

Exploring the Gendered Experiences of Youth on Violence Through Smartphone Applications

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Abstract

Violence against women happens all over the world, in our houses, workplaces, public places, and now in digital spaces. The study explores the gendered experiences of young people on violence through smartphone applications. The non-probability purposive sampling technique was used to select the sample size based on the criteria in Rawalpindi (Pakistan). Ten young people, five males and five females, agreed to participate in the study. The data was analyzed thematically using a violence framework developed by Evaynai and Rido (2019). The three facets of a violence frame of analysis include where it happens, what happens, and how it happens to. The thematic analysis revealed a spectrum of violence that was found online through different applications. The findings showed various forms of violence, including distressing conditions that young people experience as a result of using applications, non-consensual online interactions, and unintentional forms of encounters. The most intriguing finding was that participants had experienced violence both offline and online as a result of their interactions in digital spaces but had different perceptions regarding that violence. It is concluded that it is difficult to explain, comprehend, and deal with this online and offline violence due to the uncertainty that comes with digital spaces, and that requires the development of new values to deal with this online/offline violence.

Keywords: Digital Applications, Gender, Power, Smartphones, Violence.

Introduction

The daily lives of ordinary people have changed due to digital technology, particularly in urban areas around the globe. The way that digital technology is altering everyday life has been thoroughly studied. World Economic Forum (WEF) (2023), with the collaboration of Statista, reported that smartphones are a necessity in every person's life globally. Currently, there are more mobile phones than people in the world, and Statista's report written by Laricchia (2022) indicated that nearly 84% of people globally own a smartphone.

Smartphones connect through the internet for interaction and communication and work through diverse applications of different types. Hew et al. (2015) explained three types of smartphone applications, namely web apps, native apps, and hybrid apps. Boichak (2019) highlighted the working of the system of smartphone applications by dividing these apps into two ways, one as

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the 'backend' and the second as the 'frontend.' The back end circulates the users' data, collecting from these apps, and the 'front end helps users in everyday interaction and communication (Barns, 2020).

The frontend app data helps in everyday interaction and assists their users in communication. Rodriguez et al. (2015) emphasized that smartphone applications support their users in attaining specific goals and help in their daily activities. Additionally, users can post photos, tweet updates, and update their status on social networking sites like Facebook and Instagram (Clarke & Doel, 2007).

Rehman (2014) argued that globalization has altered societies' traditional public social structures. With the emergence of COVID-19 in 2020 and 2021, most of Pakistan's institutions have transitioned to an online and hybrid one. Every industry related to food, shopping, transportation, and entertainment, along with the educational system, has moved online during this pandemic.

Space is a broad term that can describe social and public settings where people are valued according to their interpersonal connections (Massey, 1994). In the same way, Foka and Viktor, (2014) mentioned that smartphone apps are those spaces where all the activities happen to meet the basic, social, recreational, and financial needs of people. Tabassum et al. (2023) revealed about fulfilling the different basic needs through these smartphone apps used across different ages and genders. Young men, compared to young girls, use these apps more for food and traveling, while older men, compared to older women, use these apps to fulfill their basic needs. It is in line with the argument of Furszyfer et al. (2021) that smartphone technology is a tool through which gender norms can be created and maintained by establishing masculine and feminine traits.

It is widely acknowledged in Pakistan that the patriarchal system has not changed but rather taken new shades. Although it is thought that the digital space challenged gender norms, it also quaked the lines between private and public spaces that have already been established by families, communities, and society at large. However, it is also believed that while the digital space is a place where ideas can be shared, it can also be harmful and abusive if the expression comes from a woman and goes against conventional gender roles.

The only pertinent literature published so far focuses on how people of different ages use smartphone apps. Still, the proposed study aims to fill a gap by examining how people experience violence online as a result of interacting through these smartphone applications.

The outline of the article consists of a literature review, theoretical framework, the research objective, the methodology including sample technique, sample size, method of data collection, data analysis technique, as well as results, discussion, and conclusion of the research article.

Literature Review

Technology has become a powerful force influencing society's direction (Gurung, 2019). The widespread use of the internet has increased global connectivity and digitalization due to technological advancement, which has also changed how we think. Technology alters our thinking and makes it easier for us to discover new opportunities, acquire cutting-edge skills, and carry out daily tasks (Furszyfer et al., 2021). Smartphones have significantly increased the amount of digitalization in the world. According to Hew et al. (2015), mobile devices are among the most commonly used technologies and are now widely regarded as everyday household items.

