



Cyber Laws and Regulations Addressing Female Bullying in Pakistan

Mahrukh Ahsan^{a*}, Abbas Rashid Butt^b

^aM. Phil. Mass Communication Management, Superior University, Lahore, Pakistan. ^bSenior Lecturer, Superior University, Lahore, Pakistan.

*Email: mahrukhahsan1996@gmail.com

Abstract: This research work explores the theoretical underpinnings of Pakistani cyber laws and regulation pertaining to female bullying and considers their ramifications from the perspective associated with the Spiral of Silence theory. Laws of bullying for females are not specified yet however, there is no platform for female students where they can report and any law and regulations for female students except Harassment of Women at the Workplace Act, 2010. The Prevention of Electronic Crimes Act, 2016 (PECA) has largely influenced the current legal environment, which provides a basis for comprehending the dynamics of online harassment. Inside this context, Section 20 of PECA—which makes cyber stalking illegal—is essential. Elisabeth Noelle-Neumann's Spiral of Silence theory offers a theoretical framework for understanding the social processes that persuade people to speak up or remain silent about their experiences. This idea sheds light on how the legal system might assist end the taboo around the harassment of women online in a setting of cyber bullying. The significance of taking the Spiral of Silence theory into account in the continuing development of legal remedies to cyber bullying of women is emphasized in this abstract. A survey will be created to collect personal data from respondents in order to analyses it. The preferred method is going to be inferential statistics and SPSS will be employed in this process.

Key words: Cyber laws and Regulations, Female Bullying, Spiral of Silence

1. Introduction

Cyber bullying is a form of bullying that takes place over digital devices like computers, cell phones and tablets. Cyber bullying can occur through SMS, Text, and apps or online through social media, forums, or gaming where people can view, participate or share content. Cyber bullying includes invading privacy, sharing and posting negative content. Some cyber bullying crosses the line into unlawful or criminal behavior (Patchin & Sameer 2015). The most common tools used for cyber bullying are mostly: social media such as Facebook, Snapchat, Twitter, and Instagram, Text messages also known as SMS abbreviated as (Short Message Service), Email, and Instant messages. In Pakistan, a historically Muslim nation, there is a strong cultural opposition to cyberspace. On the other hand, the nation has embraced ICT at an astounding rate. The Pakistan Telecommunications Authority's (PTA) database indicates that as of May 2018, there were over 150 million mobile phone subscribers in Pakistan—nearly 70% of the country's total population. Since 4G technology is now available in Pakistan, the majority of cellphone owners also use their phones to access the internet in addition to using PCs and laptops. The general public in Pakistan lacks knowledge and awareness regarding cyberbullying. The victims do not know whether to report the issue or how to reach out for assistance. Most of the time, victims of such crimes do not disclose them because they are unaware of their legal rights. Pakistani students at all levels need to be aware about issues related to internet security, privacy rights, freedom of speech, and where to report concerns of this nature (Qureshi et al., 2020).

1.1 Research Objectives

The objective of the study is to examine how social media influence University students or youngsters' behavior and how and why cyber bullying rate increases through new medium specifically Facebook.

- a) To determine the relationship between gender and cyber bullying
- b) To investigate the effect of cyber bullying on daily lives of University Students
- c) To investigate why students avoid reporting cyber bullying and remain silent

1.2 Research Questions

Based on the objective of the study and statement of problem explored above, the study attempts to answer the following questions:

- a) What is the relationship between gender and cyber bullying?
- b) How is cyber bullying affecting the daily lives of university students?
- c) Why students choose not to report cyber bullying and remain silent?

2. Literature Review

The study focuses on the top private university of Lahore, Superior University. Due to time limitation and low budget the research is unable to be conducted in public sector top universities of Lahore. The research aims to investigate the effects of cyber bullying on the daily routine activities undergraduate students however the post graduate students are not included in this research work. Thematically order for this research has been used for literature review.

2.1 Effects of Cyber Bullying

Cyberbullying is a problem that affects children in Canadian schools, according to research 365 children in grades 6 through 9 participated in the study, which sought to explore their experiences with and reactions to cyberbullying. To collect data, the researchers employed both closed-ended and open-ended questionnaires. The results showed that cyberbullying, which targets children via computers and cell phones, is a serious drawback of the internet. The study looked at how often kids were the victims of bullying and who they confided in. It was discovered that 74% of kids told classmates about their experiences with cyberbullying, and 57% of students told their parents about such instances. Furthermore, students who reported cyberbullying had a greater probability to be eleven years old or older (Cassidy et al., 2009).

