Summary & Conclusion

Chapter V
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5.1. Summary

Bullying is predominantly considered as a serious issue in western countries (Jaishankar, 2008). In India, bullying is part of certain cultures. Even though school bullying or college bullying is prevalent in the name of ragging (Ragging is strongly condoned now after Raghavan committee gained popularity), we do not give the connotation of bullying in the Indian context (Jaishankar & Shariff, 2008). However, there are new laws regarding ragging in schools and colleges, bullying per se has not been condoned. The use of modern technologies such as internet and mobile phones has increased the prevalence of bullying by school and college students. Today, internet and mobile phones have become a part of everybody’s lives, including students (Jaishankar & Shariff, 2008). The misuse and abuse of technology such as internet and mobile phones have surfaced and various cases of cyber bullying have emerged in India. In this present research work, an attempt is made to analyze the situation of bullying using internet and mobile phones among college students in selected Indian cosmopolitan cities. The study found out cyber victimization (70%) and perpetration (30%) and relationship with some variables. The major objectives of the study are:

- To examine the nature and extent of various forms of cyber bullying among college students in Cosmopolitan Cities (New Delhi, Mumbai, Kolkata, Chennai and Bengaluru).
• To analyse the victimization, perpetration and bystander pattern of cyber bullying among college students.

• To find out whether there is any significant relationship between dimensions of cyber bullying (Internet Usage, Cyber Bullying Victimization, Perpetration, Bystanders, Attitude towards cyber bullying) and gender, age, marital status, year of college, educational background and economic background.

• To assess the level of internet usage, attitude towards cyber bullying among college students and elicit solutions to prevent cyber bullying victimization.

5.2. Summary of Major findings

5.2.1. Internet Usage

• 39.8% of the respondents use internet once in a week, 29% of the respondents use internet several times in a week and 31.2% use internet daily. A collective pattern of the usage of internet shows that the majority of the respondents are online for most of the time.

• Majority (36.3%) of the respondents stay online for an hour and another 28.5% stay online for 1-3 hours and 24% stay online for at least half an hour. A collective pattern of these results would show that most of the respondents in an average stay online for at least 1-2 hours.

• Majority of the respondents (43.3%) typically use social networking sites, especially Facebook and Orkut.
40% typically use internet for browsing and 35% of the respondents use the internet for Email. Though, the typical usage of internet is mostly for interaction purposes, a small per cent (19.3%) use internet for uploading images and videos. This however may be the use of images and videos in social networking sites like Facebook and YouTube.

Majority of the respondents use internet from their homes, but not in their bedroom (34.3%). A 27.5% of the respondents use internet in their homes specifically in their bedroom. A collective per cent of the above results (34.3%+27.5%=61.8%) would show that majority of the respondents (61.8) use internet typically from their home.

Apart from the home, a 31% of the respondents use internet in internet café. Notably, only 11.3% use internet from their college. Majority of the respondents (61.8%) have a moderate ability to use computers, while 19.5% of the respondents are excellent in computer usage.

5.2.2. Cyber Bullying - Victimization Pattern

Only 19.8% of the respondents felt that they were victimised by bullying through mobile phones, however, 27.8% of the respondents felt that they were victimized by taking photos using mobile camera.

30.7% of the respondents felt that they were victimised through email bullying.

Text messages form another major mode used for bullying (22.3%).
• More than 13% of the respondents felt that they were victimised in the social networking sites such as orkut or Facebook.

• Another 10.8% feel that they were victimized in chat room bullying.

• A collective understanding of all the above modes of bullying victimization proves that bullying through the internet is on the rise among the college students in India.

• More than 22% of the respondents felt that calling names was the most used method of abuse in the internet.

• Also 16% felt that spreading rumours about them constituted a major chunk in their victimization online.

• 70.5% of the respondents felt that they were victimized by online bullying at least 1-3 times in the past 6 months.

• Among the male students, 29.8% of them have been victimized by cyber bullying at a low level, 42.8% of them have been moderately victimized by cyber bullying, and 27.4% of them have been highly victimized by cyber bullying.

• Among the female students, 20.5% of them have been victimized by cyber bullying at a low level, 57.5% of them have been moderately victimized by cyber bullying, and 22.0% of them have been highly victimized by cyber bullying. By this result, we can infer that both female students and male students are moderately victimised by cyber bullying.
• Among 18-25 age group students (the majority group of respondents), 23.5% of them have been moderately victimized by cyber bullying at a low level, 50.6% of them have been victimized by cyber bullying, and 25.9% of them have been highly victimized by cyber bullying.

