Students’ Perception of Cyber Bullying

A comparative analysis in Sweden and Pakistan

Elevernas uppfattning av nätmobbning
En jämförande analys i Sverige och Pakistan

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Abstract:

The study focuses to extract the factors that contribute towards the prevalence of cyber bullying in Swedish and Pakistani schools considering the female perspective. Besides, the study aims to discover the various reasons and cultural differences in both countries through comparative analysis. The mixed methodology (qualitative as well as quantitative) approach has been opted for the study. The prevalence of cyber bullying in both countries has been analyzed through questionnaires and interviews from teenage school girls. The comparative study of two countries provides the evidence of Cyber bullying; where the occurrence of such events is more apparent in Pakistani culture than in Sweden. The diverse schooling culture, lack of supervision of elders and the absence of anti-bullying programs are the factors that lead to a higher prevalence of bullying in Pakistan than in Sweden. The problem can be reduced with the intervention of a class teacher through his/her open discussion on such topics that can spread awareness among teenagers. Moreover, discussion of serious and dangerous consequences of bullying can be a preventive step.
Sammanfattning

Studien fokuserar på att urskilja de faktorer som bidrar till förekomsten av mobbning i svenska och pakistanska skolor med fokus på ett kvinnligt perspektiv. Dessutom syftar studien till att upptäcka olika skäl och kulturella skillnader i relation till nätmobbning i de båda länderna. En blandad metod (kvalitativ och kvantitativ) har valts för studien. Förekomsten av mobbning i båda länderna har analyserats genom enkäter och intervjuer med tonårsflickor. En jämförande studie av två länder ger belägg för mobbning; där förekomsten av sådana händelser är mer uppenbar i den pakistanska kulturen än i Sverige. De olika skolkultureerna, brist på övervakning av äldste och frånvaron av anti-mobbningsprogram är de faktorer som leder till en högre förekomst av mobbning i Pakistan än i Sverige. Problemet kan minskas med ett ingripande av en klasslärare genom hens öppna diskussion om sådana ämnen som kan sprida medvetenhet bland tonåringarna. Dessutom kan diskussionen om allvarliga och farliga konsekvenser av mobbning vara ett förebyggande steg.
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1 INTRODUCTION

1.1 Cyber Space- A path of communication

The advancement in technology has made it an essential part in daily interactions, where teenagers adopt it to interact and communicate with others and owing to ease of use. Cyber bullying is a growing and emerging concern among teenagers because of extensive use of electronic communication (Elledge et al., 2013 p. 705-706). Today, the youth prefer to engage with others via technology either in the form of text messaging, phone calls and chats or through Social Networking Site (Erentaitė, Bergman, & Zukauskienė, 2012 p. 187). It has been evidenced that adolescents perceive their cellular devices (iPhones, Mobile phones, Tablets and smart phones) as their precious possession of all1.

The cyber space attracts audience worldwide, not only as a mean to communicate but also for making their social identity (Department for Children, Schools and Families, 2007a p.42). The profile creation feature allow users to get attracted towards various Social Networking Sites including Facebook, MySpace, Twitter, Bebo, Flickr, Youtube etc. The characteristics such as; maintaining personal details and concerns, updating profile through adding and loading photos and other stuff, interacting with others via comments and privacy facilities as per their own requirements, all these features draw attention of youth towards cyber space2. Hence making it an essential part of routine matters in youth’s life (Department for Children, Schools and Families, 2007a p.42).

The utilization of cyber space has several positive features attached with it as a fast, beneficial and convenient mode of interaction but the darker side of it holds many negative outcomes as well (Department for Children, Schools and Families, 2007a p.6; Mishna, Saini, & Solomon, 2009 p.1227; Sticca & Perren, 2013 p.747). The example of its harsher side is that: the cyber space is also used negatively by few adolescents where they use it as a medium to harass and threat other age fellows. They do so via posting and sharing contents that are source of

1http://www.filemaker.co.uk/educationcentre/downloads/articles/Mobile_bullying_report.pdf
2http://www.direct.gov.uk/en/youngpeople/healthandrelationships/bullying
embarrassment for others and may lead to serious consequences as well (Campbell, 2005 p. 2-3).

For investigating the topic of “cyber bullying” the current study has obtained sample from two countries Sweden and Pakistan. The reason behind targeting these two countries is to draw the contrast between the findings drawn from developed (Sweden) and underdeveloped (Pakistan) countries. Moreover selection of these two countries provided us with an opportunity to view the difference between the two distinct cultures i.e. eastern and western.

1.2 What is Cyber Bullying?

With the advent of new technology, a new form of bullying has been emerging, termed as cyber bullying or electronic bullying (Campbell, 2005 p.2; Kowalski & Limber, 2007 p.22; Heirman & Walrave, 2012 p.619). Cyber bullying is a form of online maltreatment caused through electronic devices; such as cell phones and computers. This form varies from the traditional bullying owing to the usage of electronic interaction to harass, humiliate or threaten a person (Hinduja & Patchin, 2009 p. 170). The bullies can either be classmates, online peers or anonymous people, where bullying is undertaken other than face-to-face contact (Xu, Jun, Zhu, & Bellmore, 2012 p.657).

A definition of cyber bullying, given by a government as: cited in (Department for Children, Schools and Families, 2007a p.11)

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

‘Cyber bullying’ has been defined by Belsey as (cited in Butler, Campbell, & Kift, 2008 p. 21) as:

“The use of information and communication technology to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.”

Another scholar Mason (2008) (Cited in Schenk & Fremouw, 2012 p.23) has defined cyber bullying as:

http://www.stopbullying.gov/cyberbullying/what-is-it/
“A form of psychological cruelty” that incorporated a new form of bullying which is a more “covert form of traditional bullying”

This form of bullying is persistently repeated by children and youngsters through utilization of technology with the intention to harm others (Tokunaga, 2010 p.285). The source of such bullying includes chat rooms, mobiles phones, texts, web cams and emails. Under this, the mode of bullying can be insulting text messages, sexual photos on digital devices (e.g. through phones and emails). Another source is web sites where the targeted person is derogated through sending him/her ID’s to other for getting remarks. In such stances; the girls are being voted as a nerd or slut in schools (Snider & Borel, 2004).

1.2.1. Types of Cyber Bullying

The cyber bullying experienced by the teenagers comprises of following forms

- **Posting & Backstabbing**

  The teenagers get fun of the situation by posting their friend’s or others pictures and other stuff to make comments on them in a group or alone. In the study by Mishna et al. (2009 p.1225), a girl said that the webcams is the source mostly used by boys to take their pictures or videos, which they later posted. The students also backstab their mates and class fellows online where the student who knows that there is a fighting among friends can get advantage of the situation (Mishna et al., 2009p.1225).

- **Coercing**

  The pictures and videos are posted by students either after editing them to coerce the other person. In most of the cases, it has been evident that the boys mostly warn girls after taking their picture or editing them that they can expose their secret to others. A teenager confronted the fact that they often blackmail students where they threat them that if they will not listen to him/her, he will surely reveal some of her secrets to others (Mishna et al., 2009 p.1225).

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Masquerading

This is another way to bully electronically. Under this, the person conceals his identity from the victim by either pursuing a fake identity or stealing someone else’s name. This method is opted in order to remain dominant (Kowalski & Limber, 2007 p.27; Patchin & Hinduja, 2006 pg. 156). A 12 year old girl perceived that this way is selected by students and mates to take revenge and upset others (Mishna et al., 2009 p.1225).

1.2.2. Frequency of bullying among teenagers

The Erentaitė et al (2012 p. 187) investigated that among various forms of bullying, 41.5% become victim of verbal while 5.8% are bullied through websites where 3% of them are being targeted by their relatives (siblings, friends).

Today, in the world of technology, 97% of the teenagers use internet in their daily activities (Lenhart, Maddeen & Hitlin, 2005); whereas per UCLA Internet Report, half of them own personal digital devices for communication including cell phones, tablets, iPhones etc. A research conducted by National Children’s Home in Great Britain investigates that teenagers are electronically harassed via mobile phones (16%), SMS (7%) and online chat room (4%)\(^5\).

A 13 year old girl said that the frequency of cyber bullying is extensive and can occur repeatedly because you try to hide the fact from elders. And doing so leads the occurrences of same incident again (Mishna et al., 2009 p.1224).

1.2.3. Impact of cyber bullying on school students

The cyber bullying can cause negative impact on its target by causing threat on physical as well as academic activities. ‘A ten year old boy exclaimed that though you can’t hurt other person physically via cyber bullying but mentally through derogatory comments. As predicted in research by Heirman & Walrave (2012 p.619) that adults perceive cyber space as a medium with few constraints to get Indulge in bullying activities. The bully feels safe and sound owing to the reason that he is at his own place (in a room or house) without the fact that his comments are hurtful for others and can make them sad’ (Mishna et al., 2009 p. 1223). It poses threat to their self-esteem, cause fear in them, health problems, resulted in frequent miss out from school that

\(^5\)http://www.nch.org.uk/information/

Another compelling aspect of technology is that through keeping anonymity while interacting with others can be dangerous; as people can communicate the stuff which they could not utter otherwise (Patchin & Hinduja, 2006 p. 150). Such behavior upsets the victim not only due to the reason of being posted online but owing to the perception of getting embarrassed in front of others who saw that and responded to that; in this regard, a 13 aged girl confronts that it is just a different path to comment others- the stuff you cannot say to them on their faces while prefer to tell them electronically via text or mail. It is easy to do because you cannot see the extent to which other might hurt (Mishna et al., 2009 p.1224).

Agatston, Kowalski, & Limber (2007 p.60) found that though the occurrence of such incidence took place outside the school boundaries; even then, they are troublesome within the school hours. The weariness faced by teenagers impact girls and boys differently and hence leads toward diverse consequences. The boy’s starts engaging in direct type of violence such as physical and verbal confrontations while the girls confront the situation in an indirect manner via gossiping and isolation (Björkqvist, Lagerspetz, & Kaukiainen, 1992; Olweus, 1993). Elledge et al (2013 p. 705-706) have also pointed that girls endorse incidence of cyber bullying more in comparison to boys; as it is being evident that girls are more prone to indirect form of aggressions. A 13 year boy stated “I don’t find such problem a big concern at all; it might be problematic but I don’t find it something big right now. Another boy of same age also said that it is not as such a problem that has to be communicated with elders. Contrary to them, a boy of age 13 asserted that cyber bullying is a big issue as on becoming a victim of it can lead you to depression and negative (Mishna et al., 2009 p. 1225).

