The Interactions and Effects of Cyber Bullying on Physical Well-being and Academic Success and Achievements: A Study on Female Students of University

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ABSTRACT

Purpose: The study was an endeavor to find the effects of cyber bullying on female students in their health and education. Additionally, to assess the degree of cyber bullying, nature of cyber bullying, knowledge and awareness cyber bullying and finally find some ways to eradicate the consequences of cyber bullying in university.

Methodology: A well-structured questionnaire survey was conducted among 375 female students. Two portions in the questionnaire are demographic characteristics and student bullying questionnaire. The second portions includes: Cyber bullying 8 items, Symptom Experience 5 items, Education success achievement 8 items. The data were analyzed using SPSS: 24. Some inferential statistics were used for analysing the data like factor analysis, descriptive statistics, correlation analysis, regression analysis.

Findings: The present study reveals that cyber bullying, symptom experience, and education success achievements are moderately correlated. The model of the summery study suggests that cyber bullying infer symptom experience and education, success and achievement.

Practical Implications: Female students of this university are facing these acute issues which are creating psychological problem and academic performance barrier. The study suggests awareness to victims, students, teachers, administrations, policymakers, and concerns to address and eradicate the serious issues.

Originality: This study is a first endeavor in the sampled university and one of the very few in the country. This study finds that great rate of cyber bullying in university context on female students are occurring.

Limitations: The study only confined to only one university. The self-reported questionnaire data were collected.

1. Introduction

For the last decade, cyber bullying has received increasing attention from researchers. Earlier studies have documented the effect of cyber bullying on student's personal life. Anybody of all age groups can be a casualty of cyber-bullying. Women are the main target of cyber-bullying in most cases. Presently it is recurring in Bangladesh. Cyber bullying could be an advanced frame of hostility happening among students of all levels. The utilization of the fastest and most user-friendly

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innovations into data like versatile phones, tablets, and other portable devices, and well-known online stages like Instagram, Facebook, YouTube, Line, We Chat, Twitter, and mail, are the way of cyber-bullying platforms. (Samoh et al., 2014; Sittichai & Smith, 2015; Sittichai & Tudkuea, 2017). Most of the time, the offender, referred to as 'bully', acts anonymously so that the target does not know from whom the attacks originated. Cyber bullying is one sort of behaviour that target to create negative emotions or feelings and breaks the relationship of society with those chosen as the target. The results of the behaviours create the target to feel an embracement and dissatisfaction, fear, uneasiness, and shame. Other than this, it is rounded which leads to psychological well-being issues and affects physical well-being phenomena which are reasons for low-grade study, sadness, and other relationship with society. In the aftermath of cyber bullying, there is a high chance of the situation that students attempt suicide. The ultimate result of cyber bullying is something to be genuine, the schools and other instructions are addressing this issue seriously (Tudkuea & Sabaiying, 2017; Sittichai & Tudkuea, 2017; Campbell & Bauman, 2018). A recent study of Shimin et al., (2021) in Liaoning province of china found that the responses were collected from participants and they reported that the prevalence rate of cyber bullying victimization and perpetration were 6.3% and 5.6%, respectively.

In the age of information, the use of cellular phones and the internet is widely increasing through some social networking sites (SNSs) like Instagram, Facebook, YouTube, Line, We Chat, Twitter, and many more. These applications are attracting the intention of mass people for personal and business communication. In these SNSs spaces are open to all and sometimes most of the parts are not private. This type of virtual bullying is like offline bullying faced by the girls in the classroom or on campus to the privacy of their bedroom, from dawn to dusk or up to the wakeup in the morning, anytime they might face cyber-bullying in terms of any medium of communication (Aune, 2009). As cyber bullying may be a genuine issue in society, the concern should be addressed or concentrated on the issues to set some fundamental steps for a long time to decrease this circumstance. Two recent studies found the extreme prevalence of bullying (Rahman et. al., 2020) and its direct impact on academia (Rahman et al, 2021) from the perspectives of the country.

The present government of Bangladesh has an extraordinary center on data and communication innovation. With the announcement of 'vision 2021', the government promised to form a 'Digital Bangladesh' by giving access to all individuals. Presently a day most extreme individuals have luxury phones, computers and access devices, and web offices which play an awesome part in our socio-technological progression with some dark sides.

