# PERCEPTION OF FUTA AND RUGIPO STUDENTS ON CYBERBULLYING AS CRIME ON THE SOCIAL MEDIA

## Raphael Olugbenga ABIMBOLA, Ph.D.[1] and Ajoke Helen AGUDA[2]

[1,2]Department of Mass Communication, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria

**Corresponding Author:**
**Raphael Olugbenga ABIMBOLA, Ph.D**
P .O. Box 2632, Akure,
Ondo State, Nigeria
E-mail: gbegbib@gmail.com

**ABSTRACT**

Increased accessibility to the Internet and social networking sites especially among the youths has made bullying a common occurrence on the social media. This study examines the perception of the students of Federal University of Technology, Akure (FUTA) and Rufus Giwa Polytechnic, Owo (RUGIPO) on cyberbullying as crime on social media. Anchored on online disinhibition effect theory, the study employed survey using a questionnaire administered on a sample of 400 respondents. Findings reveal that majority of the respondents have been victims of cyberbulling on social media and females suffer more than their male counterparts. Respondents perceive cyberbulling on social media as a crime causing frustrations and emotional trauma and that it persists in Nigeria because the victims do not always report and when reported perpetrators are not prosecuted by the necessary security agencies. The study recommends that, to curb the spread, government should ensure implementation of the country's anti-cybercrime law.


**Key words:** Perception, Cyberbulling, Social media, crime, students


## 1. INTRODUCTION

### 1.1 Background to the Study

Cyberbullying on social media is a growing international problem that is rampart among social media users especially the youngsters. Increased accessibility to the Internet and social networking sites has not only created an environment that fosters online relationships and communication but also created a medium whereby people may easily bully and harass others. Poole (2017) found that one-third of high school students who had been bullied in person by classmates were also being bullied online. Hinduja and Patchin (2006) found that, in a space of six months, individuals who have been victims of traditional bullying were two and a half times more likely to also be victims of cyberbullying. Based on these findings, it appears that cyberbullying may be an extension or updated version of traditional bullying given the mainstream access to technology and social media. Many of these cyberbullying primarily involve name-calling, threats, and spreading rumors, sharing another person's private information, social isolation, and exclusion. It may be subtler and covert and can be perpetrated faster and in more environments than traditional forms of bullying (Beran& Li, 2005).

The ever growing technology available to society has given bullies new capabilities in the digital realm. Obidi and Ahaiwe (2018) discovered that the proliferation of mobile phones among youths has caused shift in behaviour whereby school children employ mobile phones instead of notes to send threatening messages to their fellows. The researchers added that with two out of every three children between the ages of 14 and 16 years having mobile phones, the new trend of cyberbullying on social media continues to thrive.

The possession of mobile phone increases with age, grade or level of education (Cassidy, Jackson & Brown, 2009). There is a thin line between traditional bullying and cyberbullying. Students generally spend the day with their friends in school and right after the closing of the school, they communicate online at night over what happened in the day. Many users of social media in Nigeria have become victims or targets of cyberbullying with many not knowing that it is a crime which attracts a great reprimand in the country. This study examined the perception of the students of Federal University of Technology, Akure (FUTA) and Rufus Giwa Polytechnic, Owo (RUGIPO) on cyberbullying as crime on social media.

**1.2 Statement of the Problem**

Cyberbulling no doubt is on the rise among the Internet users especially the youth ranging from high school to college students. Several studies have been conducted on cyberbulling on the Internet or social media such as Beran and Li (2005); Lenhart (2006); Patchin and Hindiya (2006); Okorie and Ekeanyanwu (2014); Lakitta, Haralson, Batts, Brown, Cedric, Adrian and Melisa (2016); Poole (2017); and Obidi and Ahaiwe (2018). Most of these studies have established the prevalence of the vice especially the rate of occurrence with emphasis on the vice and their perpetrators rather than the reactions of the victims or their perception about the criminality of cyberbullying. This study, however, sought to know the perception of the students under investigation, who are the perceived victims, on the vice as crime on the social media with focus on the Federal University of Technology, Akure and Rufus Giwa Polytechnic, Owo's students.

**1.3 Research Objectives**

1. To determine the extent to which FUTA and RUGIPO students are exposed to cyberbullying on social media.
2. To investigate the perception of FUTA and RUGIPO students on cyberbullying on social media.
3. To exermine the extent to which FUTA and RUGIPO students consider cyberbullying as crime on social media.
4. To examine how FUTA and RUGIPO students report cyberbullying on social media.

**1.4 Research Questions**

1. To what extent are FUTA and RUGIPO students exposed to cyberbullying on social media?
2. What is the perception of FUTA and RUGIPO students on cyberbullying on social media?
3. To what extent do FUTA and RUGIPO students consider cyberbullying as crime on social media?
4. To what extent do FUTA and RUGIPO students report cyberbullying on social media?

**2.   LITERATURE REVIEW**

**2. 1 Concept of Cyberbullying**

Over the last decade, youths have developed a greater level of proficiency as to how they use computers, the Internet and the variety of digital devices available to them. Increased accessibility has, without question, improved efficiency and has led to positive social and relational changes in the ways in which youth communicate, socialize and interact (Lenhart, 2007). However, increases in digital use have also resulted in a substantial number of youth being exposed to acts of interpersonal violence, harassment, aggression and overall mistreatment (Hinduja and Patchin, 2013).

**2.1.1 What is bullying?**

Any deliberate attempt or act capable of inflicting harm on another can be classified as bullying. According to Ringrose (2008, p.510), "Bullying can be defined as intentional behavior to harm another, repeatedly, where it is difficult for the victim to defend himself or herself. It assumes an imbalance of power". Bullying, say Robinson and Segal (2019), "is repeated aggressive behavior that can be physical, verbal, or relational, in-person or online." The authors noted that bullies are often relentless, bullying over and over again for long periods of time. They classified bullying into physical, verbal and relationship based. According to them, *Physical bullying* includes hitting,

kicking, or pushing you (or even just threatening to do so), as well as stealing, hiding, or ruining your things, and hazing, harassment, or humiliation; while *Verbal bullying* includes name-calling, teasing, taunting, insulting, or otherwise verbally abusing you. *Relationship bullying*, on the other hand, includes refusing to talk to you, excluding you from groups or activities, spreading lies or rumors about you, and making you do things you don't want to do.