Elledge et al., (2013 p. 707) predicts in his research that cyber bullying is a function of students’ individual behaviour; as holding a positive behaviour towards victim of cyber bullying leads them to less likelihood of get bullied. In the case class room, the positive attitude behaviour towards bully victim leads to low chances of bullying in class rooms. These circumstances direct teenagers toward harmful activities where they start engaging in violations and rule breaking owing to higher aggression (Ybarra & Mitchell, 2007 p. 44-49).
The cyber bullying, at times get so intense that it leads to suicide attempts (Department for Children, Schools and Families, 2007a p.6). The examples of such incidents can be quoted from literature where a boy killed himself on being victimized in Florida in 2005; while in 2006, the girl hanged herself in New Zealand when maltreated by school mates (Butler et al., 2008 p.3). On getting anonymous texts on Facebook, a 15 years boy suicide on getting threatened (Birmingham mail, 2007).

1.3. Aim of the study

The aim of this study is to explore the similarities and differences in how bullying occurs in a school context and what the consequences are - in Sweden and in Pakistan. Today, most of the students own technologies in the form of cellular devices or internet, where the cyber bullying is indicated as one of the major dilemma by the female students where the males do not consider it as an issue (Agatston, Kowalski, & Limber, 2007 p.60). The previous research lacking in pointing out the extent of cyber bullying perpetrators and victims (Mishna, Khoury-Kassabri, Gadalla, & Daciuk, 2012 p. 66). The use of technology as a mean of bully by middle aged students is lacking in literature (Kowalski & Limber, 2007 p.29). Campbell (2005 p. 3) has identified that consequences and occurrences of cyber bullying has not been reached yet.

Another main reason behind lack of research in this area is owing to student’s hesitation to report such incidents to the school authorities or adults (Elledge et al., 2013 p.705-707). As the girls experiencing cyber bullying more often than boys (Kowalski & Limber, 2007 p-28-29); therefore the respondents chosen in the current research comprises of girls.

The reason behind opting a procedure of the focus group is to assess the influence of cyber bullying on teenage school girls in order to provide the ground to prevent such messages that aims to target teenage school girls in Sweden and Pakistan. Moreover to evaluate the factors which cause occurrence of such incidences within these two countries?
1.4. Research Questions

The research question for the present work is as under:

1. What is the extent to which incidents of cyber bullying are evident in schools?

2. What are the factors involved in the prevalence of cyber bullying in Swedish and Pakistani schools (comparative analysis)?

3. Due to cultural differences what are the hidden reasons for non-disclosure of cyber among female students?

1.5. Structure

The chapter 1 contains Introduction of the Cyber bullying, aim of the study and research questions; followed by the evidence from literature in chapter 2. Chapter 3 provides the detail methodology (i.e. the questionnaire and interview) followed by the Procedure. Later, chapter 4 contains the results and analysis while the discussion of the results is in Chapter 5.
2. LITERATURE REVIEW

The various studies have been evident in the past to analyze the role of cyber bullying on individuals, specifically the teenagers. The present dissertation is therefore distinct from them in the view that it’s a comparative study of Sweden and Pakistan with the targeted audience specifically females. The study aims to investigate the influence of this maltreatment with regard to girls specifically in a two variant cultures. This chapter has provided the evidence from literature in context of cyber bullying.

2.1 Cyber Bullying and Students

The online devices are exploring worldwide, providing the fastest mode of interaction and communication for all, attracting teenagers towards itself to the greatest extent; hence boosting interaction among individuals through Social Networking Sites (SNS). After 2009, the more people start using technologies making a cyber space as a hub of communication. Later in 2012, the iPhones, smart phones and androids started to emerge in markets.6 All these mediums making a cyber space risky for teenagers owing to the threat of cyber bullying; 90% of teenagers have witness the frequent evidences on cyberspace.7

Elledge et al., (2013 p.705-706) has identified in his study that electronic bullying is determined by class room as well as individual level factors; where the individual’s perception of not becoming a victim of cyber bullying poses more chances to become victim of such incidents. On the other hand, the incidence of cyber bullying in class rooms are relatively less as they are being monitored by their teachers. Hence indicating the fact that the bullying occurred in class is more of indirect form rather than direct owing to the risk of being intervened by the class teacher. Sticca & Perren(2013 p.741-46) points out the fact that the bully attack with the intention to publicize victim irrespective of medium; as the adolescents perceive such attack as an embarrassing and shameful incidents attached with severe consequences to harm their public

http://en.wikipedia.org/wiki/Facebook

http://www.pewresearch.org/millennials/teen-internet-use-graphic/
status and image. Hence this form of aggression i.e. to attack on one’s image and reputation electronically is a brutal form of aggression causing severe results on target within the less time period.

Another scholar, Schenk & Fremouw (2012 p.33) investigated that such incidents lead to the segregation of a victim from society as he start avoiding his friends, or discontinue to attend public events. Moreover, males start drinking alcohol to relive their trauma while females avoid use of electronic devices. Adolescents though perceive electronic medium as an essential tool in their daily lives but the chances to get harass through these results in emerging of negative feelings toward such tools. Moreover, they do not report to their adults with the perception that they hold less knowledge regarding these tools and it won’t be helpful for them (Elledge et al., 2013 p.747).

Students’ adoption of such online technologies in their day to day activities can lead to consequences that may either be positive or negative. The negative consequences might encourage anti-social conducts; where the severity of incidents heightens because public interaction is uncontrollable leading to negative outcomes as helplessness (Elledge et al., 2013). Students are involved in cyber bullying to larger extent where they become victim of bully on one side and get involves in these incidents on other; where they do keep on altering their roles from time to time. Hence cyber bullying provides the way to females to get involved in indirect form of bullying to get aggressive without physical violence (Mishna et al., 2012 p.64). The usage of technology by youngsters can be risky without guidance of adults; leading to negative outcome such as cyber bullying or electronic bullying (Campbell, 2005 p. 2; Kowalski & Limber, 2007 p.23). Cyber bullying has transformed into new form within the last two decades; that is- a latest concept of schoolyard bullying has been emerged as a severe dilemma that needs to be addressed (Campbell, 2005 p. 3).

The term “Cyber bullying” was first taken by Bill Belsey- a Canadian scholar, at the start of century (Campbell, 2005 p. 2). His definition is widely cited and used in academia (DCSF, 2009 p.3). It is distinct from traditional style of bullying because of technology mediation, therefore provides the bully with the different form of way to target a person. Though the basic reason for technology was to facilitate its users; even then, it holds a gloomy side as well in its structure (DCSF, 2009 p.3; Department for Children, Schools and Families, 2007a p.6).
Sticca & Perren (2013 p.741-46) determined that adolescents get involved in incidents of cyber bullying with the intent to publicise the situation to the wider audience through hiding their identity; independent of the fact that what medium they opt for doing so. The study by Agatston, Kowalski, & Limber (2007 p. 60) identified the concern of youth regarding cyber bullying with in the schools; as this form of oppression leads to more severe incidents than face to face or schoolyard bullying pertaining to extensive online audience and owing to the fact that it can happen irrespective of time (Campbell, 2005 p.3; Kowalski & Limber, 2007 p.23; Mishna et al., 2012 p.67). Therefore causes long term impact on the victim leading to higher level of vulnerability among students being victimized (Kowalski & Limber, 2007 p.23).

The technology can be assessed anywhere and anytime; irrespective of time; making victim more fearful of being targeted (DCSF, 2009 p.7). It does not confine the victim to the school hours or within the school surroundings rather anywhere where the bully has access to technology leading to more miserable state of mind of that individual. To become target irrespective of time and unable to escape this all results in higher level of anxiety in students and adults (Slonje & Smith, 2008 p. 148). Moreover, to control the communication of bullied contents to various sources, sites and people cannot easily be stopped; henceforth such complexity to get safe from embarrassing and worrisome messages gets harder. The potential outcomes of electronic incidents are endless owing to the wide number of audience (DCSF, 2009 p.10). The receiver can save a copy of contents (image, text or posts etc); edit that, communicate it to even wider number of audience by uploading it to famous social sites (Campbell, 2005 p. 2) where even the post is widely open to all (Rivers & Noret, 2010 p.644).

The literature highlights the fact that one who bullies electronically are more than often seems to be students from school; where they target their friends or siblings while half of them are those who prefer to target strangers and leads to such incidents in result of some school event (Mishna et al., 2012 p. 68). Such form of maltreatment is staggering since few years; as youth find it as an attractive way to harass others (either relative or non-relative) by hiding their identity or via stealing someone else name to get fun of the situation or for exchanging a fact that is hard to communicate otherwise. Moreover, anonymity makes a perpetrator more fearless and a mean to take revenge from their mates through cyber space; hence 11% of them reported that they never come to know the identity of their perpetrator (Mishna, Cook, Gadalla, Daciuk, & Solomon,
Anonymity is also perceived important by cyber bully than the medium to be opted; as the severity heightens owing to the hidden identity of bully. Moreover the fear to receive messages irrespective of time rises the insecurity among teenagers; leading to severe outcomes such as helplessness and depression (Mishna et al., 2010 p. 363). The anonymity to be revealed is still a hardest problem; the victim feels high level of depression because of hidden identity of perpetrator (Sticca & Perren, 2013 p. 747). This sort of action is used to show supremacy of power and control by the cyber bully (Mishna et al., 2012 p. 68). The report by DCSF point outs to the fact that in digital technologies; the evidence can be searched through enquiry and tracking the bully (DCSF, 2009 p.5).