Mobile devices like smartphones are flexible and have a variety of uses. Mozumder (2019) looks at how young people use smartphones to negotiate freedom and autonomy inside and outside the family as part of her Research into how smartphone users affect social capital, social isolation, and the digital divide.

The term "digital divide" has received considerable attention, but its causes have received less attention. Access to technology and the extent of geographic penetration have been the main focus areas. There is no doubt that numerous technological advancements are making the world smaller daily and widening the divide between those who have access to these advancements and those who do not (Gurung, 2019). In Gurung's opinion (2019), the digital divide is primarily understood to be the difference between people who live in the digital age and those who do not. Furthermore, Furszyfer et al. recent study (2021) examined the gender gap in the digitalization era and the issues of gender bias in the digital economy. They asserted that a more comprehensive skill gap between men and women in the technology sector has contributed to the gender gap widening in the smart home sector. Even in developed nations like the USA, men are more likely than women to own smart home devices (11.89% vs. 9.63%). The study also reveals that men are more familiar with smart home devices than women (11.89% vs. 19.88%).

Therefore, rather than just being used as a means of continence or control, innovative technology can be used to uphold, make, and question the ideals of masculinity and femininity. The fundamental problem is not just who has access to digital networks but also who is empowered and tacitly excluded by using new tools. Although anonymity online has created hangouts for violent online gangs that continue to harass women, the internet has given women the ability to challenge gender norms. Irfan (2021) claims that Pakistani women frequently create anonymous online profiles to lessen the possibility of being accused of harassment. However, Facebook required evidence of harassers' actions to report them, and the right-based organizations have criticized Facebook for disclosing users' profile pictures. Women have frequently received threats of death and abuse because their Facebook pictures had been stolen and framed, in contrast to men who have never anticipated legal repercussions or even social stigma for harassing women online. Theoretically, as researchers reconsider how digital technologies are incorporated into socio-technical networks to produce a variety of impacts, the concept of "digital differentiation" is being closely examined. These disparities continue to grow with other offline types of inequality like racial, socioeconomic, and gender differences (Robinson et al., 2015). EDVAW Platform (2022) highlights seven mechanisms to address discrimination and violence against women to combat violence in digital spaces.

Theoretical Framework

Violence is interpreted differently depending on the context and setting and has a variety of meanings (Walby, 2012). There is a spectrum of severity for violence (Krook, 2020), such as disrespectful behavior, indifference from those in positions of authority, yelling, eviction from homes, and ethnic cleansing operations, all of which are perpetrated against members of various communities. De Rond et al. (2021) stated that we are abandoned to perish. Violence happens worldwide, in our houses, workplaces, public places, and now in digital spaces (Carasa, 2021; Tabassum et al., 2023). Violence has far-reaching effects on victims, and to understand the impact of violence in our environment, we need to analyze what counts as violence (Wathen et al., 2022). The violence frame of analysis is mainly based on where, what, and who it happens to (Evayani & Rido, 2019).

Historically, oppression has been linked to economic poverty and food insecurity (Hammad & Tribe, 2020), which is a form of violence; however, in modern times, violence is the outcome of slavery, colonization, and genocides, which have all contributed to what we see today as violence. According to Cunningham and Baker (2004), instances of violence include being treated rudely at home, school, or work, receiving upsetting messages, receiving reprimands from parents, and

being physically assaulted for failing to complete tasks. It is possible that a partner's constant criticism of a woman, which can be terrifying, is the breaking point. She may be unable to cope with it all and leave work or school, and the institution or people may judge it as a lack of ability (Mulaudzi et al., 2022). The discussion of different forms of violence is neither defined too precisely nor divided up too neatly into categories, nor is it a straightforward way to recognize and acknowledge it (Walby, 2012). Looking at this spectrum of gender-based violence through smartphone applications will help to find out the link between offline and online experiences of violence, which will shed light on different shades of violence in digital spaces but also provide new insights into the range of experiences of violence (Tabassum et al., 2023).

This study also uses a conceptual framework developed by Hinson et al. (2018) for measuring technology-facilitated gender-based violence. The framework describes the range of violence, starting with the motivation and intent of the offender, which is reflected in his behavior and made clear through various actions. It happens in various relationships, which could be institutional, impersonal, or personal. These behavioral action strategies comprise hate speech, defamation, exploitation, stalking, bullying, and sexual harassment. Using various forms of technology, such as social networking sites, entertainment platforms, communication apps, and individual online accounts, each behavioral action can be repeated with varying frequency.

