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## **New Age Media And Cyber Psychology: The Perpetration Of Cyber Bullying Among University Students**

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### **Abstract**

Bullying has long been a concern of youth advocates which has dominated the current social issues in our daily life. This research work constitutes digital violence through the epistemology of social media through the use of smartphones and the internet among university students. Whereas misuse of new age media is known as cyberbullying practices which is being practicing by university students. Increasing cases of cyberbullies in educational institutions assume the recent surge and widespread application of information communication technologies (ICTs) in educational institutions whereas results indicated numerous areas that lead to cyberbullying behavior. This study was designed in quantitative methodology and data was collected from university students. Moreover, a positivist research paradigm was used to infer the logical consequences of cyberbullying practices among university students. A self-administered questionnaire was designed for the cross-sectional survey data collection. The use of such technology is easily available to university students anonymously which frequently targets vulnerable people through internet anonymity. For this study, scales and subscales were designed to find out cyberbullying practices whereas correlation with social media uses and cyberbullying

perpetration (visual/sexual perpetration) had corresponding effects i.e. ( $r = .145^{**}$   $p < 0.01$ ). The findings show that these types of practices have been caused by abhorrent effects on common students in the academic arena. While cyberbullying perpetration (social exclusion perpetration) evokes ill digital practices by including or excluding someone to annoy for personal gain whereas little less than half of the respondents agreed with social exclusion which affected the academic activities of the students. In addition, these practices became embarrassed for students' interest in education which resurged because of procrastinating parents' solicits in a fugitive manner.

**Keywords:** Cyber bullying; youth's perception; ICTs; educational institutions.

## **INTRODUCTION**

In the last two decades, academic scholarship has witnessed the uplift of cyberbullying practices in educational institutions because of widespread internet propagation. It is a serious sort of bullying that occurs through "the use of electronic communication technologies, such as e-mail, instant messaging, social media, online gaming, or through digital messages or images sent to a cellular phone" (Kowalski, Giumetti, Schroeder, & Lattanner, 2014; Kowalski, Limber, & Agatston, 2012; Patchin & Hinduja, 2013). It refers, the burgeoning use of social media in educational institutions for academic purposes by application of new-age information communication technologies (ICTs) with great anonymity which provides various illegitimate use of social media perpetuation e.g. sending unwanted online messages, unapproved images, violent videos, undesired emails, and other bullies contents to disrupt students' sphere (Kowalski et al., 2014; Kowalski et al., 2012; Patchin & Hinduja, 2012). It becomes foment, when people instigate competition of frequent dissemination of such harmful information to attack deliberately by using the internet to distrust or annoy others (Ovejero, 2013). Many individuals may believe that they already fully understand and can recognize what is the meaning of "cyberbullying". The reality, however, is that there exists much variability in the way cyberbullying is defined and considered even among cyberbullying researchers (Menesini & Nocentini, 2009; Oblad, 2012; Ybarra, Boyd, Korchmaros, & Oppenheim, 2012).

It caused a serious threat to others, particularly for the physical and psychological nourishment of youth. (Noret & Rivers, 2006). Nevertheless, these discontented online intentions are intensified when groups of students find anonymity because of free internet access to perpetrate others (Belsey, 2005). Susceptible people are mostly victims, when bullies repeatedly perpetuate attacking material on social media against them (Tokunaga, 2010). Although, quick dissemination of such communications can cause a serious threat to their credentials, because a single message can be sent to hundreds of people within

seconds to malign them intentionally (Kowalski et al., 2012, 2014; Olweus, 1993; Patchin& Hinduja, 2012).

One of the dangers, however, of doing cyberbullying risk-reduction work is that, in the course of educating students, staff, parents, and others, we can unwittingly contribute to the “hype” generated by a mass media that focuses on the dramatic and erratic. Recent headlines can serve to fuel what may be a distorted and artificially-inflated view of cyberbullying one not based on reality (Magid, 2011). Unlike traditional bullying, cyberbullying is a more harmful and dangerous type of bullying for susceptible students who mostly attach to internet activities (Houseman & Taylor, 2006). A similar study has been investigated to determine the traditional and online moral disengagement (MD) in online cyberbullying engagement (Paciello, et al., 2019). Cyberbullying perpetration has the potential of serious and long-lasting implications on human behavior which assumed an inescapable problem when people repeatedly disseminate such content through social media (Patchin& Hinduja, 2006). Moreover, it poses numerous repercussions on students such as school violence, emotional disorder, anxiety, depression, and suicide, and others (Jacobs et al., 2015).

This kind of online perpetration is harmful to others with the use of social media by installing digital technologies in educational activities (Kowalski et al., 2012, 2014; Olweus., 1993; Patchin& Hinduja, 2012). It is also known by scholars that, involvement in peer-group culture and free internet access expedite cyberbullying practices which surreptitiously infringe on others due to competition, jealousy, boredom, and entertainment. Furthermore, repetition of such behavior soars the abhor consequences e.g. abstaining from different groups; alter personal information; spreading heinous rumors; and the menace of various health issues. In addition sometimes perpetrators become a victim in due courses because of internet anonymity. Such activities have been caused some serious nadir in the physical, psychological, academic arena and heinous repercussions on students’ credentials. Although, the disjunction between policy and reality of government needs special attention to initiate productive cyberbullying laws social media regulation in educational institutions. These research works discuss risks associated factors of social media violence and emphasize addressing its root causes.

