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A Correlational Study of Technological Violence and Digital Risk Determinants among Working Female Users of Online Platforms

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ABSTRACT
This study was designed to measure the technological violence in the era of digital connectivity among teaching and non-teaching females in public and private sector universities of the Punjab province, Pakistan. It also intended to measure the correlation of social media usage and technological spaces variables. This study had been conducted by using quantitative study design and a sample of 333 teaching and non-teaching females staff of six universities (three public and three private) from the Punjab province was selected using proportionate random sampling technique. However, 321 females (264 teaching and 57 non-teaching) had participated in the study. A cross sectional survey was conducted and structured questionnaire was developed to collect the data. Pilot testing had been done from 30 randomly selected females from different public and private sector universities. The measurement tool had been validated with Alpha value of .943. The data collection, editing, screening, and computerization had been done to proceed for further analyses and to draw conclusions. The study results found that social media platforms and websites and applications had been positively correlated with technological violence among females working at higher educational institutions. Similarly, the study findings of the primary data had also outlined that social inclusion, emotional intelligence, cyberbullying, cyber harassment, hacking, digital cognitive interruption, digital space, digital fatigue, and data breach had been correlated to technological violence among females generally and working in universities specifically.

Keywords: Technological Violence, Social Inclusion, Cyber Harassment, Digital Fatigue, Social Media Platforms

Introduction
Digital technology had been shaped the social life of individuals generally and for females specifically in the *Global South and Global North* (Suseno & Abbott, 2021; Tharu & Yadav, 2018). However, these digital tools had less effects on female lives in developed world and had significant effects on females in developing countries and Pakistan has no exemption (Ahmad, Sharif, Ahmad, Gul, & Abdirasulovna, 2024; Mpofu, 2023). Females had been using different social media platforms (Egbe, Ugbe, & Enu, 2026), websites and application (Shomotova, ElSayary, & Husain, 2026), participating in online gaming (Ballard, 2026), virtual reality environment (Raphael, Christoph, Salome, Jochen, & Sarah, 2026) , and as well as virtual education professional forums (Abbas, Uba, & Sagiru, 2026). It is worth to mention here that digital technology

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had also effected social and psychological domains of females including social wellbeing (Panda, Dash, Kaswan, & Chaudhary, 2026), digital literacy and awareness (Sharma & Sharma, 2026), social inclusion (Henríquez, Olmedo-Moreno, & Expósito-López, 2026), safety and security in digital environment (Halalsheh, 2026; Ibatt, 2026), experiences of misogynist attitude (Ghimire & Rana, 2026; Lee, 2026), emotional intelligence (Aprilia, Sari, Nirmala, & Afidatunisa, 2026; Suberviola, 2026), mood fluctuations(Chen, Li, & Chen, 2026) , self-esteem (Zamir & Thomas, 2019), behavioural patterns (Kenny & Donnelly, 2020; Luo, Zhou, & Cui, 2026), and cognitive functioning (Klimova & Pikhart, 2026; Righi, Gavazzi, Benedetti, Raineri, & Viggiano, 2024).

Contrary to it, females at workplace are facing various challenges generally and technological violence particularly. It had been observed that females are facing cyberbullying (Gilsenan & Sundaram, 2026; Naseem & Sardar, 2026), cyber harassment (Pineda-Marín, Vallejo-Medina, Guillén-Riquelme, Gonzalez-Ferrer, & Montesano, 2026), hacking and data breaching (Leung, Ho, & Tam, 2026), digital cognitive interruption (Mezias et al., 2026), and digital fatigue issues (León & Jiménez, 2026) in developing countries, these females have been found at high risk of identity crises. Hence, this study had been designed to evaluate technological violence in the age of digital connectivity among teaching and non-teaching females in public and private sector universities in the Punjab province, Pakistan.

Study Context

Several studies had been conducted to examine the effects of digital technology on humans in developed and developing countries (Çelik et al., 2026; Perera, Selvanathan, Selvanathan, Su, & Jayasinghe, 2026; Swidan & Kishk, 2026). The rules and regulations in developed world have been very clear and implemented regarding technological use and technological violence (Anestiawati, Amanda, Khantinyano, & Agatha, 2026; Katalla & Masele, 2026; Wandaogo, 2022). However, the developing countries had been facing sever challenges concerning technologies (Seclen-Luna, Castro Vergara, & Lopez Valladares, 2022). Likewise, Pakistan had been one of them to face technological challenges. There is lack of empirical evidences reference to Pakistan and similar developing settings on technological issues against working females. This study will minimize the literature gap and provides guidelines for future researchers and policy makers.

