social media, I try to get access	138 (32.1)	184 (42.8)	65 (15.1)	29 (6.7)	14 (3.3)	3.94	1.01

The table reveals the data regarding the maintenance of relationship of respondents through social media in such a manner, the data show that little more than two third (66.1%) of the

respondents were agreed and strongly agreed, where (17.2%) were neutral. The data also show that (16.7%) of the respondents were disagreed and strongly disagreed with the statement "When I see my friends sharing bad news on social media sites, I try to respond". The mean calculated of the statement was 3.64 and standard deviation was 1.17.

The table further interprets the statement "when I see someone seeking advice on social media sites, I try to respond" demonstrated respondents opinion that little more than three fourth of the respondents (75.1%) were agreed and strongly agreed with the statement, the data also show that (17.4%) were neutral, and (7.4%) were disagreed and strongly disagree with the statement. The mean of calculated of the data was 3.92 and standard deviation was 0.92.

The above third statement "when I see my friend's birth day on social media sites, I try to post something" demonstrated the respondents point of views, where little more than two third (68.6%) of the respondents were agreed and strongly agreed, the data further show that (20.7%) of the respondents were neutral in this regard, and only (10.6%) disagree and strongly disagreed with the statement that "try to respond when see birth day of their friend on social media sites". The mean calculated of the statement was 3.79 and standard deviation was 1.02.

The last statement "when I see academic material on social media, I try to get access" explain social media intensity, where majority of the respondents (74.9%) responded that they had agreed, and strongly agreed, while (15.1%) were neutral, only few (10%) had marked disagree, and strongly disagreed with the statement that they try to get access when see academic material on social media. The mean of the statement was 3.94 and standard deviation was 1.01.

Table 4.1.32 Motivation to use social media

To make new social ties	A	VO	S	R	N	Mean	S.D
I use social media sites to make new friends	68 (15.8)	91 (21.2)	154 (35.8)	55 (12.8)	62 (14.4)	2.89	1.24
I use social media to make me as a friend by stranger	53 (12.3)	77 (17.9)	129 (30.0)	87 (20.2)	84 (19.5)	3.17	1.27
With the use of social media sits, I can find people sharing the same interest with me	77 (17.9)	110 (25.6)	140 (32.6)	62 (14.4)	41 (9.5)	2.72	1.19

Motivation to use social media

Motivational factors are responsible that motivate student towards social media use. Social media is used to get information about making new social ties with different communities. The above statement “I use social media sites to make new friends” explain that (15.8%) always used social media to make new friends, while (21.2%) were very often, in this regard (35.8%) were some times, and (12.8%) rare, only (14.4%) had never used social media to make new friends.

The above second statement “I use social media to make me as a friend by stranger” interpret the data, which show (30%) some time, while (20.2%) were rare, and (19.5%) were neutral, the data also show that (17.9%) were very often, only (12.3%) had always agreed with the statement.

The third and last statement of the table “with the use of social media sits, I can find people sharing the same interest with me” reveals the respondents opinion, that shows (32.6%) were of the opinion that they sometime used social media to find people sharing the same interest, while (25.6%) were very often, and (17.9%) always, the respondents also marked that (14.4%) were rare, and (9.5%) were having neutral opinion with the statement.

Table 4.1.33

Maintain existence ties	A	VO	S	R	N	Mean	S.D
I use social media to keep in touch with existing friends.	145 (33.7)	123 (28.6)	77 (17.9)	59 (13.7)	26 (6.0)	2.30	1.23
Social media help me to find old friends, whom I lost contact.	143 (33.3)	137 (31.9)	80 (18.6)	52 (12.1)	18 (4.2)	2.22	1.15
Most of my friends on social media sites are known in the real world.	116 (27.0)	129 (30.0)	100 (23.3)	57 (13.3)	28 (6.5)	2.42	1.20

Maintain existence ties

Social media is used to maintain existence ties in already relationship, it will further maintained through social media, in this regard the above first statement “I use social media to keep in touch with existing friends” provide explanation where (33.7%) were agreed, (28.6%) were very often, while (17.9%) were some time, and (13.7%) were rarely, only (6%) were never used social media to keep in touch with existing friends.

The second statement “social media help me to find old friends, whom I lost contact” shows that (33.3%) were always, while (31.9%) were very often, the data further show (18.6%) were some time, and (12.1%) were rare, only (4.2%) had never used social media to find old friends whom they lost contact.

The above third statement “most of my friends on social media sites are known in the real world” also explain that, (30%) were very often, while (27%) were always, and (23.3%) were some time, the data also explain the data where (13.3%) were rare, only (6.5%) were never used social media, that most of their friends were known in the real world.

Table 4.1.35

Recreational or Entertainment	A	VO	S	R	N	Mean	S.D
I use social media sites for game purposes	69 (16.0)	78 (18.1)	89 (20.7)	89 (20.7)	105 (24.4)	3.19	1.40
I use social media sites to read and post jokes.	72 (16.7)	81 (18.8)	115 (26.7)	91 (21.2)	71 (16.5)	3.02	1.31
I use social media sites to watch and share funny videos.	75 (17.4)	93 (21.6)	120 (27.9)	81 (18.8)	61 (14.2)	2.91	1.29

Recreational or Entertainment

The above mentioned statement “I use social media sites for game purposes” explain that little less than one fourth (24.4%) had never, while (20.7%) had some time, and (20.7%) had rarely the data further explain that (18.1%) had very often, only (16.0%) respondents responded that they had always used social media for game purposes. The mean of the statement was 3.19 and standard deviation was 1.40 of the statement.

The above table shows the explanation of the statement “I use social media sites to read and post jokes” also shows that (26.7%) were some time, while (21.2%) were rarely and (18.8%) were very often, the date further explain that (16.7%) were always, and (16.5%) used social media to read and post jokes. The mean of the statement was 3.02 and standard deviation was 1.31.

Social media is used for various recreational purposes, one of them is to watch and share funny videos. The above mentioned statement “I use social media sites to watch and share funny videos” interpret the use of social media for funny videos, in this regard more than one fourth (27.9%) were some time, while less than one fourth (21.6%) were very often, and few (18.8%)

were rarely, the data also show that (17.4%) were always, only (14.2%) were never used social media for watching and sharing funny videos.

Table 4.1.36

Self documentation	A	VO	S	R	N	Mean	S.D
I use social media sites to preserve my records.	95 (22.1)	98 (22.8)	103 (24.0)	66 (15.3)	68 (15.8)	2.80	1.36
I use social media sites what I do in life.	78 (18.1)	93 (21.6)	125 (29.1)	75 (17.4)	59 (13.7)	2.87	1.28
I use social media sites to record what I have learned.	87 (20.2)	95 (22.1)	108 (25.1)	80 (18.6)	60 (14.0)	2.84	1.32
I use social media sites to record what I have been.	87 (20.2)	91 (21.2)	114 (26.5)	74 (17.2)	64 (14.9)	2.85	1.33

Self documentation

Preservation of records is the eminent objective of social media use, it provide a great opportunity to keep any record safe, the above mentioned statement “I use social media sites to preserve my records” employs that (24.0%) were some time, while 22.8 % were very often and (22.1%) were always, the data also show that (15.8%) were never, while (15.3%) were rarely used social media to preserve records.

The above table corresponds the statement “I use social media sites what I do in life” reveals that (29.1%) had some time, while (21.6%) were very often, and (18.1%) had of the opinion that they always use social media what they do in life, further interpretation of the table

(17.4 %) had rare, only (13.7%) had replied that they had never used social media what they do in their life.

The third statement "I use social media sites to record what I have learned" in this regard the data correspond that (25.1%) were some time, while (22.1%) were very often, and (20.2%) were always, (18.6%) were rare, few (14%) never used social media to record what they learned.

The above last and fourth statement "I use social media sites to record what I have been" shows that (26.5%) were some time, (21.2%) were very often, while (20.2%) were always, and (17.2%) were rare, only (14.9%) were never used social media sites to record what they have been.

