# Online Harassment - A Study of its Sources, Intensity and Psychological Impact on Students

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**Abstract:**

   *Online harassment is an online or Internet-based illegal act of threatening or humiliating someone. The problem of adolescent Online harassment has increased with easy access of technology. Though bullying still occurs in the traditional form of face-to-face contact, Online harassment is becoming more common as youth have more access to the Internet, cameras, and text messaging via cell phones. Online harassment has many of the same effects on its victims such as lower academic achievement and depression.*

**Key words:** online harassment, lower academic achievement, depression, psychological impact, students

## 1. INTRODUCTION

Online harassment is a method which using e-mail, chat rooms, websites and other forms of *electric communication* to: make

cruel and harmful remarks about individuals post unflattering or derogatory photos make direct, threats or encourage acts of violence, sexually harass and humiliating.

The term 'Online harassment' refers to a form of bullying in which perpetrators use electronic means, such as the internet or mobile phone to aggressively and intentionally harm someone. Like 'traditional' bullying, Online harassment typically involves repeated behavior and a power imbalance between perpetrator and victim. It extends beyond hurtful messages sent via email or SMS to include things such as threats, social exclusion tactics, spreading rumors and circulating defamatory images of the victim. As the penetration and use of communication technologies grow, especially among young people, the potential for Online harassment to increase numbers and severity of victimization bears consideration.

## 1.1. Statement of problem

Online harassment has become a universal phenomenon in Pakistan, impacting the well-being, schooling, family and peer relationships of many young people. Not only are victims affected, but many bullies also. Online harassment is a new form of bullying that follows students from the hallways of their schools to the privacy of their homes. Many victims of Online harassment are bullied from the moment they wake up and check their cell phone or e-mail, to the time they go to bed and shut off their computer or cell phone.

## 1.2. Objective of research

- To know about the forms of Online harassment.
- To identify short-term impacts of Online harassment.
- To identify coping strategies used by young people (online).
- To understand which strategies young people consider being effective.

## 1.3.    Research question

- Online harassment exists, but what are the concerns students have regarding Online harassment, why do they do it, and how comfortable are they in talking to others about Online harassment.
- What is the prevalence of Online harassment and what are the different forms of Online harassment?
- What are the differences between males and females when it comes to Online harassment?
- What are some prevention and intervention techniques for Online harassment?

## 1.4.    Hypothesis of research

Mother of all social diseases is "Online harassment"

## 1.5.    Scope of research

Bullying involves repeated, harmful behaviors committed by an aggressor who is physically or psychologically more powerful than his or her target. While bullying was once seen as a harmless behavior that helped to reinforce young people, it is increasingly understood to be a universal and destructive problem that **negatively affects** students' mental, physical, and psychosocial well-being and safety, as well as their academic outcomes. This paper aims to identify the sources of virtual harassment, estimate its intensity and impact and also suggest some remedies.

## 2. LITERATURE REVIEW:

## 2.1. Definition of Online Harassment

It was understood by traditional bullying, engaged by different tools. In 2008 a Canadian professor has been made a website on Online harassment i.e. Online harassment.org. Within a few years, the public began to question the overuse and strictness of zero tolerance policies. Were students being harmed by the

practice of the very policies that were put into place to protect them?

"An American lawyer in 2003 said information and communication technologies are involved by Online harassment and deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others are supported by it as a language it is defined now and it includes defamatory, constitutes bullying, harassment, or discrimination, discloses personal information, or contains offensive, vulgar or derogatory comments. Form of language is outlined by it.

Online harassment target youngsters which cause harmful behave ours. Offensive messages may send repeatedly for direct bullying. Disseminating denigrating materials or sensitive personal information or impersonating someone to cause harm are used for indirect bullying. Initially, school systems responded to the tide of school violence after the 1990s by implementing zero tolerance policies, imposing student dress codes and IDs, and initiating random metal searches of students and lockers in schools across the nation. Within a few years, the public began to question the overuse and strictness of zero tolerance policies. Were students being harmed by the practice of the very policies that were put into place to protect them?

Current studies indicate educators still do not fully understood the impact of traditional bullying on the bully, the bullied, and those who witness these acts, nor have sufficient steps been taken to address these inadequacies.

Much work needs to be done to teach educators the differences between acts of bullying and what is just seen as part of growing up. Do we too often take for granted, for example, that the popular kids will make fun of the nerdy kids? Have educators become desensitized to acts of bullying because to address all of them would be to acknowledge the problem exists? It seems that a lack of knowledge and preventative measure on the part of the school system are in the forefront for

both traditional bullying and online harassment. How is it expected that something as new as Online harassment will be addressed when traditional bullying, which has been around as long as students have been in school, still has not been harnessed? Perhaps it is through their similarities, not their differences that connections will be made to address both issues.

In the past, students could retreat to the safety of their homes to escape incidents of bullying. Once the bell rang, they could run home and were safe until the next day. The same cannot be said for Online harassment. The impact of Online harassment does not stop when students pass through the school door. Online harassment has invaded their homes, their bedrooms, and their personal laptops and phones. Even more insidious are the incidents of Online harassment as they can be targeted directly to the individual, wherever they are, or on the Internet where anyone can see the victim's torment Online harassment, like other forms of bullying, can be detrimental to a child's performance and sense of well-being at school. This connection between home and school has opened the doors for school systems to intervene. Acts of Online harassment can actually start with traditional bullying instances at school and then move to the Internet or vice-versa; they are usually not mutually exclusive. Like bullying, Online harassment acts are intentional, repetitive, and meant to exclude.**"(Nansel, 2001)**

## 2.2. The Bully:

The bully plays an important role in any incident of bullying. Research shows that bullies are typically for male, at the same age or older than their victims, stronger than them victims, and generally hold some level of popularity on the school campus.

"It is interesting that those who bully usually have a large group of friends and have leadership attitude that others are attracted to in a group even though the bully exhibits anti-social and other aggressive behaviors towards others.

## 2.3. Verbal bullying:

The most prevalent type of bullying, can take the form of name-calling, persistent teasing, and spreading rumors about others.

## 2.4. Emotional bullying:

The most difficult type to gauge, is the use of threats by gesturing, making facial expressions, or excluding someone from a group. It is suggested that the behaviors of bullies are learned. Statistics show the bully is at an even higher risk than the bullied for thoughts of or acts of suicide. It is believed that this can be contributed to the other factors that make someone tend to bully others. Bullying is usually done through physical, verbal, or emotional avenues.