### **Cyberbullying practices and Social media nexuses**

Youth and emerging adults are commonly involved in cyberbullying practices because of the recent widespread surge of social media applications in educational institutions (Whittaker et al., 2015). The recent emergence of information communication technologies (ICTs) creates an anonymous platform for cyberbullies that revolutionaries internet activities. Such communication becomes aberrant when people are already involved in moral disengagement and desire to create a new form of online interaction to take revenge,

feel boredom, jealousy, and to entertain them by bullying others. In addition, common practices such as calling names and other hurtful contents are labeled someone's personality to look stupid or worthless (Jacobs et al., 2015). Social media is a prime source of online interaction, where people deliberately avail the opportunity to embarrass vulnerable people, because of revenge, jealousy, competition, and amusement (Patchin& Hinduja, 2009).

Some previous studies investigated the myths of cyberbullying and misconceptions about the behaviors of teens online existed warrant empirical scrutiny (Sabella, et al., 2013). Before the resurgent of the internet, cyberbullying culture is aggravated in educational institutions because of easily available computers and the internet. which proliferate bullied behavior among students in the academic arena as they mostly engage in online interaction with free access to the internet. When such behavior repeatedly exercised through social media, that becomes an avoidable part of bullies' personality and routine activities to harm other deliberately (Smith et al., 2008) (Raskauskas& Stoltz, 2007)

### **Vulnerability and Anonymity on Social media**

Social media posits susceptible forums with immense anonymity to caused people insecurity. Social media users are vulnerable to aggressive messages; embarrassing pictures and other online content, whereas perpetrators can easily prey on people. Such phenomena become inextricable for victims to get rid of such as malicious communication and internet related activities (Menesini, Nocentini, &Calussi, 2011)

Some students are extremely hesitant to report such experiences to their parents and colleagues to cope with internet anonymity (Cassidy et al., (2009). Most students have access to use technology by responsibility, but some have chosen to use in careless and inappropriate ways by hurting, humiliating, and personally attacking others (Hinduja &Patchin, 2012b; Kowalski, Limber, &Agatston, 2008; Patchin& Hinduja, 2010). Therefore, vulnerability on social media escalates cyberbullying behavior among youth. Such mascara is primarily related to the socio-psychological attachment of aggressive behaviors within a child's home. Children learn and internalize such intimidating tactics from their guardians or parents. Bullying behavior is modeled at home and reinforced either directly or indirectly (Olweus,1993).

### **Repercussions of cyberbullying practices**

The fundamental focus of numerous scholarships about cyberbullying practices is its effects on victims' psychological and educational activates. Cyberbullying behavior affects the psychological arena of students which is presumed with the aggressor acts. Students react to any of the bullied events in which they are victimized through social media

(Cassidy, Jackson & Brown, 2009). The menace of such deliberate behavior cannot be overlooked because it has been exercised for two decades to humiliate people through social media vulnerability. While, social media has been provided a new type of environment which resonates with serious repercussions on social values, beliefs, attitudes, and behavior of the people (Tokunaga, 2010). One such type of behavior is known as cyberbullying behavior. This corresponds have serious threats to public health as media violence and aggression in the real world (Houseman & Taylor, 2006).

Cyberbullies amuse themselves and their interaction based on revenge, boredom, jealousy and abstaining from groups (Jacobs et al., 2015). The present study argues that social media is a highly influential avenue of shaping and reshaping youth behavior in Pakistani society because of its rapid expansion and widespread adaptation of the internet. Similarly, the resurrection of social media among university students expedites risk behavior due to excessive use of the internet. The excessive use of the internet inclined them towards various gatherings blogs and groups. Numerous other motivational factors are also responsible for increasing cyberbullying behavior in educational institutions. Furthermore, students have been tilted to such behavior because of their peer group involvement in communicational gathering and dissemination of information. When these activities further reinforced through social media the cyberbullying behavior became very often among youth communication, particularly in the academic arena.

In addition, such a deplorable situation affects youth behavior and immerse in their relationship with the use of social media to humiliate others. That has corresponding effects of causing cyber aggression, cyber-attack, rumors, and altering personal information to threat or threat of violence to someone deliberately. However, scientific inquiry is required to overcome cyberbullying practices among youth in Pakistani society.

## **LITERATURE REVIEW**

Communication technologies are the prevalent mode of communication among today's youth. The online world is a new setting where youth engage with peers and adults. Engaging in online activities can provide numerous opportunities to university students to develop social capital such as academically, socially, etc. Which constitute their identity in group engagement (Talwar et al., 2014). Tokunaga (2010) social media platform has become a major source for perpetuating cyberbullying practices. Meanwhile, it constitutes bullies deliberations for the dissemination of such discontentment material through social media. However, the propagation of bullied substances can easily spread with the use of digital technologies. In addition, a study conducted by Sari (2016) found that the nature of cyberbullying was effective because cyberbullying involves violent tendencies against others indirectly. Similarly, Patchin and Hinduja (2009), Beran and Li (2007) illustrate the perpetrator's intentions in their scholarship by providing evidence. They determine the

cyberbullying behavior of bullies to take revenge, presumed jealousy, and initiate competition with people. whereas; social media is a unique avenue to provide numerous opportunities for perpetuation to discomfort others. Whittaker and Kowalski (2015) argued that cyberbullying practices develop differently by the different people, because of power imbalance, unequal social status, and the nature of intentions. Such behavior is deliberately initiated through various social media networking sites to annoy others.