Cyber bullying includes an enormous influence on our society and people. Because of the persuasive usage of cyber law, the impacts of bullying are increasingly upward. The youth, children, and guardians are not concerned about the matter, that's why they couldn't be benefited from the existing law. Many days back, girls have faced bullying in society but nowadays same things happen in the virtual world by means of cyber bullying. Most of the girls tackled this issue by themselves; even they do not share with family or friends the consequences of bad effects on mental and physical health. Besides society blame the victim for this phenomenon. Presently, some conscious girls share some cases with their families which lead to the restructuring of the traditional structure of our society. Sometimes, the casualty passes a real psychological crisis in the victim that will cause hazards to her life. It may induce her to do something very dangerous like commit suicide. The guardians and adolescents or young should address the matter seriously. This study

considered, by studying its cause and impacts on the individuals or victims, especially university-level female students.

1.1 Statement of the problem

The students who are studying in the university today will lead the nation in the upcoming days. They are the key potential drivers for the economy as a whole. The female students are doing tremendous development in nation-building activities. Therefore, we cannot overlook their contribution to GDP. Cyber bullying is one of the serious issues which impact the students in negative way consequences the loss of education, success, and daily mental and physical health of students. Though numerous studies had been taken in the field of bullying and specifically cyber-bullying in the context of other nations it is still scarce in the context of Bangladesh. To address this fatal impact of the problem and the scarcity of research in this area the present study was conducted on the female students of HSTU. We have a firm belief that this study will certainly fill the gap in the literature and make a guideline to address the aforementioned problems.

1.2 Objectives of the study

More particularly, the main objective of the study was to find the effects of cyber bullying on female students at university level in their physical and mental health, education, success and achievement. This study was an endeavor to assess the degree of cyber bullying, nature of cyber bullying, knowledge and awareness cyber bullying among female students. This study also makes some guiding principles to eradicate the consequences of cyber bullying in university.

2. Literature Review and Hypotheses Development

2.1 Cyber Bullying

Kowalski et al. (2019) believe that concerning group diversity, there is a developing trend in terms of gender issues and there is widely multidimensional evidence when considering inequalities by caste and creed. With respect to gender differences, girls appear to be at greater risk. Zych et al. (2019) explain that increasing apparent disclose that many certainties of cyber bullying from its clarity, common occurrence rates, endanger elements, consequence, and anticipation policies are connected and even comparatively marked from conventional bullying. Vaillancourt et al. (2017) discuss that the sphere of digital information assembles bullying simply, is more reachable and imposes greater damage than traditional bullying. Paez (2018) added that bullying makes a mis-proportion of capability when more ascendant children overwhelm a weaker child who has obscurity protecting him or herself in opposition to such behaviour. Tudkuea et al. (2019) asserted that cyber bullying could be the modern form of savagery, happening among understudies, including the utilize of quick and easily-reachable data innovation such as versatile phones tablets, and computers, and prevalent online stages counting Instagram, Facebook, YouTube, Line, We Chat, and Twitter, email and many mores as cyber bullying.

2.2 Symptom Experience

Mishna et al. (2010) said that females go through a large number of adverse mental outcomes if they are focused on cyber bullying. It was pointed out that frustration and sorrow, unhappiness, dilemmas, fault, disgrace, self-harm, suffering, and removal from friends were the emotional state's

female's experience being shown. Tudkuea et al. (2019) added that the conduct cause casualties to feel a sense of disgrace and unhappiness, nervousness, restlessness, and shame.

Besides, it by the implication leads to mental wellbeing and physical well-being which are the prime causes of understudy, sadness and other outputs. Result of being casualties of cyber bullying, there's a probability that understudies will think almost and endeavour suicide. As the results of cyber bullying are likely to be genuine, schools and other instructive teachers are presently cantered on tackling this issue. Ybarra (2004) reported that the victims of cyber-bullying show symptomatology three times more than non-victims. Cyber violence is a public issue but ends up with victims. Tudkuea and Sabaiying (2017) initiate that being a victim of cyber bullying creates students' anger, worry, anxiety, frustration, and embarrassment. It influences their mental and physical well-being leading to self-isolation or even committing suicide. Therefore, this study proposes the following hypothesis based on the literature.

Hypothesis 1: The female students' experience of cyber bullying has positive effects on symptom experience of students.