The cyber bullying has been widely researched (Kowalski & Limber, 2007) the occurrence of cyber bullying among teenagers and the risk associated with in bully and target category has not been researched yet (Mishna et al., 2012 p. 68). The extended use of cyber space as a mode of interaction has risen the risks associated with more prospects for youth of being abused online (Mishna et al., 2012 p. 68). As cyber bullying is appear to be a rising problem among youth with the terrible consequences on them (Campbell, 2005 p.2); therefore the current study aims to identify this prospect by targeting the teenage school girls to add new aspects in to the previous body of knowledge by means of conducting a comparative study with in the two countries including; Sweden and Pakistan.

### 2.2. Cause of Cyber Bullying

National Crime Prevention Council (NCPC, 2007 p.3) reported that the rationale behind bullying another mate, friend or a stranger is their perception to do something humorous, they don’t consider the action as offensive or serious, or owing to hold hatred toward the other individual. A person get victim of bullying owing to perceived differences such as sex, physical appearance, status, behaviour (Xu et al., 2012 p.657). Moreover subjective norms and attitudes also determines the adolescents bullying intentions; where the behavioural intentions are predicted to be strongest determinant among all (Heirman & Walrave, 2012 p.619). A research by Walrave & Heirman (2011 p.67) reveals that adolescents are subjected to this form of malfunctioning with the motive to take revenge where they believe that the target deserve such form of threatening treatment from them, either they do so with the intention to get fun out of the situation.
2.3. Incidence of Cyber bullying

The several incidents of electronic bullying are evident in the literature which is often reported, among them the incidents in last two years as reported by various scholars are as under:

Erentaitė et al. (2012 p.185,86) reported that 35% of the students are being cyber bullied through mediums such as SMS, chat rooms, instant messages. Mishna et al., (2012 p.66) pointed out that 50% of students get involved in cyber bullying; either by becoming a victim or through making other student victims; where among them only 38.5% report such incidents and 27.5% agreed that they get involve in bullying others. 26.9% of them report it to their elders. Heirman & Walrave(2012 p.617) reported the rate of cyber bullied cases up to 12.1% while half of them admitted they also get engage in bullying activities owing to their subjective norms and intentions. In the same year, Schenk & Fremouw (2012 p.32) has predicted that 8.6% of adults get victimised to electronic bullying which heightens their intention for suicidal ideas and attempts owing to higher level of stress and depression among them.

In the recent research by Sticca & Perren (2013 p. 743-745), it has been viewed that 84% of the students being targeted for cyber bullying on public sites where 78% among them perceive such incidence as severely humiliating than others. In most of the cases, anonymity resulted in threatening consequences for the victim. Recently, it has been evident that 4% of the students get involved in activities of cyber bullying (Elledge et al., 2013 p.705).

The cyber bullying cases can be identified through bullying traces (the experience of perpetrators or victims which they posts on cyber space or via texts); they are the eminent source to collect information regarding the bullying episodes (Xu et al., 2012 p.657, 658).

2.4 Summary

The study of literature points out that cyber bullying has been evident as a threat by teenagers as an outcome of using cyber space. The bully attack with the intent to harass, humiliate and damaging others reputation. On the other side, the perpetrator gets involved in such activities to publicize the situation, to make fun of others or with the intention to take revenge. The vision of becoming a victim of cyber bullying at any time can cause an unease, insecurity, anxiety and
depression among the teenagers. This imposes a serious aftermaths on the victims where they often resulted in isolated themselves from society by opting anti-social conduct or indulge themselves in negative activities. Moreover, the situation might have long term influence on victim if he gets the situation on his nerves for so long; hence making him vulnerable and hard for him to survive in society.

The increase in such incidents has been attributed to lack of guidance and assistance by their parents and the perception of teenagers of getting humor in bullying others. In most of cases, the anonymity is being maintained making the victim even more fearful. Under such circumstances, it has been evident that despite of the utmost fear on becoming victim of bullying through cyber space; the teenagers avoid to communicate the incident to their elders and parents.
3. METHOD

This chapter provides the methodology being opted for conducting the research, the approach and questionnaire used.

3.1 Methodological Orientation

The aim of this study is to explore the similarities and differences in how bullying occurs in a school context and what the consequences are - in Sweden and in Pakistan. Survey approach which has been undertaken in this study has existed as choice of methodology in literature (Slonje & Smith, 2008, p. 149) and is employed in the current study for meeting the criteria of consistency in the process of data collection, while encouraging valid comparisons that shall be drawn from the findings of the study. The survey approach in this study has gathered data in two major ways questionnaire and individual interviews (Walliman, 2001, p. 284).

3.1.1 Research approach

According to (Walliman, 2001, p. 229) data collection can either be quantitative or qualitative. Staying consistent with the prior literature both quantitative and qualitative methods shall be employed in the current study.

Quantitative data can be defined as gathering of information which can be conveniently exhibited in statistical, numerical and diagrammatic forms (Glenn, 2010, p. 96). The way quantitative data is collected it can be considered objective and reliable while providing easy interpretation of findings. On the other hand, this approach has a significant limitation that it makes difficult to measure the opinions and dialogue of participants.

Qualitative methods enable us to gather data by utilizing such techniques which can collect emotions, opinions and feelings of participants (Glenn, 2010, p. 95). This kind of data cannot be comprehended with ease in statistical or numerical form but on the other hand it provides an individual with valuable information via discourse (Hughes, 2001, p. 96).
3.1.2 Research instruments

This study will make use of questionnaires and individual interviews for qualitative data. The purpose of using questionnaire is to gather quantitative and qualitative data from the Swedish and Pakistani students is to assess the reasons and impact of cyber bullying on girls (age 15-16 years) in both countries. Same students were interviewed who filled the questionnaire. Qualitative data will also be collected from Swedish and Pakistani students by the use of interviews. Using both the research instruments shall increase the validity (Judith, 2010, p. 119). The prior literature, jointly, has a combination of questionnaires and interviews.

3.1.3 Questionnaires

As defined by (Sachdeva, 2009, p. 112) a questionnaire is a set list of questions to which the participants provide responses to. The questions which are asked to the respondent can be open, closed, or a blend of both, thus allowing the individual to gather quantitative and qualitative data (Sachdeva, 2009, p. 183). It can also be said that questionnaires are one of the popular research instruments which are used for collecting large amount of data which can be easily analyzed at a low cost (Tim, 2011, p. 104).

This study has employed self-completion questionnaire due to time constraint (Tim, 2011, p. 103). The closed questions leads to the findings that are specific and easier to analyze but it causes decrease in spontaneity in responses as respondent chose from a specific option. Whereas open questions, allow partakers to answer the question in their own words, comprehending such questions is difficult but they further inform the research (Tim, 2011, p. 111).

It is required to write the questionnaire in a straightforward manner, which requires a lot of time as it must be ensured that respondents shall be able to answer the questions easily (Tim, 2011, p. 112). When the questionnaire is distributed the researcher cannot set time on its completion or how respondents interpret the questions (Tim, 2011, p. 104). To a certain extent, this particular issue can be catered by making sure that a questionnaire has been checked and piloted.
3.2 Designing the questionnaire

The questionnaire was self-designed while considering the prior literature for getting better picture of sample. A total of 20 questions was obtained from studies and articles considered in the literature review (Li, 2007, 2010). Further 7 questions were mainly designed for contributing towards answering critical research questions. It was assured to the students that participated in the survey was voluntary, confidential, and anonymous and they may leave out any questions which they cannot answer comfortably (Sachdeva, 2009, p. 31)

3.2.1 Piloting the questionnaire

The primary purpose of piloting the questionnaire is to check the questions for clarity (phophalia, 2010, p. 13). The pilot group in current study comprised of 2 female Swedish students and 2 Pakistani students. Selection of students was based on convenience sampling. All the respondents agreed and participated. The average time for the completion of questionnaires was calculated at 8 minutes. Negligible corrections regarding the order and wording of questions were made, leading to the final version of the questionnaire (Appendix 1).

3.2.2. Population and sample

Population can be referred to all the individuals that can take part in the survey (Sachdeva, 2009, p. 141). The sample in the current study comprised of 12 students (6 Swedish students and 6 Pakistani students) all students were enrolled at the school and aged 14 –15.

The targeted population in Sweden studied in well-developed co-ed school, having a proper facility of computers along with internet. The class size roughly comprised of 22 students

The population in Pakistan as from segregated school, that school did not have co-education. Students were facilitated with internet and the latest computers in the computer lab. The class size was quite similar to Swedish school's class size that is 25. In comparison to Swedish student’s Pakistani students have restriction over isolated computer usage, mobility for the purpose of socialization etc.

A sample of the entire population was employed in collecting the data for analysis i.e. sample size \( [n=12] \), where \([n=6]\) Swedish students and \([n=6]\) Pakistani students.
3.2.3. Distribution and return of the questionnaire

The questionnaire was distributed personally to the respondent’s. Firstly the questionnaire was distributed to 6 students in Swedish school and later the same practice was done in Pakistani school. Prior to the filling of the questionnaire official letter was provided to the authorities informing them the purpose of research and requesting them for the availability of students on a particular day and time.

3.3 Interviews

An interview can be defined as a face-to-face interaction amongst two people; the interviewer, asks questions, while the interviewee provides responses to those questions (Sachdeva, 2009, p. 131).

The interview session was carried out in a separate room for maintaining confidentiality and as names were not asked so therefore the condition of anonymity was also met. The duration of each interview was around 10-15 minutes. A brief introduction was given to the students regarding the purpose of research.

The interview type selected for this research was the semi-structured approach, as it comprises of both structure and flexibility; thus allowing a purposive interview that is conducted for fulfilling the purpose of research and also allows for discourse that could be of value to discussions later on (Sachdeva, 2009, p. 135; Tim, 2011, p. 175).

3.4 Ethical Attitudes

The chief principle of ethics is “cause no harm” (Sachdeva, 2009, p. 31). Cyber bullying can be a sensitive issue for any of the respondents therefore all the participants were informed in great detail that they may at any time and can even refuse answer any question posed to them, especially if they think that it is upsetting them. All the respondents in this study were informed that what the purpose of the study is. The Schools had complete knowledge of the research and approved that the questionnaire and interviews could take place.
4 RESULTS AND ANALYSIS

A total of 12 students answered the questionnaire, as it is a comparative analysis, therefore 6 students were from Swedish school and the remaining 6 were from Pakistani school. As the study is limited to one gender, so all the respondents [n=12] were female. Some of the students did not answer all the questions; hence not all the results have same response rate.