Hinduja and Patchin (2007), Willard (2004), Feinberg and colleagues (2009) were undertaken their studies to investigate cyberbullying practices as an anti-social social behavior to harm others. These activities have surged with the excessive use of the internet in universities. Most people's communications take place by frequent use of digital devices e.g. cell phones and computers particularly with the application of new mobile phone technologies such as 3g 4g and others. Furthermore, severe perils have been estimated when perpetrators deceive vulnerable people in online communications. They can easily trap such people because of close relations and personal information about the victim.

Another research conducted by Smith and colleagues (2008) has researched cyberbullying behavior before the repeated use of the internet that provides avenues for increasing cyberbullying culture among people, particularly for youth. Moreover, such types of technologies provide various avenues for the further resurrection of cyberbullying practices among people to improve their skills for further bullying behavior.

Raskauskas and Stoltz (2007) have determined in their scholarship that cyberbullying practices are aggravated in the first stage. The primary stage becomes dangerous when emerging adults perform such malicious activities by using social media repeatedly. While, such behavior can easily be learned and internalized by people as an active member of society, which becomes an avoidable part of their personalities. Hinduja and Patchin (2009) researched to argue about cyberbullying practices in border perspectives. They presumed that social media posits a serious threat when bullies disseminate unwanted information without the victim's permission. Such data can rapidly disseminate to a huge number of people in a short time to humiliate others. Thousands of people can approach within seconds such data without any special measure to intervene in their sphere. However, Mitchell and colleagues (2007) were discussed cyberbullying behavior and its causes and consequences. Prior to their research studies, they find out that age and gender are mainly responsible for variation in such behavior. Perpetuation is mainly related to age and gender which evoke their skills; while young people are mostly the perpetrators and male is the more perpetrator than the female. In addition to the usage of social media, Patchin and Hinduja (2009) argued in their studies that deliberate acts are performed via social media by those who have free internet access in educational institutions. Such behavior is aggregated among youth specifically more against girls than boys. While boys are more perpetrators and girls are more victims of such behavior.

In terms of traditional bullying, Brown and colleagues (2006) illustrated that cyberbullying behavior has serious implications than traditional bullying because cyberbullying always carried out via the internet of quick dissemination of information rather than traditional bullying. Willard et al. (2006) argued in their studies that cyberbullying behavior has some serious psychological implications which differently found in different individuals. Such behavior is caused by low self-esteem in numerous matters. Serious other consequences are aggression, feeling sad, being scared, feeling embarrassed, depression, and anxiety, and school absence, the decline in academic credentials, school violence, and suicide.

Previous studies suggested that coping with cyberbullying is a complex phenomenon that cannot be eradicated to block all cyberbullying web sites. Some coping strategies were demarcated to cope with this behavior by monitoring and checking different activities of various experts (Cassidy et al. (2009); Hinduja and Patchin (2009); Dowell et al. (2009); Beran and Li (2007). The main argument of the study is to find the relationship between cyberbullying and the usage of social media in our daily life. In accordance with the above literature review by providing awareness regarding coping strategies should be helpful to overcome cyberbullying practices.

## **METHODOLOGY**

This research work illustrates the relationship between social media use and cyberbullying perpetration among university students. Quantitative research methodology was employed for conducting this research work. Whereas, unit of analysis was university students of Pakistan. Positivist research epistemology was used to infer empirical consequences of cyberbullying practices among university students. Furthermore, self-administered questionnaire was designed as a tool for collection of data through cross-sectional survey. Whereas, the data was collected from 430 students of International Islamic University Islamabad Pakistan. This study was approved by the Department of Sociology, faculty of social sciences, International Islamic university Pakistan. It is also to add here that this study ensured ethical consideration and collected through informed consent of the respondents before taking their opinion. Being a regular student of International Islamic University Islamabad Pakistan the researcher approached the respondents through stratified random sampling for data collection whereas data was collected in a familiar social environment.

This study followed the eminent scale (CPB) to measure the risk behavior among university students, which was designed to analyze the data under the cyber bullying perpetration (CBP). The scale also illustrates verbal/written perpetration. While, verbal/written perpetration is related to sending vulgar, rude, or angry/humiliating online messages or saying something by using electronic communications with intent to harm

