



ISSN 2278 – 0211 (Online)

Cyberbullying on Social Media and Its Effect on the Behavioral Pattern amongst Senior Secondary School Student

Usman Saadu

Education Officer, Department of Sciences
Federal Government College, Anka, Nigeria

SAID, Kabir Sulaiman

Computer Analyst, Department of Management Information System (MIS)
Kano University of Science and Technology, Wudil, Kano State, Nigeria

Abstract:

This study explores cyberbullying on social media and its effect on the behavioral pattern amongst senior secondary school student. Specifically, it examines the impact of cyberbullying on students' behavioral pattern, how to best understand when a student is been cyberbullied, what are the effects of cyberbullying on adolescents and academic performance and how school/parent can address cyberbullying act. The data were collected from 120 senior secondary school students using survey questionnaire as instrument. The result of the study indicated that over 66% of the respondents were victims of cyberbullying, and that a cyberbullied victim feels lonely, scared and isolated among his/her colleagues, it further revealed that about 6 in 10 victims would report to the school authority. However, the study shows less significant effect of cyberbullying on students' academic performance.

Keywords: Cyberbullying, cyber harassment, academic performance, bullying

1. Introduction

In spite of its moderately short history, cyberbullying has just been assigned as a genuine general wellbeing risk and evoked alerts to the overall population from the Center for Disease Control (CDC). The term seems to have been authored in 2000 in Canada by the proprietor of a website committed to counteracting traditional bullying. In spite of the fact that cyberbullying-like conduct goes before the reception of particular terminology. One of the earliest cases goes back to 1988 and included a 14-year old student who was ousted from school for transferring undermining content about school individuals on the web. Media regard for such cases steadily expanded, winding up more exceptional as of late after several suicides were connected to cyberbullying.

Like different issues in the crossing point of technology and psychological well-being, in any case, technology and media interest have moved significantly more quickly than the pace of research.

Further advance on the Internet achieved an ever-increasing number of sites and with this came the approach of social media. The site MySpace is frequently viewed as the pioneer of social media. MySpace enables individual clients to make their own extraordinary profiles and interact in the internet with companions and adversaries alike. Online publication of individual information is unsafe on the grounds that it enables numerous individuals to see a side of a person often kept private in an eye to eye association.

This weakness sets numerous teenagers in a place as either the victim or dynamic wrongdoer partaking in cyberbullying activities. Another part of social media that can be deluding and dangerous is the ability to create moniker profiles. The ability for the adolescents to cover their identities gives them a chance to state anything to another person without the stress of any repercussions.

Social media sites, for example, Facebook and Google+, are inclined to abuses like cyberbullying. Mysterious blogging is another technological progression that has encouraged cyberbullying movement and powered ethical debates. On sites, for example, College ACB and Juicy Campus, which have both as of late confronted fixed controls because of their verbally harsh nature, youth (commonly of school age) could login and comment namelessly in an open forum. The forum included unforgiving themes extending from "Most Attractive" to "Most exceedingly bad Hookup." The sites even incorporated certain point headings that were just a man's name under which individuals could post offending comments. These blogging sites are illustrative of the most emotional types of cyberbullying up to this point.

Basic discoveries of several correctional research studies (e.g. Li, 2005, 2006; Raskauka and Stoltz 2007) recommended that cyberbullying is an expansion of traditional bullying. Li (2005) attests that cyberbullying ought not be separated from the traditional bullying in light of the fact that it was altogether connected (around 30% of traditional bullies were also cyber bullies and one out of three traditional bully victims were likewise cyberbullying victim). Ybarra et

al (2007) however, reported some overlap amongst cyber and traditional bullying, yet they legitimately caution that this overlap is fairly small and cyberbullying carries some one of a kind feature.

