

WhatsApp Stories Feature in the Lens of Cyberbullying: A Case of Metropolitan City Karachi

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Abstract - WhatsApp is a prevalent social interacting medium which is globally used by more than 2 billion people in which the WhatsApp Stories Feature in 2019 is used by half a billion users. WhatsApp Stories is a premise for sharing desired content like photos, videos, text, and is also a free place to post opinions and to express feelings. This research paper is exploratory in nature. The objective of this study was to analyze the usage of WhatsApp stories for cyberbullying and to find out the actual perpetrators and victims of cyberbullying by focusing Gender. The primary data was gathered through a self-administered questionnaire which contains a 5 scaling Likert scale. The sample size was 146 in which (32.9%) were Male and (67.1%) were Females. The data was taken from the region of Karachi. Quantitative analysis methodology is used, and the sample data is analyzed through SPSS software. Correlation, Regression & One Sample t-test was tested among the variables along with mean differences and found significant results where P-Value outcome for each variable was $P < 0.05$. The study adds a substantial contribution to the literature and conveys a new direction for future studies.

Keywords: Cyberbullying, Cyber aggression, Perpetrator, Victim, WhatsApp Stories

INTRODUCTION

As with time, digitalization evolved; advancement in technology compatibly upgraded. Technological advancement can be seen in many industries and businesses but the great development in the mobile phone & internet service technology were witnessing a huge progress. The internet technology has facilitated and supported people to connect and converse with each other from any location of the world to share information or data and files directly in seconds. The use of the Internet has also encouraged social interaction in cyberspace.

Socializing in the virtual world has lengthened with time for which various platforms have been shaped and designed remarkably for cyber social communication as, for social interaction the intermediary is social media (Neti, 2011). Social networking sites were the virtual spots in which individuals or groups from same or different backgrounds or with having identical or diverse demographic attributes connect to speak, share, and interchange views or opinions, facts or updates, photos, or videos, documentaries or blogs, messages and voice notes with each other with mutual consent. User-generated content was publicized, altered, co-created and discoursed for forming a valued interaction with the help of technology like mobile & websites in social media by persons and groups-Kietzmann, Hermkens, McCarthy, and Silvestre (2011).

The virtual world, an innovative and fascinated place of entertainment for individuals, which is open 24/7 for engaging enthusiastic minds. The gadgets and soft wares had turn out to be a single unit with their 24/7 social availability (Lovink, 2016). The internet services were open all the time for enthusiastic minds; On the contrary, was also opened for some ill-minded people whose intentions were to embarrass, harm, hurt, humiliate, have fun, offend, get revenge and exert their power over others. This action of harassing someone via an information technology network called, cyberbullying. Day by day new methods of bullying people were coming in cyber space.

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No one can deny the importance of smartphones in our life for which; Montag et al. (2015), stated; the emergent indication had proofed that the professional lifespan and social proceedings of mobile phone users have severely distressed by its usage. WhatsApp-A mobile and web based social interacting platform was a substantial part of our regular routine. For the typical short message service (SMS) which had approximate charges, WhatsApp arose as significant communicating alternative, Church and De Oliveira (2013). WhatsApp was making the life of people easy by facilitating in connecting with the loved ones through internet, but it was also deteriorating the life of some people if, there was any involvement of cyberbullying.

In this study, the researcher examined the usage of WhatsApp Status feature to find, how cyber offenders are using this feature as a technique to easily harass and hurt someone, and bully in front of his/her contacts. By the end of the study, the investigation will find out the victim and perpetrator of cyberbullying either male or female, who are involved or engaged in cyberbullying activities through WhatsApp stories in Pakistan. Besides, the paper contained several sections to easily elaborate the background, aim, and objective of the research, the gap in research, significance & limitations of the study and research questions which will be answered through the findings of results.

Background

Virtual world for young generation is described as a great freeing station by (Erdur-Baker, 2010) virtual world for young generation as a great freeing station. Social interacting sites are potentially growing and are offering opportunities to individuals to expand their social group and circle. Most famous social networking sites of today's era are Facebook, Twitter, YouTube, WhatsApp, Instagram, LinkedIn, Pinterest, Snapshot and TikTok. Social media sites commonly worked interruptedly in advanced digital devices like smartphones, laptops, and tablets because the sites have developed user-friendly interactive applications that can be easily downloaded and operated.

Social media networking helps in maintaining virtual connections and is spreading positivity through mindful consideration sharing but also served as a media that indicates about cyber-bullying actions, Roberto, Eden, Savage, Ramos-Salazar, and Deiss (2014) because people can effortlessly use these platforms to target, harm, humiliate and threaten other individuals.

A study of Corbella (2015) indicated that smart mobile phones are more constructively utilized for internet accessibility and the major reason behind it is one to one communication. Bullying is commonly seen in family, schools, neighborhood, workplace, and in sports games likewise, cyber-bullying is oppressing many individuals in the virtual world with malicious comments, taunting, teasing, stalking, and spreading fake or false rumors.

Wang, Lei, Liu, and Hu (2016) said dispersion of rumors and societal prohibition included in cyber-bullying and face to face bullying and Mishna, McLuckie, and Saini (2009) concluded that the young generation precisely knows the difference between bullying and cyber-bullying while; Ybarra and Mitchell (2004) declared cyber attackers are safe from their victims and the reaction of their proceedings because cyber-bullying is distinctive from traditional bullying.

At Times, Cyber-bullying occurs unintentionally and in a mode of sarcasm just for entertaining intent or for enjoying fun in online connection like as, Hamuddin, Syahdan, Rahman, Rianita, and Derin (2019) concluded, that 79% of cyber-bullying purpose is only for fun corresponding to survey results of university students. Sarcasm and hate both can be seen in social media platforms (Facebook, Twitter, Instagram, and WhatsApp) in the structure of cyber-bullying.

WhatsApp application has millions of users who upload stories as part of their day to day practice for which (Yeboah & Ewur, 2014) revealed that WhatsApp users are obsessed and can create an imprint that seems tough to treat and taken; As it has an enormous impression on its customers. In this research paper, we explore cyberbullying in the context of its use in WhatsApp Stories, in the form of taunting for representing personal grudges.