2.3 Student Success and Achievement

Glew et al. (2005) uncovered that casualties and bullies have gotten lower results, which proved to be critical in spite of the detailed odd proportions showing more impacts. Fatalities or casualties have been recognized to respond in modified ways to the dangers, but small thought has been paid to their scholarly impacts and results, especially the way casualties are influenced by the dangers. While some studies have developed on the bullying impact has on academic success and results remain unsettled. Additionally, Woods and Wolke (2004) revealed the properties of straight bullying, as victim or bully, on the students' academic achievement in the schooling. Figure: 1 suggests a framework to relate these issues. On the contrary, the effect was also revealed for the targets but bullies were originating to good academic performance. Strøm et al. (2013) detailed that bullying had negative impacts on understudy grades and being casualties of bullying is related to lower accomplishments this held genuine with indeed going to schools considered with more bullying levels. Kowalski and Limber (2007) demonstrated that scholastic accomplishments were contrarily influenced by cyber bullying, with the most grounded impacts within the setting of the last mentioned. Simao et al. (2017) reveal that students were reluctant to for help from teachers as they perceived them as unable to resolve the issues. Therefore, this study proposes the following hypothesis.

Hypothesis2: The female students' experience of cyber bullying has negative effects on student success and achievement.
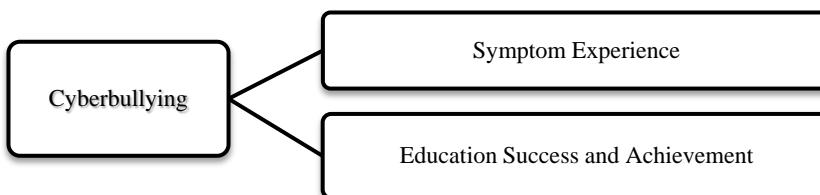
2.4 Conceptual Framework

Figure 1. Conceptual framework for study

3. Methodology of the Study

A sample of 375 female students of the current study was selected randomly out of approximately 11000 understudies who were considered in different faculty of Hajee Mohammad Danesh Science and Technology University (HSTU). A well-structured questionnaire was developed and 7 points Likert scale ranging from 1 to 7 (e.g., never, rarely, occasionally, sometimes, frequently, usually, and every time) was used in this study. A short time briefing on the point of cyber bullying was given to the interested students. The questionnaire itself took 20-25 minutes to complete. There were two consecutive pilot study conducted to validate the instrument in the context of HSTU.

There were two portions to the questionnaire demographic characteristics and student bullying questionnaire. Student bullying questionnaires were sub-divided into three categories: Cyber bullying Questionnaire (CBQ) 8 items (initially 16 items, reduced after pilot study and factorization), Symptom Experience Questionnaire (SEQ) 5 items (initially 6 items, reduced after pilot study and factorization) and 3. Education success achievement questionnaire (ESAQ) 8 items (initially 21 items, reduction after pilot study and factorization).

The CBQ was developed on the basis of cyber bullying in adolescents advocated by (Calvete et. al. 2010). The SEQ was constructed based on an Evaluation of the Brief Symptom Inventory; for the purpose of the study 18 items were converted into 6 items and which is suggested by (Meijer et. al. 2011). The ESAQ was developed on the basis of the School Bullying on Students (Al-Raqqad et al. 2017) and experience survey.

The data were analysed using SPSS: 24. Some inferential statistics were used for analyzing the data like factor analysis, descriptive statistics, correlation analysis, and regression analysis. Reliability and validity data were also tested properly to ensure better acceptance.

4. Analysis and Interpretation

4.1 Demographic Characteristics

The instrument has two items (level, faculty) in demographic information (shown in Table 1: Demographic characteristics). As the study was conducted by a random sampling method, 375 female students (35 students from level 1, 78 students from level 2, 102 students from level 3, 97 students from level 4, and 63 students from Masters Level) of HSTU have participated. Additionally, the respondents from different faculty are 121 students from Business Studies, 23 students from Engineering, 20 students from Computer Science and Engineering, 24 students from Fisheries, 65 students from Agriculture, 31 Students from Social Science, 50 students from Science, 10 students from DVM, 31 students from Post Graduate Studies.

Table 1. Demographic Characteristics

Measure	Items	Frequency	Percentage (%)
Level	Level-I	35	9.3
	Level-II	78	20.8
	Level-III	102	27.2
	Level-IV	97	25.9
	Master's	63	16.8
Faculty	Business Studies	121	32.3
	Engineering	23	6.1
	Computer Science and Engineering	20	5.3
	Fisheries	24	6.4
	Agriculture	65	17.3
	Social science	31	8.3
	Science	50	13.3
	Veterinary and Animal Science	10	2.7
	Post Graduate Studies	31	8.3

Source: Survey results.