2. Literature Review

Technology keeps on growing quickly and is along these lines changing our methods for working in the public eye. This conveys new measurements to our obligations as educators and tutors. Doors are always opening, bringing more chances and in the meantime requiring every one of us to reevaluate the moral utilization of technology in schools. For instance, Internet, phones and other correspondence technologies, while giving us the conveniences, also introduce our students to communications that put their wellbeing and emotions in danger. This article inspects a negative utilization of technology cyberbullying that is another type of harassing with particular differences in form, identity, and reaction.

Both cyber and traditional bullying in schools are causing issues to students, guardians and to institutions of learning. Sadly, little has been done to help those casualties who are constantly trapped for the sake of modernization and digitalization (Watson, 2010). Researchers concur that the unpleasant effect of traditional and cyber harassing is heightening with the fast development of technology headway (Justin, 2011). Numerous students who are casualties of cyberbullying endure quietly; they are hesitant to gripe to the authorities or their parents inferable from the social disgrace joined to casualties of bullying (Susan, 2011). In that capacity, guardians, instructors and institutional authorities must be watchful for such events.

Cyberbullying has gotten a lot of consideration inside the scholastic and public literature (Agatston, *et al*, 2007; Beran and Li, 2005; Hinduja and Patchin, 2008; Ybarra, and Mitchell, 2007; Patchin and Hinduja, 2012) inside the United States. It has drawn ongoing observational consideration in China (Zhou *et al*, 2013; Williford, *et al*. 2013) and in addition among other countries. Holfeld and Grabe, (2012) in an investigation of middle school students revealed that 55% of their sample had encountered some type of cyberbullying. Olweus (1993) characterized bullying as "A person is bullied when he or she is uncovered, more than once to adverse activities with respect to at least one different people, and he or she experiences issues shielding himself or herself".

Cyberbullying has been characterized as: "determined and repeated hurt caused using PCs, mobile phones, and other electronic gadgets" (Hinduja and Patchin, 2008). It likewise has been characterized by the Belsey, (2004) as "The utilization of data and communication technologies to help ponder, rehashed, and threatening conduct by an individual or gathering that is expected to hurt others". Ybarra and Mitchell (2004) characterized cyberbullying as "a clear, deliberate demonstration of hostility towards someone else online". The estimation of cyberbullying is hazardous (Kowalski *et al*, 2014, Menesini *et al*, 2009). Absence of hearty hypothesis and definitions, a blend of various measurement approaches and the way that cyberbullying comprises of a wide range of regularly changing kinds of negative conduct are a part of the issues that researchers battle with.

Furthermore, from the research on traditional bullying, we have discovered that students see bullying uniquely in contrast to educators (Stockdale *et al*, 2002; Naylor *et al*, 2006), and that more youthful kids have a tendency to incorporate a more extensive scope of negative conduct than their more seasoned companions (Frisen *et al*, 2008). These issues are likely not less significant with regards to cyberbullying. Moreover, there is an undeniable emotional factor included when characterizing a particular go about as bullying. What one youngster obviously state as bullying another would not. The scope of negative conducts associated with bullying is not equivalent in seriousness. For example, Cheng *et al*. (2011) positioned the accompanying things as most extreme utilizing Rasch analysis: "one's companionship being demolished", "being hit and kicked", "assets taken without authorization", "being alienated" and "having embarrassing photographs posted online".

Experience badgering photographs distributed online is solely cyber; however, youngsters being liable to cyberbullying may regularly feel alienated or have their fellowship ruined. The subject of how to best catch these angles stays unanswered. These issues, however, show that instruments should be produced further and strategies for information gathering should be improved. Hypothesis and definitions should likewise be additionally created. The exactness of the two inventories incorporated into the present investigation is likely not as much as ideal. The cyber harassment needs more work to grow more exact things that better speak to the build of cyberbullying. Olweus (2013) recommends using a general worldwide thing to catch the idea of bullying. Researchers could then incorporate solid types of negative conduct to recognize the distinctive sorts of bullying. Our approach used two worldwide things to catch cyberbullying, however as these things are at risk to a significant measure of mistake that is much more prominent than the things concerning solid types of harassment, this approach can be addressed. Further investigation is expected to approve the worldwide thing way to deal with catching cyberbullying.