Research Gap

Several research papers have demonstrated cyber-bullying in social networking sites by considering distinct factors like; behavior, involvement, depression & suicide in various & diverse perspectives & contexts by probing different methods for finding their influence and effect on individuals and peers; but there is a significant literature gap as prior studies have not critically determined the intensity of cyberbullying in WhatsApp Stories feature which, at the present time being used by many individuals for taunting, criticizing, showing personal grudges or aggression for somebody. Previous studies have not explored about the actual victim and aggressor (Male, Female) in WhatsApp Stories and, former researchers have gathered mostly responses from teens & young people, also; this context of study is not conducted in Pakistan. Therefore, this survey will be conducted in the territory of Pakistan in its metropolitan city Karachi and will evidently focus Student users of WhatsApp messenger, those which use WhatsApp's stories feature for posting and sharing content.

Significance of the study

The determination for selection of this topic was to know more about cyberbullying and, to increase the knowledge & consciousness of the society about cyberbullying, congruently; to explore the phenomena that cyberbullying can also be seen in WhatsApp Stories and, to discover the real victim and perpetrator of cyberbullying (Male, Female). This study

will determine the incidence & presence of cyberbullying in WhatsApp stories. Through the study, one can learn, how significantly WhatsApp stories are becoming the source to humiliate, degrade and bully other individuals. The research discoveries can certainly contribute to the prevailing literature of cyberbullying by using another platform of social networking medium which is WhatsApp. The conclusion from the analysis can help the future researchers for evaluation by considering the variables in investigation and can support in finding the way or method to stop the widespread of cyberbullying in social interacting sites or applications. The aim of this research is to examine the use of WhatsApp stories in context of cyberbullying.

Research Objective

- To examine WhatsApp stories feature's usage for cyberbullying.
- To identify the victims of cyberbullying Male/Female among the users of WhatsApp Stories.
- To identify the perpetrators of cyberbullying Male/Female among the users of WhatsApp Stories.

Research Question

- Is WhatsApp messengers Stories feature being used for cyberbullying?
- Who are the victims of cyberbullying in WhatsApp messenger stories-Male or Female?
- Who are the perpetrators of cyberbullying in WhatsApp messenger stories-Male or Female?

Justification of the study

The study will increase the literature of cyberbullying, social networking platforms, and WhatsApp messenger & cyber activities of Female & Male. The investigation was noteworthy because it will increase the understanding of the people of our society about cyberbullying, cyber victimization and cyber culprit and helps to stop the widespread of cyberbullying in WhatsApp messenger & in its Stories Feature. Likewise, a clear picture about gender-specific victim and perpetrator will also established & will correspondingly assist in understanding the gender role & defines, which gender is more influenced by cyberbullying and which one is more involved in cyberattacks.

Limitations of the study

The obstacles and complications which the investigator went through were come from in the time and process of collection of data, interpretation of data and analysis of collected data. The researcher found it problematic to determine serious and eager participants to take part in the academic research survey. Another issue that created a chaos in the survey procedure and data assortment was the limited time frame because of which the investigator couldn't get the desired number of responses which was more than 250. The formation and analysis of data was also tough because handling & coding of the raw data and its operationalization in SPSS software was a technical matter.

LITERATURE REVIEW

Cyber-Bullying

Online bullying and Cyber harassment are words interchangeably utilized for Cyberbullying. Cyberbullying is a vicious online activity wherein people try to embarrass, humiliate, and stalk others with intent to hurt and repress other individual's feelings. At Times involuntarily simply for entertainment & enjoyment. Cyberbullying involves exposing personal grudges to someone in online sites with different tactics to damage someone's good public image and for disturbing someone's psychology. Cyberbullying conduct can disrupt any person emotionally and mentally. The hours spend by young people on online platforms is creating edge for cyber-bullying behavior which is an important matter to consider.

Cyberbullying is described by various researchers with different definitions because it was not readily available in previous eras. Hinduja and Patchin (2008) Has explained cyber-bullying as; the act of disturbing individuals on virtual sites, terrifying & annoying them maliciously, left them with nothing, calling them with offensive names which is distressing and stating sexual undesirable content to individuals. Further, described as provocation by a person who floats casually through the cyber sites Buffy and Dianne (2009) with using online tactics for connection. It is a kind of electronic harassment, Miller and Hufstedler (2009) and a form of victimization by using technology. Cyber-bullying is forcing people to act somewhat sexually, Wade and Beran (2011) it is sending undesirable sensual content to others, posting someone's personal photos to other people, threatening and spreading false or fake news about an individual, giving awful titles and is enacting has an imposter of someone else in online platforms. Kowalski, Giumetti, Schroeder, and Reese (2012) Had identified it as a repeated aggression against someone who is not capable of defending his or herself, purposely used in online conditions such as text messages, instant messages, blogs, and emails.

Flaming, Harassment, Denigration, Impersonation, Exclusion, Outing and Trickery, Cyberstalking and Cyber threats are classified by Willard (2007) as forms of cyberbullying, and Bauman (2015), Malik (2021) defined the types as, Flaming-sending violent messages, Harassment-having unsympathetic behavior, Denigration-publicizing insulting material, Masquerading-pretending to be somebody by using their identity, Outing & trickery-fooling anyone in a way that he/she

shares their personal information, which will be shared later to the social network, Social exclusion-ignoring & blocking someone from the social group, Cyberstalking-annoying people repeatedly and Cyber threats-threatening messages for an individual & his/her family. Ellison and Akdeniz (1998) stated, cyberbullying is sending emails that are abusive/vulgar, threatening, extorting, taunting, flaming, and spamming. Whereas; Smith et al. (2008) widely studied the forms of cyberbullying and has divided its kind into sub-categories as bullying via websites, via instant and text messages, chatroom and email bullying, phone call and photo or video clip bullying. Garaigordobil (2015), have analyzed peer violence for which they studied cyber victims, cyber aggressors, and cyber observers for detecting cyberbullying occurrence.

Several academic researchers have studied cyber-bullying with various framework like; An academic narrative of Li (2006), investigated the effect of cyber-bullying on victims and bystanders in perspective of gender analysis to measure significance of gender in cyber harassment while, Raskauskas and Stoltz (2007) has explored the relationship between traditional bully victimization and cyber-bullying victimization regarding individual's involvement in both circumstances. Meanwhile, Heirman and Walrave (2012) examined cyber-bullying in context of behavior to predict young people's execution of cyber-bullying. However, Gámez-Guadix, Orue, Smith, and Calvete (2013) have analyzed the psychological pressure of cyber-bullying on adolescent by considering the factors; symptoms of depression, internet addiction and substance use. Furthermore, Baroncelli and Ciucci (2014) inspected the association of emotional intelligence traits with traditional bullying and cyber-bullying and Nandhini and Sheeba (2015) noted cyber-bullying activities in social platforms with categorizing the types to detect presence of cyberbullying by exploiting content analysis along with pre-data processing, feature extraction, fuzGen learning algorithm and naïve classifier technique.