• Among the 26-30 age group students, 47.6% of them have been victimized by cyber bullying at a low level, 31.0% of them have been moderately victimized by cyber bullying, and 21.4% of them have been highly victimized by cyber bullying.

• Among the 31-35 age group students, 41.2% of them have been victimized by cyber bullying at a low level, 52.9% of them have been moderately victimized by cyber bullying, and 5.9% of them have been highly victimized by cyber bullying. By this result, we can infer that the majority of the young adults in the 18-25 age groups are moderately victimized by cyber bullying and same is the case of the age group of 26-30 and 31-35, though they form a small chunk of the respondents.

• Among single/spinster group (the majority group of respondents), 25.0% of them have been victimized by cyber bullying at a low level, 49.8% of them have been moderately victimized by cyber bullying, and 25.2% of them have been highly victimized by cyber bullying.

• Among the married group students, 32.5% of them have been victimized by cyber bullying at a low level, 50.0% of them have been moderately victimized by cyber bullying, and 25.2% of them have been highly victimized by cyber bullying.
Among the divorced group students, 42.9% of them have been victimized by cyber bullying at a low level, 28.6% of them have been moderately victimized by cyber bullying, and 28.6% of them have been highly victimized by cyber bullying. By this result, we can infer that the majority of the respondents who are in the unmarried group are moderately victimized by cyber bullying and same is the case of the small number of married students. However, as undersized group of divorced students are only victimised in the internet by cyber bullying in a low level. As they are very minute group of respondents, a generalization is not possible.

Among the UG first year students, 27.7% of them have been victimized by cyber bullying at a low level, 42.6% of them have been moderately victimized by cyber bullying, and 29.7% of them have been highly victimized by cyber bullying.

Among the UG second year students, 28.1% of them have been victimized by cyber bullying at a low level, 54.2% of them have been moderately victimized by cyber bullying, and 17.7% of them have been highly victimized by cyber bullying.

Among the UG third year students, 20.4% of them have been victimized by cyber bullying at a low level, 50.9% of them have been moderately victimized by cyber bullying, and 28.7% of them have been highly victimized by cyber bullying.
• Among the PG first year students, 26.7% of them have been victimized by cyber bullying at a low level, 50.7% of them have been moderately victimized by cyber bullying, and 22.7% of them have been highly victimized by cyber bullying.

• Among the PG second year students, 20.3% of them have been victimized by cyber bullying at a low level, 45.8% of them have been moderately victimized by cyber bullying, and 33.9% of them have been highly victimized by cyber bullying. By this result, we can infer that the majority of the respondents have been victimised moderately by bullying through internet. It is found that undergraduate students are victimised more than the post graduate students, however, a generalization is not made as the PG students form a lesser group of the sample.

• Among the arts group students, 52.4% of them have been victimized by cyber bullying at a low level, 19.0% of them have been moderately victimized by cyber bullying, and 19.0% of them have been highly victimized by cyber bullying.

• Among the science group students, 27.0% of them have been victimized by cyber bullying at a low level, 49.1% of them have been moderately victimized by cyber bullying, and 23.9% of them have been highly victimized by cyber bullying.

• Among the engineering group students, 19.2% of them have been victimized by cyber bullying at a low level, 45.0% of them have been
moderately victimized by cyber bullying, and 35.8% of them have been highly victimized by cyber bullying.

- Among the medicine group students, 23.1% of them have been victimized by cyber bullying at a low level, 38.5% of them have been moderately victimized by cyber bullying, and 38.5% of them have been highly victimized by cyber bullying. By this result, we can infer that the majority of the students of the Arts, Science, Engineering group have been victimised moderately by bullying through internet, with Arts students being in the group of higher level of victimization and the Arts students form the major group of this study.

- Among the high income students, 23.5% of them have been victimized by cyber bullying at a low level, 52.9% of them have been moderately victimized by cyber bullying, and 23.5% of them have been highly victimized by cyber bullying.

- Among the middle/average income students, 25.1% of them have been victimized by cyber bullying at a low level, 51.1% of them have been moderately victimized by cyber bullying, and 23.8% of them have been highly victimized by cyber bullying.

- Among the low income students, 31.8% of them have been victimized by cyber bullying at a low level, 33.3% of them have been moderately victimized by cyber bullying, and 34.8% of them have been highly victimized by cyber bullying. By this result, we can infer that the majority of the respondents including High, Medium, and Low income
group students have been victimised moderately by bullying through internet, with a higher level of medium income group being victimised by cyber bullying.

