Cyber Bullying and its Influence on Academic and Social Development of University Students during Covid-19 Pandemic: A Sociological Study

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Abstract

This study looked into the impact of cyberbullying on university students in Bangladesh's academic and social growth. Its goal is to learn more about the impact of cyberbullying on many characteristics that affect university students.The study with the application of quantitative method incorporating the social survey and participant observation where close ended structured questionnaire with some open ended questions has been used to find out the objectives. To select the area and respondents purposive and random sampling methods were used as a sampling technique where the data were collected by using interview survey method. It was found that a major number of women students experienced cyber bullying at least once or twice through other types of media. As the online education system has started due to covid-19 pandemic cyber bullying has increased as every student are involved in media. Social media like messenger, whatsapp, viber, emo and recently being famous among young generation is tiktok mainly through instant messaging. The main conclusion is that although the existence of cyber bullying has been demonstrated,researchon cyber bullying among undergraduates is not sufficiently developed. Future research should pay special attention to this population. The outcomes of this study reveal that cyber bullying has a significant impact on university students' academic, social, and emotional development, and that it has grown in scope as a result of the covid-19 pandemic as they were more involved in online media for academic purposes as well as to pass the time while everything was shut down.

Keywords: Cyber bulling, Social Development, Covid-19, Academic Development, Social Media

Introduction

Cyber bullying is defined as the electronic sending of malicious messages to people (such as students) often anonymously (Merriam Webster, 2017).Students use the Internet for various purposes. Such recreational purposes include things like taking online classes through zoom, Google meet or other apps in this covid-19 time, online group communication or play; academics, such as conducting assignments, scholarship research, or online application completion; and practical, such as job preparation interview through company. Students also utilize the internet to communicate socially by developing frequency which has increased in the time of covid-19 pandemic.The goal of this study is to look at how common cyberbullying

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is and how it affects university students' academic and social development during the covid-19 epidemic.

The literature shows that depression, loneliness, low self-esteem, school phobia, and social anxiety are all common psychological issues of the victims of cyber bullying (Grene, 2003; Juvonen et al., 2003; Akcil, 2018). Furthermore, the findings revealed that cyberbullying caused emotional and physiological harm to helpless victims (Akbulut and Eristi, 2011), as well as psychosocial issues such as behavioral issues (Ybarra and Mitchell, 2007), drinking alcohol (Selkie et al., 2015), smoking, depression, and poor academic engagement (Akbulut and Eristi, 2011). (Ybarra and Mitchell, 2007).Cyberbullying victims can no longer concentrate on their studies under great emotional stress, which affects their academic progress (Akcil, 2018). Since victims often suffer psychological injuries, the depressive effects of cyberbullying prevent students from achieving outstanding performance in their studies (Faryadi, 2011).The existence of cyberbullying victims was found to be significantly linked to anxiety, depression, substance abuse, low self-esteem, inter-personal issues, family tension, and poor academic performance among college students (Beebe, 2010).

Since the discovery of covid-19, the epidemic of bullying and harassment of persons in East and Southeast Asia has grown. According to CBS News reporter Christina Capatides, high school students in California's San Fernando Valley attacked a 16-year-old boy and blamed him for the sickness (A. Miltsov 2013). Cybercrime is a term used to characterize illegal activity that takes place online and has negative implications for people's social, mental, and physical health. Victims of cyberbullying are more likely to have low self-esteem, poor academic performance, headaches, stomach issues, and other symptoms, and bed-wetting (T.S. Satyanarayana Rao, D. Bansal, S. Chandran 2018). Victims of cyberbullying are also at risk of loneliness, disappointment, and mistrust of people, and they are more prone to self-harm and behave aggressively with their friends and family (V. Sleglov a, A. Cerna2011). Cyberbullying can also lead to feelings of shame, remorse, fear, and social disengagement (I. Katz, M. Keeley, B. Spears, C. Taddeo, T. Swirski, S. Bates 2014). Suicide and mental diseases such as chronic sadness and anxiety states are among the other detrimental consequences (C.A. Cummings 2017).

