BULLYING IN SOCIAL MEDIA: AN EFFECT STUDY OF CYBER BULLYING ON THE YOUTH

Sumera Batool[*]
Rabia Yousaf[**]
Feroza Batool[***]

Abstract

This research study seeks to investigatethe bullying in social media and its effects on youth to extract the factors that have influence on their state of mind, academic performance. The survey research under the umbrella of Online Disinhibition Effect approach revealed that the youngsters, both girls and boys, in Pakistan get involved as well as becomes a target via cyber bullying. Moreover, the study concluded that cyber bullying affects the psyche of youth that result in negative consequences on academic performance, emotional disturbance and gaps in relationship. The results showed that there is also a significant gender difference and girls are more likely to be sufferers and more affected via cyber bullying as compared to boys.

Keywords: Social Media, Cyber bullying, Effects, Youth.

Introduction

Bullying in social media is a heterogeneous and multifaceted phenomenon that instantly distresses the millions of people every year. "Bullying" refers to aggressive goal-oriented activity that creates problems for another person, who cannot certainly protect herself or himself, within the framework of power imbalance (Whitney & Smith, 1993; Smith & Sharp, 1994; Olweus, 1999; Rigby, 2002;Ringrose, 2008; Volk, Dane, & Marini, 2014). Traditionally, bullying happens in physical, verbal and relational forms (Smith, Madsen, & Moody, 1999; Archer & Coyne, 2005; Nylund et al., 2007)

---
[*]Sumera Batool, Assistant Professor, Deptt. of Mass Communication, Lahore College for Women University. sumerabatoolnaqvi@yahoo.com
[**]Rabia Yousaf, M.Phil Fellow, Deptt. of Mass Communication, Lahore College for Women University. rabiayousaf2014@gmail.com
[***]Feroza Batool, PhD Scholar, Deptt. of Gender Studies, University of the Punjab, feroza_batool@yahoo.com

but, in recent times, online too, labelled as cyber bullying (Cassidy, Jackson, &Brown, 2009; Vandebosch& Cleemput, 2009; Wang, Iannotti, & Nansel, 2009; Fredstrom, Adams, & Gilman,2011) in which the aggression transpires through electronic means or information and communication technological devices (Slonje & Smith, 2008). The online victimization in latter case is often called as "cyber bullying" (Levy et al., 2012). There are many ways of cyber bullying including, but not limited to, sending SMS via mobile or internet, commenting disparaging on a social media, showcasing disgusting pictures, or threatening.

The advancement in communication technologies has nurtured the cyber bullying with perturbation of internet, cell phones, and computers. Youngsters are very highly to be engaged in these technologies and victim of bullying. "Digital generation" is frequently used for reporting young generation (Buckingham, 2013). This idea of digital generation, by Tapscott (1998) , claimed that technology is reason behind change in the thinking. Conversely, Buckingham (2013) disapproves the discrimination based on technology and reported that social media is an aid to extend the face-to-face communication by means of gossiping, flirting, showing off, quarrelling and to mention a few. However, Papacharissi (2014) claimed that online technologies are reason of breaching the boundaries of private and public life. The self-confidence can be threatened by online streaming and disseminated to audience as source of amusement reason being "young people have always attentive to self-presentation, friendships have always been made, displayed and broken" (Livingstone, 2008). On an average, offline peer stakes offer both winning and losing, hence it is very likely that peer interaction sometime evolve the bullying online which usually take place offline. Advent of communication made daily life relations close and sometime exposing relational hostility (Weinstein & Selman, 2014).

