

International Journal of Innovative Research in Science, Engineering and Technology

(An ISO 3297: 2007 Certified Organization)

Website: www.ijirset.com

Vol. 6, Issue 1, January 2017

A Students' Viewpoints on Usefulness of Cyber Bullying Avoidance Strategies

Dushyant¹

Department of Computer Science Engineering, Vivekananda Global University, Jaipur, India¹

dushyant.singh@vgu.ac.in¹

ABSTRACT: This research explored the experiences of adolescents on the efficacy of a number of preventive measures for cyber bullying. A national online survey of middle school and high school students gathered the results. According to their experiences in cyber bullying, the 713 students who had completed answers to all of the 39 survey questions were divided into four categories: pure-offender, pure victim, both-offender-and-victim, and neither-offender-nor-victim. It studies the connection between the role of a student in cyber bullying and his or her perspective on the efficacy of a prevention strategy. In each of the four groups, the five most successful cyber bullying prevention techniques for students are analyzed. In this research, teens view the theme of taking away the connection of the perpetrator to technology as the most successful measure, regardless of their cyber bullying positions. For schools and neighborhoods, the results of this study may be useful in setting up policies and legislation to effectively minimize cyber bullying.

KEYWORDS: Adolescents, Cyber Bullying, Harassed, Technology, Olweus Prevention Program, Victim

I. INTRODUCTION

In the 21st century, technology has led to a new age of harassment called cyber bullying. The spike in cyber bullying incidence in 2005 from 2000 and cases that occur in courts indicate that schools are not well prepared to deal with cyber bullying problems. Many dangerous cyber bullying incidents occur off campus, making it incredibly difficult for public schools to punish a student for their freedom of speech rights without crossing the line. Developing prevention measures for cyber bullying is a problem for schools. The strategies for stopping and preventing cyber bullying that adults may consider to be effective may not be the same as the strategies that students perceive to be effective[1].

In addition, students bully as a way of obtaining and retaining control over a victim within the peer group. Students are not generally labeled either as bullies or victims. It is possible to identify them as both bullies and victims. Bullying victims can intimidate younger kids or retaliate by online bullying. There is no bullying or cyber bullying affecting any students. Participants were divided into four groups for this research based on their position as pure-offender, pure-victim, both-offender-and-victim, or neither-offender nor-victim in cyber bullying.

II. THE RISING PROBLEM OF CYBER-BULLYING

Cyber bullying is a problem that persists today among young people worldwide. Some adolescents harassed by cyber bullying suffer from depression, have their education compromised, and commit suicide as a result of this problem. 1,500 teenagers were analyzed by Patchin and Hinduja and found that 33 percent of the respondents were victims of cyber bullying. The National Crime Prevention Council revealed in a February 2007 survey of 832 adolescents that 43 percent of teens aged 13-17 had witnessed cyber bullying. 15 to 16-year-old girls were the gender group with the highest number of incidents of cyber bullying. In 2005, a report by the University of New Hampshire found an increase

International Journal of Innovative Research in Science, Engineering and Technology

(An ISO 3297: 2007 Certified Organization)

Website: www.ijirset.com

Vol. 6, Issue 1, January 2017

in the incidence of cyber bullying since 2000. In a May 2009 poll, two-thirds of the teens surveyed felt that cyber bullying was a serious issue.

➤ *The Relationship Between Bullying and Cyber-bullying:*

A student who is being harassed at school can be bullied online. Cyber bullying and bullying are also interrelated. A research by Beran and Li found that in school, more than a third of the participants, aged 12-15, who were harassed online, were also bullied. There is a major relationship "between bullying and retaliation online and at school," according to research by Patchin et.al. In order to retaliate against bullying in school, a student who is harassed at school may become an online bully [2]. Cyber bullying can take place as a separate occurrence, while bullying and cyber bullying can be interrelated. Cyber bullying victims are not necessarily victims of school bullying. A study by Ybarra, Diener-West, and Leaf found that at school, 64 percent of young people who are harassed online are not bullied[3].

