



## CYBERBULLYING A GROWING CONCERN

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### Abstract:

*Children in India are at danger for cyberbullying because of the growing use of the internet and mobile devices. The study of these behaviours among teenagers in Asian nations, particularly India, has received very little attention, despite the fact that research on cyberbullying and cyber aggression is expanding. "Prevention is better than cure" is a saying that applies to both health precautions and being aware of online and offline safety. According to the NCRB report (2014, chapter 18), 9622 cases of cybercrime were registered, up from 5693 in 2013. This shows a huge 69.0 % rise from the prior year. Additionally, cybercrime is a type of crime that alarmingly appears to be impacting people of all ages, even teenagers. Children are exposed to the internet at a young age because of a need for education, personal interest, or peer/social pressure. They are not well-versed in online do's and don'ts. This study explores beliefs and behaviours related to cyberbullying. As cyberbullying is a relatively new phenomenon, limited research is available in this field. Consequently, few measures have been developed to assess cyberbullying and related issues.*

*This study looks at how pre-service teachers feel about cyberbullying. What is the extent to which pre-service teachers are concerned about cyberbullying? Pre-service teachers are relatively confident in their ability to manage cyberbullying problems. Do pre-service teachers feel prepared to deal with cyberbullying? Preservice teachers seem to think that school commitment is important. The survey data were collected from 30 pre-service teachers who were enrolled in a two-year undergraduate program at Somaiya Vidyavihar University. The study found that although most of the pre-service teachers understand the significant effects of cyberbullying on children and are concerned about it, most of them don't think it's a problem in our schools. In addition, the vast majority of our educators are not sure how to deal with cyberbullying, even though anxiety levels are high.*

**Keywords:** *Cyberbullying, Cyber Harassment, Cyber Law, Bullies, pre-service teachers*

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### Introduction:

“Cyberbullying, there is nothing anyone can do to stop it” - there is a sort of mixed emotions regarding this. Technology is advancing rapidly and affecting how we interact with one another and the world. As a result, our responsibilities as educators and mentors develop new dimensions. Internet, cell phones and other communication technologies, are definitely proving to be convenient to us, also exposing students to interactions thereby, putting their safety and emotional well-being at risk.

There is no specific legislation that provides for cyberbullying laws in India; however, there are provisions in the existing laws which can somehow be related to various forms of bullying. Section 67 of the Information Technology Act plays a significant role among the other existing laws.



The most effective strategy to prevent cyberbullying is to involve the entire community, including parents and teachers. Teachers, students, parents, and administrators all have a role to play in stopping it. Every individual must update themselves with the current technological advancements and actively engage in the online communities where bullying is likely to occur. Bullying is usually taken seriously and is combated in most schools. Most colleges and universities have some kind of disciplinary process or student conduct office and also have rules against any form of bullying or harassment.

This survey examines the role of pre service teachers on the aspect of Cyberbullying. A self-administered questionnaire was used for primary data collection covering 30 pre-service teachers who were selected based on random sampling. Data were analysed using descriptive statistics.

Cyberbullying is one negative use of technology that is undoubtedly on the rise, according to a vast majority. Here, we have an educated cluster of respondents, who are very well aware of the consequences of bullying and being bullied. Teachers, are in an influential position as educators and agents of socialization, helping to promote healthy relationships among students and also able to prevent negative interaction between students.

Teenagers quite often hide the fact that they are being bullied, from their parents, teachers, and other adults, in fear of upsetting them, whether the bullying occurs in person or online. Most of the times, students are so worried about cyberbullying that they can't focus on their studies or are afraid to go to school. Students exposed to cyberbullying experience have academic problems, interpersonal problems, family problems, depression, substance abuse, suicidal ideation, and self-esteem problems.

Schools are using technology to deliver education and instruction; they have a responsibility to educate students to make use of it correctly. Schools believe that Internet and computers are part of kids' lives i.e., honestly speaking, it is their life. Teachers should not limit their discussion on the same to computer class or Internet safety day. Teachers have a role to play, to bring it up in any capacity, in any instance, in any classroom, whether algebra or social studies or the hard sciences.

Cyberbullying is a major problem, and going through such a difficult period may be deeply unpleasant. We must resist giving in to these bullies and maintain our resolve. It's possible to get over it and live life again. The victims may be able to handle the incident more effectively and safely by speaking with a counsellor. Even if one becomes a victim of cyberbullying, life does not end; there are ways to fight back.

### **Rationale of the Study:**

Bullying can be a difficult experience for many of us in our early school years. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has framed the term bullying as a person subjected to repeated negative harassment by one or more persons, the majority of victims tend to have no way to defend themselves. However, bullying itself has been cultivated with the seed of technology and engineered itself into a design, known as cyberbullying. Bullying is a pattern of behaviour in which someone harasses others in an indirect manner. This can include using mobile phones and computers to send unwanted messages or make unwanted calls.

This study, therefore, aims to explore the social context of cyberbullying through the examination of pre-service



teachers' perceptions.

**Research Methodology:**

Random sampling was the sampling technique employed in this study. Google survey forms were prepared with unique set of questions for pre-service teachers. A total of 30 pre-service teachers participated in the study.

**Research Tool:**

The study conducted was initiated via Google form. Google's free, web-based Google Docs Editors suite comes with a survey management tool called Google Forms. Google Docs, Google Sheets, Google Slides, Google Drawings, Google Sites, and Google Keep are some of the services that are also included. Google Forms is available only as a web application. The app enables users to collaborate in real-time with other users while creating and editing surveys online. The information gathered can be automatically entered into a spreadsheet. A convenience sample of 30 pre-service teachers enrolled in a teacher education program in Somaiya Vidyavihar University provided the data for analysis. The link to the questionnaire was sent to 30 pre-service teachers, yielding a response rate of 100 %.