Low and Espelage (2013) conducted a study in USA and reported that around 10 – 33% of youth aged between 11-19 years reported being victim of cyber bullying and 15% of youth reported themselves as accused of cyber bullying. On the same line, Li (2006) investigated cyber bullying in junior high school in Canada and reported that about 25% of students are victims of cyber bullying. In conjunction to that, Hemphill and Heerde (2014) carried out

study in Australia and concluded that 5.1% of young people are accused of cyber bullying, 5% reported as being bullied online, and 9.5% reported both cyber bullying perpetration and being bullied. It is often observed that bulling has severe negative effects on person's life and makes it highly difficult to survive for the rest of life. These effects are very widely observed in the adolescents' emotional and psychological health concerns. One of the prominent and noticeable effect is absence from school very often and lower academic grades than counterparts (Ladd, Kochenderfer, and Coleman, 1997; Schwartz et al., 2005; Juvonen and Gross, 2008). The utmost and dangerous consequence of cyber bullying is suicide (Bauman, Toomey, & Walker, 2013). In this way, effects of cyber bullying in empirical terms is similar to face-to-face bullying. The cyber bullying cause degradation to personality trait such as lowered self-esteem, emotional alienation, poor academic attendance, poor learning outcomes, and diminish the capacity to form relationships (Englander, Mills, & McCoy, 2009; Hutzell & Payne, 2012; Kowalski & Limber, 2013). Further, Currie, Kelly, and Pomerantz (2007) pointed that there are gender difference in social interactions of male and female at school level and handled by peers. The effects of bullying and their expressions are tackled differently both genders (Ringrose, 2008). Therefore, it is imperative to analyze the effect of cyber bullying on the different gender (Kofoed & Ringrose, 2012). Males usually bully by means of physicality while women females tend to adopt more hidden and biased ways to assert bullies (Hutzell & Payne, 2012).

An extensive review of past studies was carried out to investigate the effects of cyberbullying on youth and how the earlier researchers conducted their study, what sort of health disorders were presented, how bulling in social media is associated with gender and how they presented that youngsters with depression are more susceptible to emotional stress than the counterparts. The summary of all these questions is presented in Table 1.

Table 1

Summaries of literature related to cyber bullying and its effects on youth using cross sectional design

Research Findings	Authors
Nature of Bullying	
Cyber bullying can be recognized by bullying traces (the involvement of bullies or the material send/posted	Jun-Ming, Sung Jun, Zhu & Bellmore, 2012

on the internet or through text messages)	
Student can bully i.e. text message, email and phone call	Slonje & Smith, 2008
Emotional and Psychological Disturbance Increased suicidal ideation and depression Increased stress, social difficulties, depression and anxiety Decreased psychosocial health and sense of belonging to school Increased negative emotions Increased aggression and rule-breaking behavior Increased aggression, illegal behavior and suicidality	Bonanno & Hymel, 2013 Campbell, 2005 Wong et al., 2015 Hinduja & Patchin, 2011 Ybarra & Mitchell, 2007 Schneck & Fremouw, 2013
Gender Differences Girls are more often victims Girls cyber bully more than boys Boys cyber bully significantly more than girls No significant gender differences for internet aggressors or victims. Boys are more involved in bullying than girls	Wang, Ionnotti, & Nansel, 2009 Slonje et al., 2013 Erdur-Baker, 2010 Ybarra & Mitchell, 2004 Li, 2006
Academic Performance Visible linkage between the excessive use of social media and in lowing the academic performance	Cloud, 2013

Previous researches have only examined the cyber bullying effects on school going children but no such research study was found that describe the effects of cyber bullying on youth in Pakistan. That's why the researchers have chosen this topic to examine the gender differences, academic performance and emotional or psychological disturbances in the victimized youth. The study also extends to the investigation of gaps in social relationships of youth due to cyber bulling that had not been considered in previous researches. Hence the present research study is mainly a four-fold analysis of the issue.

Objectives of the Study

The present research study involves to:

- investigate whether cyber bulling have any emotional impact on youth.
- find out whether the academic performance of youth is being affected by cyber bullying.
- know which gender is more involved and more affected by bullying in social media.
- explore whether bullying in social media have any effect on the social relationship.

Research Questions

The research questions of the present research study are:

1. Whether bulling in social media is creating any psychological disturbances among its users?
2. Whether cyber bulling is having influences on the learning capacities of youth?
3. Does the bulling in social media is associated with gender?
4. Does the cyber bulling create gaps in social relationships?