The results obtained from the questionnaire and interviews are presented below, the same students were interviewed who filled questionnaire prior to interview session. The findings are presented, while considering the total sample size, i.e. n=12 female students as drawing any conclusions in terms of similarities and differences between two groups, Pakistan and Sweden from only 12 questionnaires is not possible. Along with questionnaire results, selections of extracts of discourse from interviews are also incorporated for the purpose of illustration.

From the questionnaire the findings suggest that all the students from both countries have personal computers. All Swedish students, whereas 4 Pakistani students have smart phones. 4 Swedish and 2 Pakistani students have a camera with them. The difference in parental supervision can be observed in the two different countries as all Swedish students have independent access to the internet from their family, while 3 out of 6 Pakistani students have the facility of independent internet usage whereas the rest of 3 students use the internet under family supervision.
Table 1: Individual students (Swedish and Pakistani) in figures. The full discourse can be found in Appendix 1 & 2. Extracts from the interview and questionnaire of participants are provided below:

<table>
<thead>
<tr>
<th>Question</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have access to which of the equipment</td>
<td>Personal computer</td>
<td>Personal computer</td>
<td>Personal computer</td>
<td>Personal computer</td>
<td>Personal computer</td>
<td>Personal computer</td>
</tr>
<tr>
<td></td>
<td>Smart phone</td>
<td>Smart phone</td>
<td>Smart phone</td>
<td>Smart phone</td>
<td>Smart phone</td>
<td>Smart phone</td>
</tr>
<tr>
<td></td>
<td>Camera</td>
<td>Camera</td>
<td>Camera</td>
<td>Camera</td>
<td>Camera</td>
<td>Camera</td>
</tr>
<tr>
<td>On the net without supervision</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Were you involved in bullying another</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>You have been bullied</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Your friend was cyber bullied by</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
</tr>
<tr>
<td></td>
<td>Phone Camera</td>
<td>Phone Camera</td>
<td>Phone Camera</td>
<td>Phone Camera</td>
<td>Phone Camera</td>
<td>Phone Camera</td>
</tr>
<tr>
<td></td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
</tr>
<tr>
<td>You have been cyber bullied by</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
<td>Mobile Phone Call Mobile</td>
</tr>
<tr>
<td></td>
<td>Phone Camera</td>
<td>Phone Camera</td>
<td>Phone Camera</td>
<td>Phone Camera</td>
<td>Phone Camera</td>
<td>Phone Camera</td>
</tr>
<tr>
<td></td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
<td>Social Networking Sites</td>
</tr>
<tr>
<td>You have been cyber bullied at</td>
<td>School</td>
<td>Home</td>
<td>School</td>
<td>Home</td>
<td>School</td>
<td>Home</td>
</tr>
<tr>
<td>Person(s) who cyber bullied you was</td>
<td>Both</td>
<td>Female</td>
<td>Both</td>
<td>Female</td>
<td>Both</td>
<td>Female</td>
</tr>
<tr>
<td>When cyber bullied you confide in someone</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Did not share with anyone, why?</td>
<td>If informed, the adults</td>
<td>You have not felt like</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>would not do anything</td>
<td>telling anyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adults would not believe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>what you will share</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you do (When you were bullied for the first time)</td>
<td>Retaliated</td>
<td>Retaliated</td>
<td>Kept a record of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the messages</td>
<td></td>
<td>the messages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In your opinion, banning of mobile phones in school can lead to reduction</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>in cyber bullying?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media tools you use to communicate with others</td>
<td>Mobile</td>
<td>Mobile</td>
<td>Facebook</td>
<td>Facebook</td>
<td>Emails</td>
<td>Facebook</td>
</tr>
<tr>
<td></td>
<td>Internet</td>
<td>Internet</td>
<td>Intagram Mobile</td>
<td>Viber Mobile</td>
<td>Mobile</td>
<td>Mobile</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time you spend on social media tools per week</td>
<td>28 hours</td>
<td>All the time</td>
<td>All the time</td>
<td>All the time</td>
<td>35 hours</td>
<td>16 hours</td>
</tr>
<tr>
<td>Victim of cyber bullying ever? If yes, describe your feelings</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Who is bullying others more boys or girls?</td>
<td>Both</td>
<td>Both</td>
<td>Both</td>
<td>Both</td>
<td>Both</td>
<td>Both</td>
</tr>
<tr>
<td>What do you think are more in number?</td>
<td>Those who help and hang</td>
<td>Those who help and hang</td>
<td>Those who are victims</td>
<td>Those who help and hang</td>
<td>Those who help and hang</td>
<td>Those who help and hang</td>
</tr>
<tr>
<td></td>
<td>out with groups</td>
<td>out with groups</td>
<td>of bullying</td>
<td>out with groups</td>
<td>out with groups</td>
<td>out with groups</td>
</tr>
<tr>
<td></td>
<td>involved in bullying</td>
<td>involved in bullying</td>
<td></td>
<td>involved in bullying</td>
<td>involved in bullying</td>
<td>involved in bullying</td>
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<td></td>
<td>”</td>
<td>”</td>
<td></td>
<td>”</td>
<td>”</td>
<td>”</td>
</tr>
<tr>
<td>The lesson was cyber bullying ever discussed</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you know where to contact at the school against cyber bullying?</td>
<td>No</td>
<td>Welfare officer</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Question</td>
<td>P1</td>
<td>P2</td>
<td>P3</td>
<td>P4</td>
<td>P5</td>
<td>P6</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>-----------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>You have access to which of the equipment</td>
<td>Personal computer</td>
<td>Personal computer Camera</td>
<td>Personal computer Smart Phone Camera</td>
<td>Personal computer Smart Phone</td>
<td>Personal computer</td>
<td>Personal computer Smart Phone</td>
</tr>
<tr>
<td>On the net without supervision</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Involved in bullying another</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>You have been bullied</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Was your friend Cyber bullied by</td>
<td>Mobile Phone Call</td>
<td>Text Message</td>
<td>Mobile Phone Camera</td>
<td>Social Networking Sites</td>
<td>Face Book</td>
<td>Mobile Phone Call</td>
</tr>
<tr>
<td>You have been cyber bullied by</td>
<td>Face Book</td>
<td>Face Book</td>
<td>Text Message</td>
<td>Face Book</td>
<td>Face Book</td>
<td>Mobile Phone Call</td>
</tr>
<tr>
<td>You have been cyber bullied at</td>
<td>School</td>
<td>School</td>
<td>Home</td>
<td>Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person(s) who cyber bullied you was</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Male</td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>When cyber bullied you confide in someone</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Did not share with anyone, why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you do (When you were bullied)</td>
<td>Asked the individual to stop</td>
<td></td>
<td></td>
<td>Ignore it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banning of mobile phones in school reduce cyber bullying?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Media tools you use to communicate with others?</td>
<td>Email</td>
<td>Mobile Facebook</td>
<td>Internet Mobile</td>
<td>Email</td>
<td>Emails, Facebook Mobile</td>
<td>Mobile Facebook</td>
</tr>
<tr>
<td>Time you spend on social media tools per weeks</td>
<td>3 and half hours</td>
<td>2 hours</td>
<td>7 hours</td>
<td>All the time</td>
<td>35 hours</td>
<td>3.5 hours</td>
</tr>
<tr>
<td>Victim of cyber bullying ever? If yes, describe your feeling</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Who is bullying others more boys or girls</td>
<td>Both</td>
<td>Both</td>
<td>Both</td>
<td>Girls</td>
<td>Boys</td>
<td></td>
</tr>
<tr>
<td>What do you think are more in number?</td>
<td>Those who help and hang out with groups involved in bullying</td>
<td>Those who help and hang out with groups involved in bullying</td>
<td>Those who are victims of bullying</td>
<td>Those who help and hang out with groups involved in bullying</td>
<td>Those who help and hang out with groups involved in bullying</td>
<td></td>
</tr>
<tr>
<td>The lesson was cyber bullying ever discussed</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you know where to contact for help in school against cyber bullying?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
4.1 Preliminary Analysis

Below is the summary of the answers of both Swedish and Pakistani students that have been collected through questionnaire and interviews. The extracts of results are also tabulated above, whereas complete results can be viewed in Appendix 1.

4.1.1. Number of victims of Cyber Bullying and use of social media tools

According to study with small sample size more victims of cyber bullying are found in Pakistan as Pakistani respondents (P1, P2, P3, P4, P5, and P6) agreed that they know someone in their circle who was a victim of cyber bullying. (S3, S4, S5, S6) Swedish students’ acquaintances were also cyber bullied. Another interesting finding that came forward is that none of the Swedish students were involved in cyber bulling, on the other hand (P2, P3, P4, P5) Pakistani Students were involved in cyber bullying. In line with the above finding only (S5& S6) Swedish students were victim of cyber bullying, comparatively (P2, P4, P5, P6) Pakistani students were cyber bullied.

The prominent social media tools that were used for cyber bullying Swedish and Pakistani students and their acquaintances include mobile phone calls, text messages, mobile phone camera and social networking sites e.g. Facebook. Considering the spread of cyber bullying in reference to the location some of the Pakistani students (P2, P4) and a Swedish student (S4) is cyber bullied at school and whereas (P5, P6) Pakistani student and a Swedish student (S5) is cyber bullied at home.

4.1.2. Reasons of Cyber Bullying

Swedish and Pakistani students shared diverse reasons due to which cyber bullying takes place. According to (P4) unique and different dressing sense jealousy and (P2) a guy having a crush on a girl and wanted to a pass on his cell phone number, jealousy. The cause behind the cyber bullying of Swedish student (S5) was a fight that a girl had with a group of girls in school and eventually that gang of girls took revenge by cyber bullying her. Whereas (P1) Pakistani student’s friends were cyber bullied, firstly because of personal grudges that family, relatives had against that girl and family politics added fuel to the fire. Secondly, (P2) the guy was attracted to a girl and for gaining her attention he misused her pictures. Thirdly (P3) it was due to broken
relationships, the girl was in a relationship with a guy and it did not work. It was after the break up that guy cyber bullied her.