4.2 Descriptive Analysis

The result captures the experiences of cyberbullying through Table 2: (The way of cyber bullying) like sending the images to other people shows that 45% and intentionally barring somebody from an internet bunch shows that 45% in ROS categories. Taking footage of classmates performing a number of kinds of behavior of sexual nature is never at 52%. The table also represents the observed experience after facing cyberbullying among students. Here the five items show the symptoms experience by cyberbullying. Facing bullying, feeling numbness/ faintness/ pains in the chest is 39 % in the ROS category and when facing bullying, feeling tense and nervous and when facing bullying, feeling fearful, and suddenly feeling scared or restless is at 57% in the FUE category. Moreover, ESAQ represents cyber bullying and its on student study life. Here the eight items show the effects on student study life for cyberbullying. Students frequently absent from their class for bullying is at 46% in the ROS category. Bullying creates a negative environment in the University is at 70% in the FUE category. By reviewing the mean value, it shows that cyberbullying is occurring in this university rarely and occasionally. From the output, it indicates that intentionally barring somebody from an internet group is the highest occurrence of cyberbullying, and taking footage using the cellular phone of classmates performing some kind of behavior of sexual nature is the lowest occurrence. From the result it shows that, sending messages enormously that incorporate dangers or are exceptionally scaring, sending the pictures to other individuals, recording a video or taking pictures by cell phone when somebody hits or harms another individual, and sending these recording pictures to other individuals are occurring in this university rarely and occasionally. By reviewing the mean value of symptom experiences it is shown that facing bullying, feeling numbness/ faintness/ pains in the chest happened occasionally, and facing bullying, you feel fearful, and suddenly feel scared or restless occurring in sometimes. From the output, the study also finds that students feel weak, lonely, and tense are occurring in occasionally and sometimes. So symptom experiences are responsible for cyberbullying. By reviewing the mean value of education success and achievement it shows that students are frequently absent from their class for bullying, and also

represent exam results, attend classroom, are absent from class, and show negative attitudes happened sometimes.

Table 2. The Way of Cyber bullying is Occurring among Students and the Experiences and Impacts after Facing Cyber bullying (item-wise mean and standard deviation also shown)

Construct	Item No.	The feelings of respondent's	Never	ROS	FUE	M	SD
CBQ	A07	Hacking to send messages by email that could make trouble for the other person	47%	36%	17%	2.46	1.84
	A09	Sending these images to other people	36%	45%	18%	2.88	1.85
	A10	Recording a video or taking pictures by cell phone while someone hits or hurts another person	36%	39%	25%	2.87	1.94
	A11	Sending these recording images to other people	42%	35%	23%	2.83	2.00
	A13	Deliberately excluding someone from an online group	32%	45%	24%	2.99	1.85
	A14	Sending messages massively that include threats or are very intimidating	39%	40%	21%	2.80	1.95
	A15	Recording a video or taking cell phone pictures of classmates performing some kind of behaviour of sexual nature	52%	37%	11%	2.20	1.67
	A16	Sending these images to other people	51%	34%	15%	2.37	1.85
SEQ	B01	After facing bullying, you feel weak/ nausea/ getting trouble in breath	18%	38%	44%	3.99	2.00
	B02	Facing bullying, feel numbness/ faintness/ pains in chest	24%	39%	37%	3.63	2.00
	B03	After facing bullying, you feel blue/ lonely/ hopeless about future	14%	36%	50%	4.31	2.03
	B05	When you face bullying, you feel tense and nervousness	11%	31%	57%	4.67	2.00
	B06	Facing bullying, you feel fearful, and suddenly feel scared or restless	14%	29%	57%	4.50	2.08
ESAQ	C02	Student exam result were poor because of bullying	9%	37%	54%	4.57	1.85
	C03	Bullying creates negative environment in the University	3%	27%	70%	5.29	1.69
	C04	Verbal abuse affects students' academic achievement	5%	38%	57%	4.76	1.70
	C05	Bullying discourages students to attend classroom	8%	32%	60%	4.73	1.80
	C08	Feel disinterest in academic performance for bullying	6%	35%	59%	4.68	1.69
	C09	Dissatisfaction with the academic experience for bullying	6%	35%	59%	4.62	1.69
	C12	Exhibit, or negative attitude towards university work for bullying	8%	41%	51%	4.36	1.83
	C14	Student frequently absent their class for bullying	9%	46%	45%	4.28	1.81

Note: The seven scale point collapsed into three categories. First: Never, Second: Rarely, Occasionally, Sometimes as ROS and Third: Frequently, Usually, Every time as FUE.