Theoretical Framework

Online Disinhibition Effect (Suler, 2004) being new theoretical perspective, has been used in the present research study and it defines the reason of different behavior of people for acting differently from face-to-face conservation. For instance, often people are seen to share personal information about themselves online which they are hesitant to do so normally. Conversely, many people behave more rude, cruel and cynical while online. The anonymous effect in online disinhibition could be one of the factors. Use of fake username does not reveal originality of person which leads to transferability of personality trait in online conversation. In addition, invisibility of identity helps person to say anything without facing any consequence of their action. The aggressor is also not required to present any facial expression, emotions or body gesture which may cause burden of guilt. In addition, the relationship created online, present false sense of closeness and security. Such relationships are misunderstood and yield false sense of safety and wrong feeling which usually person does not feel in real life.

Research Method

Participants/Respondents

The population was comprised of youth of Lahore and 255 respondents were selected by snowball sampling technique through the identification of an initial subject who provided contacts with other subjects who had ever faced cyber bullying.

Measurement Tool

The questionnaire was self-designed while considering the prior literature for getting better picture of sample. A total of 18 questions was obtained from studies and articles considered in the literature review (Li, 2006). Further 16 questions were mainly designed for contributing towards answering critical research

questions. It was assured to the respondents that their participation in the survey would be voluntary, confidential, anonymous and they may leave out any question which they cannot answer comfortably (Sachdeva, 2009). After initial demographic questions, general questions were asked that how much the respondents were using social networking sites (5-point scales: never; rarely; sometime; often; always), and which site they used mostly. Afterwards the questions related to the effects of cyberbullying were asked and which gender is more involved and effected by it. The operational definitions of study's variables are presented in table 2.

Table 2
Operational Definitions

Variables	Operational Definitions
Demographic Predictors Youth	Youth refers to the individuals of 15 to 24 years old.
Gender	Gender characterized as "Male" or "Female".
Cyber Activities	Communication or personal activities using any form of technological device (the Internet or social networking websites), such as online risk behaviors, frequent Internet use, hours spent online, and e-mailing/texting.
Cyber bullying Effects Emotional Effects	Emotional effects refer to disturbance, anxiety, aggression, stress or depression due to the cyber bullying.
Academic Performance	Academic performance denotes to an educational status of youth that is being affected by the cyber bullying.
Gaps in Social Relationship	Social relationship gap refers to the disturbance between the bonding of two close friends or family due to cyber bullying.

Findings and Results

According to the survey, findings of emotional impact of cyber bullying on youthshows that 34.9% respondents never get angry while receiving the instant massages in their accounts, 20.0% respondents rarely, 25.5% sometime get angry, 10.2% respondents often and 9.4% always get angry while receiving the instant messages in their accounts. While 48.6% respondents always feel insecure when someone misuses their pictures, 17.6% respondents never, 11.8% respondents rarely, 13.3% respondents sometime and 8.6% often feel insecure. Feeling of irritation is another factor which raised when someone steals other's personal information and

phone number. In this regard, 12.9% respondents never feel annoying when someone steals their information and phone numbers, 11.0% respondents rarely, 18.0% respondents sometime, 11.4% respondents often and 46.7% respondents always feel annoying. According to the findings, 24.3% respondents never get depressed, 13.7% respondents rarely, 28.2% respondents sometime, 9 % respondents often and 24.7% respondents always get depressed when someone gives threats to them. While 20.8% respondents never, 14.9% respondents rarely and sometime while 9.4% often and 40.0% respondents always feel afraid or frightened when someone misuses their pictures. Nasty messages and threats that are given via social networking sites create a feeling of depression among youth. 17.3% respondents never get depressed, 18.0% respondents rarely, 21.2% respondents sometime, 18.4% respondents often and 25.1% respondents always get depressed due to threats that had given by someone via social networking sites. According to the survey findings, 19.2% respondents never, 15.7% respondents rarely, 23.1% respondents sometime, 14.55% often and 27.5% always feel anxious when they were go out of house.Some people send porn videos to sexually harass the youth for the purpose to gratify their own needs and it is an easier way to harass them because of the innocent mind set. Findings show that 22.7% respondents never feel tensed, 12.5% respondents rarely, 13.3% respondents sometime, 10.6% respondents often and 40.8% respondents always feel tensed when someone sexually harassed them on social networking sites (See Table 3).