Most of the studies considered age, gender (male, female) and education as imperative factor for inferences. A research concentrated on women, conducted for examining cyber harassment of women in Pakistan, declared that it was a relatively topical phenomenon that has a huge impact on women, but still goes unreported, Memon, Mahar, Dhomeja, and Pirzado (2015). Another study of J. Shahid (2014) stated; cyber abuse, racism, and blackmailing are becoming a universal issue that women are the worst victims of. Usually, cyber-harassment or cyberbullying is prevalent and common among the higher education students in Pakistan. It is therefore important to further investigate this issue to explore the degree to which young female students fear discrimination. He explored the dynamics of cyberbullying in his research and the degree to which women students are stalked at universities in Sindh. Furthermore; Olumide, Adams, and Amodu (2015), also indicated that most cybercrime victims are women, reflecting that this issue was distinctively gender characterized, while Zhu (2012), stated that cyberbullying and cyber victimization/abuse were the utmost customary forms of bullying which was experienced by both male and female participants in terms of current era and previous year dominance. Correspondingly, environmental settings also gained weightage in most researches. Li (2007), has focused on school setting for assessing the total number of victim students and the bullied students. In contrast, Privitera and Campbell (2009) have inspected traditional bullying and cyber-bullying in workplace settings and, MacDonald and Roberts-Pittman (2010) scrutinized cyber & traditional bullying behavior in college.

Further, the authors have also investigated the causes, reasons, influence and impact of cyber-bullying on youth, children, parents, students, teachers and adolescent. For example, Van Geel, Vedder, and Tanilon (2014) examined group victimization in cyber-bullying as the cause which creates suicidal ideas and theories in minds of young people and children. Orel, Campbell, Wozencroft, Leong, and Kimpton (2017) have studied cyberbullying coping strategies used by university students, they have collected responses from 282 university students & used Mann-Whitney U test for analysis. They have concluded; there is a difference in coping strategies of a person who has been victimized before and who is not victimized, and the difference also exists in male & female's cyberbullying coping strategies. Pillay and Sacks (2020), have used a qualitative methodology for investigating the personage's familiarity with cyberbullying and their analysis on the bullying occurrences that they have been through for which they have used a semi structured interview technique.

WhatsApp

WhatsApp messenger has emerged as a remarkable messaging application amongst the other applications, Yeboah and Ewur (2014) which is established in February 2009; and has adopted by people in over 180 countries and has more than 2 billion users. Messaging applications like WhatsApp and others, were being used 36% by the cellphone holders in U.S (Duggan, 2015). WhatsApp swiftly gained popularity because of its remarkable features. It is a messaging app, operated in PC, Android smart mobile phone, iPhone, and other advanced gadgets which facilitates its users to experience instantaneous texting or messaging and helps in sending media files or profiles of contacts (Ahad & Lim, 2014) or a free of cost texting application which permits cell phone users to send messages to their peer groups or to any single person, Church and Oliveira (2013). In WhatsApp one can chat with his/her friends, family, colleagues and with any individual on their registered contact number and, Montag et al. (2015) Stated, WhatsApp allows communication amongst two or

more than two individual through text messages or voice messages which was one of the utmost essential feature of mobile phone.

Church and De Oliveira (2013), denoted; with zero cost, single person and groups of friends can text messages, and can receive & share audio, video, picture, and location info instantaneous, which was allowed by WhatsApp features. Users can share files (documents, word, ppt, PDF, spreadsheet- size upto 100 MB), online links, contacts, and can create groups to chat & to share media files to 256 members at once. Users can make video and voice calls for free. All you need for using WhatsApp for free is an internet connection. Texting in WhatsApp is easy, user can put STARRED on important messages likewise it is entraining and exciting too; because of Emojis, GIF (graphics interchange format) and stickers used for expressing feeling and emotions.

The value added information provided by WhatsApp features to the users were (Church & De Oliveira, 2013) for instance; the online status, typing indication and last seen of contacts, which can be seen by their friends. Furthermore, they illustrated that the users of WhatsApp can get delivery notifications which was alike highlighting feature that informs the sender when the message was send & delivered to the receiver's gadget.

The customization in WhatsApp Profile setting is effortless, like a user can set his/her profile name and can set WhatsApp profile status since the users of WhatsApp messenger can write any message for updating their self-information with using 139 characters or can leave the status place blanked, Sánchez-Moya and Cruz-Moya (2015), similarly can select a default automatically generated status, "Hey there! I'm using WhatsApp" which was built in, or can choose (Available, Busy, I can't talk, only WhatsApp, Low battery, only emergency calls, I'm sleeping & At School, in the cinema, at work, at a meeting, in the gym) from the given list showing degree of availability or stating info about the current location of user. Also, can post self-generated status in which users can type text, add emojis, add hybrid status which includes both text & emojis within the limited characters criteria and, also could leave it blank on its own choice (Sánchez-Moya & Cruz-Moya, 2015). Users can upload profile picture of their choice. Moreover, its users can freely choose themes & wallpaper and can modify notification styles whereas one can select the color & tone of notification for individual chats, group chats and for specific chats.

Another great feature is its privacy in which user decide the desired audience, who can view the stories, profile photo, about status, and can opt to on/off the read receipts & last seen option. Customers have the choice to block undesirable & annoying people but, they cannot deactivate the automatic broadcast of the existing status such as, online or offline status (Buchenscheit et al., 2014) however, were able to deactivate the last seen feature. WhatsApp claimed that their app is secure by default as they integrated end-to-end encryption. It's a tool which was used by mostly technologies, called the End-to-End Encryption which was secure for information sharing through the internet, Endeley (2018). Hence, even WhatsApp cannot read user's conversation.

WhatsApp Story feature is an influential feature in which users have the option to leave WhatsApp stories blank, or add text within character limit of 700, can add emojis which were smileys or emoticon's set, produced by users were feasibly a greatest & prominent multimedia feature of WhatsApp, included in the masses of digital speech (Sánchez-Moya & Cruz-Moya, 2015). WhatsApp statuses are a standard to convey precise messages, feelings & identities through the languages that can be seen by other contacts, WhatsApp statuses were a standard to convey precise messages, feelings & identities to others (Al-Shishtawi). Users can also add animated GIF, can upload picture, and can upload video of 30 seconds for (one story) with text description or without text.