**2.1.2 What is cyberbullying?**

Cyberbullying is simply the act of bullying someone online. It involves all forms of bullying stated above via the Internet or the social media. It is the use of technology to bully a person or group. Cyberbullying can involve social, psychological and even, in extreme cases, physical harm (Katz, Keeley, Spears, Taddeo, Swirski& Bat, 2014). The authors opined that young people can cyberbully other young people through abusive texts and emails, hurtful messages, images or videos, imitating others online, excluding others online or through nasty online gossip and chat. It can cause shame, guilt, fear, withdrawal, loneliness and depression. Beran and Li (2005) described cyberbullying as the intentional act of online or digital intimidation, embarrassment, or harassment. There have always been winners and losers in the offline peer social stakes. So, it is no surprise that peer interaction sometimes erupts into bullying online just as it does offline. Schneider, Smith and O'Donnell (2013, p.3) said "life online, like life offline, involves opportunities for enhancing relational closeness and enacting relational hostility". Where the life online involves victimization, it is termed "cyberbullying" (Levy, Cortesi, Gasser, Crowley, Beaton, Casey & Nolan, 2012).

However, cyberbullying has some other identifiable features that distinguish it from offline bullying. These include technological expertise, potential for anonymity, relative distance, complex bystander roles, status gained indirectly, and difficulty in escaping from harassment (Smith, 2012). Cyberbullying impact is magnified by invasion of the private domain (Price and Dalgleish, 2010). Tokunaga(2010, p. 277) says, "it follows you home from school." Because children and young people are often online, it can be hard for them to escape cyberbullying. Nasty messages, videos and gossip can spread fast online and are hard to delete. Sometimes the attackers can be anonymous and hard to stop. This can make it harder for adults to see and manage. Cyberbullying incidents don't come as a surprise. School children confirm that cyberbullying is common (Smith, Steffgen, and Sittichai, 2013). It is becoming the easiest way to get back at someone. A person can be knocked down in front of a large number of people online. Many cyberbullies think that bullying others online is funny (Hinduja and Patchin, 2013).

According to Aftab (2009) and Ringrose (2006), traditional bullies fit one type of mold. They note that usually the bullies are bigger, and stronger than their victims. They are prone to verbally attacking their victims. Aftab (2019) contends that cyberbullies come in four types:the vengeful angels; the social dominant hierarchal bully; the mean girl; and the inadvertent cyberbully. Similarly, Chisholm (2014) identifies ten common types of cyberbullying that are frequently used online: i) *Cat fishing* – when individuals are tricked into emotional or romantic relationships over extended periods of time through fabricated identities;  ii) *Cheating* – used in multiplayer online gaming situations when 'gangs' of players prevent entryway into specific game sites; iii) *Flaming* – an antagonistic or argumentative style of communication used in an online setting commonly used by males; iv) *Impersonation* – when someone is misrepresented or falsely represented in online setting; v) *Slamming* – when individuals are known and unknown to a victim participate in online harassment;  vi) *Ratting* – when a user remotely takes control of another person's computer or webcam via remote administrative

tool software without gaining the permission or consent of the targeted individual; vii) *Relational Aggression* – when an individual spreads rumours, creates fake profiles, deletes targets from group lists or posts cruel or threatening pictures or posts in order to refuse or exclude the target from a group; viii) *Sexting* – when embarrassing, humiliating and sexually explicitly photographs are intentionally distributed or circulated; ix) *Trolling* – when offensive messages or posts are made within an online community or forum in order to anger, frustrate, humiliate or provoke a response from a target; and x) *Stalking* – when an individual follows or exhibits violence toward one target in an online setting. Thus, online harassment or cyberbullying can include the aforementioned but are definitely not limited to such acts.

Externalising behaviours were most predictive of cyber victim status. Increased awareness about the use of technology as a vehicle for bullying and identification of potential problems associated with cyberbullying and victimization will aid parents, educators, and psychologists in developing intervention and prevention strategies (Hoff and Mitchell, 2009). According to Calvert (2009, p.2), "cyberbullying was significantly associated with the use of proactive aggression, justification of violence, exposure to violence, and less perceived social support of friends". Other reasons for cyberbullying are: envy, prejudice and intolerance for disability, religion, gender, shame, pride, guilt, and anger. Hoff and Mitchell (2009) listed addictive technology behaviour, peer pressure or influence, and family dynamics and cyberbullying behaviouras the causes of cyberbullying,

Cyberbullies may not realize the consequences for themselves of cyberbullying. The things teens post online now may reflect badly on them later in the future. Also, cyberbullies and their parents may face legal charges for cyberbullying. Teens may think that if they use a fake name they won't get caught, but there are many ways to track someone who is cyberbullying. Cyberbullying can be very damaging to adolescents and teens. It can lead to anxiety, depression, and even suicide. Also, once things are circulated on the Internet, they may never disappear, resurfacing at later times to renew the pain of cyberbullying (Hinduja and Patchin, 2013).

Cyberbullying affects the physical, social, emotional and cognitive functioning and wellbeing of the victims. Patchin and Hinduja (2006) gathered that 43% of victims of cyberbullying are frustrated, 40% felt angry, more than 27% felt sad, and 27% confessed that it affected them at home. Cyber victims are also prone to psychosomatic symptoms like headaches, abdominal pains, and sleeplessness. There is no limitation to potential perpetrators or victims of cyberbullying because of the array of sophisticated electronic communication devices that are readily available nowadays. Most of the youth who are actively engaged in the online environment, almost a third report being contacted by someone they did not know through the Internet and that this contact made them feel uncomfortable (Kowalski, 2012). There is likelihood that those directly impacted by cyberbullying are also more likely to skip school, to receive detentions or suspensions and are even more likely to bring a weapon to school.