2. Background of the Study

Cyber bullying is a widespread social adjustment error that can have signif-icant social, emotional, physical, and psychological consequences for victims, bullies, and those who witness bullying conduct (T. Field 2018, N. Boonchooduang

et al. 2018, M.C. Martnez-Monteagudo et al. 2020). Furthermore, reports of cyberbullying victims experience heightened sentiments of dread, hopelessness, agony, grief, guilt, and shame (D. Finkelhor, K.J. Mitchell, J. Wolak 2000, C. Myers, H. Cowie 2019, W. Wang et. al. 2019). Recent empirical investigations with young people who have been victims of cyberbullying have demonstrated that these individuals can experience emotional and behavioral consequences as a result of their experiences. Furthermore, young people can develop a variety of coping strategies to deal with cyber bullying, which are classified as passive or positive (B. Eristi, Y. Akbulut 2019), such as acts of revenge (M.F. Wright 2016), avoiding the Internet, ignoring cyber bullies or asking them to stop (B. Eristi, Y. Akbulut 2019, F. Sticca et al, 2015 &Safaria, F. Tentama, H. Suyono 2016), and Wright (2016) discovered that cyberbullying victims employed social media coping mechanisms of support (adaptive) and revenge (maladaptive), or a combination of the two, to deal with bullying. In this context, the role of and parental support is critical in helping to lessen the negative impacts of cyberbullying on the one hand, and the participation of teenagers in online activities on the other (M. Wright 2018, M.F. Wright 2019 & S. Wachs et. al. 2010).

Students who leave home to attend university experience feelings of loneliness and isolation, and as a result, they frequently use the Internet to enhance existing social relationships and form new ones, as well as to seek pleasurable activities to alleviate feelings of loneliness (E. Felipe-Castano et al. 2019, K. Vasileiou et al. 2019). They frequently spend hours browsing the internet and social media (N. Saini & et. al. 2020, A. Frederick, Y. Run 2018). This activity, on the other hand, can lead to internet difficulties (J. Skues, B. Williams, J. Oldmeadow, L. Wise 2016), as well as an increased risk of being a victim of cyberbullying (C.A. Myers, H. Cowie 2019) or a perpetrator (N. Gsladottir 2016).Additionally, victims of cyberbullying are more likely to be bullied even when they are not online (M.C. Bergmann, D. Baier 2018). Ersti et al. (2019) identify the most prevalent responses to cyberbullying in a study involving students: retribution, coping, negotiation, and avoidance. Furthermore, elements like computer self-efficacy and Internet use appear to be linked to these various sorts of reactions. According to Wachs et al. (2020), assertiveness, close support, helplessness/self-blame, distal retribution, and counsel are six techniques used to combat cyber hate.

This research tries to better understand the global COVID19 pandemic to assess the cyberbullying experienced by Dhaka University students, Bangladesh and to examine the frequency with which cyberbullying is committed and the association it has with university students' intellectual and social growth throughout the covid-19 pandemic.

3. Objectives of the study

3.1. General Objective

In the context of the global COVID19 pandemic, this study aims to assess the cyberbullying experienced by Dhaka University students, Bangladesh and to examine the frequency with which cyberbullying is committed and the relationship it has with the academic and social development of university students in the time of covid-19 pandemic.

3.2. Specific Objectives

• To investigate why Dhaka university students were subjected to cyberbullying during the covid-19 pandemic.
• To determine the most common types of cyberbullying experienced by Dhaka university students during the covid-19 pandemic.
• To investigate the link between it and the academic and social growth of Dhaka university students during the covid-19 pandemic.

Literature review

4.1 Overview of cyber bullying

Cyberbullying, also known as cyberbullying, is the "deliberate and repeated harm caused by the use of computers, mobile phones and other electronic devices" (A. Hasse, S. Cortesi, A. Lombana-Bermudez, U. Gasser 2019). Harm in cyberspace manifests itself in a variety of ways, including harassment through abusive or repetitive messages, denigration and publication of false or cruel statements, invasions of privacy, and intentional exclusion from an online group (N. Willard 2005).