Use of WhatsApp

The former scholars have described WhatsApp in different contexts as; A study of Ahad and Lim (2014) had determined the day to day use of WhatsApp application by youngsters. Kumar and Sharma (2016) concluded, WhatsApp has a significant impact on its customers or users. Yeboah and Ewur (2014) have examined it for finding the WhatsApp influence on students' academia performances by measuring the intensity of its usage by students, and Fattah (2015), studied WhatsApp messenger for development of skills of writing among the students and for finding the results of the study they incorporated t-test in the model. Additionally, a research was conducted in Karachi by S. Shahid and Zubairi (2016) for finding the practicality of SMS service & WhatsApp for students & professionals wherein they have encompassed a survey & interview technique for data gathering and concluded that WhatsApp was more affordable for people than SMS and was used by professionals for business purpose & by students for academic purpose.

Maíz-Arévalo (2018) Analyzed the aspect of emotional self-presentation in profile status section of WhatsApp. Whereas, the research of, Malekhosseini, Hosseinzadeh, and Navi (2018) was a mix of qualitative & quantitative method, conducted in Iran for inspecting the privacy concerns of users on WhatsApp status which were related to information sharing. Taha Assaggaf (2020) measured the use of discursive realization and sign & symbols in text-based status in WhatsApp's About section in which discursive realization is divided into auto generated and self-generated status notification and, (Al-Shishtawi) investigated the types of status used by the users of WhatsApp through analysis of

discourse for finding the manipulation of language in written status. He concluded and state; standard and non-standard languages are used by WhatsApp users on their statuses. While, (Prihatna, Ayal, Sistarani, & Christanti, 2019) have studied WhatsApp status feature for exploring the phenomena which indicated; the status feature of WhatsApp is being used for marketing of the products by WhatsApp users. Their findings revealed that the feature of WhatsApp's status is a proper channel for marketing of products for selling purpose.

A case study of Covid-19 conducted by Javaid and Javaid (2020) in Pakistan, have utilized WhatsApp messenger as a medium for circulation of online questionnaire & data collection. Their objective was to enquire, how many communal people approximately are aware about novel corona virus disease and concluded that maximum number of people from their sample size, were aware about the unusual disease. Some examples of significant prior work on WhatsApp & Cyberbullying are as follows: Aizenkot and Kashy-Rosenbaum (2018), have evaluated cyber-bullying in WhatsApp classmate groups for examining intervention program to overcome cyber-bullying in classroom environment and to improve its usage norms. A research paper of Suryana, Agustin, and Hidayat (2019) have analyzed cyberbullying in WhatsApp groups of lecturers for finding the victims in workplace and concluded that the victims of cyber-bullying in group of lecturers is the one, who don't have power to tackle bully and is a 'minority' in group. For determining the characteristic of cyberbullying in private verses public media context.

The researcher Aizenkot (2020), ul Haq (2020) conducted a study catering 5225 middle and elementary school wards regarding victimization of cyberbullying through classmate groups and private speech in WhatsApp, and concluded that there are four types of cyberbullying: Verbal Bullying, Visual bullying, exclusion, and avoidance of participation due to aggressive responses of mates. According to his study results, there is no gender difference in cyberbullying. In addition, With a sample size of 281, Riyayanatasya and Rahayu (2020) have investigated the intensity of cyberbullying involvement in junior high school students through analyzing the seven types of cyberbullying. The results of the study conclusion were each student is involved in cyberbullying and from the seven types at least one is being practiced by a student, impersonation has the lowest intensity & exclusion is being the most common cyberbullying type among the students. Students cyberbullying involvement intensity varies from each other and is moderate and to low in level.

The researcher (Khan & Daniyal) investigated cyberbullying experienced by female lawyers. They discovered the phenomena and added WhatsApp with other social technologies for analyzing it as a mode used for cyberbullying.

RESEARCH METHODOLOGY

Conceptual Framework



Variables

Independent Variable: WhatsApp Stories

Dependent Variable: Cyberbullying

- WhatsApp Stories is examined with Cyberbullying,
- Cyberbullying is tested with Victim,
- Cyberbullying is tested & Perpetrator.

Research Design

This study was an exploratory research in nature, which was conducted with the help of primary survey technique. In the study, dependent and independent variables were involved & examined. The Quantitative method was selected for clear understanding of the conceptual framework & for analysis of acquired data. As, the study was mainly quantitative, the hypothetical deductive approach was considered for data analysis, findings & for achieving adequate and accurate results.

Research Instrument

The research instrument was a self-structured Questionnaire which was divided in two parts. The first part consists of demographic information of the respondents, and the second part has questions related to independent and dependent variables. The second part was having a 5 scaling Likert scale which was arranged to find responses of the participants in the arrangement of disagreement to agreement.

Research Population

The survey population was all the student users of WhatsApp messenger, specifically those, who use WhatsApp stories feature for posting desired content and, for sharing feelings & thoughts. The population size was 186.

Sampling & Data Collection

Convenient random sampling technique was used, and Primary data is gathered through research instrument. The survey Questionnaire was circulated online through WhatsApp messenger in different Academic WhatsApp Groups of Students. The survey records were gathered from the metropolitan city Karachi. Students whose ages are from 15 to 45 and above, from Matriculation to Post-Graduation level, Male/Female, married or un-married are requested to fill the questionnaire. For Focus group discussion, 14 students from the respondents were chosen for online zoom conferencing discussion.

Sample Size

From the population size 186, the survey size was 146 in which (67.1%) were Female and (32.9%) were Male respondent. All questionnaires were included and were analyzed for finding the results of this research.

Data Analysis Tool

The data was analyzed with SPSS software, missing value analysis, descriptive analysis of demographics, reliability analysis, correlation, regression, and normality test were operationalized in the preliminary analyses process. One sample t-test was performed for testing the dependent variables.

Hypothesis

H1: WhatsApp stories feature has a significant impact on cyberbullying.

H1: There is a significant gender-difference of cyberbullying victimization in WhatsApp stories.

H1: There is a significant gender-difference of cyberbullying perpetration in WhatsApp stories.

DATA ANALYSIS RESULTS

After collection of primary data by means of online survey, the data is operated in IBM SPSS Statistics Version 26. The data was transformed, checked, variables were labelled, Missing value analysis was done, coding and conversion of data into numeric form was performed and Shapiro-Wilk for data normality was tested.