Table 4.1.37

Social media for civic engagement	A	VO	S	R	N	Mean	S.D
Social media make me as a part of the community when I interacted.	118 (27.4)	109 (25.3)	105 (24.4)	61 (14.2)	37 (8.6)	2.51	1.26
I use social media to solve different problem of the students.	86 (20.0)	99 (23.0)	121 (28.1)	72 (16.7)	52 (12.1)	2.78	1.27
I use social media to provide information about jobs.	100 (23.3)	92 (21.4)	106 (24.7)	71 (16.5)	61 (14.2)	2.77	1.35
I posted online text messages and video regarding social issue.	96 (22.3)	104 (24.2)	97 (22.6)	72 (16.7)	61 (14.2)	2.76	1.34
I motivate people on social media to participate in welfare activities.	114 (26.5)	97 (22.6)	105 (24.4)	58 (13.5)	56 (13.0)	2.64	1.34
I uploaded my political status on my profile page.	96 (22.3)	89 (20.7)	69 (16.0)	74 (17.2)	102 (23.7)	2.99	1.49
I use social media for political campaign.	80 (18.6)	68 (15.8)	91 (21.2)	79 (18.4)	112 (26.0)	3.17	1.45
I discuss governmental policies on social media.	76 (17.7)	70 (16.3)	95 (22.1)	85 (19.8)	104 (24.2)	3.17	1.41

Social media for civic engagement

In multiple places the use of social media plays a very important role for civic engagement, civic engagement and places such as towns or cities where people live and deal different activities.

The above table with the first statement “Social media makes me as a part of the community when I interacted” explains that little more than one fifth (27.4%) of the respondents

responded were always, while one fourth (25.3%) were very often, and little less than one fourth (24.4%) were some time, the data further shows that (14.2%) were rarely, only (8.6%) were never used social media to make them as a part of the community when they interacted.

The above mentioned statement "I use social media to solve different problem of the students" explain the respondents view in this regard in the replied data where more than half (28.1%) were some-time, while (20%) were always, few (16.7%) were rare and (12.1%) were responded about the statement that they never used social media to solve different problem of the students.

The above third statement "I use social media to provide information about jobs" corresponds the data where little less than one fourth (24.7%) were some time, while less than (23.3%) were always, and (21.4%) were very often, (16.5%) were rarely, few (14.2%) were never used social media to provide information about jobs.

The above statement "I posted online text messages and video regarding social issue" explain the respondents point of views in such regard the data show that little less than one fourth (24.2%) were very often, while (22.3%) were always, and (22.6%) were sometime, few (16.7%) were rare only (14.2%) were never used social media to post online messages and videos regarding social issues.

The above mentioned statement "I motivate people on social media to participate in welfare activities" in this regard the data explain that little more than one fourth that is (26.5%) were always, while little less than (24.4%) were sometime, only (22.6%) were very often, and (13.5%) were rare, few (13%) were never used social media to motivate people to participate in welfare activities.

The above statement "I uploaded my political status on my profile page" demarcate the explanation that (23.7%) were never while (22.3%) were always, and (20.7%) were very often, few (17.2%) were rare only (16%) were sometime used social media to up load their political status on their profile page.

The above number seven statement "I use social media for political campaign" of the table provide explanation that little more than one fourth (26%) were never, while (21.2%) were sometime, and (18.6%) were always, few (18.4%) were rare, only (15.8%) were used social media very often for political campaign. The mean of the statement was 3.17 and standard deviation was 1.45.

The above last statement "I discuss governmental policies on social media" explain the data where little less than one fourth (24.2%) were never uses social media to discuss governmental policies on social media while (22.1%) were used it sometime where (19.8%) were rarely used it. The data also explain that few (17.7%) were used always and only (16.3%) were very often used social media to discuss governmental policies on social media. The mean of the statement was 3.17 and standard deviation was 1.41.

Table 4.1.37 Perception about social media use for cyber bullying

Statement	S.A	A	N	Dis.A	S.Dis.A	Mean	S.D
Free access to internet contributes in promoting hurtful behavior.	85 (19.8)	135 (31.4)	126 (29.3)	52 (12.1)	32 (7.4)	3.44	1.15
Availability of electronic devices, tools are requisite for internet access which leads cyber bullying practices.	67 (15.6)	173 (40.2)	121 (28.1)	48 (11.2)	21 (4.9)	3.50	1.03
Involvement in various Internet gathering leads cyber bullying behavior.	79 (18.4)	187 (43.5)	99 (23.0)	43 (10.0)	22 (5.1)	3.60	1.05
Frequent participation in various online gathering leads cyber bullying culture.	78 (18.1)	189 (44.0)	87 (20.2)	48 (11.2)	28 (6.5)	3.56	1.10
Cyber bullying practices increased with the increasing of education (information).	94 (21.9)	167 (38.8)	97 (22.6)	43 (10.0)	29 (6.7)	3.59	1.13
Only motivational factors motivate youth towards cyber bullying behavior.	81 (18.8)	193 (44.9)	109 (25.3)	29 (6.7)	18 (4.2)	3.67	0.99
Participation in peer group culture that carried out on social media (internet) increases anti-social activities.	68 (15.8)	167 (38.8)	106 (24.7)	55 (12.8)	34 (7.9)	3.42	1.13

Perception about social media use for cyber bullying

There are various types of perception about the use of social media, that contribute in promoting cyber bullying behavior in this regard the above statement “Free access to internet contributes in promoting hurtful behavior” explain that little more than half (51.2%) respondents responded agreed and strongly agreed with the statement, 31.4 % were agree, while little less than one third (29.3%) were neutral, only (19.5%) were disagreed, and strongly disagreed with the above mentioned statement that free access to internet contributes in promoting hurtful behavior. The mean of the statement was 3.44 and standard deviation was 1.15.

The above second statement “Availability of electronic devices, tools are requisite for internet access which leads cyber bullying practices” in this regard the data explain that more than half (55.8%) of the respondents were agreed and strongly agreed, while little less than one third (28.1%) were neutral, few (16.1%) were disagreed and strongly disagreed with the statement that Availability of electronic devices, tools are requisite for internet access which leads cyber bullying practices. The mean of the statement was 3.50 and standard deviation was 1.03.

The above third statement “Involvement in various Internet gathering leads cyber bullying behavior” argue that more than two third (61.9%) were agreed and strongly agreed, while little less than one fourth (23%) were neutral, (15.1%) were disagreed and strongly disagreed with the statement that Involvement in various Internet gathering leads cyber bullying behavior. The mean of the statement was 3.60 and standard deviation was 1.05.

The above table provides explanation about the statement “Frequent participation in various online gathering leads cyber bullying culture” in such manner little more than two third (62.1%) were agreed and strongly agreed, while little more than one fifth (20.2%) were neutral, only

(17.7%) were disagreed and strongly disagreed with the statement that Frequent participation in various online gathering leads cyber bullying culture. The mean of the statement was 3.56 and standard deviation was 1.10.

The above fifth statement “Cyber bullying practices increased with the increasing of education (information)” provide explain about respondents point of views where little more than two third (60.7%) were strongly agreed and agreed, while (22.6%) were neutral, few 16.7% were disagreed, and strongly disagreed with the statement that cyber bullying practices increased with the increasing of education (information). The mean of the statement was 3.59 and standard deviation was 1.13.

The above statement “Only motivational factors motivate youth towards cyber bullying behavior” explain that more than two third (63.7%) were agreed and strongly agreed, while one fourth (25.3%) were neutral, only (10.9%) were disagreed and strongly disagreed with the statement that only motivational factors motivate youth towards cyber bullying behavior. The mean of the statement was 3.67 and standard deviation was 0.99.

The above table shows the explanation of the statement “Participation in peer group culture that carried out on social media (internet) increases anti-social activities” in this regard more than half (54.6%) were agreed and strongly agreed, while (28.6%) were disagreed and strongly disagreed, little less than one fourth (24.7%) were neutral, with the statement that participation in peer group culture that carried out on social media (internet) increases anti-social activities. The mean of the statement was 3.42 and standard deviation was 1.13.