Research Methodology

A qualitative research strategy was chosen to gain a deeper understanding of the phenomenon using a feminist constructionist epistemology.

Sampling Technique and Sample Size

A non-probability purposive sampling technique was used to select the sample size. Educated young males and females having smartphones living in the inner city of Rawalpindi and willing to participate in the research were the criteria for selecting the sample size. Initially, more than fifteen young males and females provided their consent to participate in the study. The five participants, three females and two males, left their interviews and asked not to include their information in the research. In the end, only ten participants, five young males and five young females, were included in the study.

Data Collection Method

Exploratory interviews are essentially conversational, semi-structured interviews that are primarily used to collect in-depth information on a particular topic that is sensitive (Bernard, 1994). Exploratory interviews were conducted to get information from the participants on violence in digital spaces.

Development of an Interview Guide

According to Patton (2002), an interview guide is a plan for gathering data regarding the research topic and the stated questions to address the issue raised in the research that will be covered during the interview. It was split into two sections in the interview guide. Background information about the participants is covered in the first section. The information about gender dynamics and power relationships in online spaces is confirmed in the second section.

A group of young female researchers in the field of gender who were heavily exposed to smartphones have the most recent smartphones and who use these apps for various purposes were consulted in the development of the interview guide. The young females contribute to the

development of the interview guide by sharing their own experiences using these apps and their insights into the power dynamics in online environments.

Thematic Analysis of the Data

The six steps of thematic analysis proposed by Bran and Clarke (2006) were used to analyze the data. All recorded interviews were transcribed during the first stage, which is the stage of familiarizing and understanding the data, and initial coding was begun. The second step involved numbering the initial codes from the first transcribed interview and counting the number of times a given code appeared in the subsequent interviews, which also helped to understand the patterns. Those codes were classified under various theoretical framework concepts in the third stage. The next step involved classifying these ideas using the feminist lens applied to this study. Theoretical categories were divided into different themes in step five. These themes were discussed in the results section of the final step.

Quality of the Qualitative Research

In qualitative research, objectivity and truthfulness about the findings are crucial components, and to maintain these qualities, criteria created by Guba and Lincoln (1994) were applied to assess the findings' objectivity and reliability.

Ethical Considerations

Ethics are a critical aspect of qualitative research and were upheld in this study by making participants aware of the study's objective and obtaining their consent to have their interviews audio-recorded. They were assured of the confidentiality of the information, and the locations of the interviews were chosen for their convenience. Throughout this study's analysis and reporting phases, it was kept by using numbers rather than their names.

Results

The findings highlighted the qualitative part of the study, which was analyzed thematically. Results were presented into different themes that include participants' demographic information, experiences of participants regarding their uncomfortable online interactions, and its implications on victims and survivors.

The tables below reflected the information from the same community about their access and control over smartphones for a better understanding of the study context. The second table presents the survey questions asked to the 600 young males and females about their self-perception on the stated questions that were also asked during the in-depth interviews among the same community participants.

Table 1: Access to and control over smart phones (N=1200)

Variable	Yes		No	
	F	%	F	%
Access to smart phone	970	81	230	19
Ownership to smartphone	793	66	407	34

Source: (Tabassum et al., 2023)

Table 1 shows the results about the access to and control over the participants on smart phones. 81% of the participants have access to while 66% of the participants own the smart phones in the study area.

Table 2: Experiences of Spectrum of online Violence (N=600)

Sr.	Spectrum of online violence	Males	Females	Total
1	Feeling insecure	35%	27%	63%
2	Have ever seen online abuse	18%	17%	35%
3	Experience online abuse	12%	12%	24%
4	Online interaction affected family relationships	24%	23%	47%
5	Get effected verbally	16%	14%	30%
6	Scolded from parents	24%	20%	44%
7	Hit physically	4%	2%	6%
8	Isolation from the family	3%	3%	6%

Source: (Tabassum et al., 2023)

Table 2 shows the difference in the spectrum of violence started from feeling insecure while using digital spaces for both males and females. Young male participants feel more insecure as compared to young females. There may be more exposure online as compared to females. In terms of online abuse observation, very few share their experience of abuse, but it is equally hitting both males and females of the younger generation. Both males and females report that family relationships are affected due to increased online interaction. Both males and females faced verbal conflict due to the increased online interaction and scolding by parents due to this increased interaction. Very few reports physical hits and isolation from the family due to this increased interaction.