Demographics

The first part of the Questionnaire comprehends demographical information and in that demographic section we have categorical variables such as, Age Group, Education Level, Marital Status and Gender. From the 146 respondents 67.1% were Female Students & 32.9% were Male Students. Gender is evaluated with other categorical variables and the results of Gender and Education level indicated; in the Female data set, 3.4% students were Matriculate, 24.0% Intermediate, 16.4% Bachelors, 19.2% Graduates and 4.1% female students were Post-Graduates whereas; in the Male set we have 3.4% Matriculate, 6.8% Intermediate, 8.2% Bachelors, 8.9% Graduates and 5.5% Post Graduate students. The result of Marital Status and Gender represented, 53.4% Females & 21.2% Males were single and, 13.7% Females & 11.6% Males were married. The age group level and gender results demonstrated as, 15.8% Females & 7.5% Male were from the age group of 15-20years old, 32.9% Females & 13.0% Males were in the age of 21-25years, 15.1% Females & 9.6% Males were 26-30 years old, 1.4% Females & 2.1% Males were from 35-40 years group, 0% Male & 0.7% Females were in the age group of 40-45years, and merely 1.4% Females & 0.7% Males were included in the age group of 45 and Above.

Table 1 : Age Group

Gender		15-20	21-25	26-30	35-40	40-45	45 ABOVE
Female	% of Total	15.8%	32.9%	15.1%	1.4%	0.7%	1.4%
Male	% of Total	7.5%	13.0%	9.6%	2.1%	0.0%	0.7%

Table 2 : Education Level

Gender	Matriculation	Intermediate	Bachelors	Graduate	Postgraduate
Female	3.4%	24.0%	16.4%	19.2%	4.1%
Male	3.4%	6.8%	8.2%	8.9%	5.5%

Table 3: Gender & Marital Status

Gender	Single	Married
Female	53.4%	13.7%
Male	21.2%	11.6%

Descriptive Analysis

The descriptive statistics were calculated to give details of the sample and its direction. The results show minimum and maximum value, mean, standard deviation, and reliability of each construct. The inclusive Cronbach Alpha result was

0.788 which designated that the benchmark for reliability was met as the result was (α 0.7) which replicated an acceptable internal consistency. The table has brief details of the findings.

Table 4 : Descriptive Analysis

Variable Code	Minimum	Maximum	Mean	Std. Deviation	α
WSF1	1	4	3.14	.847	.788
WSF2	1	5	3.85	.874	.787
WSF3	1	5	2.26	1.121	.779
WSF4	1	5	2.78	1.212	.780
CB1	1	5	3.49	1.052	.784
CB2	1	5	3.84	.895	.779
CB3	1	5	3.75	.843	.780
CB4	1	5	3.85	.755	.782
V1	1	5	2.84	.987	.761
V2	1	5	2.65	1.252	.777
V3	1	5	2.14	1.044	.778
V4	1	5	2.08	1.000	.776
V5	1	5	2.25	1.056	.785
P1	1	5	2.64	1.219	.767
P2	1	5	3.26	1.181	.766
P3	1	5	2.95	1.100	.774
P4	1	5	2.40	1.148	.772

Participant's Responses

a. I use WhatsApp stories to express my feelings.

			Strongly disagree	Disagree	Neutral	Agree
Gender	Female	% of Total	2.1%	11.6%	28.1%	25.3%
	Male	% of Total	2.7%	3.4%	13.0%	13.7%

The total number of respondents or sample size here was 146. The categorical variable gender and the construct's result shows that 25.3% females agreed, and 13.7% males agreed with the statement that they use WhatsApp stories for expressing their feelings.

b. I read and watch WhatsApp stories of others.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	2.7%	2.1%	13.7%	34.9%	13.7%
	Male	% of total	0.0%	0.7%	8.2%	17.1%	6.8%

The highest percentage in the table was on the agreement side where, 34.9% of the Female and 17.1% of Male respondents have agreed with the statement that they read and watch WhatsApp stories of other people.

c. I usually post 2 to 5 stories in a day.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	17.8%	22.6%	15.8%	9.6%	1.4%
	Male	% of total	12.3%	11.0%	3.4%	4.8%	1.4%

The findings revealed, 22.6% Females disagreed with the declaration while, 12.3% Males shows a strong disagreement on the statement that they post 2 to 5 stories in a day.

d. I like to mention my friends and family member's names on WhatsApp Stories.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	5.5%	21.2%	15.8%	18.5%	6.2%
	Male	% of total	9.6%	11.0%	5.5%	4.1%	2.7%

Here, the disagreement percentage were high as, 21.2% females and 11.0% males have disagreed with the statement that, they like mentioning their friends and family members name on their stories in WhatsApp.

e. I have seen people posting negative statements for others on WhatsApp Stories.

			Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	0.7%	13.7%	13.0%	27.4%	12.3%
	Male	% of total	0.7%	7.5%	8.2%	11.6%	4.8%

In the given question, 27.4% females have agreed that they have seen people posting negative statements for others whereas, only 11.6% males agreed.

f. People use WhatsApp stories for bullying/taunting others.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	0.0%	5.5%	15.8%	28.8%	17.1%
	Male	% of total	0.7%	2.1%	6.8%	17.1%	6.2%

Male and female both have agreed that WhatsApp stories are being used for taunting/bullying other people. In the agreement side the percentage of female was 28.8 and the percentage of male was 17.1.

g. A boy has bullied/taunted me on WhatsApp story.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	18.5%	33.6%	5.5%	8.2%	1.4%
	Male	% of total	9.6%	13.0%	5.5%	3.4%	1.4%

In this table, a higher percentage of disagreement can be seen from the female set as, 18.5% females were strongly disagreed & 33.6% were disagreed with the statement and, the results of male data set was also reflecting a sloping on disagreement side by 13.0% disagreed & 9.6% strongly disagreed.

h. WhatsApp Stories feature is becoming the medium of expressing personal grudges.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	0.7%	4.8%	19.2%	30.1%	12.3%
	Male	% of total	0.0%	2.1%	6.8%	19.2%	4.8%

At this point, 30.1% females and 19.2% males have agreed with observation that the stories feature of WhatsApp was becoming the medium or source for showing personal grudges.

i. People use WhatsApp Stories to show their aggression on others.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	1.4%	0.7%	15.1%	39.7%	10.3%
	Male	% of total	0.0%	1.4%	7.5%	18.5%	5.5%