Table 4.1.38 Cyber bullying perpetration (CBP);

Verbal/written perpetration	S.A	A	N	Dis.A	S.Dis.A	Mean	S.D
I have sent to someone text messages on mobile phone to hurt the person.	52 (12.1)	107 (24.9)	108 (25.1)	68 (15.8)	95 (22.1)	2.89	1.32
I have sent verbal things about someone on messenger or in chat rooms intended to harm the person.	50 (11.6)	87 (20.2)	120 (27.9)	80 (18.6)	93 (21.6)	2.82	1.30
I have sent e-mails with intention to embarrass the person.	58 (13.5)	74 (17.2)	118 (27.4)	82 (19.1)	98 (22.8)	2.80	1.33
I have posted wounding messages on Face book or Twitter to damage the person's reputation.	57 (13.3)	94 (21.9)	109 (25.3)	76 (17.7)	94 (21.9)	2.87	1.33
I have attempted with intent to harm another person by sending threatening statements.	50 (11.6)	81 (18.8)	122 (28.4)	81 (18.8)	96 (22.3)	2.79	1.30
I have ignored someone comments on instant messengers or in chat rooms to damage the person's relationship with their friends.	55 (12.8)	84 (19.5)	120 (27.9)	87 (20.2)	84 (19.5)	2.86	1.29
I have spread rumors about someone online to harm the person's reputation.	54 (12.6)	73 (17.0)	120 (27.9)	90 (20.9)	93 (21.6)	2.78	1.30
I have sent someone insulting online	62	89	102	86	91	2.87	1.34

messages repeatedly to make him	(14.4)	(20.7)	(23.7)	(20.0)	(21.2)		
distrust.							
I have said something about someone	74	74	93	89	100	2.84	1.40
on websites repeatedly to embarrass	(17.2)	(17.2)	(21.6)	(20.7)	(23.3)		
the person.							

Cyber bullying perpetration (CBP);

Social media is used for different purposes that may positive as well as negative. Cyber bullying is one of the negative acts which intentionally carried out through social media to hurt others. In this regard the above table provide data which explain the first statement “I have sent to someone text messages on mobile phone to hurt the person” interpret that substantial percent (37.9%) were disagreed and strongly disagreed, while (37%) were strongly agreed and agreed, and little more than one fourth (25.1%) were neutral with the statement that they sent text messages on mobile phone to hurt the person.

The above second statement “I have sent verbal things about someone on messenger or in chat rooms intended to harm the person” explain the data in this regard (40.2%) were, disagreed strongly disagreed, while little more than two third (30.7%) were strongly agreed and agreed, only (27.9%) were neutral with the statement that they have sent verbal things about someone on messenger or in chat rooms intended to harm the person.

The table further provides explanation about another statement “I have sent e-mails with intention to embarrass the person” explain that substantial percent (41.9%) were, disagreed and strongly disagreed, while little more than two third (30%) were agreed and strongly agreed, only (27.4%) were neutral with the statement that they have sent e-mails with intention to embarrass the person.

The above statement “I have posted wounding messages on Face book or Twitter to damage the person’s reputation” explain in this regard (39.6%) were disagreed and strongly disagreed, while (35.2%) were agreed strongly agreed, little more than one fourth (25.3%) were neutral with the statement that they have posted wounding messages on Face book or Twitter to damage the person’s reputation.

The above mentioned statement “I have attempted with intent to harm another person by sending threatening statements” explain that substantial percentage (41.1%) were disagreed and strongly disagreed, while little more than two third (30.4%) were agreed and strongly agreed, little less than two third (28.4%) were neutral, with the statement that they have attempted with intent to harm another person by sending threatening statements.

The above mentioned statement “I have ignored someone comments on instant messengers or in chat rooms to damage the person’s relationship with their friends” shows that substantial percentage (39.7%) were disagreed, strongly disagreed, while little less than two third (32.3%) were agreed and strongly agreed, and (27.9%) were neutral, with the statement that I have ignored someone comments on instant messengers or in chat rooms to damage the person’s relationship with their friends.

The above next statement “I have spread rumors about someone online to harm the person’s reputation” explains that substantial percentage (42.5%) were disagreed and strongly disagreed, while (29.6%) were agreed and strongly agreed, only (27.9%) were neutral, with the statement that I have spread rumors about someone online to harm the person’s reputation.

The above eight statements “I have sent someone insulting online messages repeatedly to make him distrust” explain the respondents point of views in this regard substantial percentage (41.2%) were disagreed strongly disagreed, while (29.6%) were agreed and strongly agreed only

(23.7%) were neutral with the statement that I have sent someone insulting online messages repeatedly to make him distrust.

The above last statement “I have said something about someone on websites repeatedly to embarrass the person” in this regard the data explain that substantial percentage (44%) were disagreed and strongly agreed, while (34.4%) were agreed and strongly agreed, only (21.7%) were neutral with the statement that I have said something about someone on websites repeatedly to embarrass the person.

Table 4.1.39

Visual and sexual perpetration	S.A	A	N	Dis.A	S.Dis.A	Mean	S.D
I have posted discomforting pictures of someone online to damage the person's reputation.	60 (14.0)	88 (20.5)	94 (21.9)	73 (17.0)	115 (26.7)	2.78	1.39
I have share online someone videos online to harm his credentials.	56 (13.0)	84 (19.5)	96 (22.3)	73 (17.0)	121 (28.1)	2.72	1.39
I have posted embarrassing pictures or videos of someone on websites to humiliate the person.	66 (15.3)	82 (19.1)	92 (21.4)	76 (17.7)	114 (26.5)	2.79	1.41
I have sent never sexually clear things to someone via e-mail or text message to embarrass the person.	76 (17.7)	81 (18.8)	99 (23.0)	73 (17.0)	101 (23.5)	2.90	1.41
I have teased someone about his/her appearance online to emotionally harm the person.	73 (17.0)	85 (19.8)	99 (23.0)	69 (16.0)	104 (24.2)	2.89	1.41

I have made sexual jokes about	70	79	102	70	109	2.84	1.41
someone online to harm the person's reputation.	(16.3)	(18.4)	(23.7)	(16.3)	(25.3)		

Visual and sexual perpetration

Perpetration is that form of anti-social behavior which exercises through social media to harm others, visual and sexual perpetration created through social media by perpetrator to damage someone integrity, in light of such argument the above statement "I have posted discomforting pictures of someone online to damage the person's reputation" explain that substantial percentage (43.7%) were disagreed and strongly disagreed, while (34.5%) were agreed and strongly agreed, only (21.9%) were neutral with the statement that I have posted discomforting pictures of someone online to damage the person's reputation.

The above second statement "I have share online someone videos online to harm his credentials" in this manner the table shows that (45.1%) were disagreed and strongly disagreed, while (32.2%) were agreed and strongly agreed, only (22.3%) were neutral, with the statement that I have share online someone videos online to harm his credentials.

The above third statement "I have posted embarrassing pictures or videos of someone on websites to humiliate the person" explain substantial percentage (44.2%) were disagreed and strongly disagreed, while (34.4%) were agreed and strongly agreed, only (21.4%) were neutral, with the statement that I have posted embarrassing pictures or videos of someone on websites to humiliate the person.

The above mentioned statement "I have sent never sexually clear things to someone via e-mail or text message to embarrass the person" explain the data in this regard (40.5%) were

disagreed and strongly disagreed, while (36.5%) were agreed and strongly disagreed, only (23%) were neutral, with the statement that I have never sent sexually clear things to someone via e-mail or text message to embarrass the person.

The above statement “I have teased someone about his/her appearance online to emotionally harm the person” in this regard the data explain that (38.2%) were disagreed and strongly disagreed, while (36.8%) were agreed and strongly agreed, only (23%) were neutral, with the statement that they have teased someone about his/her appearance online to emotionally harm the person.

The above last statement “I have made sexual jokes about someone online to harm the person’s reputation” explain that (41.6%) were disagreed and strongly disagreed, while (24.7%) were agreed and strongly agreed, only (23.7%) were neutral, with the statement that I have made sexual jokes about someone online to harm the person’s reputation.

Table 4.1. 40

Social exclusion perpetration	S.A	A	N	Dis.A	S.Dis.A	Mean	S.D
I have blocked someone in a chat room to harm the person.	65 (15.1)	127 (29.5)	103 (24.0)	56 (13.0)	79 (18.4)	3.10	1.32
I have blocked someone on messenger to upset the person.	67 (15.6)	136 (31.6)	89 (20.7)	66 (15.3)	72 (16.7)	3.14	1.32
I have rejected someone’s request playing online games together to harm the person.	74 (17.2)	121 (28.1)	106 (24.7)	60 (14.0)	69 (16.0)	3.17	1.31
I have excluded someone from online groups to make them feel harm.	78 (18.1)	113 (26.3)	105 (24.4)	63 (14.7)	71 (16.5)	3.15	1.33

I have never included someone in online group activities to make them distrust.	80 (18.6)	111 (25.8)	104 (24.2)	67 (15.6)	68 (15.8)	3.16	1.33
I have disregarded someone's comments on social community online to humiliate the person.	77 (17.9)	124 (28.8)	95 (22.1)	61 (14.2)	73 (17.0)	3.17	1.34

Social exclusion perpetration

Cyber bullying is an anti social act to distrust others intentionally, social exclusion is also cyber bullying act where cyber bullied excluded someone from online group or blog to make him discomfort. In this regard the above table consist of various statement, where the first statement "I have blocked someone in a chat room to harm the person" provide information, where substantial percentage (44.6%) were agreed and strongly agreed, while (31.4%) were disagreed and strongly disagreed, only (24%) were neutral, with the statement i.e. they have blocked someone in a chat room to harm the person. The mean of the statement was 3.10 and standard deviation was 1.32 of the respondents' response.