Objective:

This study had been designed to measure the determinants of technological violence among teaching and non-teaching females using online platforms in public and private sector universities in the Punjab province, Pakistan.

Review of Literature

A huge body of literature had been found regarding technological usage and psycho-social domains of females resulting in technological violence around the globe (Acilar & Sæbø, 2023; Inayah & Maghfiroh, 2025). Different studies found that technological violence had been found in several societies including east and west. Likewise, the digital technologies has revolutionized the lives of working women. They are now more aware about their rights (Sindakis & Showkat, 2024). Similarly, the individuals use the technology in their personal life as well as in their prfoessional tasks performance. They use the information and communication technology in higher education (Agarwal, 2023). Furthermore, the gender gap exist in using the digital technology by men and women.

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various soci-psychological cause this gap (Conde-Ruiz, Ganuza Fernandez, García, & Victoria Lanzón, 2024). As the results of the study exclaimed that, gender does not influence on the usage of technology. Both men and women had equal digital connectivity and faced similar problems in digital media platform (Rafiq-uz-Zaman, Bukhari, Malik, Rehman, & Qamar, 2025). Moreover, the usage of digital technologies was dependent on the satisfaction and purpose of engagement rather than the other factors (García-Martín & García-Sánchez, 2022). However, the males and females differ in the digital skills, self-efficacy, orientation towards their goals performance, stress and hence in the technology acceptance as well (Schorr & Gorovoj, 2023). Uniformly, the gender based differentrials exist is the use of information and communication technology at higher education institutions. The self-concept of digitals skills varies among men and women (Vergara, Antón-Sancho, & Fernández-Arias, 2023). Equivalently, the digital technology is essential in aspect of life and individuals vary in its use and skills. Gender based differences affect the use and skill learning by using the digital technology (Qazi et al., 2022). Comparably, the academicians at higher education leveladapt to the technology use and modify their leadership styles. It imprive their work performance (Shal, Ghamrawi, & Naccache, 2024). In the same vein, the teachers teaching the digital literacy provide resolutions fors gender based divide on digital spaces (Hayman, 2022).

Empirical evidences found that technological violence had not been linked with a single factor but affect by several challenges (Mahdi & Sheriji, 2024; Rashed Abdulaziz Al-Ghofaily, 2023). Number of researches had been conducted and found multiple factors regarding technological violence including digital spaces, and socio-psychological indicator.

Likewise, the social media is the source of gaining and spreading the information. These social media platforms infrom the women and enbale them to develop stragtegies to address the issue of violence (Saqib, Shah, Sheikh, & Mehmood, 2023). Similarly, the instituonal policies are non-flexible, and less efficient to safguard and facilitate the eomplyees against technology based violence (Gosse, O'Meara, Hodson, & Veletsianos, 2024). Furthermore, the challenges of misogyny, gender and color based discriminations had been hightened in digital spaces in higher education instituions (Power & Khumalo, 2024). As the results of the study exclaimed that, cyber bullying is the signifcant cause of technological violence. The effect of digital doxxing is more pronounced on the cognitive development of females as compared to any other factor (Asad & Fatima, 2024). Moreover, the technology facilitated violence such as cyber stalking, doxing, digital harrasment, and bullying aer the increasing problems for the higher education institution. These challenges are to curb by raising awarenss (Egbe et al., 2026). However, women experience security issues in the digital environment. They are being digitally targeted by using the ways of insult, stalking and bullying (Ozgur, 2025). Uniformly, the faculty members at the workplace experience hostility in the form of violence and inequality on the basis of gender (Larson, 2023). Equivalently, the women were at increasd risk of digital harrasment and exposure to violence. The more expousre to digital media use lead to more chances of bullying and violence (Zaib, Ahmed, & Al Murshidi, 2025). Comparably, the technology based violence result in the severe psychological problems and are increasing in higher education sector as well. The victims bear abuse on social media, fear, and trauma (Bulut & Kar, 2025; Sorochinski & Borukhov, 2024). In the same vein, the inappropriate behavior in digital spaces affects the teachers at higher education specifcally on their mental health (Demirbağ & Örs, 2025).