The results showed, the 18.5% males and 39.7% female have responded towards the agreement horizon which was declaring that WhatsApp Stories feature was used by people for expressing aggression towards others.

j. I have experienced cyberbullying on WhatsApp stories

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	5.5%	23.3%	20.5%	13.7%	4.1%
	Male	% of total	0.7%	11.0%	13.0%	7.5%	0.7%

The Male data results defined, they are neutral on victimization as, 13.0% males have responded towards the neutral state. On the contrary, 23.3% females have disagreed that they have experienced bullying in WhatsApp stories in spite that, the second highest percentage is 20.5% in which females are being neutral about their experience on cyberbullying in WhatsApp Stories.

k. Girls use WhatsApp stories to taunt/ bully others.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	4.1%	19.9%	16.4%	15.1%	11.6%
	Male	% of total	1.4%	4.8%	10.3%	9.6%	6.8%

In the above table, the female result showed the highest percentage 19.9% for disagreement on the statement and 16.4% for being neutral which was the second highest percentage. On the other side, the data results of male were neutral about the statement that girls use WhatsApp's Stories feature for taunting/bullying others with 10.3%.

l. I have the right to say anything online even if my words are hurtful for others.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	16.4%	27.4%	11.0%	10.3%	2.1%
	Male	% of total	8.2%	8.2%	8.2%	6.2%	2.1%

The results here were, 27.4% females disagreed with the declaration however, 8.2% males were neutral, disagreed & strongly disagreed on the given statement. Also, a lower percentage was seen in agreement state where, 10.3% females & 6.2% males were agreed with the statement that they have the right and can say anything online whether it can be hurtful.

m. A girl has bullied /taunted me on WhatsApp story.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
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Gender	Female	% of total	8.2%	32.9%	8.2%	11.6%	6.2%
	Male	% of total	8.2%	8.2%	6.2%	5.5%	4.8%

In the given table, Male respondents were disagreeing by 16.4% & females were disagreed with 32.9%, though only 11.6% female and 5.5% males were agreed that they have been bullied by a girl on WhatsApp story.

n. Someone has posted mean and harmful picture/video/comments for me on his/her story.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	20.5%	33.6%	8.2%	4.8%	0.0%
	Male	% of total	9.6%	12.3%	2.7%	6.8%	1.4%

Here, both genders were disagreeing as per, 12.3% males and 33.6% females were disagreed with the given statement that someone has posted mean and harmful comment for him/her or has posted picture/video on his/her story.

o. Boys use WhatsApp stories to taunt/bully others.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	6.8%	19.9%	19.9%	16.4%	4.1%
	Male	% of total	2.7%	5.5%	15.1%	4.8%	4.8%

In the results table, the male respondents were neutral by 15.1% with the estimation that boys use WhatsApp stories to taunt/bully others. On the contrary, females were both disagreed and neutral at 19.9%.

p. I have taunted/bullied someone over WhatsApp stories via posting some content.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	9.6%	22.6%	15.8%	13.7%	5.5%
	Male	% of total	8.9%	11.6%	4.1%	5.5%	2.7%

Both respondents were disagreed with the declaration that they have taunted/bullied someone on WhatsApp stories. The percentage of females disagreeing were 22.6% and, 11.6% males were showed disagreement.

q. I have been bullied by a close friend/family member on WhatsApp story.

			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Female	% of total	15.8%	27.4%	13.0%	10.3%	0.7%
	Male	% of total	12.3%	8.2%	6.8%	5.5%	0.0%

In the table, 10.3% females were agreed that they were bullied by a close friend/family member, but the maximum number of respondents were disagreeing by 27.4%. On the Male data set, 5.5% were agreed, 8.2% were disagreed, though 6.8% were neutral in their opinion.

Content Analysis

For content analysis, we created two groups from the respondents (n=146) for which 14 students were prudently chosen for online focus-group discussion through zoom web conferencing. In the first group, two intermediate, two bachelors & two graduate students were selected and for the second group we have four matriculate and two post-graduate students, in each group we have 4 female 3 male students. When the focus group students were asked the question; What is WhatsApp Stories for them? A student from focus group 1 (Female, 30) said, "it's a feature which supports in sharing videos & pictures with my contacts". Another student (Male, 99) described it as a timeless medium for sharing information to those people listed in my contacts. When asked about the use of WhatsApp Stories, a student from the focus group 2 (Female, 16) expressed, "using WhatsApp Stories feature is entertaining for me because I love to watch & read stories of my friends & siblings and also I do like commenting on their stories". A boy (Male, 107) stated, "it is engaging for me because every day I generate creative inspirational short quotes for publishing it with my WhatsApp contacts". A student of focus group 1 (Female, 3) said, "I use this feature just for sharing funny content". Students answer for the question; what your activities in WhatsApp Stories are? were also differing from person to person. Student of focus group 2 (Female, 18) told us, "through this feature, I'm freely expressing my feelings with my friends & family members with using words, colorful emojis or emoticons". While the student of focus group 1 (Female, 36) articulated, "I have built a habit of mentioning my best friends name to each story of mine, which is related to friendship or student's life".

When both groups were asked about cyberbullying, every single student had expressed his/her opinion in a different way. A (Male, 138) student of focus group 1 said, "it is embarrassing someone online", and a (male, 224) student of focus group 2, described it as a shameful conduct. Their response about the presence of cyberbullying in WhatsApp were noticeable. A student of focus group 2 (Female, 66) said, "I have read my classmate's story; where she wrote, 'You Ugly' for another girl". A senior student of group-1 (Male, 105) observed, a boy using abusive language on his WhatsApp story for somebody. According to student of focus group 2 (Male, 122), posting negative statements for peers and

classmates on WhatsApp Stories is a practice of cyberbullies. A girl student of focus group 2 (Female, 80) agreed with the presence of cyberbullying and said, "I have been bullied by a senior student of my college on WhatsApp Story; where he has mentioned my name on a video he posted, in which a girl is bald and crying for her lost hair". Another student (Female, 17) of focus group 1 spoken, "the stories feature of WhatsApp is being used by sick minded people for cyberbullying, and I have witnessed people posting unkind statements for individuals from their contacts which is also distressing for me".

Correlation Analysis

Correlation is tested among the variables (WhatsApp Stories, Cyberbullying, Victims, and Perpetrators) for analyzing the association between the variables.