Source: Authors estimation.

4.3 Exploratory Factor Analysis of the Study

Cyber bullying, symptom experience, education success, and achievement were analysed to find out the items for each group that would be used in the study to analyse the data. For the items of the questionnaire, the KMO index was 0.901 which is greater than the standard value of 0.70. Furthermore, Bartlett's test of sphericity was conducted and the test revealed a significant result $X^2 (210) = 4116.216$, $p = .000 < .01$, which shows that the relationship framework of measured factors was essentially distinctive from a personality network; in other words, things were adequately connected to stack on the components of the scale.

Factor analysis reveals that fifteen items were eliminated, as they did not confirm the load of 0.50. When we examined each item's factor, we witnessed that, though the measure was presumed as a 3-factor scale, the item also loaded on each appeared to be categorized as 3 factors. When 3 factors were designated as fixed numbers to be extracted, ten items were below .60 were eliminated from the measure and another five items were removed, as they were loaded on different factors. In the final version of the items in the scale, three factors were labelled as cyber bullying with 8 items, symptom experience with 5 items, education success and achievement with 8 items, the loadings of the items are shown in Table 3.

Table 3. Rotated Component Matrix[a]

Factors	Component		
	CBQ	ESAQ	SEQ
A11	0.840		
A16	0.815		
A15	0.795		
A10	0.786		
A9	0.773		
A14	0.754		
A7	0.701		
A13	0.684		
C3		0.753	
C2		0.751	
C8		0.741	
C4		0.732	
C14		0.717	
C9		0.703	
C5		0.682	
C12		0.658	
B3			0.765
B1			0.750
B5			0.745
B6			0.745
B2			0.721
Initial Eigenvalues	34.162	17.456	8.350
Cronbach's Alpha	0.909	0.881	0.885

Source: Authors calculated

Then the internal consistency of every factor was observed using Cronbach's Alpha (α) value. The Alpha value was 0.909 for CBQ, 0.881 ESAQ, 0.885 for SEQ, 0.740. The initial Eigen values were 34.161 for CBQ, 17.456 for ESAQ, 8.350 for SEQ.

4.4 Correlation Analysis

Cyber bullying and symptom experience are correlated at 37.5% education and success and achievement also correlated with cyber bullying 23.2% and symptom experience and education success achievement is correlated at 49.6% (shown in Table 4). Hence, Cyber bullying, symptom experience, and education success achievement are moderately correlated.

Table 4. Correlation Analysis

Construct	Mean	Std. deviation	CBQ	SEQ	ESAQ
CBQ	2.6795	1.46339	1		
SEQ	4.2141	1.60825	0.375	1	
ESAQ	4.6587	1.29939	0.232	0.496	1

Source: Authors calculated.

4.5 Regression Analysis

Table 5: Impact of CBQ on SEQ indicated that there is a statically significant impact of cyberbullying on symptom experience since the significance level is (0.00). Table 5 also exhibits that $(R2) = (0.141)$ which explain that cyberbullying interpret (14.1%) of the change in cyberbullies in symptom experience. Therefore, the null hypothesis is accepted.

Table 5. Impact of CBQ on SEQ

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.375[a]	.141	.138	1.49289	.141	61.031	1	373	.000

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	136.021	1	136.021	61.031	.000[b]
	Residual	831.314	373	2.229		
	Total	967.335	374			

a. Dependent Variable: SEQ
b. Predictors: (Constant), CBQ

Coefficients[a]										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.110	.161		19.315	.000					
	CBQ	.412	.053	.375	7.812	.000	.375	.375	.375	1.000	1.000

a. Dependent Variable: SEQ

Table 6: Impact of CBQ on ESAQindicated that there is a statically significant impact of cyberbullying on education success and achievement since the significance level is (0.00). Table also reveals that (R2) = (0.054) which indicate that cyberbullying interpret only (5.4%) of the change in cyberbullying education success and achievement. Therefore, the null hypothesis is accepted.