The research project investigated relationships between a numbers of variables, include confidentiality, bullying, assault, and violence, using statistical techniques like ANOVA, t-tests, and Mann-Whitney U tests. Law students at Prince Mohammed Bin Fahd University in the Eastern Province discussed their experiences with cyberbullying and social media addiction in a research by (Hussain et al., 2023). Research findings about the prevalence of cyberbullying and victimization among Turkish university students. A total of 254 students gathered the data. junior students, third-year students, ages 18 to 23. Students filled out a questionnaire with 56 Likert items. Out of 254 participants, 179 stated that they harass mostly pupils who emphasize things (Akbulut & Eristi, 2011).

2.2 Cyber Bullying in Relation with Loneliness and Self Esteem

A study looks into the perceptions of cyberbullying among college students. The necessity for the US Federal Government to create policies on cyberbullying in higher education served as the driving force for this study. 18 female undergraduate students participated in focus groups in 2011 to learn more about the frequency and severity of cyberbullying, its effects, and the need for assistance on college campuses. The results demonstrated that while participants anticipated cyberbullying among college students to increase, they did not yet view it as a significant issue. Despite the lack of a clear definition or examples, the word was widely known. Moreover, the majority did not know what resources were accessible to victims of cyberbullying (Brewer et al., 2017).

In a different study, researchers looked into cyberbullying among female university students in Pakistan's Sindh region. The survey, which included 120 participants from four colleges, reveals that blackmail and threats against female students are frequent occurrences in campus online. Surprisingly, 45% of victims choose not to disclose these incidents to their family out of concern for other people's opinions. This means that a lot of people endure it in quiet, which hurts their academic prospects and limits their freedom to use the internet. The survey also demonstrates the participants' misperception of the rules pertaining to online harassment and their absence of

confidence in the police. The research recommends that in order to prevent cyberstalking of kids, colleges should implement awareness campaigns and the federal government should establish a dedicated organization (Magsi et al., 2023).

Researchers Al- Rehmi et al. (2018) select Quantitative research method. The Research finds out about social media use cyber engagement and harassment. SPSS software was used for the analysis for result. 242 questionnaires were solved. Survey method was conducted. In this study the researcher investigates about the different factors regarding cyber harassments, cyber engagement, cyber bullying and cyber stalking among university students. Another research looks into how college students are affected significantly at a vital point in their worldview and value development by the increase in insults and cyberbullying. The advent of internet technology on cell phones has resulted in the growth of virtual channels of communication and an increase in netizens expressing social issues online. This study highlights the significance of investigating the mechanisms behind language-based violence on the internet, developing strategies for governance, supporting political and ideological education throughout higher education, and adapting to the new conditions that students encounter in the digital era. This study investigates the characteristics of cyberbullying in higher education settings, as well as its causes and mechanisms of dissemination, by means of statistical analysis of typical network occurrences (Yu & Ab, 2023).

This study uses the spiral of silence concept to examine why students stay silent when they are the targets of cyberbullying. Why they don't report these kinds of things. People's tendency to keep silent is explained by the spiral of silence idea. According to this notion, persons who fear social rejection keep mute or refrain from voicing their opinions. They withdraw from individuals or society in exchange. Spiral of silence is introduced by German political scientist Elisabeth Noelle-Neumann. The theory explained why individual feels uncomfortable to speak up when bullied. The theory suggests the victim of bullying goes into a deep depression and becomes isolated. The spiral of silence theory indicates that people have fear of being judged and getting less support from surroundings. So in return they get self-isolated.

In the article “Cyber Bullying on social media platforms among university students in the United Arab Emirates, “Abaido (2020) explained spiral of silence theory in his article to examine why people stay silent when they bullied.