Many negative cases of cyber bullying occur away from campus because the use of technology is also not monitored. It has been shown that off-campus cyber bullying incidents have a detrimental effect on the school environment, make it harder for victims to work in school, raise the risk for victims of psychosocial issues, and put the safety of students at risk. In school actions, such as school violence, online events that occur away from school can cause school activity. As a result of disputes that have arisen through online communication, students can come to school angry. When he or she learns about it the next day at school, a student will not know what was said about him or her online[4]. Being upset about an incident of cyber-bullying while at school can interfere with the ability of a student to focus on learning while at school. Schools are hesitant to punish students for cases of cyber bullying off campus because they fear being punished for violating the First Amendment Free Speech rights of a student. Only if the speech "materially disrupts" school events or "substantially interferes with the rights of others" will a school punish a student for off campus speech. Cyber bullying, as it is 24/7 and has an infinite audience, is known to be more severe than conventional bullying [5]. In a limited period of time, technology enables knowledge to reach a vast number of individuals. The pace of technology will spread gossip and embarrassing pictures faster and to more people than word of mouth. All gets the same message when technology is used instead of word of mouth. The rumors will remain forever on the Internet[6].

➤ *The Methods of Bullying Prevention:*

During the 1990's, the increase in school violence forced schools to take action against bullying. 37 "incidents of targeted school violence" occurring from 1974 to June 2000 were investigated by the Secret Service and the Department of Education. "Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or injured by others prior to the incident" is of particular concern. In terms that indicated that these encounters approached torment, the attackers "described being bullied." Bullying was determined to be a factor that played a role in the decision of the perpetrator to carry out the violent attack at school. In order to address the problems of school violence and bullying, schools have developed programs. Effective prevention strategies for bullying focus on shifting the atmosphere of the school to an environment that discourages bullying[7]. Setting explicit rules and consequences, integrating social skills training into the curriculum, parental engagement, and diversion programs for bullies and victims were the components of the world class Olweus bullying prevention program. In Norway, this program has been successful, but not as successful in the United States. The findings of the Olweus prevention program for bullying have not been repeated elsewhere. It is suspected that the popularity of the Olweus bullying prevention initiative may be attributed to the fact that it was implemented into schools after suicide cases connected with bullying were widely publicized. With the overall decrease in bullying incidents being around 15 percent, anti-bullying efforts have been modestly effective[8]. For bullying cases, bystanders have the audience. According to Hawkins, Pepler, and Craig's study, when a bystander intervenes in a bullying incident, bullying stops 57 percent of the time within 10 seconds. A bullying program's effectiveness can be measured by the decision of the bystander to interfere or promote bullying.

International Journal of Innovative Research in Science, Engineering and Technology

(An ISO 3297: 2007 Certified Organization)

Website: www.ijirset.com

Vol. 6, Issue 1, January 2017

➤ The Laws against Cyber Bullying:

As of June 2010, forty-three states in the US already have bullying prevention regulations. At least 21 states have regulations banning cyber bullying. Arkansas, California, Delaware, Florida, Georgia, Idaho, Iowa, Kansas, Maryland, Minnesota, Missouri, New Hampshire, New Jersey, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, Rhode Island, and Washington are the states in question [9]. In state anti-bullying prevention laws, cyber bullying is described. For example, Oklahoma amended anti-bullying legislation by requiring schools to add electronic communication to policies for school bullying. Electronic communication is characterized as the communication, by means of an electronic device, of any written, verbal or pictorial information, including, but not limited to, a telephone, mobile phone or other wireless communication device or a computer. State anti-bullying prevention laws require schools to implement anti-bullying policies that could include integrating cyber bullying, instructional services, and reporting processes into the anti-bullying policy. Some states, such as Colorado, have extensive program standards for Internet safety education[10].

III. CONCLUSION

First, the perpetrators are the type of students that intervention measures have to discourage. The data showed that the particular solution that the criminals found to be successful was the punishment that limited their use of the internet and technology. In general, the perpetrators were viewed as successful by consistent rules with implemented sanctions and ongoing preventive programs. Second, regardless of their positions in cyber bullying, teenagers viewed the theme of removing the offender's access to technology as an effective preventive mechanism. This result makes sense, since all teens are part of a generation that participates in cyber immersion, regardless of their positions in cyber bullying. Cyber immersion means that for relationships, trade, and recreation, the Internet functions as the primary way they interact. Teenagers may lose their primary means of contact and feel alienated by taking away access to the Internet and technology.