4.1.3. Comments for victims of Cyber Bullying

Similarity has been observed in both the countries considering the comments made by the individual to the victim of cyber bullying. In both the countries the common words that individual used for the victim were, slut (P2 & P3), hooker (S4), loser, ugly (S4), sexy, hot (P1 & P6) etc.

Considering the cultural difference, according to all Swedish students the concept of cyber bullying is discussed during the lesson at school. Whereas in case of Pakistani student 3 (out of 6) agree to the fact that cyber bullying is discussed during their lessons.

In Sweden the students were mostly cyber bullied by females well as male individual, whereas in the Pakistan ratio of male involvement in cyber bullying females was found considerable high due to separate schooling the urge to mingle with opposite gender lead to such consequences.

4.1.4. Additional reasons behind Cyber Bullying

While investigating the reasons behind cyber bullying the students from both countries gave diverse feedback. Swedish Student (S1) said “Whoever bullies others has some psychological problem with him/her”, (S3) said “Either they have done something wrong in the past or are special cases” and (S5) “It is when one gets into a fight with a close friend and other people also get involved, the entire event leads to cyber bullying” and S6 said, “On social media when one uploads his/her picture and others don’t like it. They start making vulgar comments.”

On the other hand Pakistani student (P1) Shared that “… usually, an individual is cyber bullied, when one is good in studies. Normally they are given names like “teacher’s pet”. “According to (P2) the teenagers have become very attention seeking and one of the major reasons is that personal information about an individual is easily accessible”. Others reason includes (P1) family grudges, the way girls dress up these days, for the sake of fun and (P6) lack of parental supervision.
4.1.5. Individuals reaction to Cyber Bullying

In both the countries, when the students were cyber bullied for the first time they had a mutual feeling they were scared, few of them felt isolated and angry. Whereas when these students were cyber bullied for the second time they felt angry. Swedish students did no confide into any one mainly because they thought that the elders would not believe them and would not do anything about the situation. In comparison to that 3 Pakistani students confided into their mother.

On the individual level the students from both countries when cyber bullied once or more than one time behaved in a similar manner that is, they “retaliated”, “asked the individual to stop”, and at times “ignored it”.

Another interesting finding that came forward that a Swedish student thinks that if they are cyber bullied then they should kept the record of the messages and report it to the police or the authorities. Pakistani students never showed any interest and informing the police.

4.1.6. How to control Cyber Bullying

In order to control cyber bullying, Swedish students (S1, S2, S3& S4) do not consider banning of mobile phones in school a significant step for reduction in cyber bullying, comparatively Pakistani students (P1, P2, P3, P4, P5 & P6) agree that banning of phones will cause a prominent decrease in cyber bullying. According to the students the school can prevent cyber bullying in many other ways, Pakistani student (P1) believes that teachers must discuss this issue openly in class. According to (P2) the school should take serious action against the person involved in cyber bullying while banning social networking sites and usage of mobile phones in school hours. (P3) shared that schools must carry out awareness sessions, seminars via debates or speech competitions regarding the consequences of cyber bullying. According to a Swedish student (S1) the school can’t do anything about this as the entire activity takes place in free time. (S2) but in case anything happens in school time school must respond to such activities on a very serious note and should give proper punishment to those who do cyber bullying or report to the police. (S4 &S5)Schools should conduct proper discussions with parents and students, regarding cyber bullying while developing a proper system for complaint filing against acts of cyber bullying.
While obtaining and exploring the mindset of the students regarding cyber bullying the Swedish student (S6) made a comment about cyber bullying that the victim of cyber bullying can face many psychological issues, therefore one must think before doing such bad thing to another person. Whereas Pakistani students explained that cyber bullying has become one of the growing crimes of today. (P1) it is all because of lack awareness right from the educational institutes to the business institutes. (P1& P2) Media must play active role when it comes to awareness campaigns. Individuals should have strict privacy setting on social media websites for avoiding cyber bullying. Parents and teachers must educate students regarding the adverse consequences of cyber bullying (P4).

4.1.7. **Effects of Bullying On the Victim**

According to students the victims of cyber bullying feel sad and lonely due numerous reasons the students, mostly think that a victim of cyber bullying do become embarrassed; but not significant if other people may find out what really has happened. Further findings demonstrate that most of the Swedish students strongly feel that no one can help, whereas Pakistani student have this feeling that no one can help on a moderate level. Most of the Swedish students who are victims think they are lonely, whereas this feeling is not significantly found in Pakistani students as victims. Findings also reveal that both Swedish and Pakistani students strongly feel that the cyber bullying will continue.

4.2 **Interviews**

The interviews have been undertaken in order to address the questions of the dissertation; the details of the interviews given by students and their results are provided below.

4.2.1. **Definition of Cyber Bullying suggested by students**

The term ‘cyber bullying’ was defined by students in the form of first three sentences or words that came to their mind. According to (P2), the first three words that came to her mind said: “sad, bad and depressing“ and also explained that ”Cyber bullying can be defined as accessing personal information and using it against that persons will for fun or just for teasing others usually targeting their accent and physical appearance.” According to (P3) cyber bullying is “teasing someone, making someone feel bad through internet usage, harsh language” and “Cyber
bullying can be referred to making fun of someone on regular basis by internet usage”. (P4) add cyber bullying is “Disturbing, bad thing, selfish” add can also be defined as “Cyber bullying when you are jealous of someone or bring them down due to jealousy.”

Referring to Swedish students (S2), explained cyber bullying in three words as, “exposed, victims need email, dangerous.” Moreover, “Cyber bullying means insulting someone”. Whereas (S3) said “I don’t understand how a person can do things like that to another individual, its sick, I think they want to show that they are something extraordinary but the truth is that they are nothing, they are simply losers.” (S6) shared that she interprets cyber bullying in three words “You are ugly, Why do you do things in such way, why are you alive.” and from definition point of view, “Someone sitting somewhere in this world, writing mean comments and its strange that he/she does not have the courage to do that in front of that person.”

4.2.2. Activities that boys undertake while bullying other individual

Considering the reason behind that what boys do when they bully others? The students share numerous objectives behind it. (P1), said “usually target the opposite gender by hacking accounts of others. Whereas, (P2) said “Boys usually harass the girls.”P3 shared “Usually boys bully the girls with whom they have stayed in a relationship and after the break up they use the personal information against them like disclosing their personal information, secrets and weaknesses” Swedish students also made comments, (S1) said “They pass bad comments and start fighting.” (S4) commented “Boys write mean comments like a hooker and misuse the photographs of an individual.” (S6), “usually write vulgar comments.”

4.2.3. Activities that girls undertake while bullying other individual

In comparison to the above mentioned results, focusing on what activities girls undertake while bullying were very interestingly shared by students, (P1) commented that girls “Send anonymous hate emails and get involved in hacking”. (P2) said the girls “Usually make fun of boys by saying that you are a coward and you are such a girl other than that also make comments like the other individual is too old fashioned etc.” (P3) shared that “Usually make fun of the individual, especially the appearance.” Swedish students also shared their point of views; (S2) said “Girls give mean comments.” (S3) commented “Girls normally lose temper and also ask boys to help
them in bullying the other individual. (S4) stated “Giving meaningful looks, spreading false rumors and whispering in each other ears when that individual passes by.”

4.2.4. Problems that Cyber Bullying can produce at school

When students were asked about the problems that Cyber bullying can generate at school, their response was: (P1) said that “Students tend to lose self-confidence, feel lonely, feel too depressed and have an adverse effect on academic performance.” (P2) commented that “Students show lack of attention in studies, feel that they won’t be able to remove that kind of mark from their character.” P6 said that “Students start feeling insecure and get distracted from studies.”

The Swedish student (S1) said “It’s hard for the student to concentrate on studies.” (S2) said “For the students it’s hard to focus on studies, victims all the time think that what will happen in future? Victims lose the desire to live.”(S3) commented “It can affect the reputation of the school in a negative manner.”

4.2.5. Additional measures that school should undertake for controlling Cyber Bullying

When students were asked regarding the additional measures that school should take to stop cyber bullying. (P1) said that “Schools must ensure that social networking sites and cell phone must be banned.” (P3) commented “Schools should provide proper counseling, along with appropriate awareness workshops. “Whereas Swedish students (S1) said that “I don’t know, as I think they can’t do much.” (S3) commented that “Just talking won’t help; they should take matters more seriously.” (S5) said “They have already done a lot, need not do something else.”

Students further shared that both Swedish and Pakistani schools do not have any Anti-bullying program.

4.2.6. Conclusive remarks of students

At the end of the interview the students were asked if they want to add something regarding Cyber Bullying.(P2) said ” Girls and boys should realize that whatever action they will do it will affect the life of another individual and they must respect the privacy of others. Secondly, parents educate their children that they should not judge an individual’s personality on the basis
of latest cell phones or gadgets, but on the basis of their values.” (P4) shared “It’s nothing good, there should be more awareness about it.” (P6) said that” During recent year’s cyber bullying has increased and especially females are the victims and this scenario is alarming.” Whereas Swedish students said that (S1) “I hope it just ends.”

4.3 Analysis

The comparative study has been undertaken in two diverse cultures (Sweden and Pakistan) to analyses the occurrence of cyber bullying within these two nations considering the perspective of girls. The results of interview and questionnaire suggest the following:

4.3.1 Prevalence

The social media are an easiest way of communication now-a-days, where in Sweden and Pakistan, the most used mediums are Facebook, Viber, Twitter, Mobile, Internet, Emails, and Instagram. Considering that to which extent the incidents of cyber bullying are evident in schools in the current study has outlined that in Swedish girls have not been involved in the bullying cases, while they get victim to some extent, as two out of 6 students admit that they become targets of cyber bullying. On the other hand, in case of Pakistan, the results depict that girls are involved in cyber bullying and they also become victims. The students of both countries communicated that they get bullied in schools as well as at other places. Moreover, the students in both countries also pointed out that their friends also become victim of cyber bullying. It shows that in Pakistan, the electronic bullying is more prevalent than in the case of Sweden; the non-occurrence or few evident scenarios in case of Sweden might be owing to several reasons or determinants.