2.1. Impact of Cyberbullying on Academic Performance

A vast assemblage of literature demonstrates that education is fundamental for the private and social returns human capital. Thus, looking at viable approaches to enhance the nature of education remains a fitting investigation. The literature progressively centers on the impacts of individual, family unit, school and teachers' attributes on students' performance, for example, the students' sexual orientation, school's quality, enlistment, area, and educator's sex, experiences, level of education, and so forth. (Card and Krueger, 1992; Dearden *et al*, 2002; Ehrenberg and Brewer, 1994; Hanushek, 1986; Kukla-Acevedo, 2009). However, not long-agocouples of studies have tended to the impact of cyberbullying on academic performance (Ponzo, 2013).

Cyberbullying may affect academic achievement in different ways. Victims of bullying will probably report feeling troubled and loneliness at school, and having fewer great companions (Boulton and Underwood, 1992). A victim of bullying will probably grow new psychosomatic and psychosocial issues compared with kids who were not harassed (bullied)

(Kumpulainen et al., 2001; Fekkes et al., 2006), consequently an unfavorable impact on adapting to loneliness, nervousness and sadness in study and day by day life.

The confirmation for the connection amongst bullying and mental issues has likewise been found in neurobiological literature. For example, Ouellet-Morin (2011) reports that physical abuse has enduring impacts on HPA (Hypothalamic Pituitary Adrenal) reactivity that is related with social, enthusiastic, and conduct issues. Hemphill et al. (2011) find that being bullied is exceedingly correlated with binge and depression. School evasion and poor participation also lead to poor performance of students. From an assorted example of 5730 LGBT adolescents who had gone to high schools in the United States, Kosciw et al. (2013) find that the casualties of cyberbullying experienced lower confidence and along these lines bring down their performance academically.

Some studies have tended to the effects of cyber harassment (cyberbullying) on students' performance, yet discoveries differ. Glew et al. (2005) found that the casualties and perpetrators (students who are included as both victim and bullies) scored less on measures of academic accomplishment. Because of the pervasiveness and severity of school bullying noticed around the world, as of recent there has been a rising academic enthusiasm to absolutely measure the causal impact of school bullying on students' academic accomplishment and lifetime profit beyond school. With a couple of special cases most research discovered direct relationship amongst bullying and educational accomplishment. The majority of the studies assert that bullying conduct prompts poor academic performance.

3. Methodology

A survey research was used for the study and the data was obtained using questionnaire. The questionnaires were administered to the sampled population. However, simple technique of analysis was used which include tabular presentation of data and use of simple percentage to measure the degree of responses made by respondents.

3.1. Target Population

The target population for this study was secondary school students of some parts of Nassarawa Local Government Area of Kano state who specifically fulfill the following inclusion criteria: A senior secondary school student. Hence, a student from a junior secondary school in the same Local Government were not included in the study for the fact that the study was intended to determine the negative effects of cyberbullying on social media amongst senior secondary school students in order to make the study more specific and manageable (from the perspectives of tight budget and time).

3.2. Sample and Sampling Technique

As stated above the target population for this study was senior secondary school students in some parts of Nassarawa Local Government Area of Kano state. Accordingly, the senior secondary school students of the target population are about 1,455. From the total population of 1,455 senior secondary school students, sample of 150 students were selected as the sample size of the population.

This study also employed simple random sampling techniques. Simple random sampling was used in order to avoid bias and to ensure that each senior secondary school student had an equal chance of being selected. As indicated by Amin (2005) randomization is compelling in making equal representative group that are basically the same on every single important variable idea of by the researcher.