**Participants:**

The age of the participants is between the range of 20- 32 years. 96.7 percent of respondents were female. 3.3 percent were male. The percentage of the female population is more compared to male population in the class. Teachers make up the third-largest group of white-collar workers in India. In recent years, there has been a steady rise in the percentage of female teachers in schools.

**Data Collection:**

The tool was sent out to 30 samples. The samples were given the link of the Google form and were asked to fill it within two days. The instructions regarding the research were given in the description.

**Locale of the study:**

The study was conducted at one of the top ranked colleges in the state of Maharashtra, India.

**Data Analysis-Procedure:**

After the collection of response, the researcher went through all the answers and analysed them. A comparison between the responses was made wherever necessary. The percentage of each response was analysed before reaching the conclusion of the research.

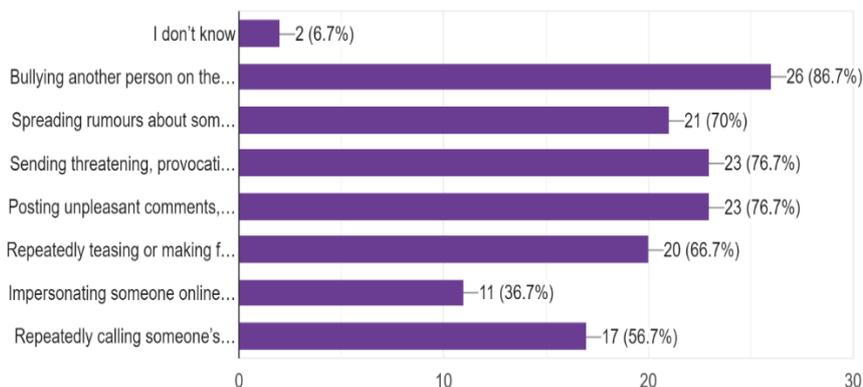
**Finding And Discussion:**

The study found that although most of the preservice teachers understand the significant effects of cyberbullying on children and are concerned about it, most of them don't think it's a problem in our schools. In addition, the vast majority of our educators are not sure how to deal with cyberbullying, even though anxiety levels are high. This study explores beliefs and behaviours associated with cyberbullying. Because cyberbullying is a recent phenomenon, there is little research in this area. As a result, few measures have been created to examine cyberbullying and related difficulties.

**Q. Cyberbullying is... (Select all that apply)**

- I don't know.

- Bullying another person on the internet.
- Spreading rumours about someone on social networking sites.
- Sending threatening, provocative or mean emails or text messages to someone.
- Posting unpleasant comments, picture or videos about someone on social media.
- Repeatedly teasing or making fun of someone online.
- Impersonating someone online by using their mobile phone to cause trouble.
- Repeatedly calling someone’s mobile and spamming them with unwanted mails.



**Figure 1**

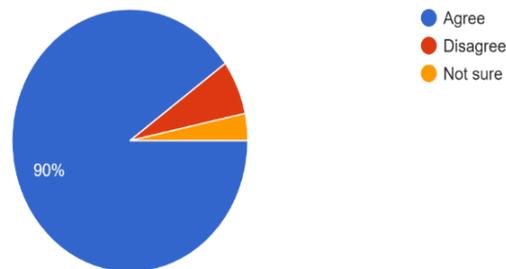
The vast majority i.e., 86.7 percent of respondents are aware of cyberbullying as a concept. They reported that bullying occurred through internet. A further, 76.7 % indicated bullying occurred through text messages, pictures of videos and posting of unpleasant comments, while 70 % identified spreading of rumours on social networking sites, as a source. Meanwhile, 56.7 % reported bullying occurred by repeatedly calling someone’s mobile and spamming unwanted mails, while 36.7 % indicated that bullying occurred by impersonating someone online by using their mobile and causing trouble.

**Q. 'Cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it.'(Select how far you agree / disagree with this statement)**

Cyberbullying is a normal part of the online world and nothing can be done to stop it. There is a sort of mixed emotions on this. A majority of 26.7 percent reported that they somewhat agree, somewhat disagree and strongly disagree. Almost 13.3 percent answered that they neither agree nor disagree. About 6.6 % strongly agree that it cannot be stopped.

Technology continues to advance at a rapid pace, altering our social interactions. This gives our duties as educators and mentors new dimensions. Internet, cell phones and other communication technologies, are definitely providing us with conveniences, also exposing students to interactions thereby, putting their safety and emotional well-being at risk.

**Q. Cyberbullying is on the rise.**

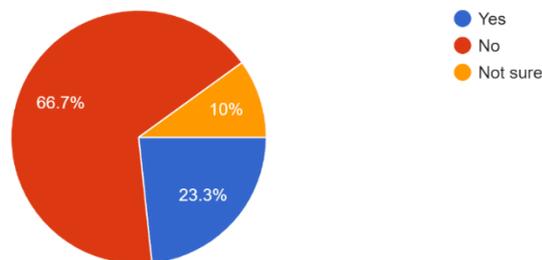


**Figure 3**

Examining one negative use of technology—cyberbullying—is definitely on the rise as per the vast majority. 90 % of them believe that Cyberbullying is on the rise. Nearly 6.7 % disagree to the fact. 3.3 % are not sure.

Our lives are getting more digital as the world becomes more digital. The Coronavirus pandemic has meant we conduct more and more of our daily existences over the internet than ever before. As a result, cyberbullying is a real problem in today’s society.

**Q. Have you ever been bullied online?**



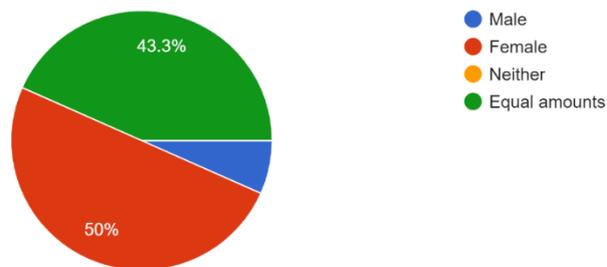
**Figure 3**

Almost 66.7 % of the respondents were not bullied online. Another 23.3 percent admit to have been victims of cyberbullying at some point of time. And 10% were unsure whether they were being bullied online. Bullying is currently easier to get away with online. Part of the reason is, we simply ignore it. Cyberbullying is a problem that needs to be addressed, but just a few people speak out about it.