Physical bullying involves kicking, hitting, pushing, and other aggressive gestures. Verbal bullying, the most prevalent type of bullying, can take the form of name-calling, persistent teasing, and spreading rumors about others. Emotional bullying, the most difficult type to gauge, is the use of intimidation by gesturing, making facial expressions, or excluding someone from a group. The patterns the bully learns to attract attention and gain recognition spiral as the bully ages. Bullies, if left unchecked, will lift their behavior to more violent acts of irritation, increased poor academic performance, and a wrong behavior such as drinking and criminal acts believes that bullies portray an "air of superiority that is often a mask to cover up a deep hurt and a feeling of insufficiency".

School-aged bullies have a high tendency to gain a criminal confidence when they reach old age, and often grow up to be domestic violence, It is suggested that the behaviors of bullies are learned. Most likely, bullies are not born with anger, but learn it from the home or past experiences in which they, themselves, were at the receiving end of forcefulness from others. Statistics show the bully is at an even higher risk than the bullied for thoughts of or acts of suicide. It is believed that

this can be contributed to the other factors that make someone tend to bully others."**(Sampson, 2002)**

## 2.5.    The Bullied

The bullied child often has bad flaws and it is these flaws upon which the bully preys. Unless helped by others to get out of the situation in which they have been placed, bullied children usually suffer irreparable damages due to the actions of others. "Children who are bullied into two character categories: passive/submissive victims and provocative victims.

### 2.5.1.  Passive victims

They are those who are most likely to be bullied. There is no one indicator, but rather a list of possible characteristics that they may fit. These children tend to be to themselves. They typically have few friends and are not part of the larger cliques on campus. It is obvious that they fear being hurt and are anxious because of the body and verbal expressions that they use. They are usually physically weaker and like to spend time with adults more so than they do children.

### 2.5.2.  Provocative victims

They are those who have a specific characteristic about them the rouses the aggressiveness in the bully. Those most at-risk as provocative victims are those who are viewed as different from the regular crowd. Survey shows that the bullied child is a victim. Like most victims of crime, the bullied can experience depression, fear, and stress related to the incident.

Victims of bullying are less likely to make friends in school and more likely to experience loneliness while there. The bullied child often has perceived flaws and it is these flaws upon which the bully preys. Unless helped by others to get out of the situation in which they have been placed, bullied children usually suffer irreparable damages due to the actions of others.

Based upon the previous studies of Olweus and more current researchers in the field of bullying, Kowalski, Limber, and Agaston (2008) place children who are bullied into two character categories: passive/submissive victims and provocative victims. Passive victims are those who are most likely to be bullied. There is no one indicator, but rather a list of possible characteristics that they may fit. These children tend to be to themselves. They typically have few friends and are not part of the larger cliques on campus. It is obvious that they fear being hurt and are anxious because of the body and verbal expressions that they use. They are usually physically weaker and like to spend time with adults more so than they do children. Provocative victims are those who have a specific characteristic about them the rouses the aggressiveness in the bully.

Those most at-risk as provocative victims are those who are viewed as different from the regular crowd. Obese, special needs, learning disabled, and physical handicapped children are most at risk in this category. Those who are different in sexual orientation or race from the bully are also at risk, the bullied child is a victim. Like most victims of crime, the bullied can experience depression, fear, and stress related to the incident. Victims of bullying are less likely to make friends in school and more likely to experience loneliness while there. Bullying can negatively affect the victim's educational achievement, attendance, and future aspirations. Chronic victims, about 6-10% of those who are bullied, to a similar degree, they begin to see themselves as devalued as those who are bullying them or watching the acts of bullying against them. The damage done to their self-esteem can have effects on their adult relationships and self-image. It is not shocking then that the bullied are more likely to think about or commit acts of suicide than those who are not victims of bullying"**(National Education Association, 2008)**

## 2.6. Cyber Crime

Bullying can negatively affect the victim's educational achievements, attendance, and future aspirations. It is not surprising then that the bullied are more likely to think about or commit acts of suicide than those who are not victims of bullying so why do the bullied remain silent?

"Bullying have been seen as a rite of passage on school grounds and this is reinforced in our society – the stronger tell the weaker what to do. "Bullying often stems from the social inequities that adult society creates, fosters, sustains and continues to grapple with" A host of studies have suggested additional reasons as to why the bullied remains silent: (a) Fear of retaliation; (b) feelings of shame for being weak; (c) fear of not being believed; (d) a need to not worry their parents. However, research shows that the bullied child often becomes alone and anti-social in order to avoid being bullied. It seems like an unfortunate catch 22 for the bullied. He doesn't tell to avoid being judged and ostracized by others, which is eventually what will happen to him if he doesn't tell.

So why do the bullied remain silent? As previously mentioned, historically acts of bullying have been seen as a rite of passage on school grounds and this is reinforced in our society –the stronger tell the weaker what to do. "Bullying often stems from the social inequities that adult society creates, fosters, sustains and continues to grapple with". Because of this societal parallel, victims have little faith in how adults will respond to their situation.

A host of studies have suggested additional reasons as to why the bullied remains silent. Most of the reasons given by the victim involve thoughts of how others will perceive him after telling about an act of bullying. The bullied child does not want to appear weak or undo in front of his peers, teachers, and parents. However, research shows that the bullied child often becomes alone and anti-social in order to avoid being bullied. It seems like an unfortunate catch 22 for the bullied. He doesn't

tell to avoid being judged and ostracized by others, which is eventually what will happen to him if he doesn't tell. Linking the Bully and the Bullied The following section review is based upon the work of who explored the systemic patterns in bullying using his self-created School Life Survey (SLS) to measure bullying and victimization. Three systemic patterns emerged from the research: serial bullying, multiple victimization, and familial patterns. Serial bullying is based upon the premise that most of the bullying is perpetrated by a small number of bullies on a school campus.

He found that most often when a child was bullied, it was linked to one specific person. Chan noted that usually the identified bully was not harassing just one child, but a group of children. In his research, 12.4% of those studied were identified as serial bullies and were responsible for 69.2% of the overall bullying at school. Girl serial bullies usually have two to four victims; boys serial bullies have anywhere from two to fifteen. While mostly physically aggressive, serial bullies use a combination of ways to intimidate their victims. They usually have a reputation for intimidating characteristics and are easily more identifiable by school stakeholders because of this." **(Raywid, 2000)**

## 2.7. Bully and the Bullied

Linking the Bully and the Bullied The following section review is based upon the work of Chan who explored the systemic patterns in bullying using his self-created School Life Survey (SLS) to measure bullying and victimization. Three systemic patterns emerged from the research: serial bullying, multiple victimization, and familial patterns.

## 2.7.1. Serial bullying

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linked to one specific person. **Girl serial** bullies usually have two to four victims; **boy's serial** bullies have anywhere from two to fifteen. While mostly physically aggressive, serial bullies use a combination of ways to intimidate their victims. They usually have a reputation for intimidating characteristics and are easily more identifiable by school stakeholders because of this.