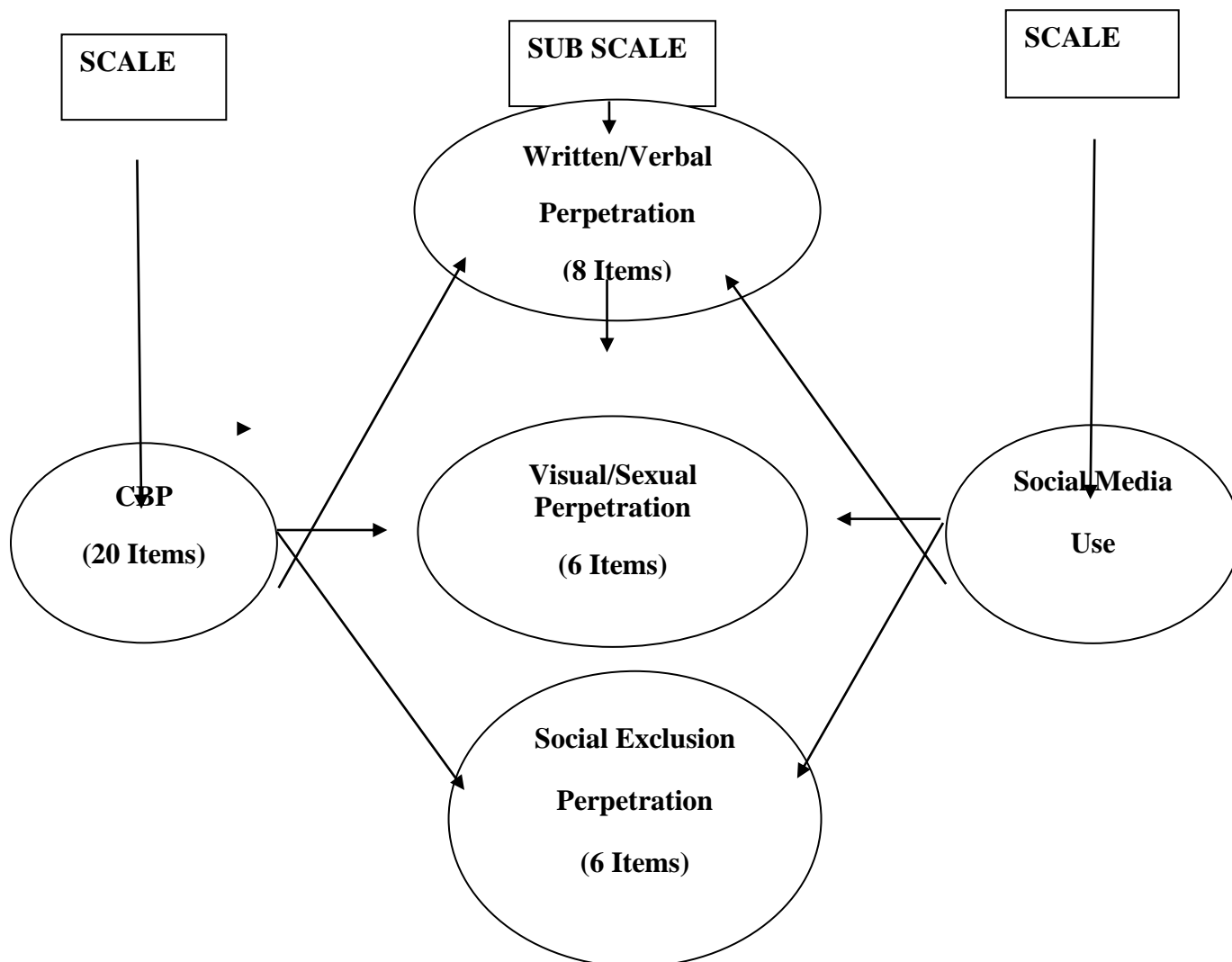
others, while visual/sexual bullying determines of sending or posting sexually/visually related contents. An addition, social exclusion illustrates excluding someone from online group activities to distrust others, and social media intensity (SI).

Social media intensity (SI) consists of five sub-items e.g. social media use was part of people's daily activities and they feel better to keep in touch with others, it also sparks for other online social networking sites. People also pledge for social media users to become part of numerous communities. While feeling disgrace when aloof from various other social media sites.

In addition, cyber bullying perpetration (CBP), comprises three sub-scales i.e. visual, verbal/written, and social exclusion. In verbal/written perpetration people often involved in sending verbal/written material to others' cell phones to turbulent them. While some people share numerous assaultive information on messenger for their embarrassment. Others are interested in email harassment. Even though people also upload harmful material on Facebook or Twitter, and also damage reputation by sending threat full messages, or damage relationships by ignoring people in the chatroom, and spread online rumors to hurt them by saying insulting messages repeatedly to humiliate them deliberately.

Another sub-scale of cyberbullying perpetration is visual/sexual. which posits illicit projection of discomforting tendency due to sharing online harmful videos or pictures to degrade other's credentials through social media use. Numerous people also personally post embarrassing pictures to discomfort others, while some people become discomfort because of not sending such materials online. The third sub-scale of cyberbullying perpetration is social exclusion which determines someone's existence on messenger and chat room while others are annoyed by rejecting someone's request in the online game and exclude them from group activities, while some people are annoyed because of not including them in online blog or gathering. Most of the people are harmed because of disregard their comments etc. the above mentioned scales was developed from the studies of Hunt, Peters, and Rapee (2012) and Cassidy, Jackosn, and Brown (2009).





**Figure: Scales used in the study**

**RESULTS AND DISCUSSION**

This research work constitutes some eminent findings after the data analysis to find out the relationship between peer group culture and cyberbullying practices. The results correspond that more than 81% of the respondents used social media and were associated with joint university group activities. While 79% of the respondents were used social media in day to day activities by showing interest in social media intensity

**Table (1) Social Media Intensity (SI)**

Statements	S.A	A	N	Dis.A	SD.A
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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)
I feel better when use social media sites	118 (27.4)	193 (44.9)	85 (19.8)	20 (4.7)	14 (3.3)
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)
I am part of community through social media	104 (24.2)	163 (37.9)	101 (23.5)	43 (10.0)	19 (4.4)
I feel uncomfortable when away from different sites	92 (21.4)	149 (34.7)	102 (23.7)	52 (12.7)	35 (8.1)
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)

Note: S.A = Strongly Agree, A= Agree, N = Neutral, Dis.A = Disagree, SD.A = Strongly Disagree

The above table (1) explains social media intensity by giving the arguments that use of social media is a prime source of knowledge for students to keep in touch with different groups in various perspectives with cohesive interaction. This provides different types of information, which incline people toward numerous gatherings and group activities. The surge of social media use intensifies cyberbullying culture in group life (Nylund et al., 2007; Waasdorp and Bradshaw, 2011).