Teenagers, regardless of their cyber bullying positions, see having their own mobile phone and device as prize belongings. Every day, they use these things and would miss them if they were taken away. Except for a brief period of time, having these personal belongings taken away by their parents will cause them to lose their social standing within their peer group. So even though the case could be made that they could use a friend's technology or go to a public library if a teen's mobile phone or computer were taken away, losing the technical comfort and the stigma would still serve as a punishment.

REFERENCES

- [1] P. W. Agatston, R. Kowalski, and S. Limber, "Students' Perspectives on Cyber Bullying," *Journal of Adolescent Health*. 2007, doi: 10.1016/j.jadohealth.2007.09.003.
- [2] E. Kraft and J. Wang, "Effectiveness of Cyber Bullying Prevention Strategies: A Study on Students' Perspectives," *Int. J. Cyber Criminol.*, 2009.
- [3] W. Cassidy, M. Jackson, and K. N. Brown, "Sticks and stones can break my bones, but how can pixels hurt me?: Students' experiences with cyber-bullying," *Sch. Psychol. Int.*, 2009, doi: 10.1177/0143034309106948.
- [4] V. A. Schaefer-Ramirez, "Cyber-harassment in higher education: A study of institutional policies and procedures," *ProQuest Diss. Theses*, 2017.
- [5] M. S. Lee, W. Zi-Pei, L. Svanström, and K. Dalal, "Cyber Bullying Prevention: Intervention in Taiwan," *PLoS One*, 2013, doi: 10.1371/journal.pone.0064031.
- [6] P. Gradinger, T. Yanagida, D. Strohmeier, and C. Spiel, "Prevention of Cyberbullying and Cyber Victimization: Evaluation of the ViSC Social Competence Program," *J. Sch. Violence*, 2015, doi: 10.1080/15388220.2014.963231.
- [7] J. M. Lampinen and K. Sexton-Radek, *Protecting children from violence: Evidence-based interventions*. 2011.

International Journal of Innovative Research in Science, Engineering and Technology

(An ISO 3297: 2007 Certified Organization)

Website: www.ijirset.com

Vol. 6, Issue 1, January 2017

- [8] G. McCallion and J. Feder, "Student bullying: Overview of research, federal initiatives, and legal issues," in *Student Bullying: Federal Perspectives and Reference Materials*, 2014.
- [9] M. L. Sideman, "Pathways to cyber bullying from bystander to participant: Secondary school students' perspectives.," *Dissertation Abstracts International Section A: Humanities and Social Sciences*. 2014.
- [10] C. Chalmers *et al.*, "School policies on bullying and cyberbullying: perspectives across three Australian states," *Educ. Res.*, 2016, doi: 10.1080/00131881.2015.1129114.
- [11] V.M. Prabhakaran, Prof S.Balamurgan ,A.Brindha ,S.Gayathri ,Dr.GokulKrubaShanker,Duruvakkumar V.S, "NGCC: Certain Investigations on Next Generation 2020 Cloud Computing-Issues, Challenges and Open Problems," *Australian Journal of Basic and Applied Sciences* (2015)
- [12] V.M.Prabhakaran, Prof.S.Balamurugan ,S.Charanyaa, "Data Flow Modelling for Effective Protection of Electronic Health Records (EHRs) in Cloud", *International Journal of Innovative Research in Computer and Communication Engineering*, Vol. 3, Issue 1, January 2015
- [13] Vishal Jain, Mahesh Kumar Madan, "Implementation of Knowledge Mining with Ontology", *International Journal of Computer Science & Engineering Technology (IJCSET)*, Vol. 3 No. 7, July 2012, page no. 251-253, having ISSN 2229-3345.
- [14] Vishal Jain, Mahesh Kumar Madan, "Information Retrieval through Multi-Agent System with Data Mining in Cloud Computing", *International Journal of Computer Technology and Applications (IJCTA)* Volume 3 Issue 1, January-February 2012, page no. 62-66, having ISSN 2229-6093 .
- [15] Vishal Jain, Mahesh Kumar Madan, "Multi Agent Driven Data Mining for Knowledge Discovery in Cloud Computing", *International Journal of Computer Science & Information Technology Research Excellence* Vol. 2, Issue 1, Jan-Feb 2012, page no. 65-69, having ISSN 2250-2734.