Bullying is an epidemic. It is widespread, pervasive, and rampant, and its consequences can be disastrous. Bullying can be a massive problem. It affects so many students and leaves a negative impact on them. Their grades start falling and students themselves stop attending school altogether. Here, we have an educated cluster, who are very well aware of the consequences of bullying and being bullied. Teachers, are in an influential position as educators and agents of socialization, helping to promote healthy relationships among students and also able to prevent negative interaction between students.

Cyberbullying affects both men and women equally. Statistics show that girls are slightly more likely to be cyberbullied and face harassment than boys, and often have explicit images sent to them, are involved in hurtful messaging, and have rumours involved in their cyberbullying.

**Q. Which gender do you think is involved in cyberbullying more as victims?**

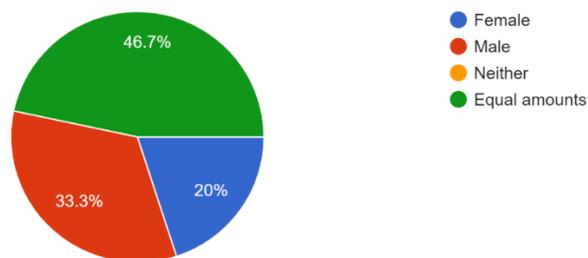


**Figure 4**

50 % think that cyberbullying involves females as victims. 6.7 % think that cyberbullying involves male as victims. 43.3 % think that both genders are equal, as victims of cyberbullying.

Researches to determine differences in cyberbullying patterns comparing male to female are relatively inconclusive. Gender differences have mixed results, but one finding indicate that younger females and older males tend to engage in cyber bullying behaviours.

**Q. Which gender do you think is involved in cyberbullying more as bullies?**



**Figure 5**

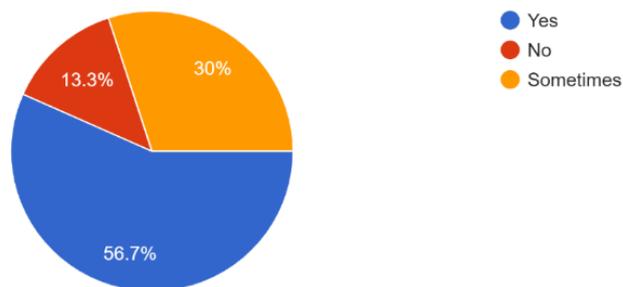
46.7 % think that both male and female are involved more as bullies. 33.3 % thinks that males are involved as bullies. 20 percent think females are involved as bullies.

Cyberbullies mostly have at least one common trait. They become aggressive and do not care for the feelings of their victims. Both males and females engage in cyberbullying. Females are as involved in cyberbullying as men, and in some cases, females are more involved in cyberbullying than men. The reason for this is because of how they respond; men usually retaliate physically, whilst women utilise "indirect techniques such as gossiping." Also, women tend to have less face-to-face confrontations than men, and since cyberbullying occurs online, this allows women to have a greater chance to attack be attacked.

Children do hide the fact that they are being bullied, whether offline or online, in order to avoid upsetting their parents, teachers, and other significant people in their lives. It is such a strong, confusing experience that everyone reacts differently to it, and there are various reasons why they may prefer not to talk about it with anyone. They may be embarrassed or ashamed, fear that their online access may be revoked, or just do not understand what cyberbullying is. They may be afraid that if they speak up, the bully will retaliate or the abuse

will worsen, or they may simply want to figure out how to manage the matter on their own.

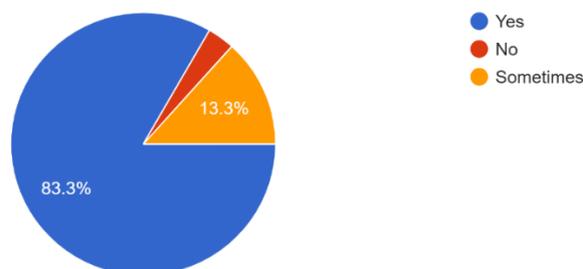
**Q. When students experience cyberbullying, do they seem to want to stay away/avoid and make excuses not to go to school/college?**



**Figure 6**

56.7 % say that students seem to stay away from school / college once they are victims to cyberbullying. 30 % have the opinion, that even if they experience cyberbullying, students attend school / college without making any excuses. 13.3 % believe that it doesn't make any difference to them, they ignore.

**Q. When students experience cyberbullying, do they find it harder to concentrate on school/ college work?**



**Figure 7**

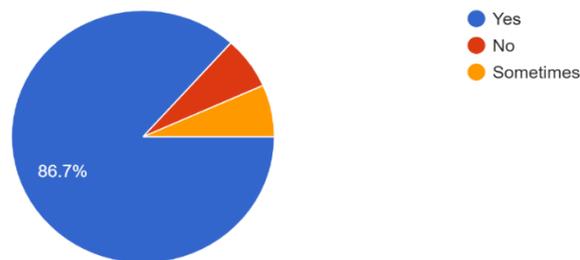
83.3 percent of the respondent are of the opinion that once students experience cyberbullying, they find it harder to concentrate on school work. 13.3 percent says that students do not find difficulty in concentrating in school work 3.4 percent suggest that this does not happen always, only sometimes.

School is the focal point of children's existence. Online harassment may occur at night and at home, but the repercussions is frequently witnessed at school and can disrupt the educational environment. In the worst-case scenario, children are so concerned about cyberbullying that they are unable to concentrate on their schoolwork or are frightened to come to school. It has become a matter of school environment and safety.