Demographics of the Participants

This part of the results presents a comprehensive overview of participant demographics within the study context. The ten participants were equally distributed between males and females, with five individuals in each category. The male participants, aged between 21 and 29 years, are encompassed within the 21-29 age bracket, whereas the female participants' ages fall within the 24-28-year range. Regarding educational attainment, all participants hold a bachelor's degree. Among the male participants, 2 possess degrees in engineering, while the remaining individuals specialize in the fields of IBA, Mathematics, and Economics, with one participant in each domain. Similarly, the female participants exhibit a diverse educational profile, with one individual each holding degrees in engineering, computer sciences, Mathematics, Economics, and Public Administration. Linguistic diversity is also represented within the cohort. Specifically, three male and four female participants are proficient in Punjabi, while two males and one female participant(s) possess proficiency in Urdu. Marital status among the participants reflects a balanced distribution, with two male and two female participants identifying as married and three male and three female participants indicating their unmarried status. Notably, all participants are gainfully employed, with an average family size of 5 individuals.

Experiences and Perception of Online Violence

Cyber violence, cyberbullying, and online harassment are used to highlight online violence. However, these fail to highlight the spectrum of violent behaviors and actions that happen in digital spaces and have an effect on people using these digital spaces. These terms do not capture the severity and impacts and the links between offline and online experiences of violence. The online and offline experiences of violence while using these smartphone applications between young and female vary, and these are reported in the following themes:-

Theme I: Unintentional Content or Interactions: Absolving or Blaming

This theme highlighted the results that indicated gender differences in unintentional content or interaction while using this smartphone application. It indicated that females and males have the same experiences that start with the least violent unintentional content and interactions. Female 1 disclosed that she frequently saw disturbing images or videos that she found on YouTube and Google through smartphone applications. She claimed that the majority of the time, it occurs on the YouTube app while

"Watching something and something weird pops up" (Young female 1).

Similarly, Female 4 emphasized odd pop-ups but claimed she did not have uncomfortable solid interactions. Instead, she said she marked any content that bothered her as inappropriate so she would not see it again.

Although young males experience the same kind of interaction and unintentional content, males have very different perceptions of the same unintentional viewing of the content. They either do not notice them, and their interpretations of the experience vary. Males 4 and 5 reported that they had no unpleasant interactions or experiences. The same experience but a different point of view from female experiences highlighted by Male 4 stated,

"I do not choose any such content to watch that can lead me towards any uncomfortable interaction" (Young male 4).

Furthermore, when asked about uncomfortable circumstances that participants may have gone through or heard that others had gone through in the context of food application, Male 1 responded,

"I have not heard of any stories, but I think that any such kind of uncomfortable experience entirely depends upon the rider and his mentality, and it also depends upon your personality as well" (Young male 1).

Only the rider will approach you if your personalities mesh. Male 4 suggests it is their fault if they feel uncomfortable in this context. Males 2 and 4 claimed that they had never encountered anything similar to what was described in the context of game applications or received any unintentional content. Male 4 claimed that he was okay with it. Females claimed that they feel incredibly uneasy whenever more than a dozen dating apps appear.

Additionally, Female 3 mentioned that the Ludo Star game app has a chat feature and that her friend typically plays team-up matches. The other team of boys engaged in foul language in that scenario, and instead of continuing the game, the females left. Male 5 also experienced males using abusive language and added that he usually mutes that player instead of quitting the game, and that way, things go more smoothly because you cannot hear them any longer. Male 1 also mentioned that when new players learn that a girl is playing in the game room, they may intentionally try to make her feel uncomfortable so that she will leave the game immediately.

Theme II: Nonconsensual Content: Avoiding or Spreading

The results revealed that nonconsensual content through smartphone Apps is gendered as well. Females all stated that they try to avoid it whenever they are exposed to it, but males stated that they enjoy sharing and viewing nonconsensual and unethical content together. Female 3 discussed a recent incident that was connected to that experience.

"When I checked my Facebook messages, I saw a message from a

stranger. It was an image, and I opened the picture and saw nudes that he had sent me. I did not give it much thought though, and I just blocked the profile and kept working" (Young female 3).

Male 5 also mentioned talking with his friends about some uncomfortable materials. He said, *"As far as friends go, sometimes we do share videos or clips that are not particularly ethical or comfortable to watch, but then again, we are all friends and there is no discomfort among us" (Young male 5).*

Male 5 added that he stays out of situations that he thinks are unsuitable for him or others. He proclaimed,

"Some of my friends showed me pictures of their partners, but I did not look at them" (Young male 5).