Cyber bullying is similar to traditional bullying in that both require the use of intent, aggression, power imbalances, and the recurrence of harmful behavior. These objects, on the other hand, cannot be accurately transferred into the digital realm. For example, in cyberbullying, repetition of the aggressiveness may be lacking because a single image or video can garner a large number of views and reactions on social media. Views, Actions, Saves, Comments, and Likes can be used to replay the victim's intimidation experience and create a cycle of repetitions of the original assault. Furthermore, due to the lack of nonverbal indicators from internet communication, some cyberspace activities may be misinterpreted as bullying (A. Hasse, S. Cortesi, A. Lombana-Bermudez, U. Gasser 2019, A. Alipan, J.L. Skues, S. Theiler, L. Wise 2020, A.M. Vivolo-Kantor, B.N. Martell, K.M. Holland, R. Westby 2014, & M.M. Stephens, H.T. Cook-Fasano, K. Sibbaluca 2018).

Hass et al. (2019) discussed various challenges in defining cyberbullying.

They suggested that cyberbullying should be referred to as "cyberbullying" since the term "cyberbullying" could exclude circumstances when the perpetrator and victim are strangers. Threats of violence, death threats, obscene and harassing phone calls and text messages, sexting, sexual exploitation, photographs of child sexual abuse, incitement to hatred, or data breaches are all examples of cyberbullying that can turn into a crime (M.M. Stephens, H.T. Cook-Fasano, K. Sibbaluca 2018).

4.2 Cyberbullying and internet

According to Belsey (2006, p.1), "Cyberbullying involves the use of communication and information technologies such as email, cell phone and text message pagers, instant messaging, defamatory personal websites, blogs, online games, and defamatory online personal surveys. Websites, to promote intentional, repeated and hostile behavior by individuals or groups intended to harm others". Characteristics such as anonymity, accessibility to electronic communications, and rapid public dissemination result in an unlimited number of individuals who can be influenced by Cyberbullying.

Electronic mail (email), instant messaging, chat rooms, text messaging (SMS), social networking sites, and web sites are the most common and common media in which cyber bullying can occur. According to studies, college students are more likely to be subjected to cyberbullying via email and are less inclined to participate in online chat rooms (Beebe, 2010). According to another study, instant messaging is the most commonly utilized electronic method of cyberbullying (Kowalski et al., 2018).

4.3 Impact of cyber bullying

In addition, research shows that cyberbullying causes emotional and physiological harm to vulnerable victims, as well as psychological issues such as improper conduct, alcohol consumption, smoking, depression, and low academic engagement (Faryadi, 2011). (Walker et al. 2011). Victims of cyberbullying are unable to concentrate on their academics due to high emotional stress, and as a result, their academic achievement is harmed (Faryadi, 2011). The depressed effect of cyberbullying prohibits kids from achieving in their studies since victims are frequently psychologically damaged (Faryadi, 2011).

In a Malaysian university study of 365 first-year students, the majority of those respondents (85 percent) said cyberbullying has a negative impact on their academic performance, particularly their grades (Faryadi, 2011). Among addition, 85% of respondents felt that bullying has a negative impact on kids' emotions and produces unimaginable psychological issues in victims. Low social support, low self-perception, and being female were all predictors of cyber victimization for

students with learning impairments, according to Heiman and OlenikShemesh (2018), but low social support was the predictor for students without cognitive disabilities. -be and a poor sense of one's own physique.

4.4 Academic and social development of University students

Academic development encompasses not just academic abilities, but also motivation and institutional dedication. The academic sector also requires motivation to learn, action to meet academic demands, clear goals, and general contentment with the academic environment (Lau, 2003).

Social growth includes integrating into university social life, forming a support network, and handling new social freedoms. Disputes in a life situation, the development or maintenance of relationships, interpersonal conflicts, family troubles, and economic challenges are all examples of social crises that appear as emotions of loneliness (McGrath, 2005). (Clark et al., 2015).

Academic achievement and future success are both influenced by how well you adjust to a new situation. Students not only grow academically and intellectually, but also create personal relationships, form identities, make career and lifestyle choices, and maintain personal health and wellness. Many students engage with people from other backgrounds, each with their own set of ideals, and form new friendships. For the first time, some are adjusting to life outside the family (Inkelas et al., 2007). Transitioning to academic institutions is fraught with difficulties in emotional, social, and academic adjustment (Gerdes and Mallinckrodt, 1994; Parker et al., 2004).