When schools adopt codes of conduct, they should apply to all activities, inside and outside of school, and the consequences should be stated clearly. In the eyes of digital youngsters, the concept of home and school as separate environments no longer exists.

"Teachers should not confine their lecture to computer class or Internet safety day." It should be brought up in any capacity, in any instance, in any classroom, whether algebra or social studies or the hard sciences."

**Q. When students experience cyberbullying, do their academic grades suffer?**



**Figure 8**

Students' academic grades deteriorate when they are subjected to cyberbullying, according to 86.7% of the respondents. 6.7% say no, it doesn't suffer and another 6.7% suggests that it, sometimes suffer.

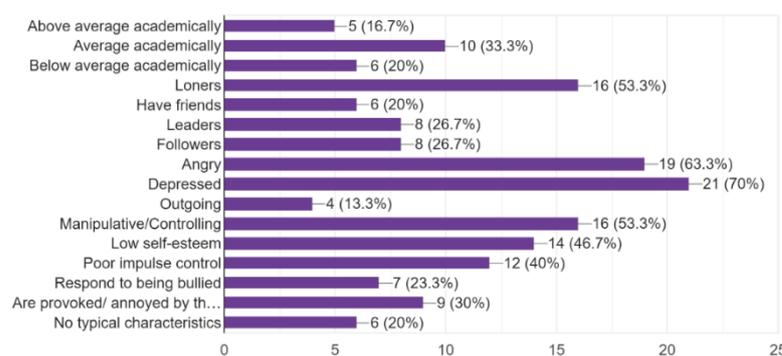
We are not in a position to forbid technology, say experts. We are to teach kids right from wrong. As a teacher, we can be a powerful force in promoting a climate of respect by educating ourselves and be on the lookout for signs that cyberbullying is taking place, because we may be the trusted adult, a student turns to, for help.

Cyberbullying occurs in colleges and universities and has an impact on undergraduate students' intellectual, social, and emotional development.

Cyberbullying occurs through a variety of electronic mediums, including email, instant messaging, chat rooms, text messaging, and social networking sites.

Students exposed to cyberbullying experience have academic problems, interpersonal problems, family problems, depression, substance abuse, suicidal ideation, and self-esteem problems.

**Q. Cyberbullies typically/usually are: (Please mark all that apply)**



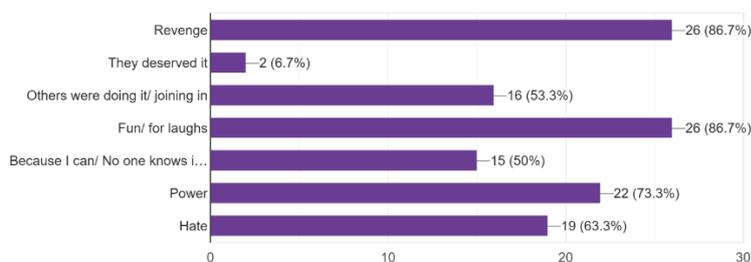
**Figure 9**

70 percent are of the opinion that cyberbullies typically are depressed. 63.3 percent suggests that they are angry. 53.3 percent say that they are loners, manipulative/controlling. 46.7 percent are of the opinion that they are with low self-esteem. 40 percent say that cyberbullies show poor impulse control. 33.3 percent say they are average academically. 20 percent say they are below average and 16.7 percent say that they are above average. 30 percent are of the opinion that they are being provoked / annoyed by the victim. 26.7 percent say that they

are leaders / followers. 23.3 percent are of the opinion that they are responding to being bullied. 20 percent say that they have friends, nor without any typical characteristics. 13.3 percent say that they are outgoing. Cyberbullies are always on the lookout for revenge. Bullied children frequently want vengeance rather than dealing with the situation in a healthier manner. The anguish that bullying victims have endured drives them to seek revenge.

Children who are bored and seeking amusement may resort to cyberbullying to add interest and drama to their lives. Due to a lack of parental attention and supervision, they may decide to engage in cyberbullying. As a result, the Internet has become their sole source of entertainment and a means of attracting attention.

**Q. What do you think are the most common reasons for cyberbullying? (Please mark all that apply)**

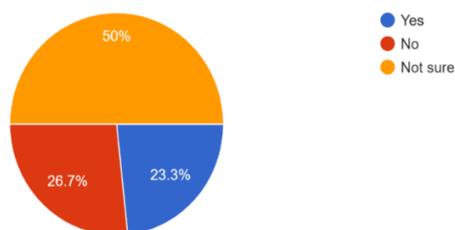


**Figure 10**

‘Revenge’ is the reason for bullying, respond 86.7 percent of the pre-service teachers. Same percent believe it is for fun / for laughs. 73.3 percent believes that the reason is to feel the power. 63.3 percent believes hatred to be the reason for cyberbullying. 53.3 percent thinks they join in, as others are doing it. 50 percent says, that it is their thought that they can, as no one knows them. 6.7 percent suggest that the bullies believe the victim deserves it.

Every day, children all across the world are impacted by cyberbullying. They get relief and vindication for their experiences by cyberbullying others. A bully who is envious of a classmate's success might cyberbully them if they perform well in the classroom. Teens who perceive that many individuals are bullying them online are more inclined to engage in the behaviour themselves. Cyberbullying is a tactic used by students who want attention or who want to advance in the school's social hierarchy. They may also cyberbully in order to lower another person's social status. As a result, there may be numerous common causes of cyberbullying.

**Q. Do you feel comfortable or empowered enough to step-up and inform a trusted adult about cyberbullying that is occurring to them?**



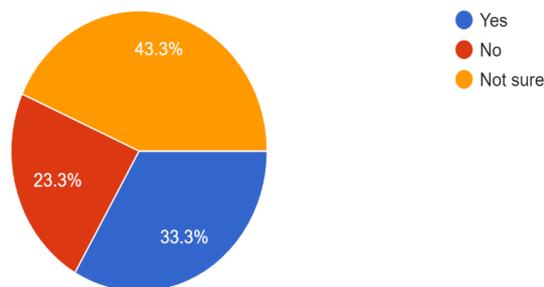
**Figure 11**

50 percent say that they are not sure on the fact that students would speak out to a trusted adult on getting cyberbullied. 26.7 percent of the pre-service teachers opinionated that the students are not comfortable sharing details of getting Cyberbullied. Students are comfortable telling a trusted adult they have been cyberbullied, according to 23.3 percent of pre-service teachers.

