A Study of the Relationship between Cyber Bullying Behaviour and SES of Secondary School Students

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Abstract: Cyber bullying has been defined as "an aggressive act of behavior that is carried out by using electronic means by a group or an individual repeatedly and over time against a victim who cannot easily defend him or her The present study aimed to find out the relationship of Cyber Bullying behavior (CBB) with SES (age, family type and family income) among Government – aided and Private Secondary School Students (GASSS and PSSS) belonging to Varanasi city. 400 samples (200 GASSS and 200 PSSS) were selected randomly studying in class 9th to 12th of Secondary Schools of Varanasi city. Self made tool named Bullying behavior Assessment Questionnaire (BBAQ) used for data collection. Karl Pearson correlation coefficient value was used for the analysis of the data. The major findings were as Negative correlation was found between CBB and age, positive correlation was found between CBB with family type and family income among government-aided secondary school students. Positive correlation was found between CBB with age and family income whereas negative correlation was found between CBB and family type among private secondary school students. Negative correlation was found between CBB with age and family type whereas positive correlation was found between CBB and family income among secondary school students of Varanasi city

Keywords: Cyber bullying behavior, age, family type, family income, secondary school students.

1. Introduction

Cyber bullying behavior (CBB) is one of the troubling aspects for the present contemporary society and the darker side of growing technology. Students in developed as well as developing countries are engage with cyberspace at very young age, and use internet as a means to bully and harass to other. The term "Cyber Bullying" was coined by Bill Belsey, Canadian educator; it refers to bullying and harassment of others through internet and social networks like Facebook, what's up, twitter, hike, imo, even by mobile phones. Cyber bullying has been defined as "an aggressive act of behavior that is carried out by using electronic means by a group or an individual repeatedly and over time against a victim who cannot easily defend him or her Smith. According to Willard (2007) perpetrators in cyber bullying have no direct social disapproval and punishment for engaging in bullying others and they are not

able to see that victims suffer. As a result, their behaviors are often uninhibited and become ruder, harsher, and more difficult to control (Hinduja & Patchin, 2009). Many people who would not bully directly might cyber bully peers because they believe that they could hide it from others and it would be alright to engage in such behaviors virtually (Beran &Li, 2005; Willard, 2004). Li (2010) found that over 40% would do nothing if they were cyber bullied and only about one in ten would inform adults.

Table 1
Types of cyber bullying behavior

Types of CBB	Meaning
Flaming	Online fights using electronic messages with angry and vulgar language.
Denigration	"Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
Impersonation	Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships.
Outing	Sharing someone's secrets or embarrassing information or images online.
Trickery	Talking someone into revealing secrets or embarrassing information or images online.
Exclusion	Intentionally and cruelly excluding someone from an online group
Cyber stalking	Repeated, intense harassment and denigration that includes threats or creates significant fear

2. Statement of the Problem

The formal title of the study is "A study of the relationship between Cyber Bullying Behavior and SES of secondary school students".

A. Objectives

1. To study the relationship between Cyber Bullying Behavior and SES (age, family type and family income) among Government –aided secondary school students.
2. To study the relationship between Cyber Bullying Behavior and SES (age, family type and family

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income) among Private secondary school students.

3. To study the relationship between Cyber Bullying Behavior and SES (age, family type and family income) among secondary school students.

Hypothesis: According to the objectives following null hypothesis has been framed out:

- Ho.1: There is no relationship between Cyber Bullying Behavior and SES among Government –aided secondary school students.
- Ho.2: There is no relationship between Cyber Bullying Behavior and SES among Private secondary school students.
- Ho.3: There is no relationship between Cyber Bullying Behavior and SES among secondary school students.

3. Method of the Study

- *Population:* In the present study 9th to 12th class secondary school students of Government –aided and Private schools of Varanasi city constituted the population of the study.
- *Sample:* For the present study, the purposive sampling method was used for the selection of secondary schools (government–aided and private). At the second stage random sampling technique was used for the selection of secondary students. The breakup of the sample is being given in the following tables:

Table 2
Description of sample selection from Varanasi city

Type of school	Government -aided	Private
No. of school selected	10	10
No. of students from each school	20	20
Total	200	200
Total Secondary School Students	400	

Table 3
Distribution of Government –aided and Private Secondary School Students

According to		Government -aided		Private	
		No.	%	No.	%
Age	15	75	37.5	38	19.0
	16	48	24.0	107	53.5
	17	46	23.0	34	17.0
	18	31	15.5	21	10.5
Family type	1. Joint	105	52.5	107	53.5
	2. Nuclear	95	47.5	93	46.5
Family monthly income	11,000 - 25,000	87	43.5	69	34.5
	26,000 - 40,000	94	47.0	69	34.5
	41,000 - 55,000	12	6.0	35	17.5
	>55,000	7	3.5	27	13.5

Tool used: Self-made questionnaire as Bullying Behavior Assessment Questionnaire (BBAQ) was used to assess Bullying Behavior among secondary students and SES.