In such regard, the data show that the majority (79.1%) of the respondents correspond the option agree and strongly agree and (6.6%) were disagree and strongly disagree with the statement while (14.4%) remained neutral with the statement e.g. the use of social media is part of their day to day activities. While (72.3%) of the respondents agreed and strongly agreed with the statement e.g. I feel better when using social media sites whereas (8%) of the respondents reply with the response of disagreeing and strongly disagree while (19.7%) remained neutral. Moreover (71.9%) of the respondents agreed and strongly agreed with the statement e.g. I use social media to keep in touch with different sites. While (9.8%) of the respondents disagree and strongly disagree with the statement and 18.4% remained neutral. The statement e.g. I am part of the community through social media was agreed and strongly agreed by (62.1%) of the respondents while (14.4%) were disagreed and strongly disagreed and (23.5%) remained neutral with the statement. Whereas (56.1%) of the respondents agreed and strongly agreed with the statement e.g. I feel uncomfortable when away from different sites while (20.8%) of the respondents were disagreed and strongly disagreed and (23.7%) were remained neutral. Whereas (83.9%) of the respondents correspond agree and strongly agree with the statement e.g. when I see my friends sharing good news on social networking sites I try to respond (Suler, 2004) while

(6.3%) remained to disagree and strongly disagree and (9.8%) reply with a neutral response.

### Social Media Intensity

Apart from other variables, social media intensity (SI) consist of various indicators that determine attachment to social media emphatically where people precisely attach with unavoidable social media sites in their day-to-day activates. Moreover cyberbullying involvement in the present study posits that such behavior surge and resurges when repeatedly exercised. (Görzig&Ólafsson, 2013; Wolak, Mitchell, & Finkelhor,2007). Whereas social media intensity posits the major findings of this research work e.g. 79.1% of the people attached to social media use in their daily activities. They emphatically inclined toward social media use because of community interaction in their daily life sharing information and remained in touch with different sites. (Suzuki, Asaga, Sourander, Hoven, & Mandell, 2012).

**Table (2) Cyberbullying perpetration (CBP);**

<b>Verbal/written perpetration</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>Dis.A</b>	<b>S.Dis.A</b>
I have sent text messages on someone's mobile phone to hurt the person.	52 (12.1)	107 (24.9)	108 (25.1)	68 (15.8)	95 (22.1)
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)
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)
I have posted wounding messages on face book and Twitter to damage the person's reputation.	57 (13.3)	94 (21.9)	109 (25.3)	76 (17.7)	94 (21.9)
I have attempted with intent to harm another person by sending a threatening statement.	50 (11.6)	81 (18.8)	122 (28.4)	81 (18.8)	96 (22.3)
I have ignored someone's 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)
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)

Note: S.A = Strongly Agree, A= Agree, N = Neutral, Dis.A = Disagree, SD.A = Strongly Disagree

The above data in the table (2) provide results about verbal/ written perpetration whereas electronic or digital communication is used to communicate verbal or written materials to harm others intentionally (Tokunaga, 2010). The above table shows that (15%) of the respondents exercise the behavior by clicking the “agree and strongly agree” option such as, sending hurtful messages on someone’s mobile to hurt others. Whereas (37.1%) of the respondents were disagree and strongly disagree with the statement and (15%) remained neutral. Moreover, (31.8%) of the respondent have marked the option agree and strongly agree e.g. I have sent verbal things about someone on messenger or in chat room intended to harm the person. While (40.2%) of the respondents were marked the option disagree and strongly disagree and (27.9%) were remained neutral. The above statement also shows the data regarding cyberbullying perpetration with the use of electronic communication (Wang, Iannotti, Luk, and Nansel, 2010) were (30.7%) of the respondents agree and strongly agree with the statement e.g. I have sent e-mail intentionally to someone to embarrass the person. While (39.6%) of the respondents opted to disagree and strongly disagree and (27.4%) were remained with a neutral response. Whereas (35.2%) of the respondents opted for the statement e.g. I have posted wounding messages on Facebook and Twitter to damage the person’s reputation while (39.6%) of the respondents were marked the option of disagreeing and strongly disagree and 25.3% remained neutral with the statement. Furthermore (30.4%) of the respondents anticipate the statement e.g. “I have attempted with intent to harm another person by sending threatening statements” with agree and strongly agree while (41.1%) disagreed and strongly disagree with the statement and (28.4%) were marked the option neutral. The above table also shows that (32.3%) of the respondents agree and strongly agree with the statement e.g. I have ignored someone comments on messenger and chat room to damage the person’s relationship with friends whereas (39.7%) of the respondents disagree and strongly disagree with the statement and (27%) were remained neutral with the statement (Menesini, Nocentini and Calussi, 2011)

### **Cyberbullying perpetration (CBP)**

Social media has been used to spread information online or acting more intensely than in real life (Suler, 2004). Moreover, cyberbullying practices increased more vigorously by using social media over the last two decades and posits an explicit determinant of aggression by using digital media deliberately to embarrass others (Tokunaga, 2010). These practices are more prevalent in students’ interaction e.g. more than (37%) of the respondents evoke cyberbullying perpetration (Patchin& Hinduja, 2012; Suzuki et al., 2012). Furthermore, cyberbullying has various distinctive features of embarrassment highlighted by (Li, Smith, and Cross 2012).