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The Data and Methods

This study had been conducted using quantitative study design and a sample of 333 teaching and non-teaching females staff of six universities (three public and three private) from the Punjab province had been selected using proportionate random sampling technique. However, 321 females (264 teaching and 57 non-teaching) participated in the study. The response rate was very good as only 12 females had not participated. These females were on study leave, extraordinary leave, met leave and as well left the university for their familial reasons. A cross sectional survey had been conducted and structured questionnaire had been developed. Pilot testing had been done from 30 randomly selected females from different public and private sector universities. The measurement tool had been validated with Cronbach Alpha value of .943. The tool had been consisted of an attitudinal scale of agreement contain six points from strongly disagree to strongly agree. Different statements had been extracted from the empirical review and used to measure the response of females. The tool had been dissected in different parts including socio-demographic characteristics, digital spaces, social indicators, psychological indicators, and technological violence among females at university level. The data collection, editing, screening, and computerization had been done to proceed for further analyses and to draw conclusions.

Results and Discussion

This section had been based on the statistical analysis of the primary data collected from teaching and non-teaching females from public and private sector universities of the Punjab province in Pakistan.

Kendall's tau_b Digital Spaces and Technological Violence: Table 1 outlined the Kendall's tau-b test between digital space and technological violence among teaching and non-teaching female staff working at public and private sector universities of the Punjab province. The statistical analyses revealed that social media platforms have weak positive correlation (tau-b=.297) with websites and applications among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Similarly, social media platforms have weak positive correlation (tau-b=.288) with online gaming., moderate positive with virtual reality environment (tau-b= .385), moderate positive with virtual education/professional forums (tau-b=.412) and weak negative with technological violence (tau-b= -.034).

Table 1
Kendall's tau_b Statistical Test between Digital Spaces and Technological Violence

Var.	SOMP	WEAA	ONGA	VIRE	VEPF	TEVI
SOMP	1.000	.297**	.288**	.385**	.412**	-.034
WEAA		1.000	-.009	.275**	.230**	-.057
ONGA			1.000	.256**	.268**	.081*
VIRE				1.000	.432**	.027
VEPF					1.000	.027
TEVI						1.000

Similarly, the statistical analyses fashioned that websites and applications have weak negative correlation (tau-b=-.009) with online gaming, weak positive correlation (tau-b=.275) virtual reality environment, weak positive correlation (tau-b=.230) with virtual educational/ professional forums and weak negative correlation (tau-b=-.057) with

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technological violence among females of teaching and non-teaching staff of public and private sector universities of Punjab province. In similar fashion, the statistical analyses clinched that online gaming has weak positive correlation (tau-b=.256) with virtual reality environment, weak positive correlation (tau-b=.268) with virtual educational/ professional forums and weak positive correlation (tau-b=.081) with technological violence among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Comparably, the statistical analyses revealed that virtual reality environment has weak positive correlation (tau-b=.432) with virtual educational/ professional forums and weak positive correlation (tau-b=.027) with technological violence among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Closely, the statistical analyses sketched that virtual educational/ professional forums have weak positive correlation (tau-b=.027) with technological violence among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Furthermore, the gender gap exist in using the digital technology by men and women. various soci-psychological cause this gap (Conde-Ruiz et al., 2024). Uniformly, the gender based differentrials exist is the use of information and communication technology at higher education institutions. The self-concept of digitals skills varies among men and women (Vergara et al., 2023). Comparably, the academicians at higher education leveladapt to the technology use and modify their leadership styles. It imprive their work performance (Shal et al., 2024). Likewise, the social media is the source of gaining and spreading the information. These social media platforms infrom the women and enbale them to develop stragtegies to address the issue of violence (Saqib et al., 2023).

Kendall's tau_b between Social Indicators and Technological Violence: Table 2 outlined the Kendall's tau_b test between social indicators and technological violence among teaching and non-teaching female staff working at public and private sector universities of Punjab province. The statistical analyses revealed that social wellbeing has moderate positive correlation (tau_b=.397) with digital literacy and awareness among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Similarly, social wellbeing has moderate positive correlation (tau_b=.353) with social inclusion, weak positive with safety and security in digital environment (tau_b= .284), weak positive with experience of misogynist attitude (tau_b=.160) and weak negative with technological violence (tau_b= -.034).

Table 2
Kendall's tau_b Statistical Test between Social Indicators and Technological Violence

Var.	SOWE	DLAA	SOIN	SASI	EOMA	TEVI
SOWE	1.000	.397**	.353**	.284**	.160**	-.034
DLAA		1.000	.491**	.483**	.025	-.027
SOIN			1.000	.463**	.070	-.044
SASI				1.000	.136**	-.045
EUMA					1.000	.217**
TEVI						1.000

Similarly, the statistical analyses sketched that digital literacy and awareness has moderate positive correlation (tau_b=.491) with social inclusion, moderate positive correlation (tau_b=.483) with safety and security in digital environment, weak positive