### 2.1.3 Cyberbullying as Crime in Nigeria

Cyberbullying is a criminal offence under various nations' anti-stalking, slander and harassment laws (Attoh, 2016). A conviction can result in a restraining order, probation, or criminal penalties against the assailant, including jail time. Nigerian government, therefore, has made laws that recognize cyberbullying as crime. Specifically, the Nigerian Cyber Crime Prohibition Act, 2015, Section 24 states that: "Any person who knowingly or intentionally sends a message or other matter by means of computer systems or network that:

1.  is grossly offensive, pornographic or of an indecent, obscene or mincing character or causes any such message or matter to be so sent; or

2. he knows to be false, for the purpose of causing annoyance, inconvenience, danger, obstruction, insult, injury, criminal intimidation, enmity, hatred, ill will or needless anxiety to another or causes such a message to be sent, commits an offence under this Act and shall be liable on conviction to a fine of not more than N7,000,000.00 or imprisonment for a term of not more than 3 years or to both such fine and imprisonment.

According to Goshit(2018),some form of cyberbullying activities which are usually carried out by assailants on social media that are punishable under the law include: sexual harassment, love obsession, hate/revenge vendettas, and power trips/ego trips. Victims of cyberbullying and cyber harassment must remember that the threats to their lives are real threats and if not properly handled and reported to the relevant security agencies, parents, friends, teachers and guardians, it can escalate into actual physical assaults and kidnap.

Fukuchi (2011) cited in Onibokun (2015) argued that for effective prosecution of assailants, the current state of legislation makes it very difficult to prove a case of cyberbullying beyond a reasonable doubt. She proposed the use of "burden shifting devices" as a tool to help hold perpetrators accountable for cyberbullying. One such burden shifting device would include allowing certain inferences to be made when the offender engages in specific behavior. For example, in several states in the US, if an offender continues to contact a victim after the victim has asked the offender to cease contact, intent to harass may be presumed. Although she recognizes the constitutional challenges of this approach, she makes a cogent argument for the usefulness of incorporating these burden shifting devices into cyberbullying legislation.

Unfortunately, the nature of the Nigerian society does not pay much attention to victims. As such, many victims stay quiet until physical harm is done. Individuals must be encouraged to report the slightest threat to their persons. Avenues must be created for people to share their experiences and seek help without the fear of being ridiculed or stigmatized. The success of every activity of cyber stalkers and harassers depends largely on the secrecy of their operations. They isolate their targets and once target or victims speak out and report such threats to relevant authorities, the operations of these criminals would have been jeopardized. Users of the internet and all social media platforms must exercise discretion and use security settings provided by the ISPs. Parents/guardians must also monitor the use of the social media by their children. Civil society organizations and religious bodies must encourage members of the society to speak out because cyber stalking and cyber harassment are silent killers and must be killed before they kill them (Goshit, 2018).

## 2.2 Empirical Review

Obidi and Ahaiwe (2018) conducted a study entitled: 'Cyber-Bullying: Assessment of its Awareness and Threats to Social Media Development' which centered on the undergraduate students of NnamdiAzikiwe University, Awka, Nigeria using a sample of 396 spread across the fourteen faculties of the institution. According to findings, majority of the target audience have knowledge of cyberbullying and also aware that social media sites are avenues for it; online harassment, misinformation, cyber stalking and sexting are to a larger extent the means through which respondents have been bullied. Based on the findings, the researchers concluded that that cyberbullying is dangerous to the development of the social media and can indeed threaten the development of the social media.

Furthermore, a study by Patchin and Hinduja (2006) shows that young people under 18 are reportedly being ignored, disrespected, called names, threatened, picked on, made fun of, and having bad rumors

spread about them on internet. These experiences might suggest little difference from face-to-face bullying. Also, Okorie and Ekeanyanwu (2014) conducted an online survey among young Nigerians who are *Twitter* users. A sample of 100 respondents was purposively selected comprising individuals with more than 300 "followers" on their account. The study found out that 46% of the respondents have been cyber-bullied, while 87% had witnessed other persons cyber-bullied on *Twitter*. In addition, 55% agreed that they bully others on *Twitter*, while 44% indicated that they retaliate in verbal and visuals forms whenever they are cyberbullied. The study concluded that the proliferation of multimedia devices and ubiquitous Internet access would increase the rate of cyberbullying leading to self-exclusion and possible suicidal tendencies.

Similarly, Lakitta, Haralson, Batts, Brown, Cedric, Adrian and Melissa (2016) conducted an online survey on Cyberbullying on social media among Jackson State University students using a sample of 170 undergraduates (43 freshmen, 29 sophomores, 48 juniors, and 50 seniors) who volunteered to participate in the study. Findings revealed that the overall majority of participants have negative views about cyberbullying and that it makes them upset when witnessing others bullied or being bullied themselves. The study also found that most of the participants would report experiencing or witnessing cyberbullying to an adult when we live in an era where most college students tend to find their own sense of autonomy. The researchers concluded that cyberbullying on social media among undergraduate college students is a problem that needs immediate attention. These occurrences can cause a student to lose perspective of who they are and can lead to suicide, violence, and school dropout. College and university officials should address this issue because of the increase in technology use and instances of cyberbullying.

## 2.3     Theoretical Framework

This study is anchored on the Online Disinhibition Effect Theory.The theory, propounded by John Suler, stated that as adolescents navigate among social media networking sites as Facebook, Twitter, and chat rooms, others they encounter cannot easily determine if they are who they say they are. Usernames, email addresses are visible and assumed to be the person they claim to be.  However, adolescents, according to Suler (2004), share their log in names, email addresses, and even passwords giving so-called friends access to their websites, Facebook pages, AOL instant messaging accounts, and chat rooms.  In addition, as this theory states, anyone can use a person's online identity supporting the creation of fake identities.  Some even expect participants to take on fantasy identities.  Suler (2004) continued by stating that the typical information available on a social networking site may not reveal much about a person, especially if the username is contrived and the email address is shared, or tied to a fake identity.