Table 3
Findings of emotional impact of cyber bullying on youth

	Frequency (N)	Percentage (%)	Mean of Male Respondents	Mean of Female Respondents
Feeling of angriness while receiving the instant messages in account			2.20	2.5
Never				
Rarely	89	34.9		
Sometime	51	20.0		
Often	65	25.5		
Always	26	10.2		
	24	9.4		

Feeling insecure when someone misuses your pictures			2.93	4.05
Never	45	17.6		
Rarely	30	11.8		
Sometime	34	13.3		
Often	22	8.6		
Always	124	48.6		
Feeling of annoy when someone steals personal information or phone no.			3.15	4.05
Never	33	12.9		
Rarely	28	11.0		
Sometime	46	18.0		
Often	29	11.4		
Always	119	46.7		
The threats that someone gives made depress			2.64	3.19
Never	10	3.92		
Rarely	25	9.80		
Sometime	72	28.23		
Often	23	9.01		
Always	125	49.01		
Feeling of afraid or frightened when someone misuses picture			2.72	3.75
Never	53	20.8		
Rarely	38	14.9		
Sometime	38	14.9		
Often	24	9.4		
Always	102	40		
Nasty Messages Creates Depression			2.75	3.45
Never	44	17.3		
Rarely	46	18.0		
Sometime	54	21.2		
Often	47	18.4		
Always	64	25.1		
Rumors creates feeling of anxious while to go out of house			2.79	3.41
Never	49	19.2		
Rarely	40	15.7		
Sometime	59	23.1		
Often	37	14.5		
Always	70	27.5		

Sexually harassment via social networking sites creates feeling of tension			2.85	3.69
Never	58	22.7		
Rarely	32	12.5		
Sometime	34	13.3		
Often	27	10.6		
Always	104	40.8		
			22.03	24.06
			Average: 2.75	Average: 3.00

Majority of the female's respondents responded that cyber bullying affects emotionally and academically while majority of male respondents were rarely affected by emotionally and academically cyber bulling. (See Figure 1 and 2).

Figure 1
Mean of male and female respondents who are emotionally affected by cyber bullying via social networking sites
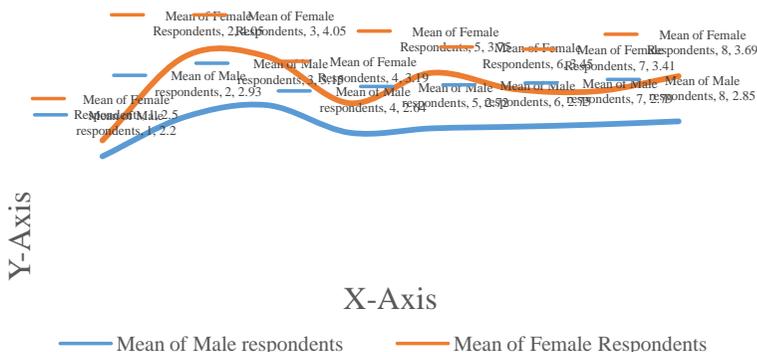