5. Methodology

5.1 Statement of the Methodology

Because it was undertaken at a single point in time among the selected group, the study was cross-sectional. This study incorporates both primary and secondary sources of information. A thorough review of secondary literature has been conducted. This research is based on nature's quantitative method. The survey interview approach was employed in the study to determine the research's outcome.

5.2 Area of the Study

To conduct research, a particular area has been identified in which the study conducted. Dhaka University, Dhaka, Bangladesh, has been selected as the study area.

5.3 Study population

The unit of study was students of Dhaka University of both male and female who are involved in social media from first year to Masters.

5.4 Sampling and Sample size determination formula

Dhaka University has 18 residential Halls, 13 for male students, and 5 for female students. Total students are almost 37,000 from which 100 were selected. The respondents were selected by using the purposive sampling method who were willingly ready to talk and connected with the researcher through facebook were selected for the study and data were collected by sending the questionnaire in a Google drive format because of the covid-19 pandemic.

5.5 Sources of Data

The study's information was gathered from both primary and secondary sources. An interview survey was used to acquire primary data from selected participants (quantitative). Secondary data was acquired from records as well as published study papers, journal articles, and literature reviews.

5.6 Study Period

The study including data collection, analysis and write up was carried out fromFebruary 2021 to October 2021. Data were collected on March to May 2021. All the interviews were undertaken by the sending questions through email and messenger during the covid-19 pandemic.

5.7 Data Collection Instruments

Primary data have been collected through quantitative (questionnaire survey).It consisted of close-ended questions to collect information. Data were collected from 20thMarch to 10th May 2021. Secondary data had been collected through review of the literatures related to the topic.

5.8 Development of the questionnaire

Based on the objectives and research questions, an initial questionnaire was created, which was then amended and refined in accordance with the study's aims and applicability. The questionnaire was pre-tested among ten Dhaka University students to determine its understandability, responsiveness, and comprehensibility, and the questionnaire was then adjusted depending on the responses.

5.9 Data Analysis

Data analysis involves collecting data, managing data, and reading, generating categories, the data. The obtained data were analyzed in terms of objectives to assess the cyberbullying experienced by Dhaka University students, Bangladesh and to examine the frequency with which cyberbullying is committed and the

relationship it has with the academic and social development of university students in the time of covid-19 pandemic. Statistical analyses were conducted using SPSS version 23.0 software and included descriptive analysis. Collected quantitative data were entered in computer software named Microsoft Excel.

6. Socio-demographic Characteristics of the Students

It is shown in the table-01 that 49%of the total respondents belong to (19-20) age category, 37.2% in (21-22) age, 10.8% in (23-24) age and 2.9% in (25-26) age category.It is found in the study that most of the respondents were studying 2nd year and first year 35%, 3rd year 20%, 4th year 15% and masters 30% in the study.The average family incomes of the respondents are mostly found in the range between 20000-30000 (34%) and 30000-40000 (40%) in the current study. The study found the different percentage of male were 30% and female were 70% where most of them were from arts and social science faculty about 40% and 25% respectively.

Table-01: Socio-demographic Characteristics

| Age		Education (study year)		Family Income		Gender		Faculty	
Category	%	Category	%	Category	%	Category	%	Category	%
19-20	49	1st	18	below 20000	4	Male	30	Social Science	40
21-22	37.2	2nd	17	20000-30000	34	Female	70	Science	22
23-24	10.8	3rd	20	30000-40000	40			Arts	25
25-26	2.9	4th	15	40000-50000	16			Business	13
-	-	Masters	30	40000-50000	6				

Field Survey, 2021

7. Findings of the Study

As the online education system has started due to covid-19 pandemic cyber bullying has increased as every student are involved in media. Social media like messenger, whatsapp, viber, emo and recently being famous among young generation is tiktok mainly through instant messaging.

7.1.Involvements of Students on social media

Figure-01: Involvements of Media of the Students during Covid-19 Pandemic
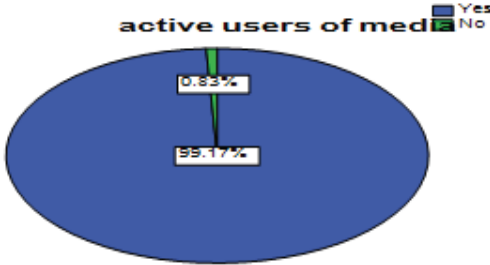
In this study found mentioned in the figure-01 that majority of the students 99.17% of the total respondents were actively involved in different medias in the time of covid-19 pandemic and they have mentioned that they were passing very lazy time as the university was closed.