There are two main categories of behaviours that fall under the online disinhibition effect theory. These two categories are *benign disinhibition* and *toxic disinhibition* (David, 2015).  He argued that benign disinhibition describes behaviour in which people might self-disclose more on the internet than they would in the real life, or go out of their way to help someone or show kindness while toxic disinhibition describes behavior that includes rude language, threats, and visiting places of pornography, crime, and violence on the internet–places the person might not go to in real life. The distinction between these two categories is not always clear. For example, a friendly email relationship might evolve into something more intimate in a way that might cause one of the correspondents to feel overly vulnerable or anxious. An exchange of seemingly hostile words, as another example, might be considered normal social behavior in certain Internet subcultures. Suler (2004) further breaks down six factors that cause online disinhibition: Dissociative Anonymity  which he terms "You don't know

me"; Invisibility which he labels "You can't see me"; Asynchronicity which he tags "See you later"; Solipsistic Introjection also known as "It's all in my head"; Dissociative Imagination described as "It's just a game"; and Minimization of Status and Authority tagged "Your rules don't apply here".

As stated earlier, people can hide some or all of their identity. Suler (2004) theorized that anonymity is the leading factor that creates an online disinhibition effect among adolescents. He stated that when adolescents are able to hide behind a pseudonym and act differently than they would in their real lives, they feel empowered and less vulnerable about acting out. This feeling of invisibility gives them the courage to go online and cyberbully their classmates and friends. Online disinhibition plays a role in the act of cyberbullying. Anonymity usually leads to meaner comments towards others (cyberbullying) but it alone doesn't cause cyberbullying. Asynchronous communication allows the bully to say what they have to say and then log out like nothing happened, having to face no consequence outside of the internet. Empathy deficit is what allows the bully to post the messages in the first place, the victim is reduced to a name on a computer screen. Also, racist, sexist, violent, and rude online comments are direct result of anonymity. Those comments arise only when other people are also saying things like that; online users tend to keep the same tone, civility/incivility as others in online posts.

## 3. METHODOLOGY

Since this study borders on the audience perception, survey of the study population, through questionnaire, was used to investigate the perception of the students of Federal University of Technology, Akure and Rufus Giwa Polytechnic, Owo on cyberbullying as crime on social media.

### 3.1 Study Population

The population for this study comprised the undergraduates of Federal University of Technology, Akure and and full-time students of Rufus Giwa Polytechnic, Owo. The university has a population of 28,249 students while the polytechnic has a population of 4,297 full- time students (Federal University of Technology, Akure, 2019 &Rufus Giwa Polytechnic, Owo, 2019). Members of the population were selected for the study because they depend highly on social media for information, education and entertainment.

### 3.2 Sample Size and Sampling Technique

Based on the proportion of the students in the two institutions under study, 400 respondents (250 undergraduate students from FUTA and 150 full-time students from RUGIPO) were selected as sample for the study using quota technique. FUTA has six schools which include: Agriculture and Agricultural technology, Engineering and Engineering technology, Earth and Mineral sciences, Environmental Technology, Management Technology, and sciences while RUGIPO has seven faculties which are: Agricultural Technology, Applied Sciences, Business Studies, Engineering Technology, Environmental Studies, and Social Management Science and Communication Studies. See Table 1 in the Appendix for details.

### 3.3 Instrument and Method of Data Collection

The instrument of data collection was a structured questionnaire. The researchers went to FUTA and RUGIPO, administered and retrieved copies of questionnaire from respondents. This was done to ensure that no copy was lost in transit as well as to reduce sampling errors.

### 4. DATA ANALYSIS

The researchers were able to retrieve all the two hundred and fifty (250) copies of the questionnaire administered on the students of Federal University of Technology, Akure and one hundred and fifty (150) copies administered on the students of Rufus Giwa Polytechnic, Owo. Data is presented using bar charts (see Appendix) and analysed in line with the objectives and research questions earlier raised for the study.

### 4.1 Discussion of findings

The outcome of the analysis for Research Question One shows that all the respondents are aware of cyberbullying on social media. The analysis also shows that most of the respondents have been victims of cyberbullying on social media (85.6% respondents from FUTA and 92.0% of respondendents from RUGIPO have been victims of cyberbullying); and they always get bullied on social media (see Appendix). The respondents explained that they mostly get bullied on Facebook and Instagram. Cyberbullying on social media is linked to depression in youth, according to new research that analyzed multiple studies of the online phenomenon. Victimization of young people online has received an increasing level of scrutiny, particularly after a series of high-profile suicides of teenagers who were reportedly bullied on various social networks Pachin&Hinduja, (2013).

For Research Question Two, findings show that most of the respondents perceived cyberbullying on social media as frustrating and able to cause emotional trauma. The findings also show that most of the respondents feel unhappy and discouraged when they see someone being bullied on social media. Findings further show that majority of respondents admitted that females have suffered most from the cyberbullying on social media in higher institutions in Nigeria and thus, if they are given opportunity to make policy, they would make provision for an anonymous way of reporting cyberbullying. Respondents also said educational institutions should punish students for cyberbullying even if it happens outside the school—police can arrest someone for cyberbullying, and schools would have to teach students on cyberbullying (see Appendix for details). According to Pachin&Hinduja, (2013), individuals who are victims of cyberbullying tend to report lower levels of self-esteem.  Similarly, cyberbullying can cause significant emotional and psychological harm that can result to affected youth developing low self-esteem, poor self-concept and become less effective in their relationship with their environment (Sourander, et al, 2010). Findings of Tokunaga, (2010) on Gender Differences in Response to cyberbullying on Social Media show that females are more likely to be victims of cyberbullying than males but in traditional bullying, boys are more involved as both bullies and victims than girls.

The outcome of the findings of Research Question Three shows that majority of the respondents considered the status of cyberbullying as crime on the social media. Figure 10 showed how respondents admit that they are aware of the anti-cyberbullying law in Nigeria. The outcome of the analysis in Figure 11 also shows that most of   FUTA and RUGIPO students are not aware of cyberbullying punishment and fine. Even though in Figure 10, 72.4% of FUTA and 68.0% of RUGIPO respondents said they are aware of the law but they don't know the content of the law. Attoh (2016)' s study shows that unlike the United States Violence Against Women Act of 2000 which recognized cyberstalking as being under federal law, the Nigerian Cyber Crime Prohibition Act, 2015 does not contain reference to cyber stalking but provides against stalking and emotional, verbal and psychological abuse. This consists of a pattern of degrading or humiliating conduct towards any person, which includes repeated insults, ridicule or name calling, repeated threats to cause emotional pain, or repeated exhibition of obsessive possessiveness, which is of such a nature as to constitute a

serious invasion of such person's privacy, liberty, integrity or security. Under the Nigerian Cyber Crime Prohibition Act, 2015, Section 24 states that a bully can pay a fine of N7,000,000.00 or imprisonment for a term of not more than 3 years or to both such fine and imprisonment.