Firstly, the distinct scenarios evident in the two countries may be owing to the different institutional settings in which the study was conducted.

Secondly, the difference in rate of occurrence can also be attributed to the different technological/ electronic devices being considered; as in Pakistan, the most used mediums have seemed to social networking site i.e. Facebook.
Thirdly, the more prevalence in Pakistani student could be due to the fact that the trend to admit this truth is more there while in Sweden, the students hesitate to admit the fact and occurrence of such incidents with them.

The third research question urges to investigate the factors behind the cyber bullying of Pakistani and Swedish students, the factors are mentioned below:

**The Swedish girls specified the following reasons to become a victim:**

- Unique dressing sense;
- Unknown reason by the gang of girls living nearby;
- Start vulgar comment in fun;
- Aggression (a mean to take revenge).

**The Pakistani girls provided the following reasons of facing cyber bullying for themselves and their friends:**

- Attraction of opposite gender;
- A crush from opposite gender;
- Jealousy of others on being popular in school;
- Broken relationship with the guy;
- Take revenge;
- Get amused by misusing pictures;
- To bring down the impression of some famous person;
- Lack of parental supervision;
- Family politics by a relative.

**4.3.2 Medium**

The electronic devices mostly used by the students in both countries include smart phones or personal computers. In Sweden, the respondents admit that they are bullied through various mediums including; Mobile Phone Call, Chat rooms or Social Networking Sites. While their friends get victimized through Text Messaging, Mobile Phone Calls, Mobile Phone Cameras and Social Networking Sites.
In Pakistan, the medium where the students get bully includes Facebook and text messaging; while they communicate that the occurrence of such incidence among their friends is mostly via Mobile Phone Call, Text Messages, Mobile Phone Cameras and Social Networking Sites. The results point out that the bullying occurs through various mediums; where in Pakistan it is mostly evident on Facebook; as this medium is one of the most famous ways of communication there.

### 4.3.3 Gender and Anonymity

The electronic devices are being utilized both; by girls and boys where they can become a victim by either gender. In Sweden, the perpetrator comprises of both genders while only 2 individuals communicated that who bully them. Among them, 1 is being bullied by the female while the other is through both genders.

In most of the cases, the hidden identity of the perpetrators could not be evident ever; while in others they do reveal their fake or real identity. In Sweden, the anonymity has been maintained by the perpetrators, as the victim in most of the cases doesn’t know the gender that targets them. On the other hand, in Pakistan 5 out of 6 cases know the gender that targets them; among which it has been apparent that most of the girls become targets by girls (3 out of 6) while the 2 were bullied by boys.

The results have pointed out the view that anonymity is highly maintained in Sweden as the victims does not come to know even the gender of the bully while in Pakistan; the perpetrators disclose their gender in most of the cases or either they disclose it their hidden identity.

### 4.3.4 Disclosing of bullying events

The Students doesn’t confide the occurrence of bullying in Sweden while in Pakistan, students confide and entrusted the prevalence of cyber bullying. The reason behind not communicating the incident might be thought; firstly, teenagers holds the perception that their elders might not have much proficiency in the use of electronic devices and thus they won’t be helpful. Secondly; the elders will not believe they neither understand them. Thirdly, as the incidents are so harsh and embarrassing ones, that it’s hard to be communicated to someone else. Moreover, they could have risked that their devices will be taken back in case they will disclose the truth to elders.
4.3.5 Supervision of Adults

The results indicate that in Sweden, adults do not supervise the use of internet (as all students say that they are never monitored). While in Pakistan, the half students admit that they are being supervised while others have not been monitored by their elders. Hence, it can be said that lack of supervision of adults in Sweden can be one of the reasons for the teenagers to get involved in cyber bullying and more in Pakistan as students there have no fear or risk of being monitored by their elders. The Pakistani children who are being monitored and are still involved in cyber bullying show that supervision is not that effective, reasons can be limited knowledge of parents about technology and its misusage.

4.3.6 Response on becoming a victim

The students in both countries respond differently to being victimized; where in Sweden the students lead to a harsh form of responses like retaliating. They keep the record of the messages to get revenge from the perpetrator. On the contrary, Pakistani students either requests them to stop bullying, either ignores it or don’t know how to respond to the person. According to students the victims of cyber bullying feel bad due to following reasons: Swedish students, mostly think that a victim of cyber bullying do become embarrassed, but not significant if other people may find out what has happened. Whereas Pakistani students also consider that the victim feels embarrassed to some extent. Most of the Swedish students strongly feel that no one can help, whereas Pakistani student has this feeling that no one can help on a moderate level. Swedish students are not that disappointed; therefore the victims on a low level think that there is no way where he/she can escape from bullying. On the other hand Pakistani Students on a moderate level feel that there is no way to escape.
5. DISCUSSION

The comparative study two countries provides the evidence of Cyber bullying; where the occurrences of such events are more apparent in Pakistani culture than in Sweden. Our findings narrate the comparison amongst both countries specifically to cyber bullying with a small sample size. The various mediums being used in these two nations lead to the view that more students in Pakistan get involved in bully others while in Sweden the results are opposite. The victim of cyber bullying can face many psychological issues, therefore one must think before getting involved in bullying activities. Most of the Swedish respondents who are victims think they are lonely, whereas this feeling is not significantly found in Pakistani students.

The more involvement of Pakistani students than the Swedish may be owing to:

- **Cultural Disparity:** The two countries being under study i.e. Sweden and Pakistan have distinct in their societal culture which may be the reason for distinct results of cyber bullying occurrences within these two nations. The most eminent distinction is their perception to foresee the gender such as; in Sweden, the people are open minded and do not feel any difference in contacting with the opposite sex while in case of Pakistan, the gender gap is utmost where the people don’t contact the opposite sex directly and hesitate to communicate.

  The distinction in their mindset to deal with the opposite sex has been embedded in the mindset of teenagers since childhood owing to the culture in Pakistan which with time gets stronger and often arises in result of narrow mindedness among the boys and girls. This narrow mindedness at times get severe where the slight contact by the boys are being consider as threat by the girls owing to the extended gender gap. Therefore, we can say that more evident cases of cyber bullying in Pakistan might be owing to this where the electronic medium is taken as highly threatening by the teenagers while in Sweden, the rate of considering the same scenario may not be taken as threatening by the girls as in Pakistan.
• **Diverse schooling cultures:** As in Pakistan, the most of the schools are segregated with different branches for girls and boys. The distinction of gender might be a cause of bullying as the prominence of distinction among the two sexes may lead towards attraction between them. This makes the individual involvement in opposite gender through various communicating mediums such as internet or cell phone; to build contact which leads to negative consequences as; bullying.

• **Roll of School:** The problem can be reduced with the intervention of a class teacher through his/her open discussion on such topics that can spread awareness among teenagers. The serious action should be taken against person in school, so he/she might know that the serious consequences have to be borne by him. The schools can also take part in reduction of cyber bullying cases by banning mobile usage and Social Networking Sites in school timings. Schools must carry out awareness sessions via debates or speech competitions and its serious consequences. Schools must develop a proper system for complaint filing against acts of cyber bullying. Moreover Media can also play its role in the awareness campaign.

• **Parents responsibility:** To reduce this serious issue, and for ensuring less victimization as well as involvement by adults in bullying circumstances parents supervision must be ensured in Pakistan. Moreover, the parents must have know-how about the gadgets being used by their children; so that they can truly help their child. Individuals should have strict privacy setting on social media websites for avoiding cyber bullying.

• **Anti-bullying Programs:** The Swedish student are facilitated by the anti bullying program but are unaware of its existence in the school system. The anti-bullying programs must be conducted by the school authorities in both nations to spread awareness to a larger extent. The Swedish students are more aware while in Pakistan; there is a lack of attention by the school authorities to aware their students through the initiation of anti-bullying programs and seminars to make their youth aware in this regard.
As in Sweden, the students kept the record of bullying; so that they can use it for, the evidence to show it to the authority like police. On the other hand, Pakistani students lack awareness in this regard; as they never thought of reporting the stance to some authority which can take measures for its prevention in the future. Moreover, the trust of institutions also lacks among Pakistani students.

Hence it can be concluded from the research that cyber bullying is an emerging issue owing to increased popularity of electronic devices among teenagers. The need of the hour is to realize that the utilization of these devices cannot be banned among teenagers, hence the negative consequences which it may lead to needs to be highlighted to control them. Therefore, few implications have been discussed in the preceding section.

In light of the results and after conducting interviews from the students; it can be highlighted that the prevalence of cyber bullying exists within our societies and its occurrence cannot be denied fully. The negative consequences attached to the bullying activities might shift the child's personality where he indulged himself in anti-social conducts such as perceiving themselves lonely, depressed or angry. The literature also points out towards such negative consequences in victims and the occurrence of bullying electronically, as outlined in the present study.

Moreover, as the current study specifically focuses on the girl's perception of electronic bullying rather than the insight of both genders as we found in previous studies. It has been seen that the cultural diversity plays a vital role in perceiving the level of harshness in an event. As, it has been outlined in the literature that both genders get involved as well as become victims; while in our study, girls get involved in bullying others and in some cases become victim as well by both genders.

The basic difference in this dissertation than the previous work is providing the insight of cultural variations and its role on perception of bullying activities. As, the gender gap in few countries as in Pakistan is more evident; leading towards involvement of bullying activity and higher perception of threat and fear on becoming a victim by other sex i.e. males, owing to more attraction towards other gender.
5.1. Implications and Limitations

The cyber bullying is a form which is hard to control as a large number of audience can evidence it within less time. Therefore, it demands serious consideration for its prevention where though it’s quite less in Sweden than in

The study has some limitations as well, as it outlines the perception of fewer students of two countries; therefore the same can be conducted with the wider respondents in the future to predict more significant results. In future, the study can be conducted to outline violence prospects among students and the psychological aspects that provoke student to get involved in such activities. The bully perspectives can be considered in future studies to determine their motives behind.
REFERENCES


APPENDIX

QUESTIONNAIRE

This study explores the newest form of bullying, that is cyber bullying, basically which includes bullying via email, text messages, phone calls and video clips/picture.