Theme III: Sexual Nonconsensual Content: Offensive or Provocative

The results revealed regarding sexually explicit material as Females 3 and 5 and males 3, 4, and 5 all mentioned how unsettling it can be when forced advertisements appear unexpectedly on some applications. Male 4 went into greater detail about his interactions with uncomfortable circumstances on a communication platform.

"I once had a bad experience when I started using Telegram, and many intrusive ads started appearing. I have also had a bad experience on WhatsApp, but I know that any activity that could lead to an unpleasant situation should be stopped right away" (Young male 4).

Female 5 shared her experience. She claimed,

"I did feel discomfort on various applications; it has happened on WhatsApp and Facebook" (Young female 5).

She described how Facebook has a section for spam messages. To increase their views, users in that section post links to pornographic websites.

"There are several messages that I have gotten. Initially, I would click on those links because you have yet to learn what website the link will take you to. However, after learning this, I have always reported these messages" (Young female 5).

She described a similar incident that occurred on WhatsApp, saying,

"On WhatsApp, I do not know how my number was leaked, but I constantly got messages and video calls from an international number. I assumed this call might be from the company where I was applying for a job. While I was on the phone, I turned off my front camera. As soon as she replied, a man exposed himself. I was confused and immediately hung up the phone" (Young female 5).

Theme IV: Digital Identity and Privacy Issues: Precaution or Protection

The results showed a range of violent acts that go to the extent of identity theft as well. Female 4 mentioned an incident with her friend where her identity was stolen and misused. Even though she had all known people added to her account on Instagram. One day, she came to know that there is another fake account on Instagram with her name and pictures.

As all the people added to her account were well known, she couldn't figure out who could be responsible for this act. She also mentioned that they all reported that account; hence, the friend picture was removed from the fake account, but she needed help finding out who was behind making the account.

Male 2 further mentions that even his family members, if they want anything online, ask him to place an order for them. Female 4 said she was worried that it might get leaked if she gave her number, but it did not happen. She has given her father's name and number so that she does not get bothered by anyone.

While playing online games, Female 1 said she has never had any uncomfortable interactions as she has a masculine identity on Ludo stars. Female two used to play PUBG with her brother and cousins, so she never had any bad experiences in PUBG. Female 1 mentioned that she has learned through her experience of trying these applications the way to behave in these applications.

For example, she said

“When I was younger, I used to make accounts with my name, but after a small quantity of awareness, now I prefer to conceal my identity, and I feel safer doing it” (Young female 2).

Theme V: Cyber Security & Financial Vulnerability: Complaining or Ignoring

The theme highlighted the results regarding cyber security and vulnerability. All the females reported ignoring these frauds and usually do not use these financial apps. On the other hand, one of the male participants shared his experience as Male 5, who has worked at Easypaisa shop, mentioned that he has not experienced anything but heard complaints from his customers. He said,

“They used to fall prey to those evil-minded people, and all of them money was abducted this way. This amount was never to be recovered because it was a challenging and nearly impossible task, but we kept telling the customer that we were working on it” (Young male 5).

When asked which gender filed more complaints, he said,

“Mostly the filers were males; I rarely heard any female filing a complaint or calling on our helpline” (Young male 5).

Theme VI: Social Media & Interpersonal Relationship: Coercion or Controlling

The results revealed this theme about the impact of online violence that young females have to bear as a result of interaction on social media with male relationships. Female five mentions one incident when using Facebook led to household arguments. She cited a time during her university education when her phone broke down, and with a laptop, she texted a male classmate about a project on the messenger Facebook. He was very jolly in nature, so he responded with a little humor, and that is it. Then, one day, her brother was using her laptop and saw her Facebook account was logged in, so he read those messages. His brother, who is very conservative according to her, made a scene saying that she was not supposed to talk to her male classmates like that.

Theme VII: Offline Interaction in Ride-Hailing Apps: Harassment or Power

The results under this theme highlighted the offline experience of violence that Female 2 shared one incident,

“We were in Gujranwala and went back late at night, so we booked a Careem (ride-hailing app) Toyota Corolla because we had to go to the office next day, but the driver was pathetic, and the fare he took was high. Also, he played inappropriate songs and told us that you had booked an expensive vehicle for yourself. In short, we had a bad experience that night with Careem because the driver's behavior was so rude, and my brother immediately uninstalled the application after the ride ended” (Young female 2).