The outcome of the findings for Research Question Four, however, shows that only a few of the respondents have reported cyberbullying on social media. The respondents admitted that they reported the cyberbullying on social media to police, their parents, school security, siblings, family members and counselors. The outcome of the analysis also shows that most of the respondents did not report cyberbullying on social media because of intimidation, it does not mean anything to them and lack of action from important quarters against bullies. Victims of cyber stalking and cyber harassment must remember that the threats to their lives are real threats and if not properly handled and reported to the relevant security agencies, parents, friends, teachers and guardians, it can escalate into actual physical assaults and kidnap. Goshit (2018)'s study shows that the nature of the Nigerian society does not pay much attention to victims. As such, many victims stay quiet until physical harm is done. Individuals must be encouraged to report the slightest threat to their persons. Avenues must be created for people to share their experiences and seek help without the fear of being ridiculed or stigmatized. The success of every activity of cyber stalkers and harassers depends largely on the secrecy of their operations. They isolate their targets and once targets/victims speak out and report such threats to relevant authorities, the operations of these criminals would have been jeopardized.

## 5. CONCLUSION

The researchers concluded that the social media has been misused by the youths who access information as majority of the respondents have been victims of cyberbullying on social media and they mostly get bullied on Facebook and Instagram. Based on the findings, it was discovered that the students perceived cyberbullying on social media as frustrating and able to cause emotional trauma. Also, when they see someone being bullied, they always feel unhappy and discouraged. In line with the findings the researchers discovered that if the respondents are given opportunity to make policy, they would make provision for an anonymous way of reporting cyberbullying,

However, findings from this study show that although most of the respondents admitted that cyberbullying is a crime and are aware of the anti-cyberbullying law in Nigeria, they don't know the content of the law that to the effect that a bully can pay a fine of N7,000, 000.00 or imprisonment for a term of not more than 3 years or both. Thus they are not able to file their complaints appropriately which have made it more ineffective. The researchers concluded that the reason why cyberbullying still persists on the social media, especially in Nigeria, is because of lack of prosecution by the necessary security agencies and the victims do not always file their complaints.

## 6. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Since there is Anti-cyberbullying law in Nigeria, government should start implementation of the law to curb its spread.
2. Since cyberbullying is a crime, parents should guide their children on how to behave on social media to avoid getting into trouble.
3. Findings showed that the respondents were aware of the law but they do not know the content. The researcher therefore recommends that the school managements and other non-governmental organizations should sensitize students on the Anti-cyberbullying law.

4. With regards to the findings that students prefer anonymity in reporting issues relating to cyberbullying. The researcher therefore recommends that the law enforcement agencies should empower their public relations departments to relate very well with their publics and also change the scary view the general public has towards some of the agencies especially Police. Students should not be intimidated to report their bully to the police, school security and parent if necessary. Every youth should have a self-consciousness that this world belongs to everyone and that no one has any rights to bully another.

5. No student should accept bullying or fall to their antics. If every student stands up against bullying on social media platforms, the incidences will reduce. This should be part of an international alliance and campaign to sensitize students and youths generally to stand up against all forms of cyberbullying and attacks.

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**APPENDIX: TABLE AND CAHRTS**

**Table 1:** showing distribution of sample size from FUTA and RUGIPO

| INSTITUTION | SCHOOLS/ FACULTIES | SAMPLE SIZE |
|---|---|---|
| FUTA | AGRICULTURE AND AGRICULTURAL TECHNOLOGY | 40 |
| | ENGINEERING AND ENGINEERING TECHNOLOGY | 25 |
| | EARTH AND MINERAL SCIENCES | 35 |
| | ENVIRONMENTAL TECHNOLOGY | 40 |
| | HEALTH AND HEALTH TECHNOLOGY | 35 |
| | MANAGEMENT TECHNOLOGY | 20 |
| | SCIENCES | 55 |
| | **SUB TOTAL** | **250** |
| RUGIPO | AGRICULTURAL TECHNOLOGY | 15 |
| | APPLIED SCIENCES | 30 |
| | BUSINESS STUDIES | 25 |
| | ENGINEERING TECHNOLOGY | 20 |
| | ENVIRONMENTAL STUDIES | 25 |
| | SOCIAL MANAGEMENT SCIENCE AND COMMUNICATION STUDIES | 35 |
| | **SUB TOTAL** | **150** |
| | **GRAND TOTAL** | **400** |

**Figure 1: showing whether respondents are aware of cyberbullying on social media**
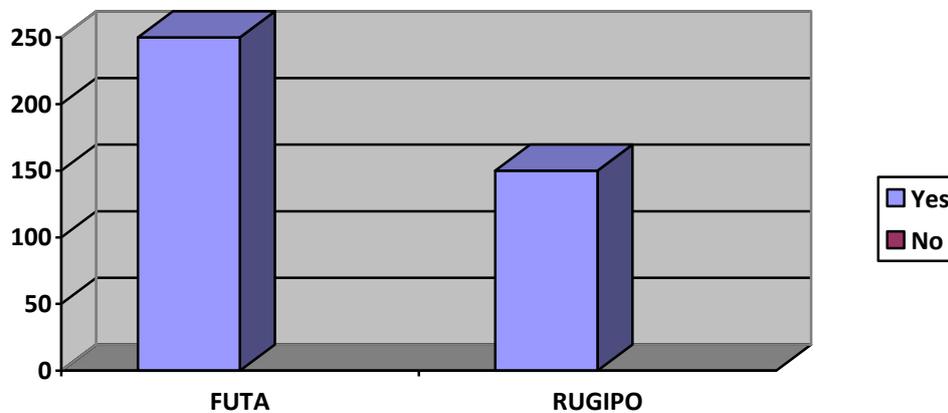
**Figure 2: showing whether respondents have been victims of Cyberbullying on social media**
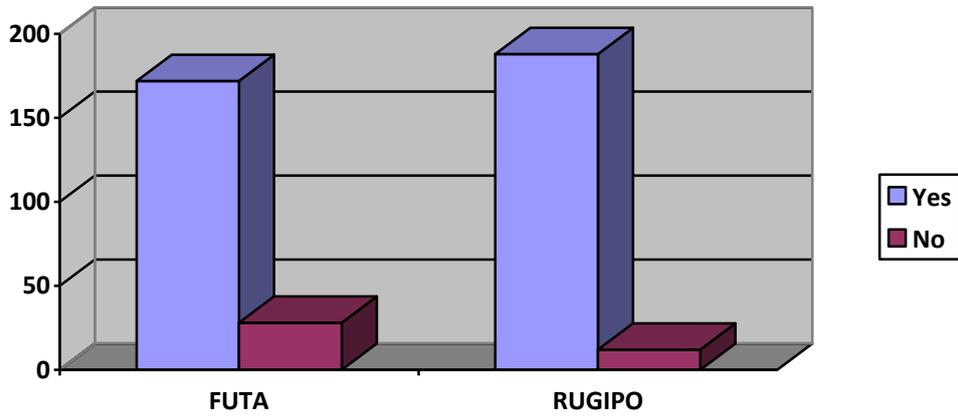