3.3. Objectives of the Study

- To determine the impact of cyberbullying on the behavioral pattern of senior secondary school.
- To determine the best way to understand when a student is being cyberbullying based on behaviors.
- To determine what effects cyberbullying has on the adolescents (in this case, senior secondary school students)
- To determine cyberbullying effects on academic performance.
- To determine how school administrators (or parents) can help address the issue.
- To find friendly ways to counsel cyberbullying victim.

3.4. Scope of the Study

The study assesses the negative effects of cyberbullying on amongst senior secondary school students in Nassarawa Local Government Area of Kano state.

4. Findings and Discussion

This study revealed that there were more male respondents than the female with 51.1% and 48.9% respectively which is slightly greater proportion of the respondents as shown in Figure 1; 68.1% were between 15-16 years of age, 22.1% and 9.8% are 17-18 and 19-20 years respectively.

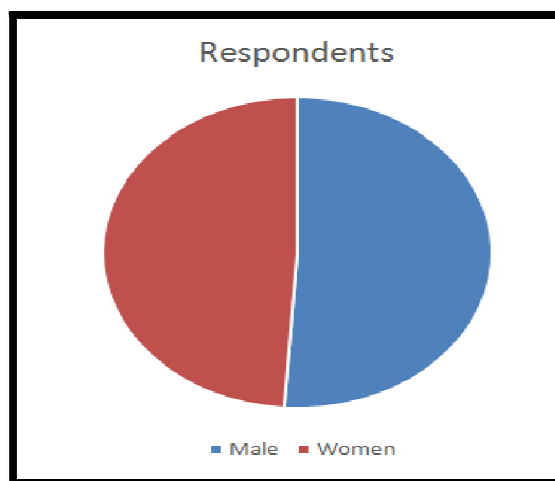


Figure 1: Respondents

The study further revealed that 53.8% of the respondents, the greater proportion which was way above the average strongly agreed that they were aware of cyberbullying as an activity on social media whereas 27.4% disagreed while the remaining 18.8% decided not to comment on this as shown in Figure 2. Also, over 62% of the respondents claims to have been a victim of cyberbullying whereas 14% were never victims; 24% decided not comment on this as shown in Figure 3.