Table-01: Involvements of Students on social media (Multiple Responses)

Category	Male (n)	Female (n)
Facebook	50	120
Messenger	52	132
Whatsapp	30	80
Tiktok	25	105
Youtube	40	112
Others (Viber, Imo, Instagram)	10	90

Table-01 shows the multiple responses of the respondents of their involvements categories on social media where the researcher has found that most of the students both male and female were involved in facebook, messenger, tiktok(mostly female) and youtube compared to other medias and the numbers are 50, 52 and 40 numbers of male respectively, 120,132,112 and 105 respectively.

Figure-02: Students Involvement in Different Social Media
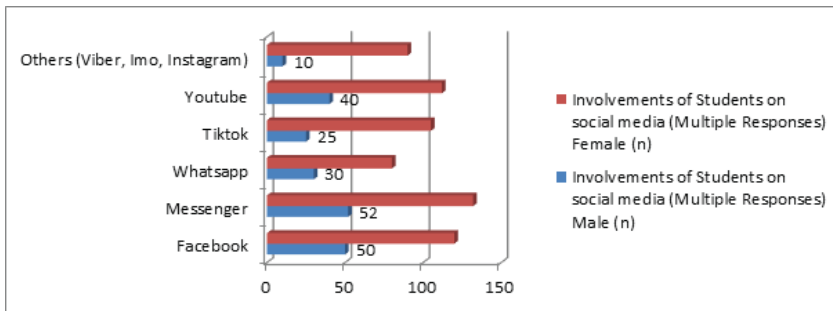
On the other hand the number of using whatsapp and others category like viber, imo and instagram are given in the table-01 and portrayed in the figure-02.

7.2.Online Activities of the Students

Both males and females favor the top five internet activities, which are listed in the table-02 in a different order. The highest ranked among female responders were (1) My space, (2) attending class (92%), (3) University Work (74%), (4) Email (69%), and (5) Entertainment & news (63%). The rankings for male respondents were as follows: (1) My space (98%), (2) university work (80%), (3) entertainment & news (60%) (4) Attending class (58%), and (5) Email (52%).

Table-02: Top five online activities of the students During Covid-19 (Multiple Responses)

Category	Male (%)	Female (%)
My space	82	98
Attending class	58	92
University Work	80	74
Email	52	69
Entertainment & News	60	63

Almost all of the respondents (97 percent or more) said they utilized the Internet for university work and email. Male respondents, on the other hand, were more likely than female respondents to utilize the Internet for conversations. Female respondents were slightly more likely than male respondents to utilize blogs, Facebook/MySpace, and Tiktok on the Internet.

7.3. Cyber bullying Medium

Figure-03 represents the medium by which the respondents are mainly victimized during the covid-19 time that most of the students were victimized by strangers who were connected on facebook or other social media almost 39.4% on the other hand 18.9% were victimized by their fellow university students both seniors and juniors. Others categories are demonstrated in the Figure-03.

Figure-03: Cyberbullying Victimization Types (Medium)
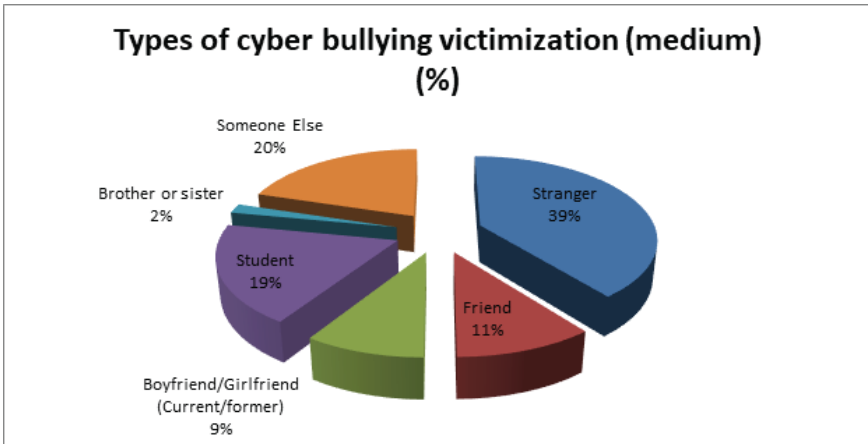
7.4. The Influencing Factors of Cyber bullying