This reinforces the need for proactive programs and policies on school campuses that direct students in responding appropriately to these types of situations. Goodstein (2007) refers to today's teens as totally wired in their daily lives. By totally wired, she describes today's teens as continually leaving one form of media to go to another to complete everyday tasks. This sentiment has been similarly expressed by other researchers in the field of teens and social media.

However, recently some attempts have been made to explain Online harassment. Firstly, through a co relational research design, Mesch (2009) tested to what extent the *RoutineActivity Theory* can provide an explanation for victimization of Online harassment. This theory assumes that for deviant behavior to occur there must be a convergence in time and space of three minimal elements: a likely offender, a suitable target and the absence of a capable guardian (Felson and Clarke, 1998: 4). Based on a secondary analysis of the Teen and Parents survey conducted by the Pew and American life project (N=935), Mesch (2009) found support for the theory. She concludes that the risk of youth being bullied is higher for adolescents who have an active profile on social networking sites and participate in chat rooms.

These youth seem to be suitable targets. Furthermore, the results indicate that the absence of parents - i.e. capable guardians - in cyberspace, is related to victimization of Online harassment. Therefore, Mesch emphasizes the need for more parental mediation in order to prevent Online harassment. Hinduja and Patchin (2010b) recently published an abbreviated

version of a forthcoming article about strain theory as an explanation for Online harassment behavior. The primary question examined was: 'are youth who experience strain more likely to engage in bullying?' (2010: 1). They conclude that youth who reported strain were more likely to participate in Online harassment.

The Internet is the telephone, television, game console, and radio wrapped up in one for most teenagers and that means it has become a major "player" in many American families. Teens go online to chat with their friends, kill boredom, see the wider world, and follow the latest trends. Many enjoy doing all of these things at the same time during their online sessions… the Internet lets them connect with friends, expand their social networks, explore their identities, and learn new things. Is it possible that too much adult attention is being given to Internet use by teens? Are adults putting too much emphasis on the impact technology is having on children's personal and social development? Recent studies indicate that the answer to both of these questions is a resounding, no."**(Tani, Greenman, Schneider, Fregoso, 2003)**

### 2.7.2. Multiple Victimization

Like the bully, these victimized children are quite often the adults know that they are not being treated well by other children. The third pattern in Chan's research suggests that bullies don't just happen; there is a familiar pattern in this type of aggression.

"When the names of bullies provided by the victims were collated, another pattern showed that there were about half a dozen cases in each school where children in the same family were named as bullies by their peers" Children tend to mirror that which they see at home. Those who witness aggression have a tendency to be aggressive and vice-versa. Understanding the systemic patterns that build a relationship between the bully and the bullied can assist school system in recognizing the

warning signs of possible victimization and help to develop proactive strategies to address, what seem to be, small but identifiable groups on one's campus.

The second pattern to emerge from Chan's (2008) work focused on multiple victimization. "The converse of serial bullying is multiple victimization, that is, more than one perpetrator can converge on one victim". Thirty-five percent of those who had been bullied experienced multiple victimization. Those who are multiple victimized generally have some physical, behavioral, or social-cognitive feature that attracts bullies. This substantiates Kowalski's, et al. (2008) provocative victim concept that was previously discussed. It has been suggested that those who are repeatedly victimized learn to develop coping strategies and blockade themselves from certain social situations.

These strategies might be exhibited by actions of self-exclusion, always reading a book, not joining in clubs or organizations, or not talking to others in class or social situations. By doing this, they seem anti-social and, therefore, are perceived by their peers as deserving of the abuse they receive from others. Like the bully, these victimized children are usually well-known on the campus and quite often the adults know that they are not being treated well by other children.

The third pattern in Chan's (2008) research suggests that bullies don't just happen; there is a familiar pattern in this type of aggression. "When the names of bullies provided by the victims were collated, another pattern… showed that there were about half a dozen cases in each school where children in the same family… were named as bullies by their peers" (p. 366). Children tend to mirror that which they see at home. Those who witness aggression have a tendency to be aggressive and vice-versa. The environment in which one grows and is fostered is a marker of the person one will become. "Growing up in a hostile, cold, and punitive household will not eliminate the

possibility of a child becoming a decent, caring, responsible person; however, such an environment will significantly reduce the chances of it happening"

Chan's (2008) research ties together the relationship between the bully and the bullied. Understanding the systemic patterns that build a relationship between the bully and the bullied can assist school system in recognizing the warning signs of possible victimization and help to develop proactive strategies to address, what seem to be, small but identifiable groups on one's campus. While Chan addresses the bully and the bullied, he does not systemically judge how other individuals contribute to acts of bullying." **Chan's (2008)**

## 2.8. The Bystander

The Bystander Coloroso refers to the bystander as the behind cast in an act of Online harassment. This cast can range in numbers from very small to quite extensive, depending upon the setting. This dual perception concerning adult coldness to incidents of bullying gives credence hence school systems, may not be responding aptly to incidents of bullying.

"How the bullying scene plays out is often decided by the bystanders and whether they take the side of the bully or the bullied. Of these cases, 81% of the incidents were reinforced by those who were there; 48% of the bystanders became active participants, and only 13% of the bystanders actually intervened. After the incident, the bystanders were often more sup portative and friendly towards the bully than the bullied. After the incident, the bystanders were often more sup portative and friendly towards the bully than the bullied. When bystanders are asked why they do not intervene, four reasons are most often given:(a) the bystander is afraid of getting hurt himself; (b) the bystanders is afraid of becoming a new target; (c) the bystander is afraid of doing something that will make it worse; and, (d) the bystander simply does not know what to do.

Craig and Pepler (1998) feel that these are more excuses than legitimate reasons. They, along with, believe that repetitive witnessing of bullying causes bystanders to become desensitized and indifferent. This indifference or apathy is reinforced because the bystander's sense of self-confidence and self-respect erodes with each act of bullying they witness. Eventually the bystander will understand the side of the bully more so than the bullied. Taking a more neutral view, Underwood (n.d.) states that "many children do not have the self-confidence or skills to stop bullying on their own and should not be expected to do so" (Slide 20). This reinforces the need for proactive programs and policies on school campuses that direct students in responding appropriately to these types of situations.

If the bystander didn't want to or could not stop the incident himself, why did not tell an adult? Their reasons for not telling mirror those of the bullied victim. Studies suggest teens feel teachers do not appropriately react when told about acts of bullying on campus, nor do they feel teachers react harshly enough when they, themselves, witness and respond to acts of bullying in their own classrooms. This dual perception concerning adult unresponsiveness to incidents of bullying gives credence to the concern that adults/teachers, hence school systems, may not be responding appropriately to incidents of bullying. To respond appropriately to incidents of bullying, school counselors, administrators, teachers, and other vital members of the school and school system need to establish a school climate in which bullying is understood and addressed - a climate of respect and caring. Proactive school programs that focus on building a sense of belonging for all students, address character education, and teach conflict resolution are the answer.