3. Methods

The method of surveys is used in the present study to gather study outcomes. A survey uses questions to elicit information on people's varied behaviours, opinions, experiences, and situations. One type of quantitative research approach is the survey. It is a commonly used technique for gathering data in many different areas of social science study. According to Sarantakos (1998), a survey is a technique for gathering data in which written and spoken questionnaires are used to collect information (p. 223). The survey is a descriptive research approach that is non-experimental. Using a closed-ended questionnaire intended to gauge the impact of cyberbullying on university students, the study used a survey approach for students in Lahore City.

3.1 Perceived Immersion Scale

Item scale of perceived Immersion was constructed to test the attachments of respondent with social media in contrast with cyber bullying. Five Categories ranging from strongly agree (5) to strongly disagree (1) were crafted on Likert scale to get responses of respondents in the survey (n = 50, M = 3.28, Sd. = 0.50, Cronbach Alpha = .921).

Table 1: Constructs of Scales

Name	Items	Mean	SD
Social Media and Cyber bullying	3	3.73	0.18
Spiral of Silence	6	3.203	0.122
Response of individual	4	3.025	0.083
Effects of social media bullying	8	3.578	0.122
Opinion based	4	3.285	0.122

Instrument was adopted from Abaido (2019) study. Five scales were tested. All item scale has given results.

Numbers of items were 27, n= 50 and Cronbach’s alpha .921 which means it is more reliable as it has shown on the given table. Cronbach’s alpha which is higher than 0.9 is excellent. In all the items we have found that the reliability is good.

4. Results and Discussion

Using the Independent Sample T test, ANOVA, regression analysis, and Pearson correlation, relationships between various variables are illustrated. Table format is used to display the data, and then their interpretations are given.

Table 2: Relationship between gender and cyber bullying

Variable	Male		Female		df	p	T	Cohen’s d
	M	SD	M	SD				
Spiral of Silence	19.00 N = 215	4.90	19.5252 N = 139	4.8993	352	.315	-1.007	---
Response of Individual after facing cyber bullying	14.5767 N = 215	4.66	14.7914 N=139	4.89080	352	.679	-.415	---
Effect of cyber bullying	31.7674 N= 215	6.84	34.3094 N= 139	4.96925	352	.000	-3.780	.03
Opinion Based: why do people bully others?	16.0651 N= 215	3.17	16.3237 N= 139	2.78770	352	.432	-.784	---

An Independent t test is conducted to check the relationship between gender and cyber bullying. There are four scales reported in table (table 2). The first scale which is Spiral of Silence (fear of isolation), scores calculated for male ($M = 19.0000$, $SD = 4.89993$) and female, $M = 19.5252$, $SD = 4.8993$; $t(352) = -1.007$, $p < .001$ (two-tailed). The table reports that there is no significant difference between girls and boys in facing cyber bullying. The second scale which is Response of Individual after facing cyber bullying scores calculated for male ($M = 14.5767$, $SD = 4.66769$) and female, $M = 14.7914$, $SD = 4.89080$; $t(352) = -.415$, $p < .001$ (two-tailed). Third scale is Effect of cyber bullying, this scale reports about effects of cyber bullying on students by using Facebook platform. Scores calculated for male ($M = 31.7674$, $SD = 6.84418$) and female, $M = 34.3094$, $SD = 4.96925$; $t(352) = -3.780$, $p < .001$ (two-tailed). The table reports significant difference between girls and boys. The table reports much effects of cyber bullying on girls than boys, the Eta Square shows small effect of gender on effects of cyber bullying (Eta = .03). Fourth scale which is based on opinion of students’ scores calculated for male ($M = 16.0651$, $SD = 3.17929$) and female, $M = 16.3237$, $SD = 2.78770$; $t(352) = -.784$, $p < .001$ (two-tailed). The table reports no significant effects of gender on students’ opinion about cyber bullying.

The group statistics has been calculated for the relationship between gender and cyber bullying. There are four scales taken in to account.