Cyberbullying is the use of technology to target, embarrass, harass, or threaten another person. Online threats, as well as harsh, aggressive, or disrespectful texts, tweets, postings, or messages, are all considered. Posting personal information, images, or videos with the intent to injure or embarrass someone is likewise prohibited. In certain cases, students are afraid or unsure if they are being bullied. Despite the fact that it must be reported, they do nothing.

Most experts agree that the first step is to inform a trusted adult. This is frequently easier said than done. People who have been the victims of cyberbullying could feel embarrassed or hesitant to reveal it since they might not know who is doing it. However, bullying can escalate, so speak up. It is often worthwhile to report it because authorities can sometimes track down an anonymous online bully.

**Q. Do you feel comfortable or empowered enough to step-up and inform a trusted adult about cyberbullying that is occurring to others?**

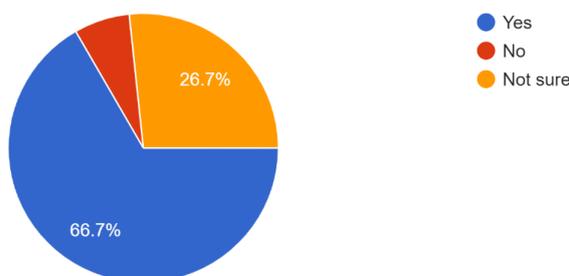


**Figure 12**

43.3 percent pre-service teachers say that they are not sure on the fact that students seem to be comfortable to inform a trusted adult about Cyberbullying that is occurring to others, 33.3 percent are of the opinion that students are comfortable to inform a trusted adult and 23.3 percent are of the view that students are not comfortable to inform to anyone under mutual trust.

Social media sites take it seriously, when people post cruel or mean stuff or set up fake accounts. When users report abuse, the website administrator may prevent the bully from using the platform again. If someone sends mean texts or emails, report it to phone service or email providers (such as Comcast, Google, and Verizon). If we know someone who is operating as a cyberbully, we need to talk about it. Without putting them down, we need to stand up for our own principles: Let the bully know that it is never OK!

**Q. Students are taught acceptable computer and internet use.**

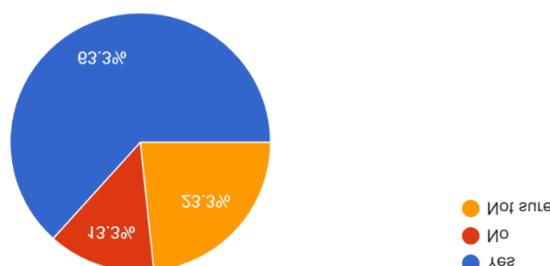


**Figure 13**

66.7 percent are of the view, that students are taught computer and internet use. 26.7 percent believes, that it is not taught the way it should be. 6.7 percent are not sure on the fact that students are taught computers and use of internet in an acceptable manner. Schools employ technology to give education and instruction; it is their obligation to educate pupils on how to use it properly.

Schools believe that Internet and computers are part of kids’ lives i.e., honestly speaking, it is their life. The issue should not be limited to computer class or Internet safety day. Teachers have a role to play, to bring it up in any capacity, in any instance, in any classroom, whether algebra or social studies or the hard sciences.

**Q. Students are taught how to recognise cyberbullying and threats to their online safety.**



**Figure 14**

63.3 percent are of the opinion that students are taught how to recognize cyberbullying and threats to their online safety. 23.3 percent are not sure on whether students are taught to recognize Cyberbullying. 13.3 percent say that Students are not taught to recognize Cyberbullying and threats to their online safety.

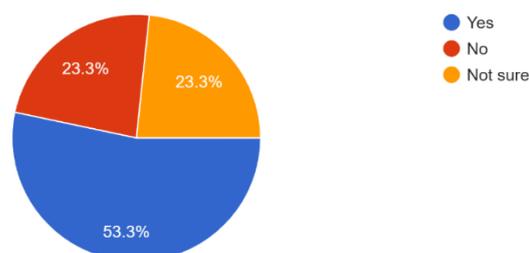
As educators, teachers are responsible to teach students how to use digital media in respectful and safe ways. This includes helping students how to identify, respond to, and avoid cyberbullying.

As technology permeates every aspect of our lives, including the way we teach and learn, more schools and districts are giving teachers the time and resources to prioritise these skills.

Teachers can promote a positive and safe classroom culture. They can set norms of respectful communication sending message to students about what is and isn't acceptable. Educate children on how to react if they see someone being bullied online, including how to support the target (be an ally), try to stop the bullying (be an up stander), and/or alert a trusted adult (report it).

It may not be part of lesson plan, but every time we reinforce anti-cyberbullying messages, we are doing the critical work of cyberbullying prevention.

**Q. Students are taught how to respond to cyberbullying in an appropriate manner.**



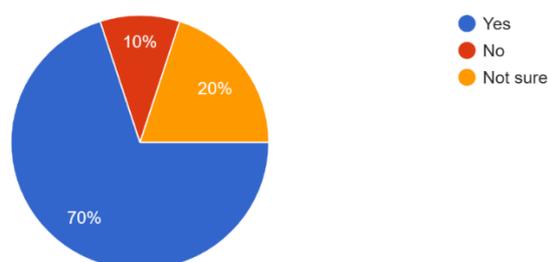
**Figure 15**

53.3 percent are of the view that students are taught how to respond to cyberbullying in an appropriate manner. 23.3 percent pre-service teachers say that they are not taught how to respond when cyberbullied and another 23.3 percent are of the opinion that they are not sure, whether students are taught on cyberbullying.