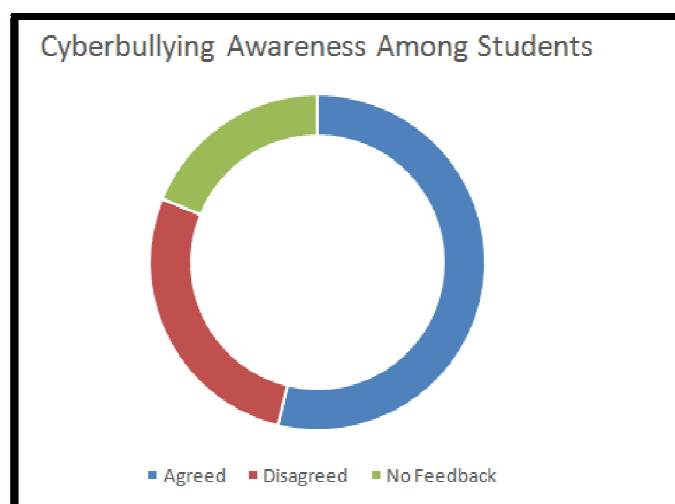


Figure 2: Awareness of Cyberbullying among Student

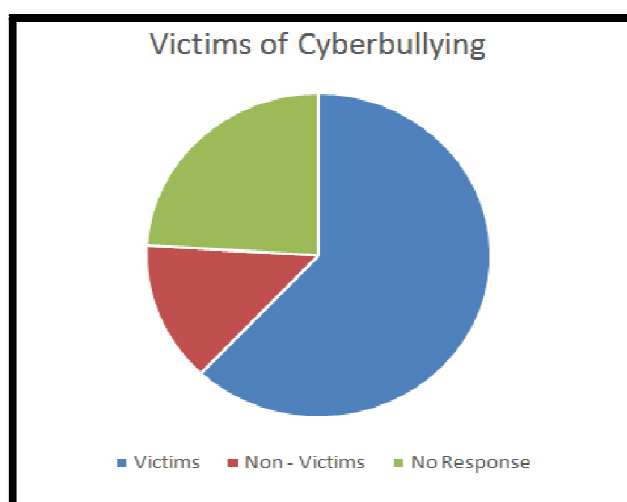


Figure 3: Distribution of Victims of Cyberbullying

The first objective of the study was set out to determine the impact of cyberbullying activity on the behavioral pattern of senior secondary school students in Nassarawa Local Government Area of Kano state, the statistics shows that

majority of the respondents are either strongly agreed that; they are aware of cyberbullying as an activity on social media and in their school and also it has been a serious issue for the students. However, majority of the respondents strongly disagreed that; they have noticed someone been cyberbullied and they ought to tell the school management if they noticed someone been cyberbullied.

The second objective was set out to know how to best understand when a student is being cyberbullied, hence the statistics revealed that majority of the respondents are either strongly agreed that; they were a victim of cyberbullying and that a victim of cyberbullying feel scared, lonely and isolated and it has been a serious issue for them.

The third and fourth objectives were to determine the effect of cyberbullying on adolescents and their academic performances. The study therefore revealed that majority of the respondents were either strongly agreed or agreed to have had a negative experience with someone on social media and that a victim should report the incident to the school management. However, the study revealed that majority of the respondents disagreed that, cyberbullying affects students' academic performance as shown in Figure 4.

Meanwhile, the fifth and sixth objectives were to determine how school administrators/parent can help address the issue of cyberbullying activity and find a suitable means to counsel the victim. Therefore, the study revealed that, majority of the respondents were either strongly agreed or agreed that, cyberbullying act occurs often in their school and even though they believed their school has policies on cyberbullying act, a victim should discuss the case with his/her parents and also that the management should suspend the perpetrator(s) of the cyberbullying act from the school.

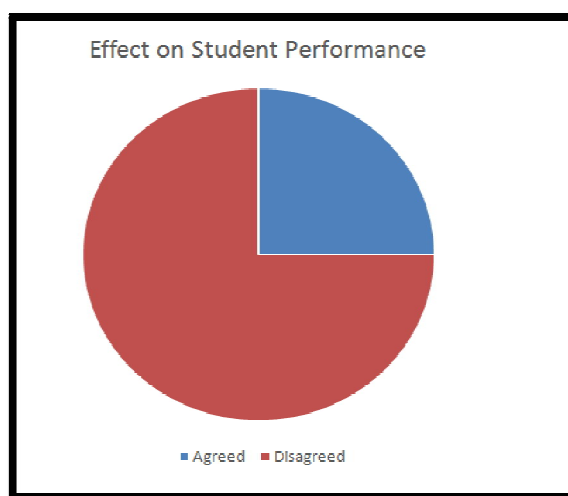


Figure 4: Cyberbullying Effect on Student Performance

5. Conclusion

The study concluded that cyberbullying has effect on behavioral pattern by making the victim feel lonely, scared and isolated among his/her colleagues. However, even though the study revealed that cyberbullying has no significant effect on students' academic performance, the researcher see the need for creating a policy that will prevent the frequent occurrence of cyberbullying activities, because if a victim should feel scared and isolated among his/her colleagues that may lead him/her to start developing some negative thoughts and subsequently affect his/her performances. However, the study concluded that; cyberbullying occurs often in schools and thereby suggested that the school(s) managements should take proper action on the perpetrator(s).