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correlation (tau_b=.025) with experience of misogynist attitude and weak negative correlation (tau_b=-.027) with technological violence among females of teaching and non-teaching staff of public and private sector universities of Punjab province. In similar custom, the statistical analyses determined that social inclusion has moderate positive correlation (tau_b=.463) with safety and security in digital environment, weak positive correlation (tau_b=.070) with experience of misogynist attitude and weak negative correlation (tau_b=-.044) with technological violence among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Comparably, the statistical analyses revealed that safety and security in digital environment has weak positive correlation (tau_b=.136) with experience of misogynist attitude and weak negative correlation (tau_b=-.045) with technological violence among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Closely, the statistical analyses sketched that experience of misogynist attitude has weak positive correlation (tau_b=.217) with technological violence among females of teaching and non-teaching staff of public and private sector universities of Punjab province. However, women experience security issues in the digital environment. They are being digitally targeted by using the ways of insult, stalking and bullying (Ozgur, 2025). Equivalently, the women were at increasd risk of digital harrasment and exposure to violence. The more expousre to digital media use lead to more chances of bullying and violence (Zaib et al., 2025). Likewise, the digital technologies has revolutionized the lives of working women. They are now more aware about their rights (Sindakis & Showkat, 2024). Both men and women had equal digital connectivity and faced similar problems in digital media platform (Rafiq-uz-Zaman et al., 2025).

Kendall's tau_b between Psychological Indicators and Technological Violence: Table 3 outlined the Kendall's tau_b test between psychological indicators and technological violence among teaching and non-teaching female staff working at public and private sector universities of Punjab province. The statistical analyses revealed that emotional intelligence has weak positive correlation (tau_b=.156) with mood fluctuations among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Equivalently, emotional intelligence has moderate positive correlation (tau_b=.441) with self-esteem, moderate positive with behavioural patterns (tau_b= .385), moderate positive with cognitive functioning (tau_b=.440) and weak negative with technological violence (tau_b= -.018).

Table 3
Kendall's tau_b Statistical test between Psychological Indicators and Technological Violence

Var.	EMIN	MOFL	SEES	BEPA	COFU	TEVI
EMIN	1.000	.156**	.441**	.385**	.440**	-.018
MOFL		1.000	.222**	.203**	.119**	.220**
SEES			1.000	.321**	.426**	.052
BEPA				1.000	.440**	.052
COFU					1.000	-.023
TEVI						1.000

In parallel, the statistical analyses sketched that mood fluctuations among females of teaching and non-teaching staff of public and private sector universities of Punjab province has weak positive correlation (tau_b=.222) with self-esteem. Consistently,

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mood fluctuations have weak positive correlation (tau_b=.203) with behavioural patterns, weak positive with cognitive functioning (tau_b=.119) and weak positive with technological violence (tau_b= .220) among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Uniformly, the statistical analyses determined that self-esteem has weak positive correlation (tau_b=.321) with behavioural patterns, moderate positive with cognitive functioning (tau_b=.426) and weak positive with technological violence (tau_b= .052) among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Uniformly, the statistical analyses exhibited that behavioural patterns have moderate positive with cognitive functioning (tau_b=.440) and weak positive with technological violence (tau_b= .052) among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Comparably, the statistical analyses revealed that cognitive functioning has weak negative correlation (tau_b=-.023) with technological violence among females of teaching and non-teaching staff of public and private sector universities of Punjab province. Likewise, the technology based violence result in the severe psychological problems and are increasing in higher education sector as well. The victims bear abuse on social media, fear, and trauma (Bulut & Kar, 2025; Sorochinski & Borukhov, 2024). Furthermore, the challenges of misogyny, gender and color based discriminations had been hightened in digital spaces in higher education instituions (Power & Khumalo, 2024). Moreover, the technology facilitated violence such as cyber stalking, doxing, digital harrasment, and bullying aer the increasing problems for the higher education institution. These challenges are to curb by raising awarenss (Egbe et al., 2026).

Conclusion

The conclusion had been based on the primary data collected from the females working as a faculty members and non-teaching staff of the public and private sector universities of the Punjab province. The study asserted that social media platforms and websites and application had been correlated with technological violence among females working at higher educational institutions. Identically, the study findings of the primary data had also outlined that social inclusion and emotional intelligence had been correlated to technological violence among females generally and working in universities specifically. Likewise, the study findings also concluded that cyberbullying, cyber harassment, and hacking and data breach had also been correlated with technological violence. The study findings also clinched that digital cognitive interruption, digital space, and digital fatigue had been correlated with technological violence among females working in different public and private sector universities in the Punjab province in Pakistan.

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