The above next statement "I have blocked someone on messenger to upset the person" demonstrates the arguments where less than half (47.2%) were agreed and strongly agreed, while (32%) were disagreed and strongly disagreed, only (20.7%) were neutral, with the statement i.e. They have blocked someone on messenger to upset the person. The mean of the statement was 3.14 and standard deviation was 1.32 of the respondents' response.

The above next statement "I have rejected someone's request playing online games together to harm the person" in this regard the table explains the arguments where less than half (45.3%) were agreed and strongly agreed, while (30%) were disagreed and strongly disagreed,

only (24.7%) were neutral, with the statement i.e. they have rejected someone's request playing online games together to harm the person. The mean of the statement was 3.17 and standard deviation was 1.31 of the respondents' response.

The above mentioned statement "I have excluded someone from online groups to make them feel harm" explains the statement where less than half (44.4%) were agreed and strongly agreed, while (31.2%) were disagreed and strongly disagreed, only (24.4%) were neutral, with the statement i.e. they have excluded someone from online groups to make them feel harm. The mean of the statement was 3.15 and standard deviation was 1.33 of the respondents' response.

The above statement "I have never included someone in online group activities to make them distrust" explains the statement where (44.4%) were agreed and strongly agreed, while (31.4%) were disagreed and strongly disagreed, only (24.2%) were neutral, with the statement i.e. they have never included someone in online group activities to make them distrust. The mean of the statement was 3.16 and standard deviation was 1.33 of the respondents' response.

The above mentioned statement "I have disregarded someone's comments on social community online to humiliate the person" in this regard the statement provide explanation where less than half (46.7%) were agreed and strongly agreed, while (31.2%) were disagreed and strongly disagreed, only (22.1%) were neutral, with the statement i.e. they have disregarded someone's comments on social community online to humiliate the person. The mean of the statement was 3.17 and standard deviation was 1.34 of the respondents' response.

Table 4.1. 41 Cyber bullying victimization (CBV)

Verbal/written victimization	S.A	A	N	Dis.A	S.Dis.A	Mean	S.D
I have received text messages on the cell phone which made me upset.	96 (22.3)	168 (39.1)	81 (18.8)	37 (8.6)	48 (11.2)	3.53	2.41
Someone has said different things about me on messengers or in chat rooms to discomfort me.	64 (14.9)	154 (35.8)	104 (24.2)	53 (12.3)	55 (12.8)	3.28	1.23
Someone has displayed unkind messages about me on Face book or Twitter to harm my reputation.	54 (12.6)	108 (25.1)	130 (30.2)	66 (15.3)	72 (16.7)	3.01	1.25
I have been sent threatening statements via e-mail or text message which made me insecure.	55 (12.8)	88 (20.5)	141 (32.8)	76 (17.7)	70 (16.3)	2.96	1.24
Someone has ignored me on messengers or in chat rooms to damage my relationship with my friends.	61 (14.2)	88 (20.5)	120 (27.9)	79 (18.4)	82 (19.1)	2.92	1.31
People have spread rumors about me online to damage my character.	59 (13.7)	83 (19.3)	121 (28.1)	82 (19.1)	85 (19.8)	2.88	1.30
I have received insulting online messages from someone repeatedly which make me disturb.	52 (12.1)	94 (21.9)	102 (23.7)	93 (21.6)	89 (20.7)	2.83	1.31
I have repeatedly received text	77	97	116	73	67	3.10	1.31

messages or e-mails even after I have	(17.9)	(22.6)	(27.0)	(17.0)	(15.6)		
asked the sender to stop.							
People have said mean things about	66	94	103	84	83	2.94	1.34
me on websites repeatedly to	(15.3)	(21.9)	(24.0)	(19.5)	(19.3)		
embarrass my credibility.							
I have received messages from	67	99	89	93	82	2.94	1.35
someone which made me disturb.	(15.6)	(23.0)	(20.7)	(21.6)	(19.1)		

Cyber bullying victimization (CBV)

Verbal/written victimization

Cyber bullying is an intentional act on social media to tease others. Victims of cyber bullying face uncomfortable situation which cannot be avoid in easy manner. In this regard the above statement “I have received text messages on the cell phone which made me upset” explain of respondents victimization where they respond that majority (61.4%) were agreed and strongly agreed, while (19.8%) were disagreed and strongly disagreed, only (18.8%) were neutral, with the statement I have received text messages on the cell phone which made me upset. The mean of the statement was 3.53 and standard deviation was 2.41.

The above next statement “Someone has said different things about me on messengers or in chat rooms to discomfort me” explain of respondents victimization where they respond where substantial percent (40.7%) were agreed and strongly agreed, while little more than one fourth (25.1%) were disagreed and strongly disagreed only (24.2%) were neutral with the statement someone has said different things about them on messengers or in chat rooms to discomfort them. The mean of the statement was 3.28 and standard deviation was 1.23.

The above next statement "Someone has displayed unkind messages about me on Face book or Twitter to harm my reputation" in this regard the data explain of respondents victimization where they responded (37.7%) were agreed and strongly agreed, while (32%) were disagreed and strongly disagreed, only (30.2%) were neutral, with the statement that someone has displayed unkind messages about them on Face book or Twitter to harm their reputation. The mean of the statement was 3.01 and standard deviation was 1.25.

The above mentioned statement "I have been sent threatening statements via e-mail or text message which made me insecure" explains the above statement where (34%) were disagreed and strongly disagreed, while (33.3%) were agreed and strongly agreed, only (32.8%) were neutral, with the statement that they have been sent threatening statements via e-mail or text message which made them insecure.

The above next statement "Someone has ignored me on messengers or in chat rooms to damage my relationship with my friends" in such a manner the data explain that (37.5%) were disagreed and strongly disagreed, while (34.7%) were agreed and strongly agreed, only (27.9%) were neutral, with the statement that someone has ignored them on messengers or in chat rooms to damage their relationship with their friends.

The above next statement "People have spread rumors about me online to damage my character" in this regard the data explain that (38.9%) of the respondents were disagreed and strongly disagreed, while (33%) were agreed and strongly agreed, only (28.1%) were neutral with the statement that people have spread rumors about them online to damage their character.

The above statement "I have received insulting online messages from someone repeatedly which make me disturb" interpret that more than two third (33%) were agreed and strongly agreed, while (23.7%) were neutral, only (22.3%) were disagreed and strongly disagreed

with the statement that they have received insulting online messages from someone repeatedly which make them disturb.

The above mentioned statement “I have repeatedly received text messages or e-mails even after I have asked the sender to stop” interpret the statement in this regard the data show that substantial percentage (40.5%) were agreed and strongly agreed, while (32%) were disagreed and strongly disagreed, only (27%) were neutral with the statement that they have repeatedly received text messages or e-mails even after they have asked the sender to stop. The mean of the statement was 3.10 and standard deviation was 1.31.

The above next statement “People have said mean things about me on websites repeatedly to embarrass my credibility” interpret that (38.8%) were disagreed and strongly disagreed, while (37.2%) were agreed and strongly agreed, only (24.0%) were neutral with the statement that people have said mean things about them on websites repeatedly to embarrass their credibility.

The above last statement “I have received messages from someone which made me disturb” interpret the data, in this regard little less than half (48.6%) were agreed and strongly agreed, while (40.7%) were disagreed and strongly disagreed, only (20.7%) were neutral with the statement that they have received messages from someone which made them disturb.