The most effective cyberbullying prevention strategy is by involving the whole community - teachers and parents. A fully integrated digital citizenship program gives teachers, time and resources to tackle topics head-on, providing students with consistent and frequent opportunities to build their skills, and support families as they reinforce the messages at home.

They are encouraged to take the active role of up stander and build positive, supportive online communities, and can learn how to cultivate empathy, compassion, and courage to combat negative interactions online.

**Q. Teachers know how to recognise Cyberbullying issues.**



**Figure 16**

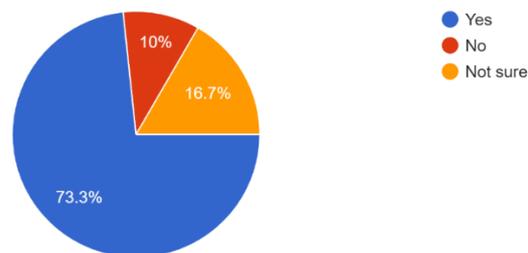
70 percent of the respondents say that teachers know how to recognize Cyberbullying issues. 20 percent are not sure on the concept, that teachers are able to identify Cyberbullying issues. 10 percent of the student-teachers suggest that the teachers are not able to recognize cyberbullying issues.

Cyberbullying is everyone's problem. Teachers, students, parents, and administrators all have a role to play in stopping it. Additionally, it's critical for instructors to be technologically knowledgeable and active in online communities where bullying is likely to occur.

The student community culture is critical in preventing cyberbullying. Bullying of any form should be reported to school authorities by both victims and bystanders. It is extremely beneficial when bullies are faced by their

own peers who speak out against their actions.

**Q. Teachers know how to intervene/ help in a cyberbullying situation in an appropriate manner.**



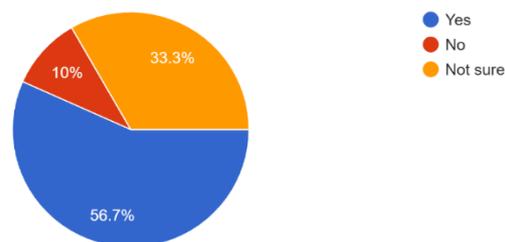
**Figure 17**

73.3 percent of the pre-service teachers are of the opinion that teachers can be of help in handling Cyberbullying situation in an appropriate manner. 16.7 percent are unsure on this fact and 10 percent of them believe that the teachers are unable to handle a cyberbullying situation in an appropriate manner.

The administration of the school must not just firmly oppose bullying, but also offer counselling sessions. They must also take appropriate disciplinary actions and the students should be made aware of the school’s policies regarding cyberbullying.

Bullying is detrimental, yet sometimes parents, educators, and educational administrators defend it by saying that bullying is a normal phase of a child’s growth and development. Children and teenagers who experience it may develop depression and other psychological issues. Cyberbullying has led to substance abuse, violence, and even suicide in extreme circumstances. The effects of bullying can last a lifetime; therefore, such behaviour should be dealt with while still in its nascent stages. Teachers along with parents can definitely help in situations, where there is a change in student’s behaviour.

**Q. Does your institution have a formal procedure or policy for investigating cyberbullying?**



**Figure 18**

56.7 percent of the student teachers, say, yes that the institution has a formal procedure or policy for investigating Cyberbullying. 33.3 percent of the respondent is not sure on having a formal procedure for investigating Cyberbullying. 10 percent of the respondent says that there is no formal procedure for investigating Cyberbullying in institutions.

Bullying is considered seriously and generally addressed in school environments. The victims of bullying and cyberbullying have a right to justice and the expectation that those responsible will be held accountable.

As cyberbullying is a relatively new phenomenon, laws particularly pertaining to it does not still exist

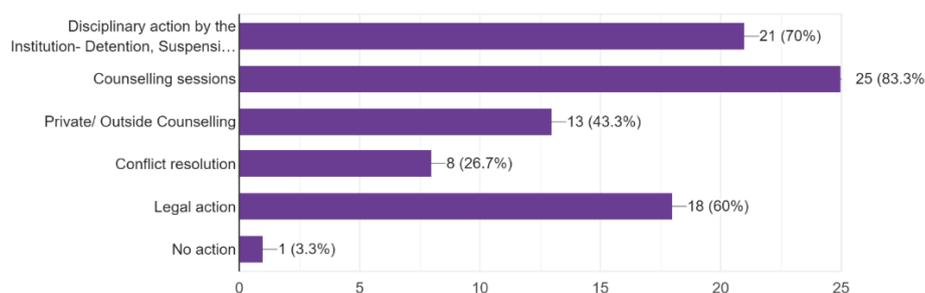


everywhere. Hence, many countries rely on other relevant laws, such as ones against harassment, to punish cyberbullies.

A lot remains to be done to curb cases of bullying in India and there needs to be a concerted effort not just by people in positions of power but society at large to eradicate this evil which has plagued our education system for decades.

**Q. Cyberbullying on institution campus should be addressed through:**

- Disciplinary action by the institution- Detention, Suspension, Expulsion.
- Counselling sessions.
- Private/Outside Counselling
- Conflict resolution.
- Legal action
- No action.



**Figure 19**

83.3 percent suggest Counselling sessions. 70 percent suggests disciplinary action by the Institution - Detention, Suspension or Expulsion 60 percent says legal action to be taken. 43.3 percent says private / outside counselling. 26.7 percent says Conflict resolution. 3.3 opt for no action to be taken.

Cyberbullying can be a terrible thing to deal with, and too many college students experience it on a daily basis. Fortunately, the problem is increasingly recognized on college campuses, and there are resources there dedicated to stopping it.