You may omit the questions that you do not wish to answer. All the information that you will provide shall remain confidential. You need not put your name on the questionnaire.

Your teachers and your classmates will not be shown your answers.

Your age: _______________________________________________

1. You have access to which of the equipment mentioned below?
   
   a) Personal computer  
      Yes/ No
   b) Simple Cell phone  
      Yes/ No
   c) Smart phone  
      Yes/ No
   d) Camera  
      Yes/ No

2. Do you have internet access in your room separate from the family that you can use independently?

   Yes /No
Cyber bullying is when one or more individual repeatedly adopt hostile behavior, which is intended to harm others by using communication and information technologies (via Facebook, Twitter, SMS, MMS, Instagram etc.)

3. Do you know someone who has been cyber bullied?

Yes / No

4. Have you ever been involved in cyber bullying someone?

Yes / No

5. Have you been cyber bullied? (Not just teasing but when some real damages were caused to you)

Yes [ ]
No [ ]
Unsure [ ]

6. Has any of your friend or acquaintance been cyber bullied by any of the subsequent means? Via

Mobile phone call [ ]
Text message [ ]
Mobile phone camera (images taken) [ ]
Instant messaging (e.g. Yahoo and MSN) [ ]
Chatrooms [ ]
Email [ ]
Webcam [ ]
Social networking sites (e.g. Facebook) [ ]
Other (please specify) __________________ [ ]
7. Have you been cyber bullied by any of the subsequent means? Via

<table>
<thead>
<tr>
<th>Method</th>
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</thead>
<tbody>
<tr>
<td>Mobile phone call</td>
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</tr>
<tr>
<td>Text message</td>
<td>[     ]</td>
</tr>
<tr>
<td>Mobile phone camera (images taken)</td>
<td>[     ]</td>
</tr>
<tr>
<td>Instant messaging (e.g. Yahoo and MSN)</td>
<td>[     ]</td>
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<tr>
<td>Chat rooms</td>
<td>[     ]</td>
</tr>
<tr>
<td>Email</td>
<td>[     ]</td>
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<tr>
<td>Webcam</td>
<td>[     ]</td>
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<tr>
<td>Social networking sites (e.g. Facebook)</td>
<td>[     ]</td>
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<tr>
<td>Other (please specify)</td>
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</table>

8. In case if you were cyber bullied, do you know who did it? Someone from

<table>
<thead>
<tr>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>[     ]</td>
</tr>
<tr>
<td>Home</td>
<td>[     ]</td>
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<tr>
<td>Other (please specify)</td>
<td>[     ]</td>
</tr>
</tbody>
</table>

9. Why were you cyber bullied?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. Why was your friend cyber bullied?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________


11. Write down briefly what someone said or write about

You

________________________________________________________________________
________________________________________________________________________

Your friend

________________________________________________________________________
________________________________________________________________________

12. During your lesson at school has cyber bullying ever discussed?

   a. Yes [ ]
   b. No [ ]

13. The person(s) who cyber bullied you was...

   a. Female [ ]
   b. Male [ ]
   c. Both [ ]

14. The person(s) who cyber bullied your friend was...

   a. Female [ ]
   b. Male [ ]
   c. Both [ ]

15. The person(s) whom you cyber bullied was...

   a. Female [ ]
   b. Male [ ]
   c. Both [ ]
16. Please explain the reason, why an individual cyber bullied someone?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

17. Can you recall how you felt at the time (when you were bullied for the first time)?
   a. Sad [   ]
   b. Scared [   ]
   c. Isolated [   ]
   d. Angry [   ]
   e. Depressed [   ]
   f. Anxious [   ]
   g. Other (please specify) ________________ [   ]

18. Can you recall how you felt at the time, if you are lately cyber bullied?
   a. Sad [   ]
   b. Scared [   ]
   c. Isolated [   ]
   d. Angry [   ]
   e. Depressed [   ]
   f. Anxious [   ]
   g. Other (please specify) ________________ [   ]

19. When you were cyber bullied (for the first time), did you ever confide in anyone and tell that cyber bullying had happened?

   Yes [   ]
   No [   ]

   If yes, to whom? _____________
20. When you were cyber bullied (more than one time), did you ever confide in anyone and tell that cyber bullying had happened?

Yes [ ]
No [ ]

If yes, to whom? ___________

21. In case if you did not share with anyone, why?

If informed, the adults would not do anything [ ]
Feelings of humiliation or embarrassment [ ]
Adults would not believe what you will share [ ]
The incident happened at home not a school’s issue [ ]
Concerned about parents taking away the privileges [ ]
Could not decide to whom to share with [ ]
Was scared that it would get worse [ ]
You did not felt like telling anyone [ ]
Other (please specify) [ ]

________________________________________________________________________
________________________________________________________________________

22. What did you do (When you were bullied for the first time)?

Asked the individual to stop [ ]
Retaliated (fought back) [ ]
Ignored it [ ]
Told a parent [ ]
Told the teacher [ ]
23. What did you do (When you were bullied more than one time)?

<table>
<thead>
<tr>
<th>Action</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked the individual to stop</td>
<td>[ ]</td>
</tr>
<tr>
<td>Retaliated (fought back)</td>
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</tr>
<tr>
<td>Ignored it</td>
<td>[ ]</td>
</tr>
<tr>
<td>Told a parent</td>
<td>[ ]</td>
</tr>
<tr>
<td>Told the teacher</td>
<td>[ ]</td>
</tr>
<tr>
<td>Changed the email phone number /address</td>
<td>[ ]</td>
</tr>
<tr>
<td>Kept a record of the messages sent</td>
<td>[ ]</td>
</tr>
<tr>
<td>Report it to the police or other authorities</td>
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<tr>
<td>Contacted the service provider</td>
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<td>Other (please specify)</td>
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</tbody>
</table>

24. What do you think you *should* do if you have been victims of cyber bullying?

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<tr>
<th>Action</th>
<th>[ ]</th>
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<tbody>
<tr>
<td>Asked the individual to stop</td>
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<td>Retaliated (fought back)</td>
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<td>Ignored it</td>
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<td>Told a parent</td>
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<td>Contacted the service provider</td>
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<tr>
<td>Other (please specify)</td>
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</tbody>
</table>
25. In your opinion, banning of mobile phones in school can lead to reduction in cyber bullying?
   Yes [   ]
   No [   ]

26. What do you suggest, what can schools do to prevent cyber bullying?

27. Is there anything else you wish to add about cyber bullying?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

EFFECTS OF BULLYING ON THE VICTIM

*Forms of cyber bullying, such as emails, text messages, phone calls and instant messenger, webpage bullying chat room bullying, uploading a picture/video clip*

What do you think that the victims of cyber bullying feel bad because individual?

<p>| | | | | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>They become embarrassed if other people may find out what has happened.</td>
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<td>[ ]</td>
<td>[ ]</td>
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</tr>
<tr>
<td>2</td>
<td>They have a strong feeling that no can help</td>
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<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>3</td>
<td>They think that there is no way where he/she can escape from bullying</td>
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</tr>
<tr>
<td>4</td>
<td>They badly feel loneliness</td>
<td>[ ]</td>
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</table>
They think that cyber bullying will continue

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<tr>
<th>5</th>
<th>Any other reason? Please specify: ________________________________</th>
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<td>1 2 3 4 5</td>
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Any other reason?

Complete Results from Questionnaire

In case of personal equipment all the 12 students have personal computers. In case of Smart phones it is exhibited above that all 6 Swedish students, whereas 4 out of 6 Pakistani students have a smart phone. A similar trend is observed in case of camera. 4 Swedish students have a camera with them, whereas 2 Pakistani students have it.

All the 6 Swedish students have independent access to the internet from their family whereas 3 out of 6 Pakistani students [n=3] have the facility of independent internet usage whereas the rest of 3 students use internet under family supervision.

4 (out of 6) of Swedish students agreed that they know someone who has been cyber bullied whereas the rest of the two answered that they don’t know anyone who was cyber bullied. In comparison to that all Pakistani students agreed that they know someone in their circle who was a victim of cyber bullying.

All the Swedish students have never been involved in any activity related to cyber bullying whereas 4 (out of 6) Pakistani Students were involved in cyber bullying and 2 students were never involved in any such activity.

2 (out of 6) Swedish students were victim of cyber bullying, on the other hand 4 students, were never cyber bullied. Comparing it with Pakistani students 4 were cyber bullied whereas 2 has been never a victim of cyber bullying.

6 Swedish students whose friend/acquaintance have been cyber bullied at the same time through multiple social media tools, 2 via mobile phone calls, 3 via text messages, 1 via mobile phone camera, 1 via instant messaging and 2 via social networking sites e.g. Facebook.
The results of Pakistani students whose acquaintance/friend has been cyber bullied at the same time via multiple social media tools, 2 via mobile phone calls, 1 via text messages, 1 via mobile phone camera and 2 via social networking sites e.g. Facebook.

6 Swedish students who are themselves cyber bullied via four main tools of social media, 2 by mobile phone calls, 1 by text messages, 1 via chat rooms and 1 through social networking sites e.g. Facebook.

The results of 6 Pakistani students according to them they have been cyber bullied by two social media tools, 1 student through text messages, and 3 students by social networking sites e.g. Facebook.

1 (out of 6) Swedish student is cyber bullied at home and another 1 Swedish student is cyber bullied at school. In comparison to the above mentioned findings the 2 Pakistani students are bullied at different places like tuition academy and another 2 students are cyber bullied at school.

According to Swedish and Pakistani students they were cyber bullied due to following reasons:

**Swedish Students**

**Respondent no. 4:** I was cyber bullied by a group of male and female students; it was because of my unique and different dressing sense.

**Respondent no. 5:** I was a victim of cyber bullied from a group of girls, who lived nearby my home. They did not like me due to an unknown reason.

**Pakistani Students**

**Respondent no. 2:** I was cyber bullied by a guy because he had a crush on me and wanted to pass on his cell phone number to me. It was due to that the things took a wrong direction. He started, with poking me on Facebook.