Most of the male participants who had the application said they did not experience any uncomfortable interaction. Female 3 shared her experience, 'We booked a ride from the office, and we were 5-6 girls. The girl who booked the ride ordered a Go Plus category, and we had a Corolla coming to pick it up. Upon arriving, the driver started misbehaving right away. He said we should have some ethics that this car cannot accommodate this many people. So, some of us stayed back, and half of the people went along with the driver. Even after that, the driver charged 100 rupees more than the actual fare because, according to him, we made him wait and wasted his time.' Upon asking if they complained, she said,

“After the incident that I told you about, none of my colleges filed a complaint, just because there are a whole lot of procedures and a detailed survey that the companies conduct in order to cater to these complaints, so just to avoid all this fuss, girls do not even call the help center generally” (Young female 2).

Discussion

The study was a minor component of a larger project on gender and power in digital spaces, and this component concentrated on the experiences of young males and females in online environments using smartphone applications. Evaynai and Rido (2019), referred to a framework for three aspects of the analysis of violence. One aspect is where it happens, and we were looking at the online experiences of young males and females. The outcomes were somewhat different, and participants highlighted that they had experienced violence both offline and online as a result of their interactions in digital spaces. It may be challenging to explain and comprehend, as well as to come up with coping mechanisms for dealing with this online and offline violence. Similar results are reported by Hinson et al. (2018) who mentioned that technology-facilitated gender-based violence is complex and does not convey the link between offline and online violence; the first step is to acknowledge the full range of violence via technology.

The second aspect of the frame of analysis for Evaynai and Rido was what happened and getting results from it. There are also many different kinds of violence, ranging from unintentional content and interactions, which are thought of as the least violent, to nonconsensual content, which is what is known as image-based abuse and causes fear, to nonconsensual sexual content, digital identity, and privacy, cyber insecurity, and financial vulnerability, as well as coercion in interpersonal relationships and offline types of violence like those found in applications for food, travel, and shopping. A variety of other violent behaviors include staring, listening to offensive music, texting, abusing others while riding in a car, and using force or threats. In the same manner, Hinson et al.

(2018) mentioned the inconsistency in using different terms for explaining various types of online violence, which makes it complex and challenging to measure and differentiate.

Within the framework of the analysis of violence, the third aspect is about who is affected by violence. Both online and offline violence affects young people on an equal basis, but offline violence also affects women. Additionally, young males and females view these violent experiences very differently and share them from very different angles. Young males' experiences with unintentional content as a form of violence were found to be different from those of young females; while it did not affect men's lives, it bothered young women, and at the same time, young males claimed that these unintentional interactions and content amount to placing blame on the victims by saying that "I do not choose any such content to watch that can lead me towards any uncomfortable interaction. Another form of violence is the nonconsensual sexual content that young females find offensive and young males find provocative. Another exciting gender gap in experiences with image-based nonconsensual content showed that while young males shared this content and delighted in sharing and viewing it, young females tried to avoid being exposed to such material.

These violent behaviors occur in institutionalized, impersonal relationships, where young females report them to the authorities and stop them as a coping mechanism. Both young males and young females experience significant adverse effects in their relationships (see Table 2). Young women have severe consequences for their lives, especially in a traditional society like Pakistan. Although both young males and females faced the same kind of experiences, their perceptions of these experiences and, consequently, of dealing with violent actions or behaviors are also very different. Even though the digital space is new, their perception comes from early childhood socialization, which trains boys and girls differently. These digital spaces do not allow them to perceive these behaviors/actions differently and deal with them differently. It is time to develop new values and norms for everyone using these spaces, as they experience them similarly and must deal with them in the same way.

Conclusion

A framework for analyzing violence modified from Evayani and Rido examines the qualitative aspect of the findings regarding where, what, and whom violence affects. Young males and females who interact in digital spaces through smartphone applications experience violence in these spaces. The results showed that young males and females experience violence both online and offline as a result of their interactions in digital spaces. A range of violent behaviors includes staring, playing offensive music, texting, abusing others while driving, and threatening or using force to prevent unintentional, nonconsensual, and sexual nonconsensual content or interaction found in these spaces that young people experience. This range of violent behaviors and actions between different forms of online and offline violence is complex and challenging to measure and differentiate. Both offline and online violence have an impact on young people, but offline violence also affects women differently. Even though young males and females have had many of the same experiences, they have very different perspectives on these actions and behaviors. As a result, it is difficult to deal with these violent acts or behaviors. Even though they are unfamiliar with the digital world, the perception results from how boys and girls are socialized during early childhood. They cannot recognize or respond differently to these behaviors or actions in these digital spaces. It is time to develop new values and norms, as they experience them similarly and must deal with them in the same way.

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