Social networking sites provide discussion groups which are beneficial for the youth to get knowledge and increase their

informational level. But beside this, people negatively use these sites for gratify their needs which directly affect the victim's mind. When the victim becomes mentally upset their academic performance affects. According to the survey, findings of effects of cyber bullying on academic performance of youth show that 19.6% respondents never lost their concentration on their studies due to immoral messages receive via social networking sites, while 17.3% respondents rarely, 30.2% respondents sometime, 15.3% respondents often and 17.6% always lost their concentration. While 16.1% respondents never, 18.0% respondents rarely, 32.2% sometime, 15.7% respondents often and 18.0% always feel that stress low down their motivational level. According to the findings, 25.9% respondents never feel that threats make their grades bad, while 18.4% respondents rarely, 27.8% respondents sometime, 14.1% respondents often and 13.7% respondents feel that cyberbullying effects on their grades badly and they lost their interests in studies. While 21.6% respondents never, 18.8% respondents sometime, 27.8% respondents sometime, 19.6% respondents often and 12.2% respondents always feel that depression obstructs them to participate in class. Whereas 25.1% respondents never, 19.2% respondents rarely, 25.9% respondent sometime, 12.2% respondents often and 17.6% respondents always lose their interests in studies when someone threatens them. According to the survey findings, 45.9% respondents never missed their test when someone harassed them electronically, while 15.7% respondents rarely, 20.0% respondents sometime, 11.4% respondents often, 7.1% always miss their test due to electronically harassment (See Table 4).

Table 4
Findings of effects of cyber bullying on academic performance of youth

	Frequency (n)	Percentage (%)	Mean of Male Respondents	Mean of Female Respondents
The immoral messages disturbed to concentrate in studies			2.78	3.05
Never	50	19.6		
Rarely	44	17.3		
Sometime	77	30.2		
Often	39	15.3		
Always	45	17.6		
Stress low down the motivational level			2.77	3.19
Never	41	16.1		
Rarely	46	18.0		
Sometime	82	32.2		
Often	40	15.7		
Always	46	18.0		
Threats Make the Grade Bad			2.48	2.88
Never	66	25.9		
Rarely	47	18.4		
Sometime	71	27.8		
Often	36	14.1		
Always	35	13.7		
Threatens Lose Interest in Studies			2.55	2.94
Never	64	25.1		
Rarely	49	19.2		
Sometime	66	25.9		
Often	31	12.2		
Always	45	17.6		
Depression Obstructs to Participation in Class			2.60	2.97
Never	55	21.6		
Rarely	48	18.8		
Sometime	71	27.8		
Often	50	19.6		
Always	31	12.2		
Electronically harassment lead toward miss the test			2.09	2.25
Never	117	45.9		
Rarely	40	15.7		
Sometime	51	20.0		
Often	29	11.4		
Always	18	7.1		
			15.27	17.28
			Average: 2.54	Average: 2.88

Figure 2

Mean of male and female respondents who are academically affected by cyber bullying via social networking sites
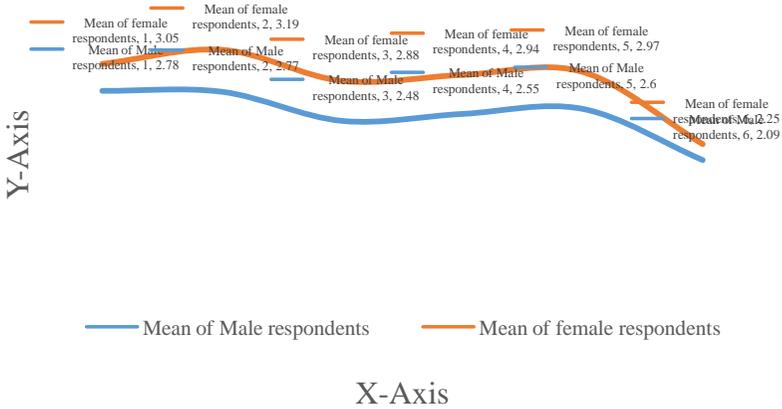
Bullying the youth via social networking sites also creates a relationship gap. They became isolated due to the rumors spread on the social networking sites. The findings of effects of cyber bullying on the social relationships indicate that 16.5% respondents strongly agree that rumors about them on social networking site isolated them from friends, 30.6% respondents agree, 16.9% respondents show the neutral response, 22.0% disagree and 14.1% strongly disagree about the above-mentioned factor.   While 16.1% respondents strongly agree that the gossip about them on social networking sites creates gaps in their social gathering, 34.1% respondents agree, 19.2% respondents show the neutral response, 21.25% disagree and 9.4% respondents strongly disagree. According to the survey findings ,16.1% respondents strongly agree that they find hard to trust on their friend after knowing that he/she harasses them, 34.1% respondents agree, 19.2% respondents show the neutral response, 21.2% respondents disagree and 9.4% respondents strongly disagree (See Table 5).