- Nearly 50% of the respondents told the bullies to stop the online bullying immediately. 40.4% of the respondents just moved away from the bullying, whereas, 36.2% of the respondents did nothing regarding their victimization.

- The reporting behaviour of the victims is moderately good as 29.6% of the respondents reported to an online friend, 29.3% of the respondents reported to a college friend, 27% of the respondents reported to the parents, 28% of the respondents reported to their brother/sister, 27% of the respondents reported to their teachers, 26.4% of the respondents reported to the internet or mobile phone provided and 29.6% of the respondents reported to the Police.

- 27.1% of the respondents laughed at their victimization as it is one of the immediate forms of coping method of any victimization, however, the exact impact of the victimization will be only known to the victim later. A good number of victims (30.5+31.4=61.9%) had deleted the aggressive material as well as blocked it.

- Also 27.4% of the respondents changed their online id or nickname.

- 28.3% of the respondents also bullied back and this is one immediate response that will be shown by any victim in case of victimization as it can be construed as self defence.
34.7% of the respondents felt worried about their victimization and 19.2% of the victims have problems in concentrating in their studies.

More than 25% of the victims felt angry and their behaviour at home (9.3%) and friends (6.7%) changed and some lost their sleep (6.7%).

Bengaluru (Mean 164.98) tops in cyber bullying victimization followed by Delhi (Mean 149.88) and Chennai (Mean 139.73).

5.2.3. Cyber Bullying - Perpetration Pattern

- Around 30% of the respondents involved in bullying others through internet.
- Most of them (37.8%) spread rumours about someone online.
- Some (13.7%) used websites to abuse others and 10.3% of the respondents have sent personal pictures of someone to others.
- Also 13.7% of the respondents impersonated others.
- Email abuse is little high, 26.5% of the respondents used Email as a mode to bully others.
- Notably, majority of (41.8%) of the perpetrators used social networking sites like Orkut or Facebook to victimise others by bullying.

5.2.4. Cyber Bullying – Bystander Pattern

- 56.8% of the respondents have seen others being bullied online for at least 1-3 times in past 6 months.
24.5% of the respondents have often seen someone becoming a victim of cyber bullying and 10.8% of the respondents have frequently seen someone becoming victim of online bullying.

20.8% of the respondents tried to stop the perpetrator in further involving in bullying someone online and 18.7% tried to befriend the victim and supported and 15.7% of the respondents reported the bullying to someone who could help and 7% directly told the perpetrator what he is doing is not right.

The bystander effect is also seen, where 13% left the online environment, 7% objected but not the perpetrator, 7.7% joined in the abuse, and 13.7% watched, but did not participate.

5.2.5. Attitude towards Cyber Bullying

65.1% of the respondents felt that cyber bullying is more serious issue than face-to-face bullying.

34% of the respondents opined that cyber bullying is more acceptable than face-to-face bullying.

48.7% of the respondents felt that the victims of cyber bullying are usually victimised for no specific reason.

50% of the respondents opined that it is easier to get away with cyber bullying someone compared to face-to-face college bullying.
35.3% of the respondents felt that cyber bullies are jealous of their victim and 48.5% of the respondents felt that cyber bullies also usually bully at college.

53.5% of the respondents opined that they would feel bad if they cyber bullied someone.

48.8% of the respondents felt that they would be a better bystander of cyber bullying and they would try to stop such incidents.

Only 24.2% of the respondents blamed the victim. Overall, the results showed that the attitude of the respondents was pro victim and they wanted to prevent and protect victims of cyber bullying.

5.2.6. Relationship between Cyber Bullying Dimensions (Internet Usage, Cyber Bullying Victimization, Perpetration, Bystanders, Attitude towards Cyber Bullying) and Other Variables

Except internet usage and cyber bullying perpetration, other variables are not found to have significant relationship with age.

While comparing the mean scores of 18-25 age (Mean=10.60), 26-30 age (Mean=8.19) and 31-35 age (Mean=7.94) group of students in the internet usage, the 18-25 age group students are better internet users than the 26-30 age and 31-35 age group students.

While comparing the mean scores of 18-25 age (Mean=2.02), 26-30 age (Mean=1.74) and 31-35 age (Mean=1.65) group of students in their
cyber bullying perpetration, the 18-25 age group students are more involved in cyber bullying perpetration than the 26-30 age and 31-35 age group students.

- There is no relationship between Cyber Bullying Dimensions (Internet Usage, Cyber Bullying Victimization, Perpetration, Bystanders, Attitude towards cyber bullying) and gender.