References

- i. Agatston, P. W., Kowalski, R., & Limber, S. (2007): "Students' perspectives on cyber bullying". *Journal of Adolescent Health* 41, 59-60.
- ii. Belsey, Bill. (2004): "Cyberbullying.ca". Retrieved July 31, 2004, from Web site: www.cyberbullying.ca.
- iii. Beran, T., & Li, Q. (2005): "Cyber-harassment: A new method for an old behavior. *Journal of Educational Computing Research*, 32(3), 265-277.
- iv. Boulton, M., & Underwood, K. (1992): "Bully/victim problems among middle school children". *British Journal of Educational Psychology*, 62, 73-87.
- v. Card, D., & Krueger, A. B. (1992): "Does School Quality Matter? Returns to Education and the Characteristics of Public Schools in the United States". *The Journal of Political Economy*, 100(1), 1-40.
- vi. Cheng, Y.-Y., Chen, L.-M., Liu, K.-S. & Chen, Y.-L. (2011): "Development and Psychometric Evaluation of the School Bullying Scales: A Rasch Measurement Approach". *Educational and Psychological Measurement*, 71, 200-216.
- vii. Dearden, L., Ferri, J., & Meghir, C. (2002): "The effect of school quality on educational attainment and wages". *Review of Economics and Statistics*, 84(1), 1-20.
- viii. Ehrenberg, R. G., & Brewer, D. J. (1994): "Do school and teacher characteristics matter? Evidence from High School and Beyond". *Economics of Education Review*, 13(1), 1-17.
- ix. Fekkes, M., Pijpers, F. I., Fredriks, A. M., Vogels, T., & Verloove-Vanhorick, S. P. (2006): "Do bullied children get ill, or do ill children get bullied? A prospective cohort study on the relationship between bullying and health-related symptoms". *Pediatrics*, 117(5), 1568-1574