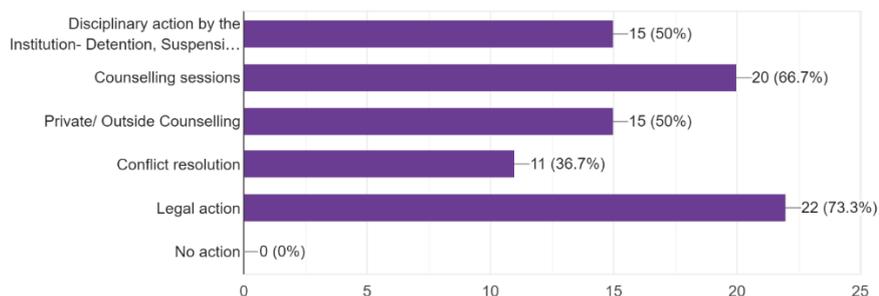
Reporting it to a resident assistant, faculty member, advisor is a really good idea. The IT department will be able to determine who was behind the cyberbullying even though it was anonymous. Most college campuses have access to counselling services and other resources that can help student understand and deal with cyberbullying. Also, if colleges know that there is cyberbullying occurring in campus, they can take measures to prevent it, which includes educational programming at orientation.

Most colleges and universities have some type of disciplinary process or student conduct office, and also have rules against any form of bullying or harassment.

**Q. Cyberbullying off institution campus should be addressed through:**

- Disciplinary action by the institution- Detention, Suspension, Expulsion.
- Counselling sessions.

- Private/Outside Counselling
- Conflict resolution.
- Legal action
- No action.



**Figure 20**

73.3 percent of the respondents are of the opinion to have legal action to be taken when it is cyberbullying off institution.66.7 percent are of the opinion on Counselling sessions. 50 percent of the respondents talk about disciplinary action by the institution - Detention, Suspension and Expulsion & also private or outside counselling. 36.7 percent were favouring conflict resolution. Often the best course of action is negotiation to resolve the disagreement with a peaceful solution.

Cyberbullying can be addressed under civil law or criminal law, based on the situation. A cyberbully may be engaged in defamation. This is when the bully causes harm to someone's reputation by spreading false information about that person.

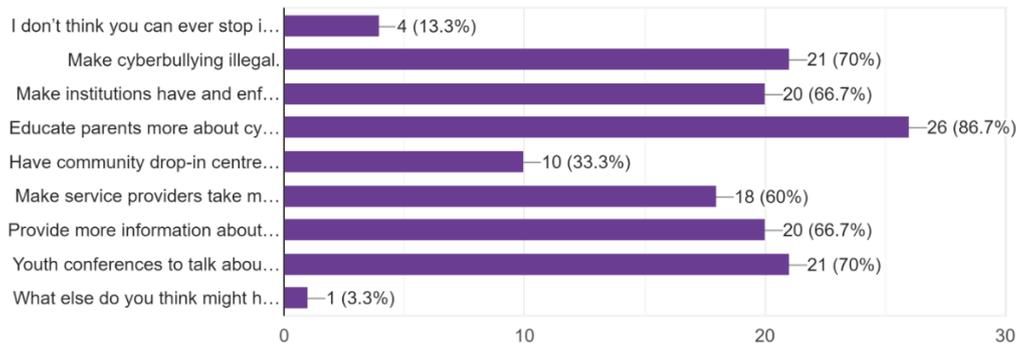
Some schools believe it is within their rights to step in and punish any bullying that takes place by students, whether on or off school property. Although much of the legal precedent set in the past goes against this belief, many communities are passing laws to allow schools to punish cyberbullying, regardless of where it takes place. Others believe that the school's rights diminish as the student leaves school property, therefore excluding many incidents of cyberbullying from school jurisdiction. Many on this side of the debate believe that parents should be the ones punishing their children for participating in cyberbullying.

**Q. What do you think the best way to stop cyberbullying is? (Select all that apply)**

- I don't think you can ever stop it. You need to know how to deal with it.
- Make cyberbullying illegal.
- Make institutions have and enforce policies on cyberbullying.
- Educate parents more about cyberbullying and how to help their kids stay safe.
- Have community drop-in centres where students can go and get help.
- Make service providers take more responsibility for quickly removing offensive and embarrassing online material.
- Provide more information about how cyberbullying affects people.



- Youth conferences to talk about cyberbullying and its impacts and its impacts and how to control it.



**Figure 21**

86.7 percent are of the opinion to educate parents more on cyberbullying and train them to help their kids stay safe. 70 percent opts to make Cyberbullying illegal and also to arrange youth conferences to talk about cyberbullying and its impacts and how to control it. 66.7 percent wants institutions to enforce policies on Cyberbullying & provide information about how Cyberbullying affect people. 60 percent suggested to make service providers take more responsibility for quickly removing offensive and embarrassing online material.33.3 percent suggests having community drop-in centres where students can go and get help. 13.3 percent thinks that you can ever stop it. you need to know how to deal with it.

Being online has so many benefits. However, like many things in life, it comes with risks that we need to protect against. But getting off the Internet is not a long-term solution. Did nothing wrong, so why be disadvantaged? It may even send the bullies the wrong signal — encouraging their unacceptable behaviour.

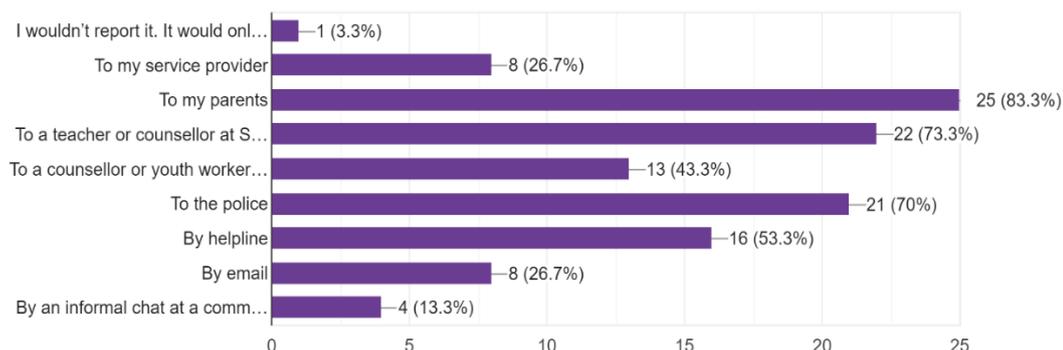
We all want cyberbullying to stop, which is one of the reasons reporting cyberbullying is so important. We need to be thoughtful about what we share or say that may hurt others. We need to be kind to one another online and in real life. It's up to all of us!