Table 3: Cyber bullying effect on daily life of students

Descriptives		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
SS	Strongly disagree	15	17.8000	5.44059	1.40475	14.7871	20.8129	6.00	25.00
	Disagree	11	18.0909	2.70017	.81413	16.2769	19.9049	12.00	21.00

RIF	Neutral	86	19.8721	3.52068	.37965	19.1173	20.6269	10.00	28.00
	Agree	107	20.2150	4.42554	.42783	19.3667	21.0632	6.00	28.00
	Strongly Agree	135	18.2296	5.58107	.48034	17.2796	19.1797	6.00	28.00
	Total	354	19.2062	4.79316	.25475	18.7052	19.7072	6.00	28.00
	Strongly disagree	15	14.9333	4.55861	1.17703	12.4089	17.4578	4.00	20.00
	Disagree	11	13.9091	4.15823	1.25375	11.1156	16.7026	4.00	20.00
	Neutral	86	14.3140	4.99237	.53834	13.2436	15.3843	4.00	20.00
	Agree	107	14.4486	4.61792	.44643	13.5635	15.3337	4.00	20.00
	Strongly Agree	135	15.0815	4.79280	.41250	14.2656	15.8973	4.00	20.00
	Total	354	14.6610	4.75082	.25250	14.1644	15.1576	4.00	20.00
ESMB	Strongly disagree	15	31.4667	6.06944	1.56712	28.1055	34.8278	24.00	40.00
	Disagree	11	31.6364	5.29665	1.59700	28.0780	35.1947	24.00	40.00
	Neutral	86	31.3953	6.71132	.72370	29.9564	32.8343	10.00	40.00
	Agree	107	32.8879	5.49155	.53089	31.8353	33.9404	21.00	40.00
	Strongly Agree	135	33.7778	6.58772	.56698	32.6564	34.8992	8.00	40.00
	Total	354	32.7655	6.29257	.33445	32.1078	33.4233	8.00	40.00
OP	Strongly disagree	15	16.1333	3.18179	.82154	14.3713	17.8954	10.00	20.00
	Disagree	11	16.0909	2.91392	.87858	14.1333	18.0485	11.00	20.00
	Neutral	86	16.1163	3.09618	.33387	15.4525	16.7801	6.00	20.00
	Agree	107	16.0187	2.78805	.26953	15.4843	16.5531	8.00	20.00
	Strongly Agree	135	16.3259	3.19708	.27516	15.7817	16.8701	4.00	20.00
	Total	354	16.1667	3.03014	.16105	15.8499	16.4834	4.00	20.00

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
SS	Between Groups	319.107	4	79.777	3.574	.007
	Within Groups	7790.840	349	22.323		
	Total	8109.946	354			
RIF	Between Groups	46.385	4	11.596	.511	.728
	Within Groups	7920.937	349	22.696		
	Total	7967.322	354			
ESMB	Between Groups	340.715	4	85.179	2.180	.071
	Within Groups	13636.824	349	39.074		
	Total	13977.540	354			
OP	Between Groups	6.065	4	1.516	.164	.957
	Within Groups	3235.102	349	9.270		
	Total	3241.167	354			

Tukey HSD

Dependent Variable	(I) SMC3: Do you think your activities?	(J) SMC3: Do you think your daily activities?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound

SS	Strongly disagree	Disagree	-2.9091	1.87553	1.000	-5.4338	4.8520	
		Neutral	-2.07209	1.32204	.519	-5.6973	1.5531	
		Agree	-2.41495	1.30263	.344	-5.9869	1.1570	
		Strongly Agree	-.42963	1.28592	.997	-3.9557	3.0965	
	Disagree	Strongly Disagree	.29091	1.87553	1.000	-4.8520	5.4338	
		Neutral	-1.78118	1.51293	.764	-5.9298	2.3674	
		Agree	-2.12404	1.49600	.615	-6.2262	1.9781	
		Strongly Agree	-.13872	1.48147	1.000	-4.2010	3.9236	
	Neutral	Strongly disagree	2.07209	1.32204	.519	-1.5531	5.6973	
		Disagree	1.78118	1.51293	.764	-2.3674	5.9298	
Agree		-.34286	.68425	.987	-2.2191	1.5334		
Strongly Agree		1.64246	.65187	.089	-.1450	3.4299		
Strongly Disagree		2.41495	1.32204	.519	-1.5531	5.6973		
Disagree		2.12404	1.51293	.764	-2.3674	5.9298		
SS	Agree	Neutral	.34286	.68425	.987	-2.2191	1.5334	
		Strongly Agree	1.98532*	.65187	.089	-.1450	3.4299	
	Strongly Agree	Strongly disagree	.42963	1.28592	.997	-3.0965	3.9557	
		Disagree	.13872	1.48147	1.000	-3.9236	4.2010	
		Neutral	-1.64246	.65187	.089	-3.4299	.1450	
		Strongly Agree	-1.98532*	.61154	.011	-3.6622	-.3084	
	RIF	Strongly disagree	Disagree	1.02424	1.89113	.983	-4.1614	6.2099
			Neutral	.61938	1.33303	.999	-3.0359	4.2747
Agree			.48474	1.31346	.996	-3.1169	4.0864	
Strongly Agree			-.14815	1.29661	.935	-3.7036	3.4073	
Disagree		Strongly disagree	-1.02424	1.89113	.983	-6.2099	4.1614	
		Disagree	-.40486	1.33303	.999	-4.5880	3.7782	
		Agree	-.53951	1.31346	.996	-4.6758	3.5968	
		Strongly Agree	-1.17239	1.29661	.935	-5.2685	2.9237	
Neutral		Strongly disagree	-.61938	1.33303	.990	-4.2747	3.0359	
		Disagree	.40486	1.52551	.999	-3.7782	4.5880	
	Agree	-.13464	.68994	1.000	-2.0265	1.7572		
	Strongly Agree	-.76753	.65729	.770	-2.5699	1.0348		
	Strongly disagree	-.48474	1.31346	.996	-4.0864	3.1169		
	Disagree	.53951	1.50844	.996	-3.5968	4.6758		
Agree	Neutral	.13464	.68994	1.000	-1.7572	2.0265		
	Strongly Agree	-.63288	.61663	.770	-2.3237	1.0580		
	Strongly disagree	.14815	1.29661	1.000	-3.4073	3.7036		
	Disagree	1.17239	1.49379	.935	-2.9237	5.2685		
	Neutral	.76753	.65729	.770	-1.0348	2.5699		
	Agree	.63288	.61663	.843	-1.0580	2.3237		
	Disagree	-.16970	2.48135	1.000	-6.9738	6.6344		
	Strongly disagree	.07132	1.74908	1.000	-4.7248	4.8675		
Strongly disagree	Agree	-1.42118	1.72340	.923	-6.1469	3.3045		
	Strongly Agree	-2.31111	1.70128	.655	-6.9762	2.3540		

ESMB	Disagree	Strongly disagree	.16970	2.48135	1.000	-6.6344	6.9738
		Neutral	.24101	2.00163	1.000	-5.2476	5.7297
		Agree	-1.25149	1.97923	.970	-6.6787	4.1758
		Strongly Agree	-2.14141	1.96000	.810	-7.5159	3.2331
	Neutral	Strongly disagree	-.07132	1.74908	1.000	-4.8675	4.7248
		Disagree	-.24101	2.00163	1.000	-5.7297	5.2476
		Agree	-1.25149	.90528	.467	-3.9749	.9899
		Strongly Agree	-2.38243*	.86243	.047	-4.7473	-.0176
	Agree	Strongly disagree	1.42118	1.72340	.923	-3.3045	6.1469
		Disagree	1.25149	1.97923	.970	-4.1758	6.6787
		Agree	1.49250	.90528	.467	-.9899	3.9749
		Strongly Agree	-.88993	.86243	.807	-3.1085	1.3287
	Strongly Agree	Strongly disagree	2.31111	1.70128	.655	-2.3540	6.9762
		Disagree	2.14141	1.96000	.810	-3.2331	7.5159
		Neutral	2.38243*	.86243	.047	.0176	4.7473
		Agree	.88993	.80908	.807	-1.3287	3.1085
OP	Strongly disagree	Disagree	-.04242	1.20858	1.000	-3.2716	3.2716
		Neutral	-.01705	.85192	1.000	-2.3190	2.6480
		Agree	.11464	.83941	1.000	-2.1871	2.7156
		Strongly Agree	-.19259	.82864	.999	-2.8528	2.3827
	Disagree	Strongly disagree	-.04242	1.20858	1.000	-3.3565	3.2716
		Neutral	-.02537	.97493	1.000	-2.6987	2.6480
		Agree	.07222	.96402	1.000	-2.5712	1.3067
		Strongly Agree	-.23502	.95465	.999	-2.8528	.9422
	Neutral	Strongly disagree	-.01705	.85192	1.000	-2.3531	2.3190
		Disagree	.02537	.97493	1.000	-2.6987	2.6987
		Neutral	.07222	.44093	.999	-2.5712	1.3067
		Strongly Agree	-.23502	.42006	.987	-2.8528	.9422
	Agree	Strongly disagree	-.11464	.83941	1.000	-2.4164	2.1871
		Disagree	-.07222	.96402	1.000	-2.7156	2.5712
		Neutral	-.09759	.44093	.999	-1.3067	1.1115
		Strongly Agree	-.30723	.39408	.936	-1.3878	.7734
Strongly Agree	Strongly disagree	.19259	.82864	.999	-2.0796	2.4648	
	Disagree	.23502	.95465	.999	-2.3827	2.8528	
	Neutral	.20965	.42006	.987	-.9422	13615	
	Agree	.30723	.39408	.936	-.7734	1.3878	