Table 4.1.42 Visual and sexual victimization

Visual and sexual victimization	S.A	A	N	Dis.A	S.Dis.A	Mean	S.D
Someone has posted discomforting pictures or videos of me online to damage my character.	66 (15.3)	99 (23.0)	102 (23.7)	76 (17.7)	87 (20.2)	2.96	1.35
Someone has sent my personal pictures or videos of me on websites to upset me.	59 (13.7)	99 (23.0)	104 (24.2)	80 (18.6)	88 (20.5)	2.91	1.33
I have received sexually plain things from someone via e-mail or text message which uncomfortable me.	61 (14.2)	93 (21.6)	116 (27.0)	87 (20.2)	73 (17.0)	2.96	1.29
I have received needless sexual suggestions from someone in chat rooms which discomfited me.	67 (15.3)	81 (18.8)	123 (28.6)	81 (18.8)	78 (18.1)	2.95	1.31
People have made sexual jokes about me online to harm my status.	55 (12.8)	75 (17.4)	113 (26.3)	96 (22.3)	91 (21.2)	2.78	1.30
People have attempted to put down me by posting sexual comments or photos on Face book or Twitter.	47 (10.9)	76 (17.7)	109 (25.3)	100 (23.3)	98 (22.8)	2.71	1.29
People have spread sexual rumors about me online to damage my character.	52 (12.1)	88 (20.5)	111 (25.8)	89 (20.7)	90 (20.9)	2.82	1.30
Someone has teased me about my	55	91	113	88	83	2.88	1.30

appearance online frequently to (12.8) (21.2) (26.3) (20.5) (19.3)
trouble me.

Visual and sexual victimization

Victimization on social media is various types where visual or sexual victimization is a serious threat to human health and escalated risk factor for human beings with the use of social media. The above first statement “someone has posted discomforting pictures or videos of me online to damage my character” in this regard the data explain where (38.3%) were agreed and strongly agreed, while (37%) were disagreed and strongly disagreed, only (23.7%) were neutral with the statement.

The above next statement “Someone has sent my personal pictures or videos of me on websites to upset me” explain the respondents point of views that (39.1%) were disagreed and strongly disagreed, while (36.7%) were agreed and strongly agreed, only (24.2%) were neutral with the statement.

The above third statement “I have received sexually plain things from someone via e-mail or text message which uncomfortable me” provide explanation where the data show (37.2%) were disagreed and strongly disagreed, while (35.8%) were agreed and strongly agreed; only (27%) were neutral with the statement.

The above statement “I have received needless sexual suggestions from someone in chat rooms which discomfited me” explain the data in which 15.3 % were strongly agreed, 18.8 % were agreed, 28.6 % were neutral, 18.8 % were disagree, while 18.1 % were strongly disagreed with the statement. The mean was 2.95 and standard deviation was 1.31 of the statement.

The above next statement “People have made sexual jokes about me online to harm my status” explain the data where substantial percentage (43.5%) were disagreed and strongly disagreed, while (30.2%) were agreed and strongly agreed, only (26.3%) were neutral with the statement.

The above next statement “People have attempted to put down me by posting sexual comments or photos on Face book or Twitter” in this regard the data explain that more than half (56.1%) were disagreed and strongly disagreed, while (28.6%) were agreed and strongly agreed, only (25.3%) were neutral with the statement.

The above mentioned statement “People have spread sexual rumors about me online to damage my character” explain the data in which substantial percentage (41.6%) were disagreed and strongly disagreed, while (32.6%) were agreed and strongly agreed, only (25.8%) were neutral, with the above mentioned statement.

The above last statement “Someone has teased me about my appearance online frequently to trouble me” explain the data in which (39.8%) were disagreed and strongly disagreed, while (34%) were agreed and strongly agreed, only (26.3%) were neutral with the above mentioned statement.

Table 4.1. 43 Social exclusion victimization

Social exclusion victimization	S.A	A	N	Dis.A	S.Dis.A	Mean	S.D
Someone has been blocked me in a chat room to make me angry.	71 (16.5)	141 (32.8)	96 (22.3)	58 (13.5)	64 (14.9)	3.23	1.29
I have been blocked by someone on messenger to distress me.	58 (13.5)	135 (31.4)	113 (26.3)	58 (13.5)	66 (15.3)	3.14	1.25
I have been expelled from online groups made me feel distrust.	73 (17.0)	112 (26.0)	108 (25.1)	68 (15.8)	69 (16.0)	3.12	1.31
I have been ignored from online group activities which made me left out.	71 (16.5)	130 (30.2)	102 (23.7)	55 (12.8)	72 (16.7)	3.19	1.31
I have been excluded from online group activity or social community online frequently which made me feel harm.	72 (16.7)	124 (28.8)	108 (25.1)	55 (12.8)	71 (16.5)	3.17	1.31

Social exclusion victimization

Social media is used for social exclusion someone to make him distrust. Victims of social exclusion are excluded from different community groups as such academic, political, social etc.

The above first statement “someone has been blocked me in a chat room to make me angry” explains that little less than half (49.3%) were agreed and strongly agreed, while (28.4%) were disagreed and strongly disagreed, only (22.3%) were neutral with the statement that someone has

been blocked them in a chat room to make them angry. The mean of the statement was 3.23 and standard deviation was 1.29.

The above next statement “I have been blocked by someone on messenger to distress me” in this regard the data explain that substantial percentage (44.9%) were agreed and strongly agreed, while (28.8%) were disagreed and strongly disagreed, only (26.3%) were neutral with the statement that I have been blocked by someone on messenger to distress me. The mean of the statement was 3.14 and standard deviation was 1.25

The above next statement “I have been expelled from online groups made me feel distrust” explains that substantial percentage (43%) were agreed and strongly agreed, while (31.8%) were disagreed and strongly disagreed, only (25.1%) were neutral with the statement that I have been expelled from online groups made me feel distrust. The mean of the statement was 3.12 and standard deviation was 1.31.

The above mentioned statement “I have been ignored from online group activities which made me left out.” In this regard the data explain that substantial percentage (46.7%) were agreed and strongly agreed, while (29.5%) were disagreed strongly disagreed, only (23.7%) were neutral with the statement that they have been ignored from online group activities which made them left out. The mean of the statement was 3.19 and standard deviation was 1.31.

The above last statement “I have been excluded from online group activity or social community online frequently which made me feel harm” explains that less than half (45.5%) were agreed and strongly agreed, while (29.3%) were disagreed and strongly disagreed, only (25.1%) were neutral with the statement that they have been excluded from online group activity or social community online frequently which made them feel harm. The mean of the statement was 3.17 and standard deviation was 1.31.

Bi-variate Analysis

4.2 Bi-variate analysis

To analyze bi-variate data, correlation technique will employ to define the relationship between variables to provide results for understanding whether it has positive or negative relationship in data. Correlation analysis corresponds significant of the data and show strength in its relation.

1). Higher the use of social media higher will be the cyber bullying practices

Relationship between Social Media Intensity and Cyber Bullying Perpetration (written/verbal perpetration)

Null Hypothesis: There is no relationship between social media intensity and cyber bullying perpetration (written/verbal perpetration).

Alternate Hypothesis: There is relationship between social media intensity and cyber bullying perpetration (written/verbal perpetration).

Table 4.2.1: Relationship between Social Media Intensity and Cyber Bullying Perpetration (written/verbal perpetration)

Social Media Intensity		
Cyber Bullying	Pearson Correlation	.116 *
Perpetration written/verbal	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.1: illustrates the observation of the respondents regarding social media intensity and cyber bullying perpetration had positive correlation ($r= .116^*$ $p<0.05$). These statistics suggest

that social media intensity was related to cyber bulling perpetration. By implication, social media intensity was likely to have a corresponding effect on cyber bulling perpetration (verbal/written) and the reverse is also true. Furthermore, there will be a higher cyber bulling perpetration (verbal/written) whenever, if there were social media intensity.

Relationship between Social Media Intensity and Cyber Bulling Perpetration (visual/sexual perpetration)

Null Hypothesis: There is no relationship between social media intensity and cyber bulling perpetration (visual/sexual perpetration).

Alternate Hypothesis: There is relationship between social media intensity and cyber bulling perpetration (visual/sexual perpetration).

Table 4.2.2: Relationship between Social Media Intensity and Cyber Bulling Perpetration (visual/sexual perpetration)

		Social Media Intensity
Cyber Bulling	Pearson Correlation	.146**
Perpetration visual/sexual	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.2: explains the observation of the respondents regarding social media intensity and cyber bulling perpetration (visual/sexual perpetration) which had positive correlation ($r= .146^{**}$ $p<0.01$). Such of the statistical explanation suggest that social media intensity was related to cyber bulling perpetration (visual/sexual). By implication, social media intensity was likely to have a corresponding effect on cyber bulling perpetration (visual/sexual perpetration) and the

reverse is also true. Therefore, there will be a higher cyber bullying perpetration (visual/sexual perpetration) whenever, there is social media intensity.