**Figure 3: showing how frequently respondents get bullied on social media**
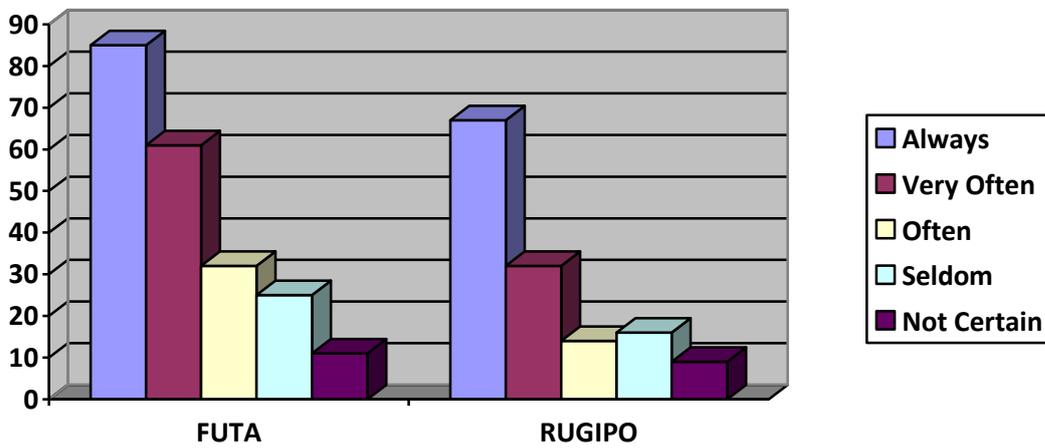


**Figure 4: showing the social media where respondents do get bullied**
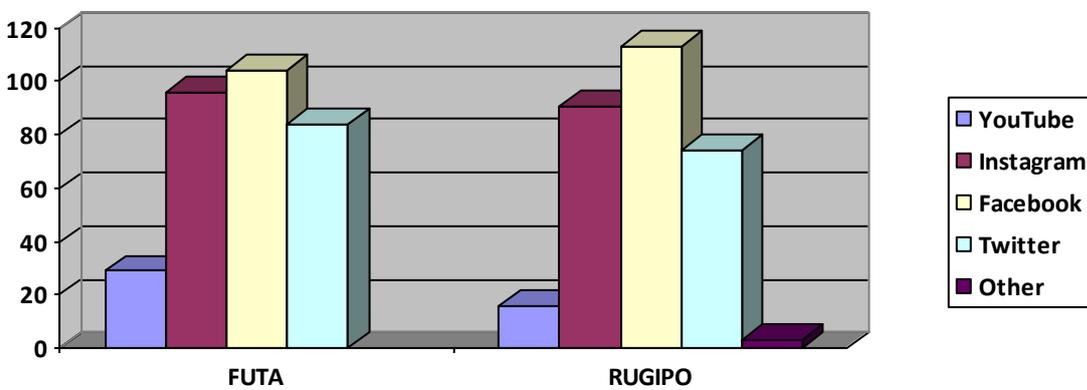
**Figure 5: showing respondents feeling towards cyber bullying on social media**
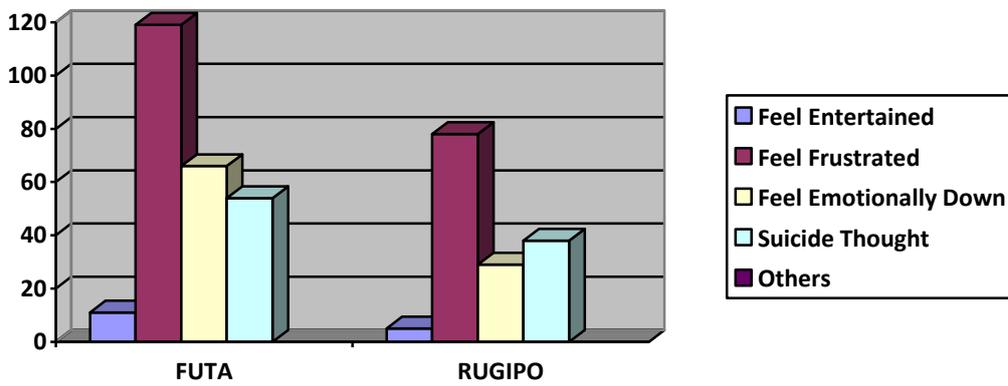