Table 5
Findings of effects of cyber bullying on the social relationships

	Frequency (n)	Percentage (%)	Mean of Male Respondents	Mean of Female Respondents
Rumors on social networking site isolated from friends			3.01	2.77
Strongly agree	42	16.5		
Agree	78	30.6		
Neutral	43	16.9		
Disagree	56	22.0		
Strongly disagree	36	14.1		
Gossip on social networking sites creates gaps in social gathering			3.00	2.55
Strongly agree	41	16.1		
Agree	87	34.1		
Neutral	49	19.2		
Disagree	54	21.2		
Strongly disagree	24	9.4		
You find hard to trust your friend after knowing that he/she harasses you?			2.46	2.14
Strongly agree				
Agree	87	34.1		
Neutral	73	28.6		
Disagree	49	19.2		
Strongly disagree	31	12.2		
	15	5.9		
			8.47	7.46
			Average: 2.82	Average: 2.48

Majority female agreed that cyber bulling damages their relation while male respondents remained neutral (See Figure 3).

Figure 3
Mean of male and female respondents who faced gaps in relationship due to cyber bullying via social networking sites
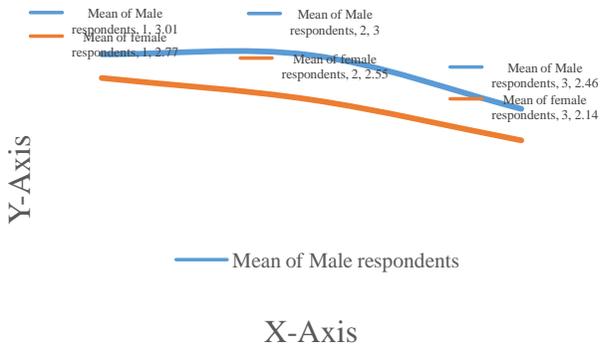
Hypothesis Testing

H₁Bullying in social media create emotional disturbances among youth.

Table 6

Correlations between stealing the pictures via social networking sites and feeling insecure

		Did you ever steal pictures of other via social networking sites	Do you feel insecure when someone misuses your pictures?
Did you ever steal pictures of other via social networking sites	Pearson Correlation	1	-.181**
	Sig. (2-tailed)		.004
	N	255	255
Do you feel insecure when someone misuses your pictures?	Pearson Correlation	-.181**	1
	Sig. (2-tailed)	.004	
	N	255	255

The correlation coefficient (r) ranges between -1 to 1 i.e. $-1 \leq r \leq +1$ and it measures the degree of linear association between the two variables. A value closer to -1 shows a strong negative association between the variables and closer to +1 shows strong positive association. Values closer to zero shows a weak association or bond between the variables. As the coefficient of correlation between stealing pictures and feeling insecure is -0.181 it shows that the two variables have very low association.

H₂Bullying in social media negatively affects the academic learning of youth.

Table 7

Correlations between getting bad grades due to depression of threats

		The threats that someone gives you made you depress?	Do you feel that threats make your grade bad?
The threats that someone gives you made you depress?	Pearson Correlation	1	.332**
	Sig. (2-tailed)		.000
	N	255	255
Do you feel that threats make your grade bad?	Pearson Correlation	.332**	1
	Sig. (2-tailed)	.000	
	N	255	255

Results of the Correlation test in Table 7 showed that there is a weak positive association between the two variables. That means that depression from threats has effects on grades.