Relationship between Social Media Intensity and Cyber Bullying Perpetration social exclusion perpetration

Null Hypothesis: There is no relationship between social media intensity and cyber bullying perpetration (social exclusion perpetration).

Alternate Hypothesis: There is relationship between social media intensity and cyber bullying perpetration (social exclusion perpetration).

Table 4.2.3: Relationship between Social Media Intensity and Cyber Bullying Perpetration (social exclusion perpetration)

Social Media Intensity		
Cyber Bullying	Pearson Correlation	.206**
Perpetration social exclusion	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.3: illustrates that observation of the respondents regarding social media intensity and cyber bullying perpetration (social exclusion perpetration) had positive correlation ($r= .206^{**}$ $p<0.01$). These statistics suggest that social media intensity was related to cyber bullying perpetration (social exclusion perpetration). By implication, social media intensity was likely to have a corresponding effect on cyber bullying perpetration (social exclusion perpetration) and the

reverse is also true. Furthermore, there will be a higher cyber bulling perpetration (social exclusion perpetration) whenever; if there is social media intensity.

2). Higher and Frequent participation in cyber bullying culture higher will be the motivation to cyber bullying

Relationship between perception about social media use for cyber bullying and Cyber Bulling Perpetration (verbal/written)

Null Hypothesis: There is no relationship between perception about social media use for cyber bullying and cyber bulling perpetration (verbal/written)

Alternate Hypothesis: There is relationship between perception about social media use for cyber bullying and cyber bulling perpetration (verbal/written)

Table 4.2.4: Relationship between perception about social media use for cyber bullying and Cyber Bulling Perpetration (verbal/written)

		perception about social media use for cyber bullying
Cyber Bulling	Pearson Correlation	.186 **
Perpetration verbal/written	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.4: persuade the interpretation about respondents perception about social media use for cyber bullying and cyber bullying perpetration (verbal/written) had positive correlation ($r=.186**$ $p<0.01$). In this regard the statistical interpretation employs that perception about social media use for cyber bullying was related to cyber bulling perpetration (verbal/written). The above explanation, perception about social media use for cyber bullying was probably having a subsequent effect on cyber bulling perpetration (verbal/written) and the reverse is also

true. In addition, if higher and frequent participation in cyber bullying culture there will be perception about social media use for cyber bullying.

Relationship between perception about Social Media use for cyber bullying and Cyber Bullying Perpetration (visual/sexual perpetration)

Null Hypothesis: There is no relationship between perception about social media use for cyber bullying and cyber bullying perpetration (visual/sexual perpetration)

Alternate Hypothesis: There is relationship between perception about social media use for cyber bullying and cyber bullying perpetration (visual/sexual perpetration).

Table 4.2.5: Relationship between perception about Social Media use for cyber bullying and Cyber Bullying Perpetration (visual/sexual perpetration).

		Perception about Social Media use for cyber bullying
Cyber Bullying	Pearson Correlation	.145 **
Perpetration (visual/sexual) N		430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.5: illustration about the observation of the respondents point of view regarding perception about social media use for cyber bullying and cyber bullying perpetration (visual/sexual) had positive correlation ($r= .145 **$ $p<0.01$). By implication of such statistics suggest that perception about use of social media for cyber bullying was related to cyber bullying perpetration (visual/sexual). By implication, perception about use of social media for cyber bullying was likely to have a corresponding effect on cyber bullying perpetration (visual/sexual)

and the reverse is also true. Furthermore, there will be a higher cyber bulling perpetration (visual/sexual) whenever, if there is perception about social media use for cyber bullying.

Relationship between perception about Social Media use for cyber bullying and Cyber Bulling Perpetration (social exclusion perpetration)

Null Hypothesis: There is no relationship between perception about social media use for cyber bullying and cyber bulling perpetration (social exclusion perpetration).

Alternate Hypothesis: There is relationship between social media use for cyber bullying and cyber bulling perpetration (social exclusion perpetration).

Table 4.2.6: Relationship between perception about Social Media use for cyber bullying and Cyber Bulling Perpetration (social exclusion perpetration).

Perception about Social Media use for cyber bullying		
Cyber Bulling	Pearson Correlation	.173 **
Perpetration (social exclusion)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.6: explain the observation of the respondents regarding perception about social media use for cyber bullying and cyber bulling perpetration (social exclusion) had positive correlation i.e. ($r= .173$ ** $p<0.01$). These statistics suggest that perception about social media use for cyber bullying was related to cyber bulling perpetration (social exclusion). By implication, perception about social media use for cyber bullying was likely to have a related effect on cyber bulling

perpetration (social exclusion), and the reverse is also true. Furthermore, there will be a higher cyber bullying perpetration (social exclusion) whenever; if there is perception about social media use for cyber bullying.

3). Higher the motivational factor of cyber bullying higher will be the cyber bullying practices

Relationship between motivation to use social media i.e. to make new social ties and Cyber Bulling Perpetration (verbal/written perpetration)

Null Hypothesis: There is no relationship between motivation to use social media i.e. to make new social ties and cyber bullying perpetration (verbal/written perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. to make new social ties and cyber bullying perpetration (verbal/written perpetration).

Table 4.2.7: Relationship between motivation to use Social Media i.e. to make new social ties and Cyber Bullying Perpetration (verbal/written).

to make new social ties		
Cyber Bullying	Pearson Correlation	
Perpetration(verbal/written) N		.430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.7: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. to make new social ties and cyber bullying perpetration (verbal/written) had negative correlation ($r= -.268^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. to make new ties was not related to cyber bullying perpetration (verbal/written). By

implication, motivation to use social media i.e. to make new social ties was likely to have no corresponding effect on cyber bulling perpetration (verbal/written).

Relationship between motivation to use social media i.e. to make new social ties and Cyber Bulling Perpetration (visual/sexual perpetration)

Null Hypothesis: There is no relationship between motivation to use social media i.e. to make new social ties and cyber bulling perpetration (visual/written perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media to make new social ties and cyber bulling perpetration (visual/sexual perpetration).

Table 4.2. 8: Relationship between motivation to use social media i.e. to make new social ties and Cyber Bulling Perpetration (visual/sexual).

		to make new social ties
Cyber Bulling	Pearson Correlation	-.262**
Perpetration (visual/sexual) N		430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.8: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. to make new social ties and cyber bulling perpetration (visual/sexual) had negative correlation ($r = -.262^{**}$ $p < 0.01$). These statistics suggest that motivation to use social media i.e. to make new social ties was not related to cyber bulling perpetration (visual/sexual). By implication, motivation to use social media i.e. to make new social ties was likely to have a no corresponding effect on cyber bulling perpetration (visual/sexual).

Relationship between motivation to use social media i.e. to make new social ties and Cyber Bulling Perpetration (social exclusion perpetration)

Null Hypothesis: There is no relationship between motivation to use social media i.e. to make new social ties and cyber bullying perpetration (social exclusion perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media use i.e. to make new social ties and cyber bullying perpetration (social exclusion perpetration).

Table 4.2.9: Relationship between motivation to use social media i.e. to make new social ties and Cyber Bullying Perpetration (social exclusion perpetration).

to make new ties		
Cyber Bullying	Pearson Correlation	-.195**
Perpetration (social exclusion)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.9: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. to make new social ties and cyber bullying perpetration (social exclusion) had negative correlation ($r = -.195^{**}$ $p < 0.01$). These statistics suggest that motivation to use social media i.e. to make new social ties was negatively related to cyber bullying perpetration (social exclusion). By implication, motivation to use social media i.e. to make new social ties was likely to have no corresponding effect on cyber bullying perpetration (social exclusion).

Relationship between motivation to use social media i.e. maintain existing ties and Cyber Bullying Perpetration (verbal/written).

Null Hypothesis: There is no relationship between motivation to use social media i.e. maintain existing ties and cyber bullying perpetration (verbal/written).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. maintain existing ties and cyber bullying perpetration (verbal/written perpetration).

Table 4.2.10: Relationship between motivation to use social media i.e. maintain existing ties and Cyber Bullying Perpetration (verbal/written perpetration).

		maintain existing ties
Cyber Bullying Perpetration	Pearson Correlation	.101*
(verbal/written)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.10: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. maintain existing ties and cyber bullying perpetration (verbal/written) had positive correlation ($r= .101^*$ $p<0.05$). These statistics suggest that motivation to use social media i.e. maintain existing ties was related to cyber bullying perpetration (verbal/written). By implication, motivation to use social media i.e. maintain existing ties was likely to have a corresponding effect on cyber bullying perpetration (verbal/written) and the reverse is also true. Furthermore, there will be a higher cyber bullying perpetration (verbal/written) whenever; if there is motivation to use social media i.e. maintain existing ties.