**Figure 6: showing how respondents feel when they see someone being bullied on social media**
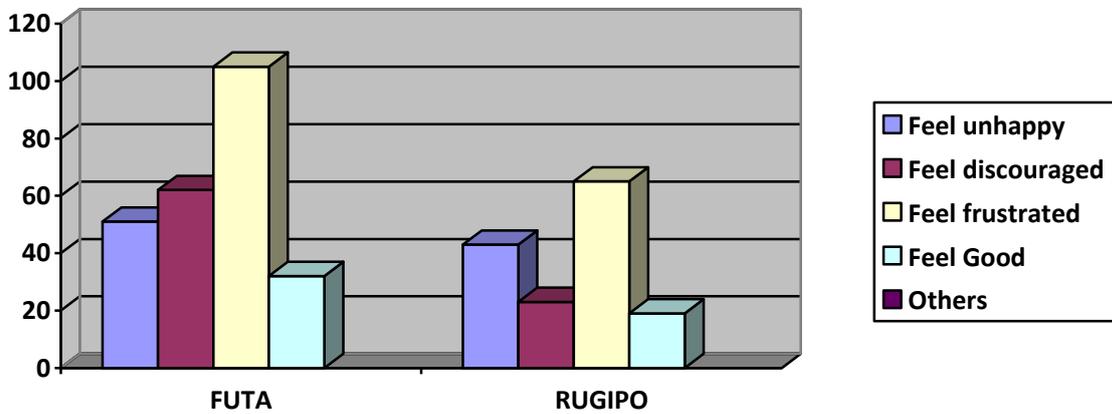


**Figure 7: showing who respondents think cyberbullying happens mostly to**
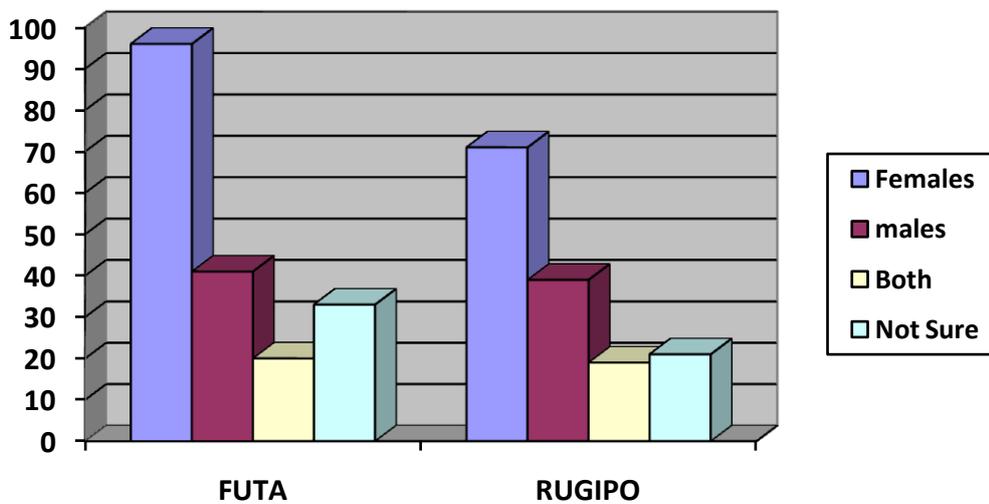
**Figure 8: showing respondents' position on school policy for cyberbullying**
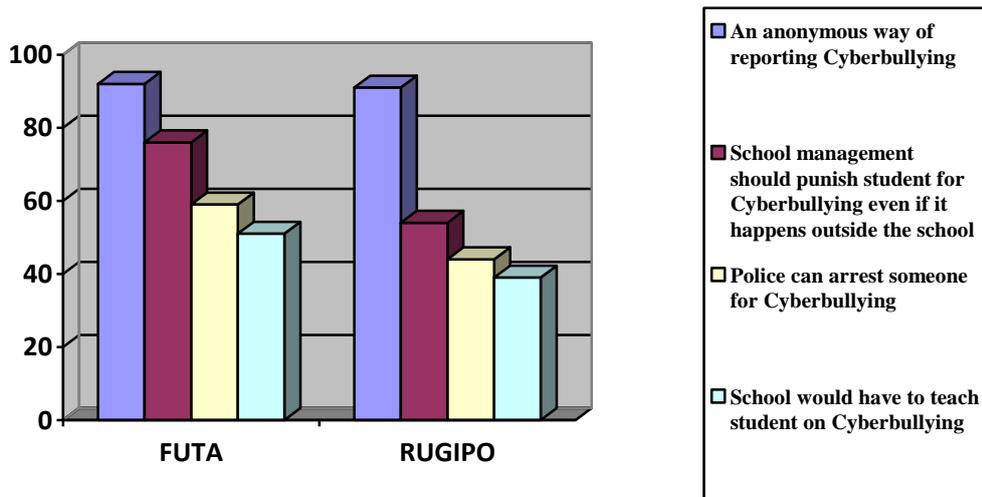