- x. Frisen, A., Holmqvist, K. & Oscarsson, D. (2008): "13-Year-Olds' Perception of Bullying: Definitions, Reasons for Victimization and Experience of Adults' Response". *Educational Studies*, 34, 105-117.
- xi. Kukla-Acevedo, S. (2009): "Do teacher characteristics matter? New results on the effects of teacher preparation on student achievement". *Economics of Education Review*, 28(1), 49-57.
- xii. Glew, G. M., Fan, M., Katon, W., Rivara, F. P. & Kernic, M. A. (2005): "Bullying, Psychosocial Adjustment, and Academic Performance in Elementary School". *Archives of Pediatrics & Adolescent Medicine*, 159, 1026-1031.
- xiii. Grabe, M. (2012): "Middle School Students' Perceptions of and Responses to Cyber Bullying". *Journal of Educational Computing Research*, 46(4), 395.
- xiv. Hemphill, S. A., Kotevski, A., Herrenkohl, T. I., Bond, L., Kim, M. J., Toumbourou, J. W., & Catalano, R. F. (2011): "Longitudinal consequences of adolescent bullying perpetration and victimization: A study of students in Victoria, Australia". *Criminal Behaviour and Mental Health*, 21(2), 107-116.
- xv. Hinduja, S., & Patchin, J. W. (2008): "Cyberbullying: An exploratory analysis of factors related to offending and victimization". *Deviant Behavior*, 29 (2), 1-29.
- xvi. Justin W.; Hinduja, Sameer, (2011): "Traditional and Non-traditional Bullying among Youth: A Test of General Strain Theory". *Youth & Society*, v43 n2 p727-751 Jun 2011.
- xvii. Kosciw, J. G., Palmer, N. A., Kull, R. M., & Greytak, E. A. (2013): "The effect of negative school climate on academic outcomes for LGBT youth and the role of in-school supports". *Journal of School Violence*, 12(1), 45-63.
- xviii. Kowalski, R. M., Giumetti, G. W., Schroeder, A. N. & Lattanner, M. R. (2014): "Bullying in the Digital Age: A Critical Review and Meta-Analysis of Cyberbullying Research Among Youth". *Psychological Bulletin*, 140, 1073.
- xix. Kumpulainen, K., Räsänen, E., & Puura, K. (2001): "Psychiatric disorders and the use of mental health services among children involved in bullying". *Aggressive Behavior*, 27(2), 102-110.
- xx. Li, Q. (2005): "Infusion technology into a mathematics methods course: Any impacts?". *Educational Research*, 47(2), 217-233.
- xxi. Li, Q. (2006): "Cyberbullying in schools: A research of gender differences". *School Psychology International*, 27(2), 157-170.
- xxii. Menesini, E. & Nocentini, A. (2009): "Cyberbullying Definition and Measurement: Some Critical Considerations". *Zeitschrift Für Psychologie/Journal of Psychology*, 217, 230-232.
- xxiii. Naylor, P., Cowie, H., Cossin, F., De Bettencourt, R. & Lemme, F. (2006): "Teachers' and Pupils' Definitions of Bullying". *British Journal of Educational Psychology*, 76, 553-576.
- xxiv. Olweus, D. (1993): "Bullying at school: What we know and what we can do". Cambridge, MA: Blackwell.
- xxv. Olweus, D. (2013). "School Bullying: Development and Some Important Challenges". *Annu Rev Clin Psychol*, 9, 751-80.
- xxvi. Ouellet-Morin, I., Odgers, C. L., Danese, A., Bowes, L., Shakoor, S., Papadopoulos, A. S., & Arseneault, L. (2011): "Blunted cortisol responses to stress signal social and behavioral problems among maltreated/bullied 12-year-old children". *Biological psychiatry*, 70(11), 1016-1023.
- xxvii. Patchin, J.W., & Hinduja, S. (2012): "Cyberbullying Prevention and Response: Expert Perspectives". Taylor & Francis Group, Boca Raton, Florida, 17-18,20,28.
- xxviii. Ponzio, M. (2013): "Does bullying reduce educational achievement? An evaluation using matching estimators". *Journal of Policy Modeling*, 35(6), 1057-1078.
- xxix. Raskauskas, J., & Stoltz, A. (2007): "Involvement in traditional and electronic bullying among adolescents". *Developmental Psychology*, 43(3), 564-575.
- xxx. Stockdale, M. S., Hangaduambo, S., Duys, D., Larson, K. & Sarvela, P. D. (2002): "Rural Elementary Students', Parents', and Teachers' Perceptions of Bullying". *American Journal of Health Behavior*, 26, 266-277.
- xxxi. Susan, D.; Butler, C. W.; Emmison, M. (2011): "'Have You Talked with a Teacher Yet?' How Helpline Counsellors Support Young Callers Being Bullied at School". *Children & Society*, v25 n4 p328-339.
- xxxii. Watson, Scott E. J.; Vannini, N. Woods, Sarah; D., Kerstin; Sapouna, Maria; Enz, Sibylle; Schneider, W.; Wolke, D.; Hall, L.; Paiva, A.; Andre, E.; Aylett, R., (2010): "Inter-Cultural Differences in Response to a Computer-Based Anti-Bullying Intervention". *Educational Research*, v52 n1 p61-80.
- xxxiii. Williford, A., Elledge, L., Boulton, A. (2013): "Effects of KIV: An antibullying program on cyberbullying and cybervictimization frequency among Swedish youth". *Journal of Psychological Adolescent*, 42(6), 820-833.
- xxxiv. Ybarra, M. L., & Mitchell, J. K. (2004): "Online aggressor/targets, aggressors, and targets: A comparison of associated youth characteristics". *Journal of Child Psychology and Psychiatry*, 45,1308-1316.
- xxxv. Ybarra, M. L., & Mitchell, K. J. (2007): "Prevalence and frequency of internet harassment instigation: Implications for adolescent health". *Journal of Adolescent Health*, 41, 189-195.
- xxxvi. Zhou, Z, Tang, H, Tian, Y. (2013): "Cyberbullying and its risk factors among Chinese high school students". *School Psychology International*, 34 (6), 630-647.