In addition, various studies conducted regarding cyberbullying practices posits arguments that girls are more likely victims and boys are more likely perpetrators by using digital technology (Patchin& Hinduja, 2012). Cyberbullying perpetration has a historical link with traditional bullying where perpetrators are directly involved in aggression against people or groups of people to harm intentionally and the victim cannot protect themselves in an ordinary manner (Olweus, 1993). Whereas, cyberbullying practices are a more serious and virtual arena of having the rigorous potential to harm than that of traditional bullying. (Dempsey, Sulkowski, Dempsey, & Storch, 2011; Holfeld&Grabe, 2012; Li, 2007; Menesini& Spiel, 2012; Mishna, Saini, & Solomon, 2008; Monks, Robinson, &Worlidge, 2012; Ybarra & Mitchell, 2004). Several findings evoke the general concept of social media anonymity that cyberbullying is the most embarrassing phenomenon moreover moral disengagement where perpetrator justify his deeds to behave which are disapproved by the moral criteria. Although games also provide various avenues to inculcate cyberbullying practices by using digital technologies.

**Table (3) Visual and sexual perpetration**

<b>Visual and sexual perpetration</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>Dis.A</b>	<b>S.Dis.A</b>
I have posted discomfoting pictures of someone online to damage a person’s reputation.	60 (14.0)	88 (20.5)	94 (21.9)	73 (17.0)	115 (26.7)
I have share online videos of someone to harm his credentials.	56 (13.0)	84 (19.5)	96 (22.3)	73 (17.0)	121 (28.1)
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)
I have sent 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)
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)
I have made online sexual jokes about someone to harm a person’s reputation.	70 (16.3)	79 (18.4)	102 (23.7)	70 (16.3)	109 (25.3)

Note: S.A = Strongly Agree, A= Agree, N = Neutral, Dis.A = Disagree, SD.A = Strongly Disagree

The above table (3) corresponds to the data for visual and sexual perpetration where the data determine about sending discomfoting pictures intended to embarrass others by clicking the option agree and disagree e.g. (34.5%) of the statement. While (43.7%) of the respondents disagreed and strongly disagree and (21.9%) remained neutral. The tabulated data also evokes the evidence e.g. (32.5%) of the respondents intended to click the option agree and strongly agree of the statement e.g. sharing online videos of someone to harm his credentials while (45.1%) of the respondents marked the option disagree and strongly disagree and (22.3%) were remained neutral. Moreover, the data also provide (34.4%) of the responses agree and strongly agree with the statement e.g. I have posted embarrassing videos and pictures on others websites to humiliate others while (44.2%) of the respondents were intended with the option disagree and strongly disagree and (21.4%) were remained neutral with the statement. Furthermore, the above table also determines (36.5%) of the respondents marked the option agree and strongly agree e.g. I have sent sexually explicit content to someone email and through a message to embarrass another while (40.5%) of the respondents were disagree and strongly disagree with the statement and (23%) were remained neutral with the statement. An addition (36.8%) of the respondents were agreed and strongly agreed with the statement e.g. I have teased someone about his online appearance to emotionally hurt the person whereas (40.2%) of the respondents disagreed and strongly disagree with the statement and (23%) were remained neutral with the statement. Moreover, the table also shows the statement e.g. sexual joking was committed to harm others reputation (Kowalski, Limber, &Agatston, 2012; Patchin& Hinduja, 2012) while (34.7%) of the respondents marked the option agree and strongly agree and (41.6%) of the respondents disagreed and strongly disagree with the statement while (23.7%) of the respondents were remained neutral with the statement. The above data support the evidence of cyberbullying intensity scale while using social media sites to post assaultive content to embarrass others whereas major finding evokes e.g. (31%) of the respondents using social media for posting discomfort pictures and videos to harm others Beran& Li, 2005; Mitchell, Ybarra, &Finkelhor, 2007; Privitera& Campbell, 2009; Ybarra, Diener-West, & Leaf, 2007).

### **Visual and sexual perpetration**

Human interaction has been revolutionized by the new age technologies which posit internet base communication in group life, particularly in the educational arena (Li, Smith, & Cross, 2012; Ybarra, Diener-West, & Leaf, 2007). Although cyberbullying practices occurred in many ways whereas visual and sexual perpetration is more sensitive in the academic sphere that includes an online fight by sending repeatedly harassment base contents through the internet to target people directly or disseminate such information by attaching

such content indirectly on social media. Moreover, cyberstalking posits the internet base communication to stalk others by sending sensitive and sexual contents such as harmful nude pictures or videos of other people without their consent (Willard 2007).

Furthermore, numerous sources are being used for cyberbullying practices such as e-mail, text messages, web pages, chat rooms, social capital sites, online games, and digital images (Katzner et al., 2009). Whereas data findings evoke more than (41%) of the measurement posits inappropriate behavior exercised through emerging social media sites while people spent more than 15 hours in internet activities. These are tested behavioral measurements which consist of some measurement such as (a) performance of deliberate behavior (b) that is carried out continuously (c) containing unequal powers of perpetrators and victims (d) which occurred through electronic technologies. While some other components constitute such practices (Williams and Guerra, 2007).