Over a third of those who had been cyberbullied said it had harmed their ability to complete assignments, had harmed their relationships outside of university, caused emotional problems, and/or made them feel their emotional stability was threatened. Table 4 shows that female respondents were more likely than male respondents to recognise each of these effects, as well as all of the other effects. Table-04 shows the respondents' academic, social, and emotional problems as a result of cyberbullying.
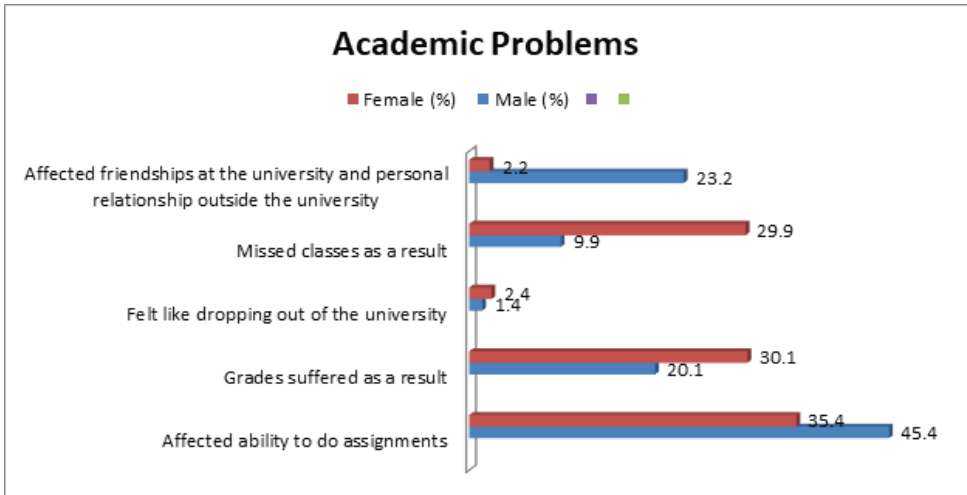
Table-04: The influence of cyber bullying on Academic and social development

Categories of influence		Male (%)	Female (%)
Academic Problems	Affected ability to do assignments	45.4	35.4
	Grades suffered as a result	20.1	30.1
	Felt like dropping out of the university	1.4	2.4
	Missed classes as a result	9.9	29.9
	Affected friendships at the university and personal relationship outside the university	23.2	2.2
Total		**100**	**100**
Social Problems	Interpersonal Problem	26.3	36.2
	Family problem	23.7	30.7
	Suicidal thought	17.2	29.4
	Self-esteem	32.8	3.7
Total		**100**	**100**
Emotional Problems	Anxiety	33.2	26.9
	Depression	25.1	31.8
	Emotional outburst	12	30.8
	Self centred	29.7	10.5
Total		**100**	**100**

7.4.1. Academic Problems

The study discovered various academic issues among cyber bullying victims, with 45.4 percent of male and 35.4 percent of female students unable to complete their assignments, resulting in 30.1 percent of female and 20.1 percent of male students receiving poor grades. Because to cyber bullying, a considerable proportion of males (23.2%) have had their friendships at university and personal relationships outside of university harmed, while 29.9% have missed classes. This is the current situation of 100 Dhaka University students, and we can expect that majority of the students will have a significant negative influence on their academic performance as a result of cyber bullying in the Covid-19 pandemic.

Figure-04: Academic Problems of the Students

Academic Problems

Female (%) Male (%)

- Affected friendships at the university and personal relationship outside the university: 2.2 / 23.2
- Missed classes as a result: 29.9 / 9.9
- Felt like dropping out of the university: 2.4 / 1.4
- Grades suffered as a result: 30.1 / 20.1
- Affected ability to do assignments: 35.4 / 45.4

7.4.2. Social Problems

In the period of Covid-19, it was discovered that the majority of male students (32.8%) had self-esteem issues, while the majority of female students (36.2%) have interpersonal issues as a result of cyberbullying.