This seems easy enough. Aren't schools supposed to do this anyway? The barrier is that to develop and continue these programs takes time, money, and continues effort. Proactive

measures are usually developed by schools after reactive measures have taken place. This is exactly what has happened in school response to bullying." **(The Bystander Coloroso, 2003)**

## 2.9.   Cyber stalking

Cyber stalking is a different phenomenon. Traditional bullying is the root of Online harassment.

Bullying has not been taken seriously when kids are involving in it and it will be said "kids will be kids" Gyms, locker rooms, class are the most places where bullying take place they should be monitored by authority of organization. For many years the phenomena of bullying were not researched well.

"Where internet ends or where it begins it is difficult to explain. Therefore, to help cybercrime, Internet privacy and cyber-abuse lawyer and creator of www.stopOnline harassment.org will be followed it explains Online harassment as when a child has been tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person on internet When someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another.

There is no consensus about the age on which Online harassment perpetration peaks. Some studies find that Online harassment peaks at late adolescence - 15 years and older - while other studies suggest that Online harassment perpetration peaks at early adolescence, 12 to 15 years Furthermore, existing studies do not offer a clear view on gender differences. Several studies find that girls are cyber bullies more often while other studies find the opposite Nevertheless; the literature is clear about the fact that girls use different forms of Online harassment than boys. Boys are said to use direct forms of Online harassment, such as name calling, more often than girls. Girls use indirect forms of Online harassment.

On average, cyber bullies spend more time on the internet than those who do not bully. Moreover, they mainly use internet applications that are meant to communicate with others. Parents of cyber bullies seem to be less involved with the internet behavior of their children than parents of non-cyber bullies In addition; parents of cyber bullies exert less control over the behavior of their children in cyberspace than parents of non-cyber bullies. Moreover, research suggests that the bond between cyber bullies and their caregivers is weak, compared to the bond between non-cyber bullies.

The Power Hungry and Revenge of the Nerdsare often grouped together as their motives and responses are similar. The Power Hungry can be likened to the typical offline bully. These bullies want to feel strong, hurt others, and wield terror. It is important to them that someone else knows about their acts of bullying. They are proud of what they are doing, and if responses from others do not satisfy them, they will escalate their bullying into bigger and meaner acts. This blends with the Revenge of the Nerds, because the online Power Hungry represent those who are often bullied in a regular school setting. Offline, they are weak, small, heavy, geeks, handicapped and a host of other words used to describe those who are not recognized as cool at school. Online, they are powerful and possess greater technical strengths. The Power Hungry and Revenge of the Nerds are the most dangerous types of online bullies. Their bullying is personal to them, and they tend to target one victim repetitively. They get a kick out of being strong. This makes them the hardest for school systems to discipline and their acts of bullying are often untraceable.

However, when they are caught, it can be understood that they meant to do what they did mean Girls. Mean Girls bullying is usually done by a group who are looking for something to do and do not care that they may hurt others while doing it. They are trying to entertain themselves; trying to be funny at the expense of others. They want the recognition

for bullying others and want to be seen as a power online. This can be equated to typical cliques that walk the halls of school daily across the nation. They are identifiable because of who they are, what they believe in, and who they will allow to join in their group. If they get attention from others, their activities grow. If they do not, they tend to stop or find another way to gain popularity for their group"**(Aftab, 2008)**

## 2.10. Impact of Online harassment

This fear often causes victims to keep the incidents of bullying to themselves, as they fear more retribution from those who are bullying them. It is defined as a negative action.

"There behaviors become aggressive. The rash of school violence, high profile crime has been increased by this. While aggression among US youth was increasing in 2001.The following facts were garnered from their data analysis: 29.95% reported moderate or frequent involvement in bullying; 13% as the bully and 10.6% as the bullied. 10.6% bullied others infrequently. 8.8% bullied once a week or more. 8.5% experienced bullying infrequently. 8.4% experienced bullying once a week or more. Males were more likely than females to be the bully and the bullied.

Those who bullied or who were bullied demonstrated poorer psychological adjustment than those who were not involved in acts of bullying. Just as Willard (2007) took the privilege of using the term Internet as an "all-encompassing term to cover current and emerging information and communication technologies" so will the reviewer for the purpose of this research. It is not enough to just use the term without some appreciation of what it entails. What are these current and emerging technologies that are being used for Online harassment; how are teens using them? To address these questions, it is necessary that one first understands the degree to which the Internet is used by minors and the magnitude of the Internet in their daily lives.

Goodstein (2007) describes the phase of adolescent development of teenagers today as being not much different from past generations. While time periods and settings may bring different issues, teens have always wanted "to figure out who we were apart from our families, through our friendships, boyfriends, and the music we listened to… most of us experienced the similar impulsiveness, invincibility and highs and lows otherwise known as teen angst". Teens have constantly wanted acceptance for who they are and what they believe.

Goldstein believes that the biggest distinctions by generation are the means and media through which teens have tried to gain this acceptance. These means are generally what differing generations see as generational gaps. It is interesting to note that the generational gap between today's youth and the previous generation is The Vengeful Angel. These types of online bullies target those they feel are victimizing their own person or others, and they want to get back at them. The problem initially begins somewhere else, and the vengeful angel retaliates online. The twist is Vengeful Angels do not view themselves as bullies, but as defenders of others, even though they doing to others what they do not like done to them. Generally, no one knows the identity of the Vengeful Angel except maybe a close friend or two who are aware of the whole situation.

This type of online bully is the easiest for schools to help. Vengeful Angels needs to understand that no one should take justice into their own hands; they are not doing good by harming others. The old adage that two wrongs do not make a right fits well in this scheme. School officials should focus on the core reasons as to why the Vengeful Angel retaliated. Once the true motives are identified, Vengeful Angels can be given alternate ways to respond. If appropriate, school officials can step in to alleviate the problems through authorized means." **(Beale, A.V., & Hall, K.R. (2007, September/October)**

## 2.11.   Addressing the Issue of Online Harassment

Initially, school systems responded to the tide of school violence after the 1990s by implementing zero tolerance policies, imposing student dress codes and IDs, and initiating random metal searches of students and lockers in schools across the nation. Within a few years, the public began to question the overuse and strictness of zero tolerance policies. Were students being harmed by the practice of the very policies that were put into place to protect them? Current studies do not indicate educators still do not fully understood the impact of traditional bullying on the bully, the bullied, and those who witness these acts, nor have sufficient steps been taken to address these inadequacies.