Relationship between motivation to use social media use i.e. maintain existing ties and Cyber Bullying Perpetration (visual/sexual perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. maintain existing ties and cyber bullying perpetration (visual/sexual perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. maintain existing ties and cyber bullying perpetration (visual/sexual perpetration).

Table 4.2.11: Relationship between motivation to use social media use i.e. maintain existing ties and Cyber Bullying Perpetration (visual/sexual perpetration).

		Maintain existing ties
Cyber Bullying	Pearson Correlation	.100*
Perpetration (visual/sexual)	N	430

*P<.01=, P<.001=**, P< .0001=***

Table 4.2.11: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. maintain existing ties and cyber bullying perpetration (visual) had positive correlation ($r= .100^*$ $p<0.05$). These statistics suggest that to make new ties was related to cyber bullying perpetration (visual/sexual). By implication, to make new ties was likely to have a corresponding effect on cyber bullying perpetration (visual/sexual) and the reverse is also true. Furthermore, there will be a higher cyber bullying perpetration (visual/sexual) whenever; if there is motivation to use social media i.e. maintain existing ties.

Relationship between motivation to use social media use i.e. recreational or entertainment and Cyber Bullying Perpetration (verbal/written perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. recreational or entertainment and cyber bullying perpetration (verbal/written perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. recreational or entertainment and cyber bullying perpetration (verbal/written perpetration).

Table 4.2.12: Relationship between motivation to use social media use i.e. recreational or entertainment and Cyber Bullying Perpetration (verbal/written perpetration).

recreational or entertainment		
Cyber Bullying	Pearson Correlation	-.283**
Perpetration(verbal/written)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.12: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. recreational or entertainment and cyber bullying perpetration (verbal/written) had negative correlation ($r= -.283^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. recreational or entertainment was negatively related to cyber bullying perpetration (verbal/written). By implication, motivation to use social media i.e. recreational or entertainment was likely to have no corresponding effect on cyber bullying perpetration (verbal/written).

Relationship between motivation to use social media use i.e. recreational or entertainment and Cyber Bullying Perpetration (visual/sexual perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. recreational or entertainment and cyber bullying perpetration (visual/sexual perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. recreational or entertainment and cyber bullying perpetration (visual/sexual perpetration).

Table 4.2.13: Relationship between motivation to use social media use i.e. recreational or entertainment and Cyber Bullying Perpetration (visual/sexual perpetration).

		recreational or entertainment
Cyber Bullying	Pearson Correlation	-.260**
Perpetration(visual/sexual)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.13: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. recreational or entertainment and cyber bullying perpetration (visual/sexual) had negative correlation ($r= -.260^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. recreational or entertainment was negatively related to cyber bullying perpetration (visual/sexual). By implication, motivation to use social media i.e. recreational or entertainment was likely to have no corresponding effect on cyber bullying perpetration (visual/sexual).

Relationship between motivation to use social media use i.e. recreational or entertainment and Cyber Bullying Perpetration (social exclusion perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. recreational or entertainment and cyber bullying perpetration (social exclusion perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. recreational or entertainment and cyber bullying perpetration (social exclusion perpetration).

Table 4.2.14: Relationship between motivation to use social media use i.e. recreational or entertainment and Cyber Bullying Perpetration (social exclusion perpetration).

		recreational or entertainment
Cyber Bullying	Pearson Correlation	-.165**
Perpetration (social exclusion)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.14: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. recreational or entertainment and cyber bullying perpetration (social exclusion) had negative correlation ($r= -.165^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. recreational or motivational was negatively related to cyber bullying perpetration (social exclusion). By implication, motivation to use social media i.e. recreational or entertainment was likely to have no corresponding effect on cyber bullying perpetration (social exclusion).

Relationship between motivation to use social media use i.e. self documentation and Cyber Bulling Perpetration (verbal/written perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. self documentation and cyber bulling perpetration (verbal/written perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. self documentation and cyber bulling perpetration (verbal/written perpetration).

Table 4.2.15: Relationship between motivation to use social media use i.e. self documentation and Cyber Bulling Perpetration (verbal and perpetration).

Self documentation		
Cyber Bulling	Pearson Correlation	-.296**
Perpetration (verbal/written)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.15: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. self documentation and cyber bulling perpetration (verbal/written) had negative correlation ($r= -.296^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. self documentation was negatively related to cyber bulling perpetration (verbal/written). By implication, motivation to use social media i.e. self documentation was likely to have no corresponding effect on cyber bulling perpetration (verbal/written).

Relationship between motivation to use social media use i.e. self documentation and Cyber Bulling Perpetration (visual/sexual perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. self documentation and cyber bulling perpetration (visual/sexual perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. self documentation and cyber bulling perpetration (visual/sexual perpetration).

Table 4.2.16: Relationship between motivation to use social media use i.e. self documentation and Cyber Bulling Perpetration (visual/sexual perpetration).

Self documentation		
Cyber Bulling	Pearson Correlation	-.298**
Perpetration (visual/sexual)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.16: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. self documentation and cyber bulling perpetration (visual/sexual) was negative correlation ($r= -.298^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. self documentation was negatively related to cyber bulling perpetration (visual/sexual). By implication, motivation to use social media i.e. self documentation was likely to have no corresponding effect on cyber bulling perpetration (visual/sexual).

Relationship between motivation to use social media use i.e. self documentation and Cyber

Bulling Perpetration (social exclusion perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. self documentation and cyber bullying perpetration (social exclusion perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. self documentation and cyber bullying perpetration (social exclusion perpetration).

Table 4.2.17: Relationship between motivation to use social media use i.e. self documentation and Cyber Bullying Perpetration (social exclusion perpetration).

Self documentation		
Cyber Bullying	Pearson Correlation	-.244**
Perpetration	N	430
(social exclusion)		

*P<.05=, P<.01=**, P< .001=***

Table 4.2.17: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. self documentation and cyber bullying perpetration (social exclusion) was negative correlation ($r= -.244^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. self documentation was negatively related to cyber bullying perpetration (social exclusion). By implication, motivation to use social media i.e. self documentation was likely to have no corresponding effect on cyber bullying perpetration (social exclusion).

Relationship between motivation to use social media use i.e. social media for civic engagement and Cyber Bullying Perpetration (verbal/written perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. social media for civic engagement and cyber bullying perpetration (verbal/written perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. social media for civic engagement and cyber bullying perpetration (verbal/written perpetration).

Table 4.2.18: Relationship between motivation to use social media use i.e. social media for civic engagement and Cyber Bullying Perpetration (verbal/written perpetration).

Social media for civic engagement		
Cyber Bullying	Pearson Correlation	-.304**
Perpetration (verbal/written)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.18: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. social media for civic engagement and cyber bullying perpetration (verbal/written) was negative correlation ($r= -.304^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. social media for civic engagement was negatively related to cyber bullying perpetration (verbal/written). By implication, motivation to use social media i.e. social media for civic engagement was likely to have no corresponding effect on cyber bullying perpetration (verbal/written).

Relationship between motivation to use social media use i.e. social media for civic engagement and Cyber Bullying Perpetration (visual/sexual perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. social media for civic engagement and cyber bullying perpetration (visual/sexual perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. social media for civic engagement and cyber bullying perpetration (visual/sexual perpetration).

Table 4.2.19: Relationship between motivation to use social media use i.e. social media for civic engagement and Cyber Bullying Perpetration (visual/sexual perpetration).

		Social media for civic engagement
Cyber Bullying	Pearson Correlation	-.334**
Perpetration (visual/sexual)	N	430

*P<.05=, P<.01=**, P< .001=***

Table 4.2.19: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. social media for civic engagement and cyber bullying perpetration (visual/sexual) was negative correlation ($r= -.334^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. social media for civic engagement was negatively related to cyber bullying perpetration (visual/sexual). By implication, motivation to use social media i.e. social media for civic engagement was likely to have no corresponding effect on cyber bullying perpetration (visual/sexual).

Relationship between motivation to use social media use i.e. social media for civic engagement and Cyber Bullying Perpetration (social exclusion perpetration)

Null Hypothesis: There is no relationship between motivation to use social media use i.e. social media for civic engagement and cyber bullying perpetration (social exclusion perpetration).