*. The mean difference is significant at the 0.05 level.

The statistics of this table 4 reports about the SS: Spiral of Silence (fear of Isolation) scale Mean= 20.2150 which are the Agree scale measurements which means these students are agree that they don't report incident due to the fear that society will isolate them and don't include them in groups and friend circle. As compare to Mean of Strongly agree = 18.2296 the students who are agree to the fact of spiral of silence is more than strongly agree students. Secondly if we report a response of ESMB: Effect of social media bullying here the table statistically

report Mean of Strongly agree = 33.7778 and agree = 32.8879 which means students who are effected due to cyber bullying are more than agree students. This table represents first scale which is Spiral of Silence (fear of isolation), scores calculated as ($M = 79.777$), $F = 3.574$, $sig = .007$. This means there is significance in SS (spiral of Silence). The second scale RIF scores calculated for male ($M = 11.596$ between groups), $F = .511$, $p = .728$ which means there is no significance. The third scale ESMB: effects of social media bullying scores calculated for ESMB between groups $M = 85.179$, $F = 2.180$, $p = .071$ which means no significance. The last scale OP scores calculated as between groups = 9.270, $F = .164$, $p = .957$ which means no significance. The table of multi comparison shows the important contribution. Table of multi comparison effects of cyber bullying divided in five scales group 1: Strongly agree 2: Agree, group 3: Neutral, group 4 strongly disagree and group 5: Disagree. Every scale divided in subgroups of every group. The first scale which is SS: Spiral of silence where the Agree = strongly agree value = 1.98532* and strongly agree = Strongly Agree -1.98532*. The other Scale RIF: Responsive behavior of Individual have no steric value. ESMB: Effects of Social media bullying Neutral: -2.38243* and strongly agree = Neutral: 2.38243*. The fourth scale OP: Opinion based scale have no steric value.

The results show no significant difference between males and females in their fear of isolation due to cyberbullying. This finding aligns with some previous research suggesting that gender may not play a significant role in individuals' perception of fear of isolation in the context of cyberbullying (Kowalski et al., 2014). Similarly, there has been no significant difference found between males and females in their described responses after being exposed to cyberbullying. This is found supported by some previous results that propose that gender may not be among significant factors while determining coping techniques following cyberbullying incidents (Nixon, 2014). Contrary to it, there has been observed a substantial difference between males and females about the effects of cyberbullying. It has been found that females reported higher levels of impact while compared with males. This observation is also consistent with a significant body of research demonstrating that females tend to experience more severe emotional effects after facing cyberbullying as compared to males (Kowalski et al., 2014). Again, findings revealed no substantial effect of gender on the opinion of students about cyberbullying. This outcome is consistent with some previous findings that could not find potential gender differences in attitudes toward cyberbullying (Nixon, 2014). It can be concluded that while gender is not likely to influence significant features of cyberbullying, such as fear of being isolated and handling responses, there seems to be a significant gender difference with regards to the perceived impact of cyberbullying, while female respondents typically relating more intense emotional outcomes. Such observations point out the significance of viewing gender dynamics in intercessions and support services while handling the impact of cyberbullying on adolescents.

Based on their degree of agreement, the Spiral of Silence scale's considerable discrepancy indicates that students' assessments of their fear of isolation differ. In particular, students who report higher mean scores than strongly agreeing with the dread of isolation aspect are more likely to agree with it.