Table 5: Correlation between WhatsApp Stories & Cyberbullying

		WhatsApp Stories	Cyberbullying
WhatsApp Stories	Pearson Correlation	1	.207*
	Sig. (2-tailed)		.012
Cyberbullying	Pearson Correlation	.207*	1
	Sig. (2-tailed)	.012	

Correlation result of Cyberbullying in WhatsApp Stories was ($r = .207$, $p = .012$, 2-tailed) which indicated that WhatsApp Stories was a positively low correlated with cyberbullying.

Table 6: Correlation between Cyberbullying & Victims of Cyberbullying

		Cyberbullying	Victims of cyberbullying
Cyberbullying	Pearson correlation	1	.291**
	Sig. (2-tailed)		.000
Victims of cyberbullying	Pearson correlation	.291**	1
	Sig. (2-tailed)	.000	

The test result of correlation between Cyberbullying & Victims of Cyberbullying was ($r = .291$, $p < .001$, 2-tailed) that shows a positively low correlation among victims of cyberbullying and cyberbullying.

Table 7: Correlation between Cyberbullying & Perpetrators of Cyberbullying

		Cyberbullying	Perpetrators of cyberbullying
Cyberbullying	Pearson correlation	1	.472**
	Sig. (2-tailed)		.000
Perpetrators of cyberbullying	Pearson correlation	.472**	1
	Sig. (2-tailed)	.000	

The test result indicates that there is positive moderate relationship between cyberbullying and perpetrators of cyberbullying as ($r = .472$, $p < .001$, 2-tailed).

Regression

Cyberbullying with WhatsApp Stories

The regression result for Cyberbullying WhatsApp Stories of model summary indicates that the correlation ($R = .207$) where R Square .043 which shows the variance in cyberbullying which is dependent variable and depicts that 4.3% variance in cyberbullying could be predicted from WhatsApp stories which is independent variable. The regression value is 33.994 with 1 degree of freedom and the F value is 6.447 where, p -value 0.12. Which is statistically significant, and in the coefficient result the beta coefficient is .185 and the t -value is 2.539 and p -value is 0.12.

Cyberbullying with Victims of Cyberbullying

The results of the summary model specifies correlation ($R = .294$), R Square .086, regression 155.057 & df 1; where F is 13.591 with p -value .000 significance which is less than significance level $p < 0.05$ for which the null hypothesis can be rejected as; the beta coefficient is .439, t -value 3.649 with .000 significance level.

Cyberbullying with Perpetrators of Cyberbullying

The model summary for cyberbullying with perpetrators of cyberbullying shows the R value is .472 & R Square .223 and regression 282.574, degree of freedom 1, F is 41.329 with .000 significance which reflects p -value is less than 0.05, so that the alternative hypothesis can be accepted.

One sample t-test

The One sample t-test is parametric test and we are including the test because the data of this study is distributed normally. T-test helps in analyzing the mean difference. With the use of one sample t-test the 3 hypotheses of the study were tested, and the data result were divided in two parts Male & Female as Gender was considered noteworthy for concluding results.

Table 8: Hypothesis 1

		T	Df	Sig. (2-tailed)	Mean difference
Cyberbullying	Female	62.278	97	.000	14.97959
	Male	45.228	47	.000	14.83333

The one-sample t-test result of 1-hypotheses for the Female data where N is 98, shows; $t(97) = 62.278$, $P < 0.001$. And Male data is $t(47) = 45.228$, $P < 0.001$, where N is 48. The significance level is less than 0.05, which means that the null hypotheses is rejected, and alternative hypotheses is accepted as; there is a statistically significant difference between means. The result of the test pronounced that; WhatsApp Stories feature has a statistically significant impact on cyberbullying.

Table 8: Hypothesis 2

		T	Df	Sig. (2-tailed)	Mean difference
Victims Of Cyberbullying	Female	35.913	97	.000	11.80612
	Male	21.181	47	.000	12.31250

The one-sample t-test result of 2-hypotheses, for the Male & Female. For Female, $t(97) = 35.913$, $P < 0.001$, the level of significance is less than 0.05 & for Male $t(47) = 21.181$, $P < 0.001$ which is > 0.05 . The Male & Female both data results depicts that the null hypotheses are rejected, and alternative hypotheses is accepted which is denoted that there is a significant gender-difference of cyberbullying victimization in WhatsApp stories.

Table 8: Hypothesis 2

		T	Df	Sig. (2-tailed)	Mean difference
Perpetrators of cyberbullying	Female	38.554	97	.000	11.08163
	Male	25.279	47	.000	11.58333

The test output of 3-hypotheses which is got by splitting the data set by Male & Female, reflects that the result of Female is, $t(97) = 38.554$, $P < 0.001$, the result for Male is $t(47) = 25.279$, $P < 0.001$ which is > 0.05 level of significance. Thus, Male & Female results represents that alternative hypotheses are accepted, which says there was a significant gender-difference of cyberbullying perpetration in WhatsApp stories, for which; the null hypotheses are rejected.

DISCUSSION

The data analyses results indicated, cyberbullying was experienced and observed by both Male & female's students in the WhatsApp stories. Gender, Age-group, Marital status & Education levels of respondents were analysed. The number of Male students in the study were 48(32.9%) & Females students were 98(67.1%). The age-group, marital status & education levels of respondents were also analysed in descriptive form.

By examining gender with constructs of the variable, the findings have revealed, 20(13.7%) Male & 37(25.3%) female students have agreed that they had been using WhatsApp Stories, and where females are more likely to involve in posting stories than males as 37(25.3%) female & 20(13.7%) males have agreed that they use WhatsApp stories feature for sharing their sentiments. Student WhatsApp users have a practice of reading and watching other contacts stories and the results are 25(17.1%) males & 51(34.9%) females have agreed that they read & watch other contact's stories. Cyberbullying presence was also accepted by the student respondents, 40(27.4%) females and 17(11.6%) males have agreed that they have seen people posting negative statements for others on their stories. Students have also approved that WhatsApp stories feature is being used for the purpose of cyberbullying where, 44(30.1%) female & 28(19.2%) males have agreed that people were showing their aggression & personal grudges for others on the messenger's Stories feature. Girls and boys both were asked about being bullied in WhatsApp Story, and 21.2% respondents agreed with the statement in which 20(13.7%) females were agreed that they have been victimized & only 11(7.5%) male respondents recorded their answer as agreed, whereas in results of Aizenkot (2020), 7.8% respondents where $n=407$ have stated about victimization in WhatsApp group. The respondents were similarly clear about their thoughts and have declared that they have the right to say anything online whether it is hurtful for others and, 15(10.3%) female respondents & 9(6.2%) male respondents agreed with the statement which is indicating almost about the cyberbullying perpetration.