Most of them are of the opinion, to make our parents aware about Cyberbullying, so that they can adopt to keep kids safe. The first line of defence against cyberbullying could be you. Raising our voice, calling out bullies, reaching out to trusted adults or by creating awareness of the issue. Even a simple act of kindness can go a long way.

**Q. If you were bullied, which of the following ways would you rather report it? (You may choose more than one)**

- I wouldn't report it. It would only get worse if I did.
- To my service provider.
- To my parents.
- To a teacher or counsellor at school.
- To a counsellor or youth worker outside school.
- To the police.

- By helpline
- By email
- By an informal chat at community support drop in facility.

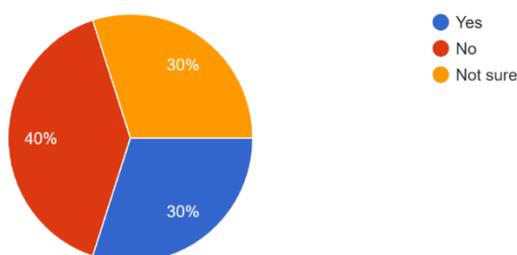


**Figure 22**

83.3 percent of the respondents would report it to their parents. 73.3 percent would tell their teacher/counsellor at School. 70 percent report to police. 53.3 percent would use helpline. 43.3 percent would tell a counsellor or youth worker outside school. 26.7 percent will revert to the service provider & via e-mail. 13.3 percent would go ahead with an informal chat at a community support drop in facility. 3.3 percent wouldn't report it at all as situation worsens.

Any abuse that takes place online, whether it be through chat, posting on message boards and forums, utilising social media, playing online games, or using mobile devices, is considered to be online abuse. In India, there is no specific law dealing with online abuse. When faced with online abuse, our first step should be to approach the administrators of the website / platform / application. If we are not able to resolve the issue through them, we need to collect proof of the abuse and file a criminal complaint at the local police station or cyber investigation cell.

**Q. Are you aware of any government/ non-government organisation (helplines) that can help?**



**Figure 23**

40 percent are not aware of any government or non-government organizations' (helplines) over cyberbullying. 30 percent say they are aware of government or non-government organisations (helplines) that can help. Another 30% are unsure about this fact.



There is no specific legislation for cyberbullying laws in India. However, provisions have been made as Section 67 of the Information Technology Act. Section 67 of the act prescribes punishment for publishing or transmitting obscene material in electronic form for a term which may extend to five years and also a fine which may extend to ten lakh rupees. According to section 67 of the act, publishing or sending pornographic content in electronic form is punishable by up to a five-year prison sentence and a ten-lakh rupee fine.

There is a pressing need to combat bullying, yet there is no specific legislation in India to address bullying at schools. Bullying is a problem in many Indian schools, particularly residential ones. Stop bullying in schools The HRD ministry has launched committees in schools to punish students involved in anti-bullying activities. In the rarest of situations, the punishment may include the student's rustication.

### **Implications of the Study:**

Cyberbullying is a significant issue, and going through such a trying time may be very horrifying. One must have the resilience to fight back against these bullies. It's possible to get over it and live life again. Seeing a counsellor can help the victims handle the incident in a better and a safe way.

The ultimate merit of any research in education is its implications in educational practice. The findings from research on cyberbullying focusing on pre-service teachers' perceptions suggest several educational and policy implications. While creating educational programmes, cyberbullying must also be taken into account. In teachers training programs there is a need to include cyberbullying information, which is not currently a core component of the program. Teachers need to understand the important effects of cyberbullying and learn how to identify and respond to such incidents. Some possible approaches include offering conferences or information sessions on cyberbullying, designing assignments integrating cyberbullying discussions, or even courses which focus on bullying and cyberbullying issues. Teachers also need to provide better supervision when technology is used in classrooms for learning (Patchin & Hinduja, 2006). In addition, we need to enrich teachers' experience of using technology, both in and out of the classroom, so that they can better understand how to use technology effectively and ethically.

Another implication of this study highlights the importance of a comprehensive and proactive approach to addressing unethical use of technology, including cyberbullying. Policymakers, administrators, police officers, parents, educators all play a vital role in the fight against cyberbullying. School policies and training programs must take into account technological advancements to avoid any problems or to better deal with them when they arise. We can create a harmonious society by utilising all modern technologies.

More research is needed in the context of cyberbullying, including the effectiveness of proposed intervention and prevention programs. In addition, it is important to continue to monitor the prevalence of cyberbullying. Developing and using surveys of middle and high school students about cyberbullying can help track prevalence. Building an internet-based survey that will be emailed to all incoming freshers at universities and colleges about their experience with cyberbullying would be another viable option. Comparing their opinion can also be highly beneficial.



### Conclusion:

The obvious facts of this study have proven that cyberbullying continues to be a growing force in the contemporary generation. Notably, cyberbullying is still underestimated due to the lack of emphasis on the importance of understanding this crime as observed from the perspective of the teachers of the study. As a result, coupled with a lack of awareness, support systems, and poor anti-cyberbullying policies in educational institutions, students are more likely to become victims of cybercrime. this number, as shows high victim rate. And finally, enforcing rules strictly, fostering supportive communities, and promoting awareness campaigns can all help reduce cyberbullying among students. Currently, cyberbullying is a crime is struggling to find its place as a pandemic threat.

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