- Except internet usage other variables are not found to have significant relationship with marital status. While comparing the mean scores of single/spinster (Mean=10.58), married (Mean=8.73), divorce (Mean=7.14), separate (Mean=7.67) and widow (Mean=10.00) students in the internet usage, the single/spinster students are better internet users than the married, divorced, separated and widowed students.

- There is no relationship between Cyber Bullying Dimensions (Internet Usage, Cyber Bullying Victimization, Perpetration, Bystanders, Attitude towards cyber bullying) and year of study.

- Except internet bullying victimization and bystanders pattern other variables such as internet usage, mobile bullying victimization, attitude towards cyber bullying and cyber bullying perpetration were found to have significant relationship with educational background (Arts, Science, Medicine and Engineering).

- While comparing the mean scores of arts (Mean=10.22), science (Mean=10.20), engineering (Mean=11.06) and medicine (Mean=7.23)
students in the internet usage, the engineering students are better internet users than the arts, science, and medicine students.

- While comparing the mean scores of arts (Mean=58.65), science (Mean=62.06), engineering (Mean=67.11) and medicine (Mean=63.69) students in mobile bullying, the engineering students are found to be victims of mobile bullying than the arts, science, and medicine students.

- While comparing the mean scores of arts (Mean=53.01), science (Mean=50.29), engineering (Mean=54.75) and medicine (Mean=51.85) students in their attitude towards cyber bullying, the engineering students are found to have appropriately opined regard cyber bullying than the arts, science, and medicine students.

- While comparing the mean scores of arts (Mean=1.90), science (Mean=1.97), engineering (Mean=2.17) and medicine (Mean=2.15) students in cyber bullying perpetration, the engineering students are found to be involved in cyber bullying perpetration than the arts, science, and medicine students. Though, the major group of the respondents belongs to arts stream, when it comes to perpetration, or being victims of mobile bullying, it is the engineering students who have a relationship with the variables. However, when it comes to cyber bullying victimization it is the arts students who showed some relationship.

- There is no relationship between Cyber Bullying Dimensions (Internet Usage, Cyber Bullying Perpetration, Bystanders, Attitude towards cyber
bullying) and economic background, except Internet bullying victimization is found to be significant with medium income group students being more victimised compared to other groups.

5.2.7. Solutions to Prevent Cyber Bullying

- 32% of the respondents’ preferred blocking messages/identities.
- 37.5% of the respondents favoured reporting the cyber bullying to police or other authorities.
- 30.2% of the respondents felt that asking the bully to stop the cyber bullying would be a good solution.
- 36.8% felt that ignoring would be one of the best solutions.
- 30.3% of the respondents felt that keeping a record of offensive emails or texts will be helpful in future for identifying the bully or reporting to the police.
- 23.5% of the respondents felt that changing email address or phone number might help in reducing cyber bullying.
- 19.3% of the respondents felt that the cyber bullying perpetrators should be punished.
- A moderate 15.3% of the respondents’ preferred victim offender mediation.
- 17.3% of the respondents felt that setting up an anonymous phone line for reporting cyber bullying will be effective in the prevention of cyber bullying and protecting victims of cyber bullying.
23.7% of the respondents felt that developing programs to teach students about cyber bullying and its effects will be very helpful.

5.3. Conclusion

With umpteen numbers of reports of cyber bullying, cyber vandalism, nuisance and finally kidnapping and murder through the Internet by the youth, it has become a serious problem for the colleges, parents, law and justice machinery and the society as a whole to maintain peace and inculcate good values in the youth. Cyber bullying is a much neglected problem in India. There was no specific law to prevent cyber bullying activities among students, though there are laws to prevent ragging.

With the advent of Internet, the bullying behaviour has spread across the school and college campuses in India (Halder & Jaishankar, 2007). Many incidents of cyber bullying happen in India and they go unreported. They are reported only when they result in crimes like murder. When the Delhi MMS case brought the ugly side of use of mobile phones by the children, it was assumed that such incidents are rare and with one such reported incident the children with Indian value will never dare to do such things in the future. However, the infamous Bombay cyber bullying case proved the social thinking wrong and proved that cyber bullying is growing in India.

When bullying is mediated or controlled to a certain extent by the teachers, counsellors and parents, Internet gave a virtual uncontrolled playground for youth to do all kinds of mischief. Every educated Indian including
the youth has a second life in today’s worlds through the web which is anonymous in majority of the cases. Social networks like Orkut, Facebook, etc have created a new world of net friendship where every third person is known only through his “second life” i.e., net profile. Adolescents become easy prey for cyber crimes committed by anonymous persons. Anger, hatred and frustration are exposed to the “enemies” without any legal or social limits. Slowly such hateful messages are spread over to the vast net of virtual friends to defame the particular target. With the absence of any preventive policy and the Information Technology Act (2000 amended in 2008) made only for looking after E-commerce issues, the problem of cyber bullying has become an ugly monster which cannot be tamed.