Alternate Hypothesis: There is relationship between motivation to use social media i.e. social media for civic engagement and cyber bullying perpetration (social exclusion perpetration).

Table 4.2.20: Relationship between motivation to use social media use i.e. social media for civic engagement and Cyber Bullying Perpetration (social exclusion perpetration).

Social media for civic engagement		
Cyber Bullying	Pearson Correlation	-.223 **
Perpetration	N	430
(social exclusion)		

*P<.05=, P<.01=**, P< .001=***

Table 4.2.20: illustrates that observation of the respondents regarding perception about motivation to use social media i.e. social media for civic engagement and cyber bullying perpetration (social exclusion) was negative correlation ($r= -.223^{**}$ $p<0.01$). These statistics suggest that motivation to use social media i.e. social media for civic engagement was negatively related to cyber bullying perpetration (social exclusion). By implication, motivation to use social media i.e. social media for civic engagement was likely to have no corresponding effect on cyber bullying perpetration (social exclusion).

- Majority of the respondents (82.1%) responded “yes” they displayed their education on social media sites.
- More than three fourth of the respondents (74.2%) responded “yes” they displayed their religion on social media sites.
- Little more than half of the respondents (52.1%) responded “no” they did not display their political status on social media sites.
- More than half of the respondents responded “yes” they displayed their contact “no” on social media sites which was (56.0%).
- Little more than three fourth of the respondents (71.4%) responded “yes” they displayed their area of residence on social media sites.
- Majority (79.1%) of the respondents were agreed and strongly agreed with the statement, “Use of social media is a part of their day to day activities”.
- Majority (72.2%) of the respondents were agreed and strongly agreed, with the statement, “I feel better when use social media sites”.
- Little less than three fourth (71%) of the respondents were agreed and strongly agreed, with the statement, “I use social media to keep in touch with different sites”.
- Little less than two third (62.1%) of the respondents were agreed and strongly agreed with the statement, “I am part of the community through social media”.
- More than half (56.1%) of the respondents was agreed and strongly agreed with the statement “I feel uncomfortable when away from different sites”.
- A significant percentage (87.9%) of the respondents were agreed and strongly agreed with the statement, “When I see my friends sharing good news on social networking sites I try to respond”.

- Little more than two third (66.1%) of the respondents were agreed and strongly agreed with the statement, “When I see my friends sharing bad news on social media sites, I try to respond”.
- Little more than three fourth of the respondents (75.1%) were agreed and strongly agreed with the statement, “When I see someone seeking advice on social media sites, I try to respond”.
- Little more than two third (68.6%) of the respondents were agreed and strongly agreed with the statement, “When I see my friend’s birth day on social media sites, I try to post something”.
- Majority of the respondents (74.9%) responded that they had agreed, and strongly agreed with the statement, “When I see academic material on social media, I try to get access”.
- Little more than half (51.2%) respondents responded agreed and strongly agreed with the statement, “Free access to internet contributes in promoting hurtful behavior”.
- More than half (55.8%) of the respondents were strongly agreed and agreed with the statement, “Availability of electronic devices, tools are requisite for internet access which leads cyber bullying practices”.
- More than two third (61.9%) were agreed and strongly agreed with the statement, “Involvement in various Internet gathering leads cyber bullying behavior”.
- Little more than two third (62.1%) were agreed and strongly agreed with the statement, “Frequent participation in various online gathering leads cyber bullying culture”.
- Little more than two third (60.7%) were agreed and strongly agreed with the statement, “Cyber bullying practices increased with the increasing of education (information)”.

- More than two third (63.7%) were agreed and strongly agreed with the statement, “Only motivational factors motivate youth towards cyber bullying behavior”.
- More than half (54.6%) were agreed and strongly agreed with the statement, “Participation in peer group culture that carried out on social media (internet) increases anti-social activities”.
- Majority (61.4%) were agreed and strongly agreed, “I have received text messages on the cell phone which made me upset”
- More than half (56.1%) were disagreed and strongly disagreed with the statement, “People have attempted to put down me by posting sexual comments or photos on Face book or Twitter”.
- Little less than half (49.3%) were agreed and strongly agreed, with the statement, “someone has been blocked me in a chat room to make me angry”.

5.2 RECOMMENDATIONS

Although cyber bullying practices create various psychological impacts on the users. This problem can be controlled by taking the following measurable steps.

- Parents must keep eyes on their children while using and accessing social media sites and they should not be given free hands.
- It is suggested to avoid cyber bullying practices with the use of social media, that there should develop coping web sites to protect cyber bullying behavior.
- There is a greater number of anonymity on social media which caused cyber bullying; it should need to reduce such a greater number of anonymity on social media sites to avoid cyber bullying practices.
- To prevent cyber bullying it is also needed to get help from someone else about coping strategies i.e. teachers, friends, or other family members.
- Cyber bullying practices increased with the use of social media, to avoid cyber bullying practices, it is needed to get awareness about cyber bullying when social media used.
- Social media is totally controlled by other country like America because of rapid advancement in technological fields, so advancement in technological fields is a dire need for Pakistan to have control over social media according to its own point of view to cope cyber bullying practices.

5.3 CONCLUSION

No one can deny the fact that social media has played a central role in our life. Every domain of human life has been captured by social media. For instance, human relationship is greatly affected by social media. In education it is assumed that knowledge is power and it is always changing phenomena with ever changing circumstances because of quality research. Moreover the role of technology in education is not only positive but also uncomfortable especially for students, which is known as cyber bullying, intervention and prevention is a dire need for the well being of social media use. The analysis reveals that cyber bullying behavior increased with frequent participation in cyber bullying culture. In addition cyber bullying practices also increase with the use of social media, involvement in internet activities provide various venues to motivate student towards cyber bullying, scales were developed i.e. cyber bullying perpetration (CBP) and cyber bullying victimization (CBV), There was correlation between cyber bullying perpetration and social media use for civic engagement, which motivate students for cyber bullying behavior. The data also shows that cyber bullying practices increase with the use of social media, which is used for various purposes such as entertainment, recreational, self documentation etc. Social media intensity (SI) that leads involvement in various social media sites which motivate the students towards social media use. Consequently social media use caused to motivate the student towards different social media sites which leads cyber bullying practices among youth in the online context.

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International Islamic University Islamabad (IIUI)
Questionnaire
Cyber Bullying Practices: A Cross-Sectional Survey of IIUI

Researcher

Bahrul Amin
 MS/Mphil Sociology

Research Supervisor

Dr. Muhammad Babar Akram
 Department of Sociology (IIUI)

Note: It is pertinent of mention here that it purely academic activities and that your provided information will be treated in strict confidence. Please identify by selecting one category that mostly corresponds to your desired response. Please tick (✓) in the appropriate box.

No .1 Personal information					
1.1	Age (in completed years)				
1.2	Type of family of the respondent	Nuclear	Joint	Extended	
1.3	Area of residence of the respondent				
1.4	Monthly family income (Rs)				
1.5	Educational level of the respondent	Under graduate	Graduate	Post graduate	
1.6	Mother education				
1.7	Father education				
No.2 Access to Social media through					
2.1	Desktop computer	Yes	No		
2.2	University computer	Yes	No		
2.3	Personal laptop	Yes	No		
2.4	Someone else laptop	Yes	No		
2.5	Cell phone	Yes	No		
Q .3 Please Provide information about Social media Profile.					
3.1	No. of account of social media sites -----	No of friends on different sites-----			
3.2	Use of accounts from past year (in years)-----	No of group's membership on different sites-----			
3.3	Average time spent on social media in a day-----				
Q .4 Membership on different Social media Sites					
4.1	Joined departmental or university group			Yes	No
4.2	Joined in entertaining group			Yes	No
4.3	Joined in scholar group			Yes	No
Q .5 Have you Shared the following information on Social media Sites					
5.1	Gender	Yes	No	Education	Yes No
5.2	Age	Yes	No	Religion	Yes No
5.3	Date of birth	Yes	No	Political status	Yes No
5.4	Your picture	Yes	No	Contact no	Yes No
5.5	Personal relationship	Yes	No	Area of residence	Yes No
Q .6 Social media Intensity (SI)					
6.1	Use of social media is a part of my day to day activities.			SA	A N D SD
6.2	I feel better when use social media sites.			SA	A N D SD
6.3	I use social media to keep in touch with different sites.			SA	A N D SD
6.4	I am the part of community through social media.			SA	A N D SD
6.5	I feel uncomfortable when away from different sites.			SA	A N D SD