Figure-05: Social Problems of the Students

Social Problems

Male (%) Female (%)

Problem	Male (%)	Female (%)
Interpersonal Problem	26.3	36.2
Family problem	23.7	30.7
Suicidal thought	17.2	29.4
Self-esteem	32.8	3.7
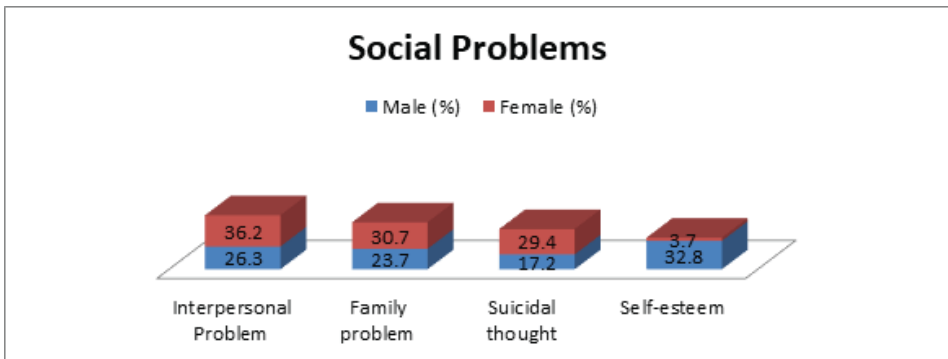
The researcher discovered that 30.7 percent of females and 23.7 percent of males have family problems because they are unable to share their problems that they are experiencing as a result of a cyberattack and are hesitant to share, which causes tensions in their families, and they sometimes consider suicide 29.4 percent females and 17.2 percent males.

7.4.3. Emotional Problems

Another issue identified in this study is students' emotional issues as a result of cyber-affect. Figure 06 depicts students' emotional problems, showing that the majority of male and female students suffer from anxiety (26.9% female and 33.2 percent male), depression (31.8 percent female and 25.1 percent male), emotional outburst (30.8 percent female and 12 percent male), and being self-centered as a result of bullying (10.5 female & 29.7 percent male).

Figure-06: Emotional Problems of the Students

8. Discussion

Female respondents in the study reported a broader range of cyber bullying adverse effects than male respondents, as well as more than male respondents. Girls were more affected by cyberbullying than boys in middle and high school, according to earlier research (M. Jackson, W. Cassidy, and K. Brown 2009, W. Cassidy, M. Jackson, and K. N. Brown 2009). Female students were more likely than boys to inform someone close to them about their internet bullying experience, but only a few respondents reported cyber bullying to university officials. M. Jackson, W. Cassidy, and K. Brown 2009, W. Cassidy, M. Jackson, and K. N. Brown 2009, W. Cassidy, K. Brown, and K. N. Brown 2009, W. Cassidy, K. Brown, and K. N. Brown 2009, W. Cassidy, K. Brown, and K. N. Brown 2009, W. Cassidy, K. Brown, and K. N. Brown 2009, W. Cassidy, K. Brown, and M. Jackson 2011). Most people would tell their acquaintances, but considerably fewer would notify their parents or school officials. In addition, we discovered that anonymous telephone lines, which are popular among college students, are also popular among younger pupils in response to a poll on cyber bullying solutions (M. Jackson, W. Cassidy, and K. Brown 2009, W. Cassidy, M. Jackson, and K. N. Brown 2009, W. Cassidy, K. Brown, and M. Jackson 2011).

Female respondents who had been subjected to cyberbullying reported a wider range of negative effects on their academic and personal lives than male respondents, while men were more inclined to inform someone close to them that they had been targeted. A prior study of kids in grades 6-9 yielded similar results (M. Jackson, W. Cassidy, and K. Brown 2009).

9. Conclusion

Although the existence of cyber bullying has been demonstrated,research-chon cyber bullying among undergraduates is not sufficiently developed. Future research should pay special attention to this population. The findings of this study show that cyber bullying has an impact on Dhaka University students' academic, social, and emotional development, and that it has grown in scope as a result of the covid-19 pandemic, as they are more involved in online media for academic purposes as well as to pass the time as everything is shut down.

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