**Table (4) Social exclusion perpetration**

<b>Social exclusion perpetration</b>	<b>S.A</b>	<b>A</b>	<b>N</b>	<b>Dis.A</b>	<b>S.Di A</b>
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)
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)
I have rejected someone's request to play online games together to harm the person.	74 (17.2)	121 (28.1)	106 (24.7)	60 (14.0)	69 (16.0)
I have excluded someone from online groups to make him feel harm.	78 (18.1)	113 (26.3)	105 (24.4)	63 (14.7)	71 (16.5)
I have never included someone in online group activities to make distrust.	80 (18.6)	111 (25.8)	104 (24.2)	67 (15.6)	68 (15.8)
I have disregarded someone's online comments on social community to humiliate the person.	77 (17.9)	124 (28.8)	95 (22.1)	61 (14.2)	73 (17.0)

Note: S.A = Strongly Agree, A= Agree, N = Neutral, Dis.A = Disagree, SD.A = Strongly Disagree

The above data (4) correspond social exclusion perpetration with the use of social media whereas people are excluding or abstaining from online activates deliberately, which makes them annoying in various activities more over the above (44.6%) of the data evokes of blocking someone from chatroom to embarrass by clicking the options of agreeing and strongly agree while (31.4%) of the respondents were disagree and strongly disagree with

the statement and (24%) were remained neutral with the statement. Furthermore (47.2%) of the respondents were agreed and strongly agreed with the statement e.g. I have blocked someone on messenger to upset him while (32%) of the respondents were provided evidence with the options of disagreeing and strongly disagree and (20.7 %) remained silent with the statement.

The new-age technology posits some rigorous trajectories of social exclusion perpetration whereas (45.1%) of the population evokes agree and strongly agree of rejection of the request of online game for participating in group activates while (30%) of the respondents disagreed and strongly disagree with the statement and (24.7%) of the respondents remained neutral in such context. The above data e.g. I have excluded someone from an online group to distrust him, evokes (44.4%) of the respondents agreed and strongly agreed with the statement while (31.2%) of the respondents anticipate the option disagree and strongly disagree and (24.4%) of the respondents remained neutral with the statement. Another statement e.g. I have never included someone in online group activities to distrust him (Hinduja & Patchin, 2008; Mesch, 2009; Williams & Guerra, 2007; Wolak, Mitchell, & Finkelhor, 2007). Therefore, (44.4%) of the respondents agreed and strongly agreed, while (31.4%) was disagreed and strongly disagreed by the respondents and (24.2%) remained neutral with the statement. Moreover the above data also provide an explanation that a significant no of cyberbullying activities e.g. (46.7%) of the respondents agreed and strongly agreed with the statement “disregarded of someone comments in an online community to humiliate him”. Whereas (31.2%) of the respondents were disagreed and strongly disagreed with the statement and (22.1%) of the respondents remained neutral with the statement (Hinduja and Patchin, 2007).

### **Social exclusion perpetration**

Social media provides an online gathering for various groups where people perform different activates to acknowledge group memberships while in several situations people are disrespected and excluded from different groups, blogs, and various other group activities through social media which make them annoy against perpetrator’s behavior. Such as, cyberbullying practices pose a higher level of depression and anxiety among people. Which affects their academic performance of being involved in cyberbullying activates (Kowalski, Limber, & Agatston, 2012). Furthermore exclusion from numerous group activities such as exclusion from Facebook, WhatsApp and other online participation of group memberships. Such behavior performs by using the internet deliberately to annoy people (Kowalski & Limber, 2013).



**Table (5) Relationship between Social Media Intensity and Cyber Bullying Perpetration (written/verbal perpetration)**

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

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

The above data illustrate the observation of the respondents regarding social media intensity where cyberbullying perpetration has a positive correlation ( $r = .116^*$   $p < 0.05$ ). These statistics suggest that social media intensity is positively related to cyberbullying perpetration. By implication, social media intensity was likely to have corresponding effects on cyberbullying perpetration (verbal/written) and the reverse arena is also true. Furthermore, there will be higher cyberbullying perpetration (verbal/written) wherever there is related social media intensity.

**Table (6) Relationship between Social Media Intensity and Cyber Bullying Perpetration social exclusion perpetration**

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

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

The above table (6) constitutes that observation of the respondents regarding social media intensity and cyberbullying perpetration (social exclusion perpetration) has a positive correlation ( $r = .206^{**}$   $p < 0.01$ ). These statistics suggest that social media intensity was related to cyberbullying perpetration (social exclusion perpetration). By implication, social media intensity was likely to have corresponding effects on cyberbullying perpetration (social exclusion perpetration) and the reverse is also true. Furthermore, there will be higher cyberbullying perpetration (social exclusion perpetration) whenever; there is social media intensity.

**Table (7) Relationship between perception about social media use for cyberbullying and Cyberbullying Perpetration (verbal/written)**

		Perception of social media use for cyberbullying
Cyber Bullying	Pearson Correlation	.186 **
Perpetration verbal/written	N	430

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

The above table persuades the interpretation of respondents' perceptions about social media to use for cyberbullying and perpetration (verbal/written) has a positive correlation ( $r=.186^{**}$   $p<0.01$ ). In this regard, the statistical interpretation employs that perception about social media use for cyberbullying was related to cyberbullying perpetration (verbal/written). The above explanation e.g. perception about social media use for cyberbullying was probably having a subsequent effect on cyberbullying perpetration (verbal/written) and the reverse is also true. In addition, if higher and frequent participation in cyberbullying culture there will be a perception about social media use for cyberbullying.