Much work needs to be done to teach educators the differences between acts of bullying and what is just seen as part of growing up. Do we too often take for granted, for example, that the popular kids will make fun of the nerdy kids? Have educators become desensitized to acts of bullying because to address all of them would be to acknowledge the problem exists? It seems that a lack of knowledge and preventative measure on the part of the school system are in the forefront for both traditional bullying and Online harassment. How is it expected that something as new as Online harassment will be addressed when traditional bullying, which has been around as long as students have been in school, still has not been harnessed? Perhaps it is through their similarities, not their differences that connections will be made to address both issues.

There are four basic elements of Online harassment which are as follows below:

## 2.11.1 Imbalance of Power

"Males are more pretend to bully strong. They repeat their act of bullying many times in many serious cases. They usually target race and gender

## 2.11.2. Intent to Harm
The bully usually give pain also with bullying. Pain may be physical, emotional or verbal. They take pleasure when they expect the action to hurt.

## 2.11.3. Threat of further Aggression
When victims are picked, they know that the attack upon their person, no matter what form it takes, will not be a onetime thing. Victims are usually selected because the bully knows that they are easy targets.

## 2.11.4. Terror
The bullied know that they will be bullied again. This promotes a sense of fear that grows with each attack upon their person. They become trapped within the cycle of violence that bullying creates. This fear often causes victims to keep the incidents of bullying to themselves, as they fear more retribution from those who are bullying them."**(Handuja&Patchin, 2008, p. 127).**

## 3.    RESEARCH METHODOLOGY

## 3.1. Target Population
It includes all teenagers who are affected from Online harassment, who use internet on daily basis.

## 3.2. Sampling Techniques
The in depth interview procedure for this study will be limited to our university only but we connected to subjects by using social media i.e. Facebook which are effected from Online harassment. Share data and questionnaire with them, and random sampling throughout our university.

## 3.3. Sampled Population:
The sampled population for this research is the students of undergraduate at COMSATS University Lahore.

### 3.4.    Sample Size:

The respondents of this research are 150 students of undergraduate at COMSATS University Lahore.

### 3.5.    Data Collection Tool

SPSS, Mini tab, Microsoft excel are used to collect and preserve data because these software can store a huge amount of data and these secure, so these software are used to assemble data.

### 3.6.    Validity of data Collection Tool

All data questionnaire, interviews and mock interviews were according to the understanding of subjects. The vocabulary used in simple and understandable.

### 3.7.    Data Analysis Tool

All the data and information according to research is quantitative, all the data will be uploaded and analyzed on MS excel.

### 3.8.    Research Settings

Research setting in kept natural. This research is conducted online via social media.

### 3.9.    Inclusion Criteria

Approximately five students from all departments of comsats Lahore were taken as sample. So our sampled population was according to our hypothesis, they are much affected from Online harassment.

### 3.10.    Exclusion Criteria

The sampled population and other people from all around the world according to the collected data they are more social online on different sites so they are also very affected from this evil.

## 4. DATA ANALYSIS:

The aim of this research is to learn about the views of users of social websites on the practices of harassment and Bullying online.

In answer to the question People do Online harassment 38.9% response is for enjoyment, 25.9% to hurt someone, 18.5% for time pass, 11.1% for agencies and 6% others.

| Options | % | Mean | Median |
|---|---|---|---|
| For time pass | 18.5 | 20 | 18.5 |
| For enjoyment | 38.9 | | |
| For agencies | 11.1 | | |
| To hurt someone | 25.9 | | |
| Others | 6 | | |
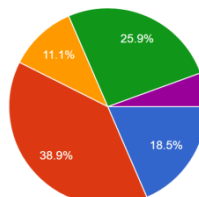


**Table1**　　　　　　　　　　　　　　　　　　　　　　**Figure**
Error! No text of specified style in document.**-1**

In answer to the question To which school of the university do you belong 67.9% response is school of engineering, ,17.5% school of computing, 4% college of health and nursing and 4% for liberal arts.

| Options | % | Mean | Median |
|---|---|---|---|
| School of engineering | 67.9 | 25 | 10.75 |
| School of computing | 17.5 | | |
| college of health | 4 | | |
| Liberal arts. | 4 | | |
| | | | |
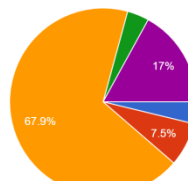


**Table 2**　　　　　　　　　　　　　　　　　**Figure** Error! No
text of specified style in document.**-2**

In answer to the question Penalty for perpetrators of Online harassment 32.7 % there account should be reported, 30.9 % they should be arrested, 29.1 they should be fined, 7.1% forgive them.

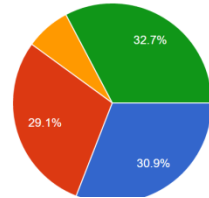| options | % | Mean | Median |
|---|---|---|---|
| their account should be reported | 32.7 | 25 | 29.5 |
| they should be arrested | 30.9 | | |
| they should be fined | 29.1 | | |
| Forgive them. | 7.1 | | |
| | | | |

**Table 3**
No text of specified style in document.**-3**



**Figure** Error!

In answer to the question Think before you click 32.7% reporting to ISP 30.9% by blocking 25.5% by ignoring 10.9% don't know.

| options | % | Mean | Median |
|---|---|---|---|
| reporting to ISP | 32.7 | 25 | 28.2 |
| by blocking | 30.9 | | |
| Ignoring | 25.5 | | |
| don't know | 10.9 | | |
| | | | |
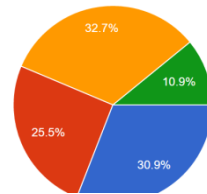
**Table 4**
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**Figure** Error!

In answer to question On which sites you experience Online harassment 57% response is for facebook,26% for chat rooms,15% search engines,3% twitter.

| options | % | Mean | Median |
|---|---|---|---|
| Facebook | 57 | 25 | 41.5 |
| chat rooms | 26 | | |
| search engines | 15 | | |
| Twitter | 3 | | |
| | | | |
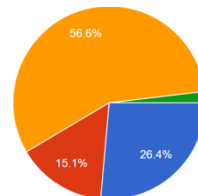
**Table 5**
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**Figure** Error! No

In answer to Which method they commonly use to interrupt others 43.5% is for fake profiles, 20% By targeting religion,14.5% spreading spams,12.7% irrelevant messages,9.1% making scandals.

| Options | % | Mean | Median |
|---|---|---|---|
| fake profiles | 43 | 25 | 14 |
| targeting religion | 20 | | |
| spreading spams | 14 | | |
| irrelevant messages | 12 | | |
| making scandals | 9 | | |
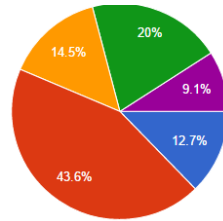