Data collection: Bullying Behavior Questionnaire for Secondary School Students was administered on 400 students (200 GASSS and 200 PSSS) to access the level of Cyber bullying behavior among them.

4. Data Analysis Result and Discussion

Karl Pearson correlation coefficient value was calculated to find out the relationship of Cyber bullying behavior and the SES of GASSS and PSSS as well as total SSS.

Objective 1: To study the relationship between Cyber Bullying Behavior and SES (age, family type, and family income) among Government–aided secondary school students.

Ho.1: There is no significant relationship between Cyber Bullying Behavior and SES among Government –aided secondary school students.

Table 4
Correlation table for CBB and SES among GASSS.

BB	Age	Family type	Family income
CBB	-.176**	.167**	.007

a) Very low negative correlation value-.176** was found between CBB and age among government-aided secondary school students. It signifies that as the age increases CBB decreases at a very low level among government-aided secondary school students.

b) Very low positive correlation value .167** was found between CBB and family type (1-joint, 2-nuclear) among government-aided secondary school students. It signifies that government-aided secondary school students belonging nuclear family are more involved in CBB as compared to the students of joint family at a very low level.

c) Very low positive correlation value .007 was found between CBB and family income among government-aided secondary school students. It signifies that as family income increases CBB of government-aided secondary school students also increases at a very low level.

Thus, the null hypothesis that states 'there is no significant relationship between Cyber Bullying behavior and SES among Government–aided secondary school students' has been rejected. There exists a negative correlation between CBB and age. Positive correlation was found between CBB with family type and family income.

Objective 2: To study the relationship between Cyber Bullying Behavior and SES (age, family type, and family income) among Private secondary school students.

Ho.2: There is no significant relationship between Cyber Bullying Behavior and SES among Private secondary school students.

Table 5
Correlation table for CBB and SES among PSSS.

BB	Age	Family type	Family income
CBB	.032	-.251*	.001

a) Very low positive correlation value .032 was found between CBB and age among private secondary school students. It signifies that as the age increases CBB also increases at a very low level among private secondary school students.

b) Low negative correlation value -.251* was found between CBB and family type (1-joint, 2-nuclear) among private secondary school students. It signifies

that private secondary school students belonging joint family are more involved in CBB as compared to the students of nuclear family at a low level.

c) Very low positive correlation value .001 was found between CBB and family income among private secondary school students. It signifies that as family income increases CBB of private secondary school students also increases at a very low level.

Thus, the null hypothesis that states 'there is no significant relationship between Cyber Bullying Behavior and SES among Private secondary school students' has been rejected. There exists a positive correlation between CBB with age and family income whereas negative correlation exists between CBB and family type.

Objective 3: To study the relationship between Cyber Bullying Behavior and SES (age, family type, and family income) among secondary school students.

Ho.3: There is no relationship between Cyber Bullying Behavior and SES among secondary school students.

Table 6
Correlation table for CBB and SES among SSS.

BB	Age	Family type	Family income
CBB	-.090	-.014	.012

1) Very low negative correlation value -.090 was found between CBB and age among secondary school students. It signifies that as the age increases CBB decreases at a very low level among private secondary school students.
2) Very low negative correlation value -.014 was found between CBB and family type (1-joint, 2-nuclear) among secondary school students. It signifies that secondary school students belonging joint family are more involved in CBB as compared to the students of nuclear family at a low level.
3) Very low positive correlation value .012 was found between CBB and family income among secondary school students. It signifies that as family income increases CBB of secondary school students also increases at a very low level.

Thus, the null hypothesis that states 'there is no significant relationship between Cyber Bullying behavior and SES among secondary school students' has been rejected. There exists a negative correlation between CBB with age and family type whereas positive correlation exists between CBB and family income.

5. Conclusion

1) Negative correlation was found between CBB and age, positive correlation was found between CBB with family type and family income among government-aided secondary school students.
2) Positive correlation was found between CBB with age and family income whereas negative correlation was found between CBB and family type among private secondary school students.
3) Negative correlation was found between CBB with age and family type whereas positive correlation was found between CBB and family income among secondary school students.

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