**Figure 9: showing respondents opinion about the status of cyberbullying**
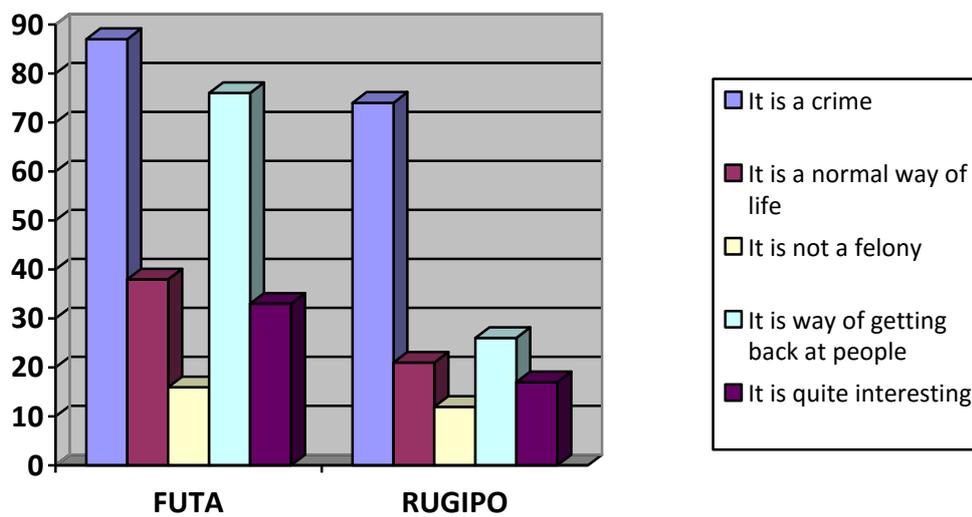


**Figure 10: showing whether respondents are aware of anti-cyberbullying law in Nigeria**
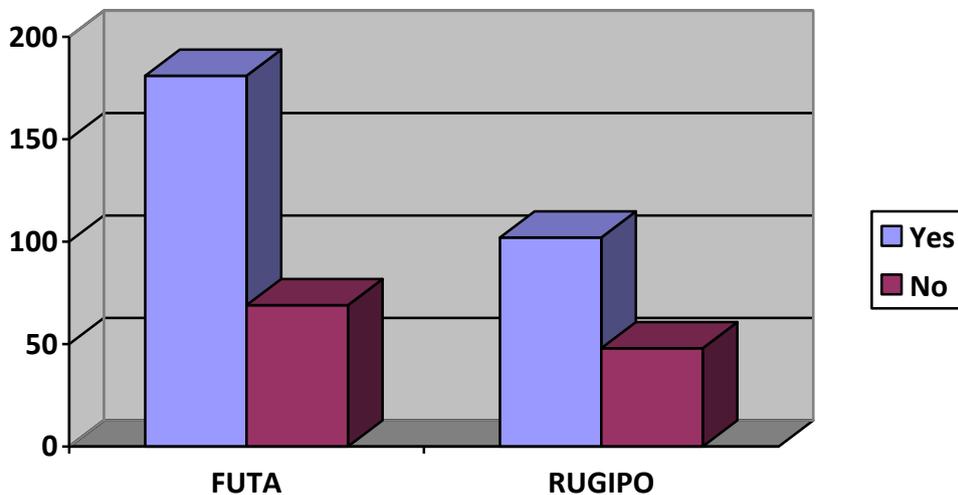
**Figure 11: showing whether respondents are aware of Cyberbullying punishment in Nigeria**
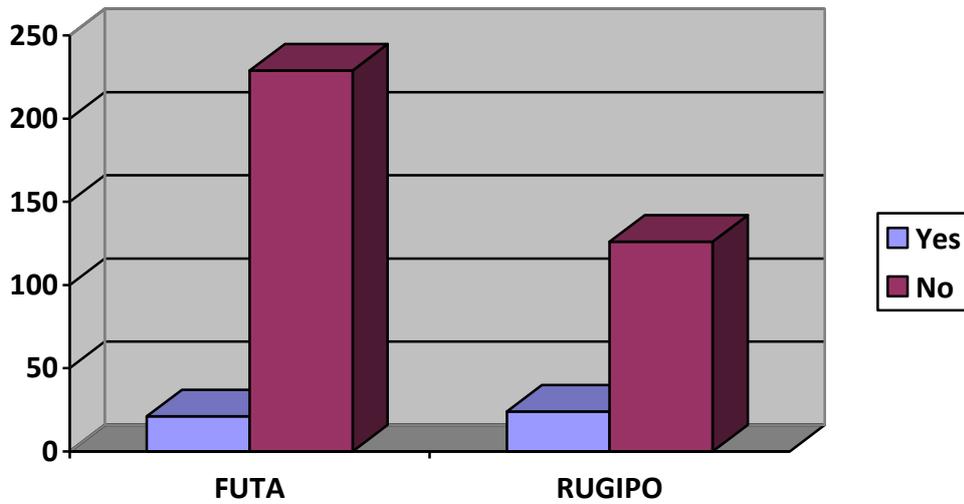
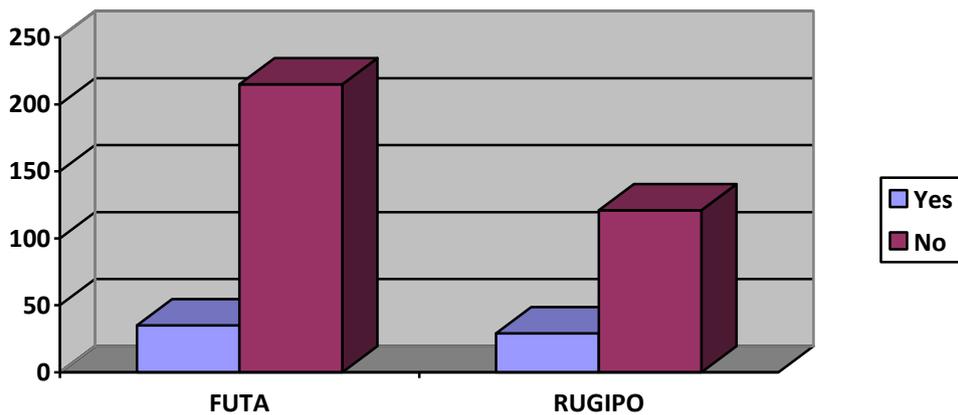**Figure12: showing whether respondents do report case of bully on social media**

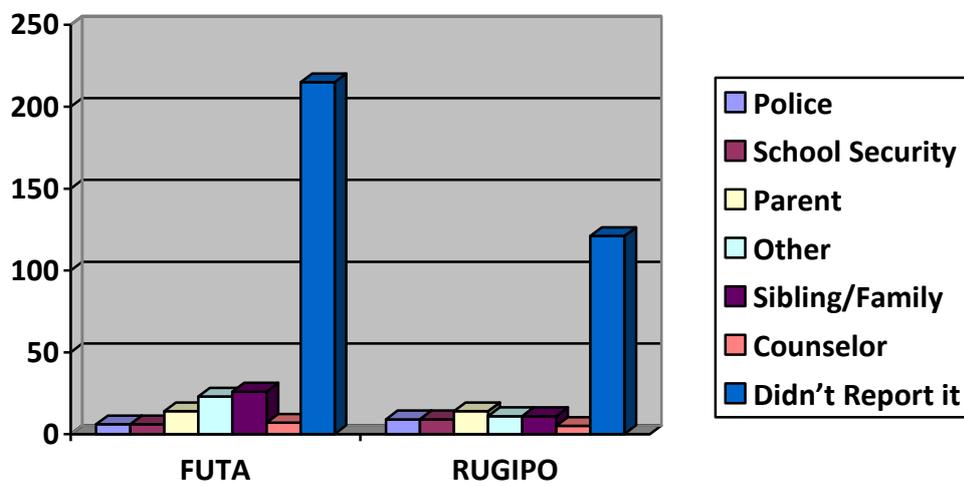**Figure 13: showing who respondents report Cyberbullying to on social media**

**Figure 14: showing reasons why respondents did not report Cyberbullying on social media**