This research has found recent trends in the spurt of cyber bullying in India. They are:

- Much exposure of school bullying and ragging.
- Change of value system in children and youth as a result of over exposure of Television violence and Internet Pornography.
- School / college vandalism in consequence of provocation from school / college bullying.
- The newly evolving trend of school shoots out cases on account of school bullying.
- Usage of cyber technology to transform the pattern of school / college bullying.
- Lack of cyber security measures for college students.
• No policy guidelines to control cyber bullying.

• Inadequate Information Technology Act to prevent cyber bullying.

• Unsafe school atmosphere.

• Domestic problems turning youth into bullying / cyber bullying.

• Easy access to Internet, mobile phones with the camera make youth more courageous to experiment on mischievous acts at home itself. It gives them an easy way to take revenge.

5.4. Recommendations

1. In the U.S., U.K., and Canada, anti-bullying sites and support groups have mushroomed to redress this problem. For example, Bullying.ca, Be Safe Online, and Bully Online are just some of the hundreds of sites that offer advice, support, and resources to counter cyber bullying; however, there are no such organizations in India, as the concept of cyber bullying is still not widespread in India (Kapoor, 2003).

2. Counselling plays a major role in curtailing bullying behaviour. However, at the same time unless there are some uniform policy guidelines, the cyber bullying can never be controlled.

3. The need of the day is an anti cyber bullying law in the model of anti cyber bullying law prevalent in Canada, US and UK.

4. Social awareness programmes are also needed to make the youth aware of risks of cyber bullying.
5. In India, ragging is now recognized as a penal offence. But the initial stage of ragging begins at school level. Hence, school bullying should be eliminated from the root itself.

6. A youth friendly information technology law will help the youth to understand their cyber rights.

7. Cyber bullying could be prevented only when the youth are taught about their limitations in the cyber world.

8. Many cyber cafes are adopting the rule of demonstrating prohibitory notices on the use of pornographic websites. Similarly, youth should be strictly monitored in every public cyber café as well as homes.

9. The Principals of certain colleges agree that, bullying habit depends much on the home environment rather than college environment, so most of the responsibilities lie with the parents.

10. Even if the counsellors are appointed by some colleges to control the aggressive behaviour of the college students, unless the counselling reaches the grass root level of bullying behaviour of the school kids, it cannot be controlled (Banerjee, 2005).

11. The solutions provided in the research and which were endorsed by the respondents should be considered.
5.5. Limitations of the study

All samples are non-random and as such, generalisations to other survey results cannot be made. Nor can generalisations be made to the entire population of victims or perpetrators of cyber bullying. An unknown number of individuals may not define themselves as cyber bullying victims or perpetrators, or if they do so, they may be unwilling to come forward and speak openly about their experiences. This survey is the only of its kind so far conducted in five major cities in India. The scope of the study is limited only to specific colleges of five cities. Due to time constraints a specific tool for measuring psychological victimization could not be made and this would be done for future studies and it is also a direction for future studies. This study also has constraints like time and finance. Also there were many challenges in the data collection which are presented below.

5.5. a. Challenges in collecting primary data:

1. Collecting the facts from the respondents: Some respondents (College students) did not want to reveal the facts such as their involvement in bullying and also their victimization in cyber bullying.

2. Length of the questionnaire and duration: Many students felt that the questionnaire is very lengthy (even though it is only 10 pages) and the duration taken to answer all the questions tested the patience of the respondents as many respondents were reluctant to spend their free time in such activity.
3. **Unwilling to face the researcher:** Some of the students were very reluctant to participate in the research and they tried to ignore / avoid the researcher.

4. **Problem of understanding questions:** Many students felt and brought to the researcher’s notice during the discussion that they could not understand many questions in the questionnaire.

5. **Understanding Jargons:** Many of the students did not understand certain jargons of the research especially the word ‘bullying’ is not commonly used in India and understood by the students.

5.5. b. **Challenges in analyzing secondary data**

There are no previous studies in the areas of cyber bullying among college students in India. Most of the international studies only focused on cyber bullying among school students. Hence, secondary data related on cyber bullying among college students in India and abroad, became a difficult task for the researcher. The researcher through the supervisor interacted with some foreign experts on cyber bullying and gained some insights regarding the topic. In addition, the researcher utilized various studies on cyber bullying among school students.