**Table (8) Relationship between perception about Social Media use for cyberbullying and Perpetration (visual/sexual perpetration)**

		Perception of Social Media use for cyberbullying
Cyberbullying	Pearson Correlation	.145 **
Perpetration (visual/sexual)	N	430

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

The above table (8) illustration about the observation of the respondent's point of view regarding perception about social media use for cyberbullying and perpetration(visual/sexual) had a positive correlation ( $r= .145^{**}$   $p<0.01$ ). By implication of such statistics suggest that perception about the use of social media for cyberbullying was related to perpetration (visual/sexual). By implication, perception about the use of social media for cyberbullying was likely to have a corresponding effect on cyberbullying perpetration (visual/sexual) and the reverse is also true. Furthermore, there will be higher cyberbullying perpetration (visual/sexual) whenever, if there is a perception of social media use for cyberbullying.

**Table (9) Relationship between perception about Social Media use for cyberbullying and Perpetration (social exclusion perpetration)**

		Perception of Social Media use for cyberbullying
Cyberbullying Perpetration (social exclusion)	Pearson Correlation	.173 **
	N	430

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

The above table (9) explains the observation of the respondents regarding perception about social media use for cyberbullying and perpetration (social exclusion) has a positive correlation i.e. (r= .173 \*\* p<0.01). These statistical results found that perception about social media use for cyberbullying was related to cyberbullying perpetration (social exclusion). By implication, perception about social media use for cyberbullying was likely to have a related effect on cyberbullying perpetration (social exclusion), and the reverse is also true. In addition to the current data, some previous researches suggest that people with a high level of empathy are more inclined to defend victims of bullying (Liu, et al., 2018). Furthermore, there will be higher cyberbullying perpetration (social exclusion) whenever; if there is a perception of social media use for cyberbullying.

### **DISCUSSION AND CONCLUSION**

The roles of information communication technologies (ICTs) in educational institutions cannot be overlooked whereas internet activates have been playing a mandatory role in the academic arena. Such activities have intensively been increased for two decades in Pakistan. Every faculty of human life has somehow been controlled by information communication technologies (ICTs) and has been affecting human relationships and behavior in group life. One of the negative behaviors that take place through online interaction is known as cyberbullying behavior which affects academic credentials in educational institutions. Although, cyberbullying practices were measured with recognized scales e.g. cyberbullying perpetration (CBP) where the correlation was found between cyberbullying perpetration and social media use for civic engagement, which instigate students towards cyberbullying practices.

In addition, social media intensity (SI) escalated cyberbullying behavior with excessive use of social media for civic engagement, documentation, and recreational purposes. Thus results of this research work posit the intensity of social media use where verbal/written perpetration has a significant correlation with social intensity has a positive

correlation ( $r=.186^{**}$   $p<0.01$ ) using the internet in the academic arena. This research work highlighted risk associated factors i.e. sending irrelevant messages, inappropriate emails, and humiliating comments which embarrass others during their studies. Furthermore, cyberbullying behavior is exercised by perpetrators intentionally to disgrace others by using internet via computer and cellphones in educational institutions. These have the potential to harm a huge number of people in a short time by sending a single message within seconds. People are bullied because of internet anonymity and online interaction, (Makenna et al., 2000). Although, such activities have become flagrant in education sectors particularly for peer group interaction where students got the opportunities of free use of the internet, (Greca, & Harrison 2005), Joronnenn&Astted-kurki, 2005). Moreover, education is considered as a changing phenomenon with ever-changing circumstances, because of constant research work and explorations of knowledge. While, social media is not only used for educational purposes but also used for pillory contentions in the behavior of students, such behavior annoyed others with deliberate intentions known as the activities of bullies to vilify, embarrassed, jealousy, boredom, or changing one's personal information. which is known as cyberbullying practices. In addition the above table (6<sup>th</sup>) also shows the results of cyberbullying perpetration (social exclusion perpetration) and social media intensity has a positive correlation ( $r=.206^{**}$   $p<0.01$ ). This research work evokes some common kinds of cyberbullying perpetration of social exclusion from online communities particularly in the academic forum to embarrass others.

Whereas the above results also show that a little less than half of the respondents intended to exclude from online group activities while different responses also pose sufficient results to include people in various unwanted groups (Hinduja & Patchin, 2008). Moreover, prevention and intervention is direly required to maintain the well-being of social interaction and positive use of social media (internet) in educational institutions. Cyberbullying behavior is further aggravated with frequent participation in cyberbullying culture where social media is constantly used. The above table (7<sup>th</sup>) explicitly testifies the results about social media use and cyberbullying perpetration and having a positive correlation. With verbal/written perpetration against different people without their consent ( $r=.186^{**}$   $p<0.01$ ).

Consequently, negative use of social media is cursed which caused to motivate students towards various social media sites which foment vicious cyberbullying practices among youth in their educational institutions. The present study suggests similar research which indicates that, there should be accuracy or an automatic online system to control cyberbullying (Rosa, et al., 2019). Cyberbullying perpetration (visual/sexual) and social media use have corresponding effects in educational institutions, students upload numerous humiliating content on someone accounts to annoy for personal benefit and these bullied people further other people as well (Kowalski, Limber, & Agatston, 2012) and

having a positive correlation e.g. ( $r = .145$  \*\*  $p < 0.01$ ) which shows a significant correlation among the variables. Moreover, the results show in the above table (9<sup>th</sup>) regarding social media use and cyberbullying perpetration (visual/sexual perpetration) which posits a significant correlation i.e. ( $r = .173$  \*\*  $p < 0.01$ ) between the variables where social media is primarily responsible for cyberbullying practices in educational institutions with the use of digital technologies to embarrass others intentionally for personal benefit.

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