**Table 6**
of specified style in document.-**6**

**Figure** Error! No text

In answer to What should you do if you know about them 30.9% response is for report police and authorities,27.3% block, 23.5% is for trace out,18.2% for ignoring.

| options | % | Mean | Median |
|---|---|---|---|
| report police | 30 | 25 | 25.4 |
| Block | 27 | | |
| trace out | 23 | | |
| Ignore | 18 | | |
| | | | |
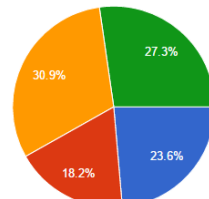


**Table 7**
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**Figure**

| options | % | Mean | Median |
|---|---|---|---|
| teenagers | 56 | 25 | 19.5 |
| age doesn't matter | 30 | | |
| Kids | 9 | | |
| Old | 3 | | |

In answer to what do you think which age factor is most effected 56.4% response is for teenagers doesn't matter, 30% age does not matter, Kids 9% and old 3 %.
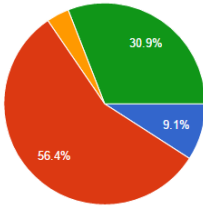


**Table 8**                                                    **Figure** Error! No text of specified style in document.**-8**

In answer to side effects of Online harassment 63% is for psychological effects, 26% for having lower self steem,7.3% for suicide attempts,3% rely on drugs.

| options | % | Mean | Median |
|---|---|---|---|
| psychological effects | 63 | 25 | 16 |
| having lower self steem | 26 | | |
| suicide attempts | 7.3 | | |
| rely on drugs | 3 | | |
| | | | |
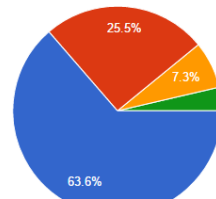


**Table 9**                                                    **Figure** Error! No text of specified style in document.**-9**

In answer to what type of People you think usually Cyber-bully 34.5% for Illiterate,5.5%Landlords,25.5%

| options | % | Mean | Median |
|---|---|---|---|
| Illiterate | 34 | 25 | 30 |
| Landlords | 5 | | |
| Students | 25 | | |
| Hackers | 32 | | |
| | | | |

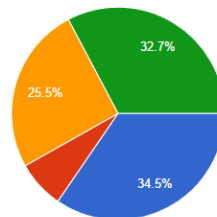**Table 10**                                                    **Figure** Error! No
text of specified style in document.**-10**

In answer to what are your feelings after cyber-bullied 17 % for My life is over / change your life style , 39%   temporarily unable, 13% Self-esteem, 13% Feeling guilty, 15% vulnerability and weakness.

| options | % | Mean | Median |
|---|---|---|---|
| My life is over | 17 | | |
| temporarily unable | 39 | | |
| Self-esteem | 13 | | |
| Feeling guilty | 13 | | |
| Vulnerability and weakness | 15 | | |
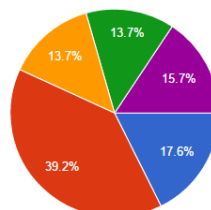


**Table 11**                                                        **Figure** Error!
No text of specified style in document.**-11**

In answer to question which method of cyber-bullying you experienced most 22% response is for  Someone talk against you / to take revenge , 17% for someone oppose your argument , 32% someone makes fun of you and your personality and 28% is for comment wars.

| options | % | Mean | Median |
|---|---|---|---|
| Someone talk against you / to take revenge | 22 | 25 | 25 |
| someone oppose your argument | 17 | | |
| someone makes fun of you and your personality | 32 | | |
| Comments war | 28 | | |
| | | | |



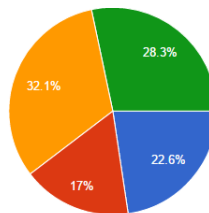**Table 12**                                                        **Figure** Error!
No text of specified style in document.**-12**

In answer to what people get from Cyber-bullying 25% for Social fame, 9% to break someone heart , 24% to get friends attention .

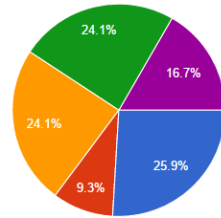| options | % | Mean | Median |
|---|---|---|---|
| Social fame | 25 | 25 | 24 |
| to break someone heart | 9 | | |
| to get friends attention | 24 | | |
| to get guilty satisfaction | 24 | | |
| | | | |

**Table 13**

text of specified style in document.**-13**

**Figure** Error! No

In answer to which skills of you are most affected from cyber-bullying 2% response is forcreativity,23% for thinking power,41.2% for confidence,29.4% communication skills.

| options | % | Mean | Median |
|---|---|---|---|
| creativity | 2 | 25 | 26 |
| thinking power | 23 | | |
| confidence | 41 | | |
| communication skills | 29 | | |
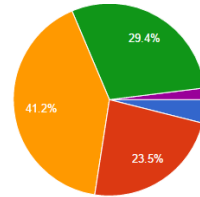
**Table 14**

text of specified style in document.**-14**

**Figure** Error! No

In answer to what is the solution for eliminating cyber-bullying from our society 9.3% for encourage them to leave bullying,40.7% To punish them,18.5% By imposing fine,22.2% Leave them alone.

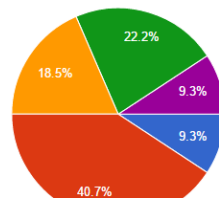| options | % | Mean | Median |
|---|---|---|---|
| encourage them to leave bullying | 9.3 | 25 | 20 |
| To punish them | 40.7 | | |
| By imposing fine | 18.5 | | |
| Leave them alone | 22.2 | | |

**Table 15**

text of specified style in document.**-15**

**Figure** Error! No

IN answer to Which method is used to aware people about Cyber-bullying 18.5% Seminars,22.2% Parents guidance,48.1%

Media awareness,3.1% impose fine,7.4% report offensive messages and stuff.

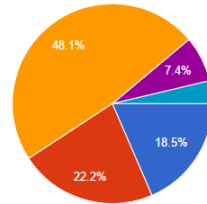| options | % | Mean | Median |
|---|---|---|---|
| Seminars | 18 | 18.5 | 20 |
| Parents guidance | 22 | | |
| Media awareness | 48 | | |
| impose fine | 3.1 | | |
| Report offensive messages | 7.4 | | |

**Table 16**

text of specified style in document.**-16**

**Figure** Error! No

In answer to what Cyber-bullying leads to 25 % Anxiety,51.9% Depression / lonliness,7.4% Suicide / Divorce,14.8% Poor academic record.