Table 6. Impact of CBQ on ESAQ

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.232[a]	.054	.051	1.26569	.054	21.178	1	373	.000

a. Predictors: (Constant), CBQ

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	33.927	1	33.927	21.178	.000[b]
	Residual	597.538	373	1.602		
	Total	631.466	374			

a. Dependent Variable: ESAQ

b. Predictors: (Constant), CBQ

Coefficients[a]											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.107	.137		30.089	.000					
	CBQ	.206	.045	.232	4.602	.000	.232	.232	.232	1.000	1.000

a. Dependent Variable: ESAQ

Source: Authors Calculation

5. Findings

The inspiration behind this study is to find out the current scenario of cyber bullying of female students in universities. Because cyber bullying has rapidly grown day by day all over the world but students are not aware of this problem. The present study indicates that cyber bullying is occurring in the appraised university. The study reported that cyber bullying occurrence rate of at least 11% and the highest rate is 70% in considering different factors. Therefore, the cyber bullying occurrences must be addressed and taken into immediate steps to resolve or eradicate them. The study shows that cyber bullying influences symptom experiences and student success and achievement. The result explores that 'hacking send message and image makes trouble to another person' at 45% and taking footage using cell phone pictures of classmates performing some kind of behavior of sexual nature at 37%. The symptom experiences are influenced by cyber bullying and these results are showing that most of the students feel tense, lonely, fearful, and weak at 29 % to 57% regularly. The forms and the nature of cyber bullying is serious considering the responses

whereas the students are reluctant to share or report to a higher authority. Education success and achievement are also affected by cyberbullying the study find out that cyberbullying creates a negative environment for the students at 70% and creates disinterest in academic performance at 35%. The present study reveals that cyberbullying, symptom experience, and education success achievements are moderately correlated with each other. The model of the summary and hypotheses of the study suggests that CBQ interprets (14.1%) of the change in SEQ and only (5.4%) of the change in ESAQ.

6. Recommendations and Future Research

As technology is becoming an inevitable part of young adult's everyday life, resulting in young exposure to cyber bullying. In this study the participant claimed to be experienced with cyber bullying, these results might be an undervaluation of actual incidences of cyber bullying among female students because cyber bullying is a new issue to them. The study suggests that the victims should be more aware of the occurrences and effects of cyber bullying which hamper the education, and performance of students. This study also suggests that females must have an active voice to overcome these issues. The university authority, government regulatory authorities like the Ministry of Education and the University grant commission are highly recommended to make some policy guidelines and instructions to address these severe issues. The university authority also suggested ensuring a congenial teaching and learning environment by reducing unwanted situations faced by students like bullying, harassment, and so on. The regulations concerning these issues need to be extended. University Administrations, teachers, and parents are recommended to discuss harassing activities with students to raise awareness about the degree of the difficulties and plan how to meditate. Workshops, seminars, and booklets can be provided in this context for making awareness. Therefore, there is a necessity for more research and consciousness to determine the terminology of cyber bullying. The gender difference found in cyber victimization can be a new sphere for researchers. For further study, the participation rate can be countrywide. And it can be categorized into school, college, and university students to see the impact of cyber bullying on their study life as well as personal life. It also needs to find out the generation basis impact as a developing country. Besides this what steps should be taken for our next generation will be our researchers' main focus. Another investigation requires focusing on the counterparts between traditional bullying and cyber bullying. There is a deficiency of research on whether conventional bullies, targets, and bully-targets carry their actions. It also needs to find out the interpretation behind the behaviours.

6. Conclusion

Presently, we are a constructing nation and attempting our best to be created one. In arrange to digitalize Bangladesh; the percentage of attaining cyber world is rising. But lack of proper usable knowledge, cyber-bullying is presently a bargaining issue in our societal perspective. As women and young ladies are the foremost agonized instruments in any kind of harassment, they ought to pay breath-taking sufferings for sharing or posting their photographs, recordings, or data or now and then fair for winning in the cyber world. For decreasing cyber bullying current laws need to be included in digital arenas. In this study, we see that the current rate of cyber bullying in the university context on female students is occurring. Female students of this university are facing this

issue and the impact is also showing as psychological problems and a barrier to their academic performance. For eradicating this kind of impact on student study life initiative awareness and necessary laws are also needed for national purposes. In this study, we tried to identify the different ways of cyber harassment, psychological condition, and the impact on the study life. Computers and innovation are the impersonators of cyber bullying this issue can be eased. The study suggests personal activities, family bolster, lawful methods, everything have an extraordinary portion to act to relieve the issue.

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