The victimization findings of female students identified; 12(8.2%) female students were bullied by a male perpetrator and, 17(11.6%) being bullied a female perpetrator. On the opposing gender side, the male data results exhibited; 5(3.4%) male have agreed that they have been bullied by a male perpetrator and 8(5.5%) by a female perpetrator. The findings

revealed that both genders are victimized but females are more victimized than male on WhatsApp Status and, females are less victimized by males & more victimized by other female students.

The findings of cyberbullying perpetration in WhatsApp stories by Male & female students revealed that 20(13.7%) female & 8(5.5%) male have agreed that they have taunted/bullied others on WhatsApp stories via posting some content. Here, the percentage of female students agreeing is higher than the male students which shows females are the perpetrators of cyberbullying in WhatsApp stories not males.

The study have explored that cyberbullying exists in WhatsApp Stories features as result of the P-value of the one sample t-test for female data where N is 98, shows; $t(97) = 62.278$, $P < 0.001$, and in Male data $t(47) = 45.228$, $P < 0.001$, where N is 48 & P-value is less than 0.05 for which the null hypothesis was reject and alternative were accepted which outlines about the statistical significance difference in mean level. The correlation outcome of cyberbullying in WhatsApp stories also shows a positive but low correlation where $r = .207$, $p = .012$, 2-tailed. The correlation between cyberbullying & victims was ($r = .291$, $p < .001$, 2-tailed) positively low correlated like the correlation result of (Butt, Jamil, & Khalid, 2019) which was ($r = .42$). The one sample t-test outcomes for victims-female result was $t(97) = 35.913$, $P < 0.001$ & male was $t(47) = 21.181$, $P < 0.001$ where 0.05 is the level of significance and the results shows that P-value is less than 0.05, consequently the null hypotheses rejected, alternative accepted which depicts that there was a significant gender-difference of cyberbullying victimization in WhatsApp stories, differing from the result of (Butt et al., 2019) which claimed: there is no significant gender differences in cyber victimization. The variable cyberbullying & perpetrators of cyberbullying was positively moderately correlated with $r = .472$, $p < .001$, 2-tailed & the t-test table demonstrates that, $t(97) = 38.554$, $P < 0.001$ for females & $t(47) = 25.279$, $P < 0.001$ for males which indicates about the significant gender-difference of cyberbullying perpetration in WhatsApp stories because of that the null hypotheses is rejected and alternative is accepted, while the findings of (Jackson, Bussey, & Trompeter, 2020) indicated, there is not any moderating effect of gender and there is no significant result of both gender characteristic on cyber perpetration according to their study framework.

CONCLUSION

This exploratory study has examined WhatsApp Stories in lenses of Cyberbullying in Pakistan-Karachi, which also particularizes about the Victims and Perpetrator of cyberbullying considering Gender breakdown. The inclusive data analysis and hypothesis testing demonstrates that WhatsApp Story is fundamentally being used for the purpose of cyberbullying in the way of taunting & posting harsh statements, which is intentionally expressing aggression and anger for others. Cyberbullying in WhatsApp Story is a new phenomenon which is being explored through this quantitative research examination with the help of primary data collection which is gathered through self-structured Questionnaire in which Male and Female both students were considered imperative for acquiring responses.

The sample size of the data was 146. The descriptive analyses results showed that both males and females have undergone and, are aware about WhatsApp Stories bullying. The one sample t-test result for all variables has P-value less than 0.05 which clearly exhibits rejection of the null hypothesis and acceptance of all the alternative hypotheses.

The paper concludes that cyberbullying is significantly impacting the WhatsApp Stories feature. The gender-difference demonstrates a significant gender-difference in cyberbullying & cyber perpetration. Also, Cyber-victimization and cyberbullying (Li, 2006) has a significant gender-difference.

Conclusively, discovering about the perpetrator and victims; the study results determined that Females are more involved in Cyberbullying than Males and that Females are victimized (13.7%) and also are perpetrators by (13.7%) because they are bullying both, male & females and also are being victimized by other females. The analysis of Male data reflects Males are the victims (7.5%) but not actual perpetrators (5.5%) of cyberbullying in WhatsApp stories. This research study was conducted in Pakistan in the city of Karachi which focuses student's responses about Cyberbullying in WhatsApp's Stories feature.

SOCIAL & ECONOMIC IMPLICATION

Cyberbullying is an obscenity for our society because the victims of such bullying became defenceless, depressed, and traumatic. The victim's lack confidence and were not able to face the society. There are many cases where people attempted suicide because of this destructive mental torture. The society need to understand the severeness of online bullying which is abolishing young people's life. There must be awareness about cyberbullying since, it is a crime. If, the society stand against the aggressors of cyberbullying, the victim can feel a sense of relief and can cope with this incident by the support of society. The average of suicidal rate because of cyber harassment is increasing where we can see that in most cases, the real sufferers are teenagers or young boy/girl, which an alarming situation as the youth is the future of any society of nation. This adversity is destroying the peace of our society and affecting our economy as well.

CONFLICTS OF INTEREST

There are not any conflicts of interest to pronounce.

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APPENDIX

Keywords

- **Cyberbullying**

Cyberbullying is completely different from tradition bullying. It is harassment by electronic means or through social interacting mediums. Bullying in online platforms is also known as cyber harassment or cyber-attack. Posting rumours, threats, sexual content or comments, personal details of any individuals, or hate speech (pejorative labels) can be cyberbullying activity. It is possible to recognize bullying or harassment because it is a repetitive action and an intent to hurt another person.

- **WhatsApp Stories**

WhatsApp stories is a status update feature of WhatsApp messenger in which individuals can post and share images, videos, text, GIFS, emojis and links which disappeared after 24 hours of posting or can be deleted by the user itself. WhatsApp Stories of a user can be seen by default only by the individual whose contact number is saved in respective address book of the user and user can select contacts according to their wish for privacy concern.

- **Cyber Aggression**

A relationship-based phenomenon in which a person in an online setting deliberately intimidates, emotionally damages, or exercises control over another. In other words, we can say its general peer-to-peer aggression that happens online and consists of one-off events or occurs rarely.

- **Victim**

The individual who has been affected by cyberbullying acts or we can say, this word refers to any girl or boy who has been influenced or attacked by cyberbullying.

- **Perpetrator**

An individual who commits an unlawful criminal activity, or any evil act through cyber activities.