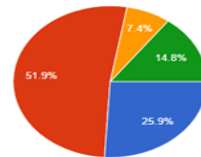| options | % | Mean | Median |
|---|---|---|---|
| Anxiety | 25 | 25 | 21 |
| Depression / loneliness | 51 | | |
| Suicide / Divorce | 7.4 | | |
| Poor academic record | 14.8 | | |
| | | | |

**Table17**

text of specified style in document.**-17**

**Figure** Error! No

In answer to what government should do about cyber crime25.9% Made strict law,16% trace and punish them,33.3% take strict actions,24.1% Ban such users

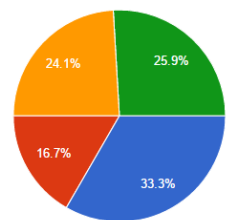| options | % | Mean | Median |
|---|---|---|---|
| Made strict law | 25.9 | 25 | 28.7 |
| trace and punish them | 16 | | |
| Ban such users | 24 | | |
| take strict actions | 33.3 | | |
| | | | |

**Table 18**

Error! No text of specified style in document.**-18**

**Figure**

IN answer to the responsibility of Social networking Sites 31.5% they should have privacy policies,40.7% Block and

deactivate such users,9.3% report users,18.5% provide terms and conditions for every user,

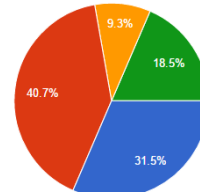| options | % | Mean | Median |
|---|---|---|---|
| they should have privacy policies | 31 | 25 | 24.5 |
| Block and deactivate such users | 40 | | |
| report users | 9 | | |
| provide terms and conditions | 18 | | |
| | | | |



**Table 19**
text of specified style in document.**-19**

**Figure** Error! No

In answer to question how people recover after cyber-bullied 24% Forgot everything and move on made new friends,34% Learn to fight them,17% Guide people about them,20% Leave that shame stuff behind and carry on,3% leave social media.

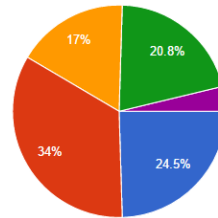| options | % | Mean | Median |
|---|---|---|---|
| Forgot everything and move on made new friends | 24 | 20 | 17 |
| Learn to fight them | 34 | | |
| Guide people about them | 17 | | |
| Leave that shame stuff behind and carry on | 20 | | |
| leave social media | 3 | | |



**Table 20**
text of specified style in document.**-20**

**Figure** Error! No

In answer to question do any computers or devices you use have parental controls, which saves you from different websites ,27.8 %Yes, 27.1 %,16.7% May be, 31.5% Don't know.

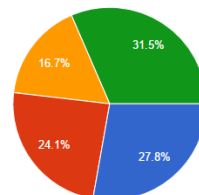| options | % | Mean | Median |
|---|---|---|---|
| Yes | 27 | 25 | 25.5 |
| No | 24 | | |
| May be | 16 | | |
| Don't know | 31 | | |
| | | | |



**Table 21**
text of specified style in document.**-21**

**Figure** Error! No

In answer to question Who has Cyber-bullied you most, 34% Strangers, Enemies 13%, People I know 26%, Friends of my age 26%.

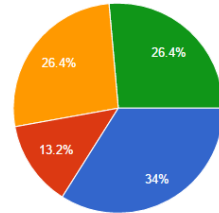| options | % | Mean | Median |
|---|---|---|---|
| Strangers | 34 | 25 | 26 |
| Enemies | 13.2 | | |
| People I know | 26 | | |
| Friends of my age | 26 | | |
| | | | |

**Table 22**
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**Figure** Error!

In answer to question Headache22%, sleeping disorder 48%, stomach 3%, physical complain 28%.

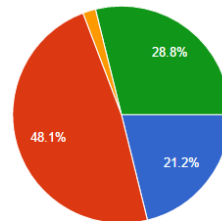| options | % | Mean | Median |
|---|---|---|---|
| Headache | 22 | 25 | 25 |
| Sleeping disorder | 48 | | |
| Stomach | 3 | | |
| Physical complain | 28 | | |
| | | | |

**Table 23**
of specified style in document.**-23**

**Figure** Error! No text

In answer to question How often do you and your family all do an activity together e.g(go for a walk , go to a cinema . Occasionally 35%, sometimes42%, never9.3%,Once a week13%.

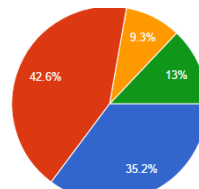| options | % | Mean | Median |
|---|---|---|---|
| Occasionally | 35 | 25 | 22.15 |
| sometimes | 42 | | |
| never | 9.3 | | |
| week | 13 | | |
| | | | |

**Table 24**
specified style in document.**-24**

**Figure** Error! No text of

Do you think that banning mobile phones would help to avoid bullying .13%yes, of course,31.5% Never,11.1%People will take negative steps,44.4%people will use another way to do it.

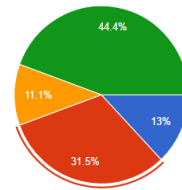| options | % | Mean | Median |
|---------|---|------|--------|
| yes, of course | 13 | 25 | 21.5 |
| Never | 31.5 | | |
| People will take negative steps | 11.1 | | |
| people will use another way to do it | 44.4 | | |

**Table 25**

text of specified style in document.**-25**

**Figure** Error! No

## 5. FINDINGS

People mostly use online harassment for time pass. Many victims of Online harassment are bullied from the moment they wake up and check their cell phone or e-mail, to the time they go to bed and shut off their computer or cell phone. They are usually physically weaker and like to spend time with adults more so than they do children. **Agaston (2008)**

They repeat their act of bullying many times in many serious cases. They usually target race and gender. On average, cyber bullies spend more time on the internet than those who do not bully **Aftab, (2008)**

According to the survey, most of the people said that the bully should be arrested and there accounts should be blocked and reported. ). They conclude that youth who reported strain were more likely to participate in online harassment."**(Tani, Greenman, Schneider, Fregoso, 2003)**

According to the study, people said that they can get rid of online harassment by blocking and reporting to ISP

According to the survey, most of the people cyber bullied on Facebook and social networking site. Following facts were garnered from their data analysis: 29.95% reported moderate or frequent involvement in bullying; 13% as the bully and 10.6%

as the bullied. 10.6% bullied others infrequently. 8.8% bullied once a week or more. 8.5% experienced bullying infrequently. 8.4% experienced bullying once a week or more. Males were more likely than females to be the bully and the bullied. Willard (2007)

According to the survey, most of the method used for Online harassment is through fake profiles. It  concludes that the risk of youth being bullied is higher for adolescents who have an active profile on social networking sites and participate in chat rooms. Hinduja and Patchin (2010b)

According to the survey, if we know about them we should report them and immediately report to police authorities. "Where internet ends or where it begins it is difficult to explain. Therefore, to help cybercrime, Internet privacy and cyber-abuse lawyer and creator of www.stopOnline harassment.org will be followed it explains Online harassment as when a child has been tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person on internet When someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. **(Aftab, 2008)**

According to the survey teenagers are more affected from this evil. The patterns the bully learns to attract attention and gain recognition spiral as the bully ages. School-aged bullies have a high tendency to gain a criminal confidence when they reach old age, and often grow up to be domestic violence. **(Sampson, 2002)**

According to survey side effects are psychological effects. Online harassment has many of the same effects on its victims such as lower academic achievement, and depression. In addition to warning signs that adults can look for to recognize Online harassment.