This finding is in line with the spiral of silence theory, which asserts that individuals are more likely to remain silent about issues whenever they have the perception that their viewpoints are in the minority due to the fear of being rejected by society. (Noelle-Neumann, 1974) Cyberbullying effects vary depending on the victim, the intensity of the bullying, and the availability of support networks, according to study. (Hinduja, Patchin, 2018) Even while the amount of agreement might not be a significant element in this particular experiment, there are other aspects that could potentially influence how cyberbullying affects a person.

5. Conclusion

Student perceptions of isolation fear vary greatly by agreement. Concurrence ratings are greater than highly agreement levels for fear of solitude. There is no significant difference between individuals' reported responses based on different levels of agreement. This suggests that agreement level alone may not significantly influence response behaviours after experiencing cyberbullying incidents. Although the findings are not statistically significant, there may be a tendency towards significance in the impacts that have been observed as a result of bullying on social media based on the various degrees of agreement. When it comes to identifying the effects of cyberbullying, this suggests that the amount of agreement alone could not be the deciding factor among the factors. Like the RIF and ESMB scales, there are no notable disparities in students' perspectives on cyberbullying when considering varying degrees of agreement. These findings indicate that the degree of agreement alone may not have a substantial impact on people' perspectives towards cyberbullying. In conclusion, while the amount of agreement seems to have an effect on perceptions of fear of isolation in relation to cyberbullying, it is possible that it does not have a substantial impact on reaction behaviours, perceived impacts of cyberbullying, or attitudes about

cyberbullying. Nevertheless, it is of the utmost importance to acknowledge that while these results provide significant insights, it is possible that they might not have captured all of the elements that influence attitudes and reactions to cyberbullying. It is required to do further study in order to investigate other factors that may play a part in the incidents of cyberbullying that people have experienced.

References

- Abaido, G. M. (2020). Cyberbullying on social media platforms among university students in the United Arab Emirates. *International Journal of Adolescence and Youth*, 25(1), 407-420.
- Al-Rahmi, W. M., Yahaya, N., Alamri, M. M., Aljarboa, N. A., Kamin, Y. B., & Moafa, F. A. (2018). A model of factors affecting cyber bullying behaviors among university students. *Ieee Access*, 7, 2978-2985.
- Brewer, B., Cave, A., Massey, A., Vurdelja, A., & Freeman, J. (2017). Cyber bullying among female college students. *Californian Journal of Health Promotion*, 12(1), 40-51.
- Cassidy, W., Jackson, M., & Brown, K. N. (2009). Sticks and stones can break my bones, but how can pixels hurt me? Students' experiences with cyber-bullying. *School psychology international*, 30(4), 383-402. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0143034309106948>
- Hinduja, S., & Patchin, J. W. (2018). Cyberbullying: An update and synthesis of the research. In R. Rocco Cottone & V. Antonietti (Eds.), *Cyberbullying across the globe: Gender, family, and mental health* (pp. 17–38).
- Hussain, Z., Kircaburun, K., Savcı, M., & Griffiths, M. D. (2023). The role of aggression in the association of cyberbullying victimization with cyberbullying perpetration and problematic social media use among adolescents. *Journal of Concurrent Disorders*.
- Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140(4), 1073–1137.
- Magsi, H., Agha, N., & Magsi, I. (2017). Understanding Cyber Bullying in Pakistani Context: Causes and Effects on Young Female University Students in Sindh Province. *New Horizons (1992-4399)*, 11(1).
- Nixon, C. L. (2014). Current perspectives: The impact of cyberbullying on adolescent health. *Adolescent Health, Medicine and Therapeutics*, 5, 143–158.
- Noelle-Neumann, E. (1974). The spiral of silence: A theory of public opinion. *Journal of Communication*, 24(2), 43–51.
- Qureshi, S. F., Abbasi, M., & Shahzad, M. (2020). Cyber harassment and women of Pakistan: analysis of female victimization. *Journal of Business and Social Review in Emerging Economies*, 6(2), 503-510.
- Sarantakos, S., (1998). *Social Research* (3rd ed.). London: Palgrave Macmillan Press.
- Yu, S., & Ab Hadi, S. N. I. B. An Exploration of Digital Media Communication Characteristics and Family Factors of Cyberbullying among Chinese Young People in the Post-Epidemic Era.