**Respondent no. 4:** I was cyber bullied by a group of girls, they were basically jealous of me. I’m quite popular in school; they primarily judged me by face.

**Respondent no. 5:** I was cyber bullied by a gang of boys from tuition classes.
Respondent no. 6: A guy was attracted to me, when he saw my pictures on Facebook. It was due to this that cyber bullying took place.

According to Swedish and Pakistani students there friend were cyber bullied due to following reasons:

Swedish Students

Respondent no. 2: My friend was a girl who was cyber bullied, because she had a fight with a group of girls in school and eventually that gang of girls took revenge by cyber bullying girls.

Pakistani Students

Respondent no. 1: My friend was cyber bullied, because of personal grudges that family relatives had against my friend. Precisely you can say it was due to family politics.

Respondent no. 2: My friend ended up as victim of cyber bullying mainly because a guy was attracted to her and misused her pictures.

Respondent no. 3: The reason behind my friends cyber bullying was a broken relationship. She had a relationship with a guy and it did not work. It was after the break up that guy cyber bullied her.

Respondent no. 4: The main reason of cyber bullying was a broken relationship, in reaction to which the guy took revenge by cyber bullying the girl.

Respondent no. 5: Cyber bullying of my friend took place via group of boys, who hacked Facebook accounts for fun and misused the personal information.

Respondent no. 6: My friend was a victim of cyber bullying; it was because a guy had a crush on her.

Following are the comments which an individual gave about the students and their friends while cyber bullying them.
<table>
<thead>
<tr>
<th>You (about the student)</th>
<th>Your Friend (about student’s friend)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondent no. 4</strong></td>
<td><strong>Respondent no. 3</strong></td>
</tr>
<tr>
<td>“You are ugly; simply a failure and you should not exist in this world.”</td>
<td>The person who cyber bullied her called her “hooker, I will kill you” and there were several other vulgar comments.</td>
</tr>
<tr>
<td><strong>Respondent no. 5</strong></td>
<td><strong>Respondent no. 4</strong></td>
</tr>
<tr>
<td>“You are ugly and foolish person and simply an idiot.”</td>
<td>That person called my friend “you a hooker, slut.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pakistani Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You</strong></td>
</tr>
<tr>
<td><strong>Respondent no. 4</strong></td>
</tr>
<tr>
<td>“This color suits you a lot, always wear this color and don’t tie your hair keep them open. Do the things the way I like them.”</td>
</tr>
<tr>
<td><strong>Respondent no. 6</strong></td>
</tr>
<tr>
<td>“You look pretty, add me sexy.”</td>
</tr>
<tr>
<td><strong>Respondent no. 3</strong></td>
</tr>
<tr>
<td>Called my friend “slut.”</td>
</tr>
</tbody>
</table>
The results of Swedish students according to all six students the concept of cyber bullying is discussed during the lesson at school. Whereas in case of Pakistani student 4 (out of 6) agree to the fact that cyber bullying is discussed during their lessons, on the other hand 2 students shared that cyber bullying is not discussed at school.

2 (out of 6) Swedish students were cyber bullied where 1 was a victim of female and other 1 Swedish student was victim of both female and male cyber bullying. Whereas the 3 (out of 6) Pakistani student were cyber bullied by female and 2 were cyber bullied by male.

1 (out of 6) Swedish student, friend was cyber bullied by female and 2 students, are cyber bullied by both male and female. Whereas 5 Pakistani students friends were cyber bullied by male and 1 student was victim of female.

Swedish students were never involved in cyber bullying anyone else. Whereas 1 Pakistani student was cyber bullied a female, 1 student bullied a male and 1 student cyber bullied both male and female.

**Following are the reasons due to which an individual cyber bullied someone**

**Swedish Students**

**Respondent no. 1:** Whoever bullies others has some psychological problem with him/her.

**Respondent no. 3:** Either they have done something wrong in the past or are special cases.

**Respondent no. 5:** It is when one gets into a fight with a close friend and other people also get involved. The entire event leads to cyber bullying.

**Respondent no. 6:** On social media when one uploads his/her picture and others don’t like it. They start making vulgar comments.

**Pakistani Students**

**Respondent no. 1:** An individual is cyber bullied, when one is good in studies. Normally they are given names like “teachers pet.” Others reason includes family grudges and the way girls dress up these days.
Respondent no. 2: The teenagers have become very attention seeking and one of the major reasons is that personal information about an individual is easily accessible.

Respondent no. 3: Usually individuals are cyber bullied just for the sake of fun.

Respondent no. 4: When one is jealous of another person and wants to bring down the image of other person then he/she cyber bullies the individual.

Respondent no. 5: Just for the sake of fun and for an increasing number of contacts in their contact list.

Respondent no. 6: One of the major reasons is the lack of parental supervision.

The feelings of the victims those were bullied for the first time, the 2(out of 6) Swedish students felt “scared.” Whereas in comparison to these findings the 3 (out of 6) Pakistani students felt “scared”, 2 students felt isolated and 1 student felt “angry.”

narrates the experience of the victim who have been cyber bullied lately, 1 (out of 6) Swedish student felt “angry.” On the other hand, 1 (out of 6) Pakistani student as victim felt “sad” and 1 student felt “anxious.”

The findings of Swedish students were 2 (out of 6) shared that they did not confide in anyone. On the other hand the Pakistani students 4 (out of 6) agreed that they did confide in to someone when they were bullied for the first time, 3 students confide into their mother and 1 confided into her sister.

The results that Swedish students, 1 (out of 6) when bullied more than once did confide in someone, 1 Swedish student did not confide into someone else and 1 confided to a friend. In comparison the Pakistani students 4 did confide into someone, 3 confided to her mother and 1 student confided to her friend.

The findings that why Swedish and Pakistani student did not share with anyone. The Swedish students 2 (out of 6) felt “If informed, the adults would not do anything”, 1 student felt “could not decide to whom to share with” and 1 student thought “adults would not believe what you will share” and 1 student felt “was scared that it would get worse.”
Swedish student 1(out of 6) when bullied for the first time “retaliated” and in comparison to that Pakistani students1 (out of 6), other 1 student “asked the individual to stop”, and 1 student, “retaliated” and 1 ignored it.

Swedish student [n=1] when bullied more than one time “retaliated” and [n=1 kept a record of the messages. Whereas Pakistani students [n=1] fell in the category of “other. “The mother called the individual who was cyber bullying and scolded him.

1 (out of 6) Swedish student think that if they are cyber bullied then they should “retaliated”, according to other 1 student they should “ignore it”, 2 student think that they should “told the parent”, 1 student preferred they “kept the record of the messages “and 1 student “report it to the police or the authorities.” On the other hand, 1 Pakistani students “asked the individual to stop”, 3 students prefer to “ignored it “and 2 students considered it appropriate to “told the parent.”

Swedish students 4 (out of 6) consider that banning of mobile phones in school will not lead to significant reduction in cyber bullying, whereas Swedish students 2 (out of 6) agree to that banning of cell phones will cause decrease in cyber bullying. Similarly all Pakistani students agree that banning of phones will cause a prominent decrease in cyber bullying.

According to the students the school can prevent cyber bullying in following ways:

<table>
<thead>
<tr>
<th>Pakistani Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Respondent no. 1</strong></td>
</tr>
<tr>
<td>Teachers must discuss this issue openly in class. The school should take serious action against the person involved in cyber bullying.</td>
</tr>
<tr>
<td><strong>Respondent no. 2</strong></td>
</tr>
<tr>
<td>The school should ban social networking sites and usage of mobile phones in school hours.</td>
</tr>
<tr>
<td><strong>Respondent no. 3</strong></td>
</tr>
<tr>
<td>Schools must carry out awareness sessions via debates or speech competitions.</td>
</tr>
</tbody>
</table>
Respondent no. 4
The school must hold such seminars that educate the students regarding the consequences of cyber bullying.

Respondent no. 5
Schools should introduce the awareness program regarding cyber bullying.

Respondent no. 6
Schools should put a ban on cell phones and social networking websites.

Swedish Students
Respondent no. 1
The school can’t do much about this issue.

Respondent no. 2
The school can’t do anything about this as the entire activity takes place in free time. But in case anything happens in school time, the school must report to the police.

Respondent no. 3
The school must respond to such activities on a very serious note and should give proper punishment to those who do cyber bullying.

Respondent no. 4
Schools must conduct proper discussions with parents and students, regarding cyber bullying.

Respondent no. 5
Schools can’t do much about it, it’s mainly due to lack of parental supervision.

Respondent no. 6
Schools must develop a proper system for complaint filing against act of cyber bullying.
The additional suggestions that students gave about cyber bullying

**Swedish Students**

**Respondent no. 6**
The victim of cyber bullying can face many psychological issues, therefore one must think before doing such bad thing to another person.

**Pakistani Students**

**Respondent no. 1**
Cyber bullying has become one of the growing crimes of today. It is all because of lack awareness right from the educational institutes to the educational institutes. Media must play active role when it comes to awareness campaigns.

**Respondent no. 2**
Individuals should have strict privacy setting on social media websites for avoiding cyber bullying.

**Respondent no. 3**
An individual must think before doing such selfish act towards another individual.

**Respondent no. 4**
Parents and teachers must educate students regarding the adverse consequences of cyber bullying.
Effects of Bullying On the Victim

According to students the victims of cyber bullying feel bad due to following reasons: Swedish students, mostly think that a victim of cyber bullying do become embarrassed, but not significantly if other people may find out what has happened. Whereas Pakistani students also consider that the victim feels embarrassed on a moderate scale.

Most of the Swedish students strongly feel that no one can help, whereas Pakistani student has this feeling that no one can help on a moderate level.

Swedish students are not that disappointed, therefore the victims on a low level think that there is no way where he/she can escape from bullying. On the other hand Pakistani Students on a moderate level feel that there is no way to escape.

Most of the Swedish students who are victims think they are lonely, whereas this feeling is not significantly found in Pakistani students as victims. Both Swedish and Pakistani students strongly feel that the cyber bullying will continue.