According to survey illiterate people more cyber bully the other spreading rumors and circulating defamatory images of the victim. As the penetration and use of communication

technologies grow, especially among young people, the potential for Online harassment to increase numbers and severity of victimization bears consideration.

According to survey people feels after bullied temporarily unable or unwilling to speak and socially disconnected from society. . These types of online bullies target those they feel are victimizing their own person or others, and they want to get back at them. **(Beale, A.V., & Hall, K.R. (2007, September/October)**

According to survey it starts from comment wars. . Acts of Online harassment can actually start with traditional bullying instances at school and then move to the Internet or vice-versa; they are usually not mutually exclusive. Like bullying, Online harassment acts are intentional, repetitive, and meant to exclude.**"(Nansel, 2001)**

According to survey Online harassment was done to get social fame and to hurt someone. It is obvious that they fear being hurt and are anxious because of the body and verbal expressions that they use. They are usually physically weaker and like to spend time with adults more so than they do children. Provocative victims are those who have a specific characteristic about them the rouses the aggressiveness in the bully. **(National Education Association, 2008)**

According to survey, Confidence is most effects from bullying.it also weakens their communication skills. The damage done to their self-esteem can have effects on their adult relationships and self-image. It is not shocking then that the bullied are more likely to think about or commit acts of suicide than those who are not victims of bullying" **(National Education Association, 2008)**

According to survey the solution for this evil is to punish them. It leads to depression and illness.

According to survey government should take strict actions against Online harassment and punish them.

According to survey social networking sites should use strong privacy settings. Most of the people don't know about parental control.

According to survey strangers cyber bully most, the health effects are poor sleeping disorder.

## 6. CONCLUSION:

A significant amount of attention by both the academic community and society at large, there continues to exist much confusion about both the conceptual and operational definitions of Online harassment (and by implication, bullying in general). The trouble with this lack of clarity is that it leads to misinformation and misunderstanding Bullying has long been a concern of youth advocates (e.g., educators, counselors, Research into the causes and consequences of Online harassment among adolescents has exploded in the past 5 years. However, much of the literature is largely descriptive in nature and/or suffers from methodological limitations associated with accessing and studying young people who are engaged in constantly changing high-Online harassment is a problem affecting a meaningful proportion of youth as the embrace online communication and interaction. Research has identified a number of real-world negative results for both the targets and those who bully. Although studies of Online harassment and online harassment among young people are nascent, preliminary findings suggest that victimization can undermine the freedom Online harassment has attracted increased attention from scholars and practitioners. Defined as "willful and repeated harm inflicted through the medium of electronic text" about the phenomena. researchers, policy makers). tech behaviors. of youth. Social Media Online harassment Linked to Teen Depression Victims tend to suffer in silence, making it difficult for parents to identify and address the problem.

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Name: *

Short answer text

Age:

Short answer text

Gender

◯ Male

◯ Female

Department:

Short answer text

Email

Why People do Cyber-bullying ?
- For timepass
- for enjoyment
- for agencies
- to hurt someone

To which school of the university do you belong?
- Liberal Arts
- School of computing
- School of engineering
- College of health and nursing

What should be the penalty for perpetrators of cyber-bullying
- they should be arrested
- they should be fined
- forgive them
- their account should be reported

"Think before you click" How can you get rid of Cyber-bullying
- by blocking
- by ignoring
- by reporting to ISP
- i don't know

On which sites you experience Cyber-bullying ?
- Chat Room
- Search engines

- Facebook
- twitter

Which method they commonly use to interrupt others ?

- Irrelevant messages
- Fake profiles/ show of
- Spreading rumors/spams
- By targeting your religion , cast , class , career etc
- By making your scandals / expose your weakness

What should you do if you know about them ?

- Trace out
- Ignore
- Report Police authorities
- Block

What do you think which age factor is most affected?

- Kids
- Teenagers
- Old
- Age Doesn't Matter

What are side effects of Cyber-bullying?

- Psychological Effects
- Have lower self esteem
- Suicide attempt
- rely on drugs

What type of People you think usually Cyber-bully ?

- Illiterate
- Landlords
- Students
- Hackers

What are your feelings after cyber-bullied ?

- My life is over / change your life style
- temporarily unable or unwilling to speak/ socially disconnected
- Self-esteem
- Feeling guilty
- Felling vulnerability and weakness

Which method of cyber-bullying you experienced most?

- Someone talk against you / to take revenge
- someone oppose your argument
- someone makes fun of you and your personality
- Comments war

What people get from Cyber-bullying ?

- Social fame
- To ditch someone/ to break someone heart
- to get friends attention

- to get guilty satisfaction / to offend someone

Which skills of you are most affected from cyber-bullying ?

- creativity
- thinking power
- confidence
- communication skills

What is the solution for eliminating cyber-bullying from our society ?

- We should meet them and encourage them to leave bullying
- To punish them
- By imposing fine
- Leave them alone

Which method is used to aware people about Cyber-bullying:

- Seminars
- Parents guidance
- Media awareness / guide people about netiquettes
- impose fine
- report offensive messages and stuff

What Cyber-bullying leads to ?

- Anxiety
- Depression / loneliness
- Suicide / Divorce
- Poor academic performance

What government should do about cyber crime ?

- Made strict law
- trace and punish them
- Ban such users
- take strict actions

What is the responsibility of Social networking Sites?

- they should have privacy policies
- Block and deactivate such users
- report users
- provide terms and conditions for every user

How people recover after cyber-bullied ?

- Forgot everything and move on made new friends
- Learn to fight them
- Guide people about them
- Leave that shame stuff behind and carry on
- leave social media

Do any computer or devices you use have "PARENTAL CONTROLS" Which save you from different websites?

- Yes
- No
- Maybe

- Don't know

Who has Cyber-bullied you most ?
- Strangers
- Enemies
- People I know
- Friends of my age

What are physical and health effects of cyber-bullying ?
- Headache
- Nervous/ Sleeping disorderliness
- Stomach ache
- Other physical complains

How often do you and your family all do an activity together e.g(go for a walk , go to a cinema etc ) ?
- Occasionally
- sometimes
- never
- Once a week

Do you think that banning mobile phones would help to avoid bullying ?
- yes, of course
- Never
- People will take negative steps