H$_3$Bulling in social media creates gaps in social relationship

Table 8

Correlations between rumors spread via social networking sites and isolation of youth

		Rumors about you make you feel anxious when you go out of house?	Do you feel that rumors about you on social networking site isolated you from friends?
Rumors about you make you feel anxious when you go out of house?	Pearson Correlation	1	-.091
	Sig. (2-tailed)		.147
	N	255	255
Do you feel that rumors about you on social networking site isolated you from friends?	Pearson Correlation	-.091	1
	Sig. (2-tailed)	.147	
	N	255	255

Results of the Correlation test in Table 8 exposed that there is a weak negative bond between the two variables that means the rumors spread via social networking sites isolate the person from their friends.

Discussion and Analysis

The findings of present study revealed the increased emotional and psychological effects of cyber bulling among youth. In the present age, huge number of youth is engaged to social networking sites for different reasons. The outcomes of present research study are in consistent with the previous researches (Steys, 2004; Campbell, 2005; Li, 2006) that more than the half of the total sample use the social networking sites and they consider the social networking sites as important part of their life. With the advancement in the social networking sites, youth is using these sites for the various purposes e.g. gaining the knowledge, for entertainment and communication etc. In the past few years new media technology expanded vastly. Now a day social networking sites are a medium through which people assure their status. Before that it was difficult for the people to build their status and recognize

themselves on social networking sites but in the current era, youngsters can easily make their own social identity. Majority of the respondents to the total sample agree that social networking sites reassure their status and to make new friends. There is both negative and positive use of sites as people give threats, misuse the information of others, and create rumors on the social networking which ultimately affect the individuals. The negatively use of social networking sites among the youngsters create problems of cyber bullying, which ultimately affect the psychology of the youth such as emotional and academic disturbance as well as also create social relationship gaps and the results of these mentioned factors support the previous researches (Juvonen, Graham, & Schuster,2003; Bauman,2010; Kowalski, Limber,& Agatston,2012).

The findings showed that misuse of personal material and threats create feeling of insecurity, depression, irritation and tension among youngsters. Social networking sites provide discussion forums which are beneficial for youth to acquire and enhance their knowledge and level of information. Besides this, people use these sites for gratifying their needs which directly affect the victims' academic performance. Findings of the present research study are inconsistent with the previous researches (Postmes, Spears, & Lea, 1998; Balding, 2004) and explored that many of the respondents lose their concentration in studies due to immoral messages on social networking sites which disturb them mentally. Findings related to social relationship gaps due to cyberbullying support the previous researches (Noret, & Rivers, 2006; Smith, Pepler, & Rigby, 2004) and indicate that majority of the respondents isolate with their friends due to the rumors about them on social networking sites. Majority of the respondent agree that it's hard to trust on their friends when they came to know about the person who harassed them; was their friend. There was also significant gender difference, more inconsistent with Smith *et al.* (2006) in UK than with Li (2006) in Canada. Though, the researchers found that girls were more likely to be sufferers and more affected by cyber bullying as compared to boys.

Conclusion

Internet as electronic media has no geographical boundaries and allows users to connect to the world. The recent increasing trends of social networking sites have changed the globe with the

fastest and updated interaction. The users are being benefited and being harmed at the same time. The study focused the trends of cyber bulling and its effects. The bullying in social media affects the users emotionally, academically and socially. The users of social networking sites are facing the issues of stealing the pictures, threats, rumors, nasty messages and sexual harassment. Gender is also an important and considerable variable here as it was explored that male were highly involve in bullying, while the rate of involvement of females in bullying were seemed minimum. Cyber bulling had greater emotional and academic effects on females as compared to men. The study also concluded that bulling had bad consequences on the social relation and result in isolation of the individuals.

References

Anthony,A., Andrew,V., Dane, B.,& Zopito, A.M. (2014). Developmental Review. What is bullying? A theoretical redefinition.

Balding, J. (2004). Young People in 2004: The health-related behavior questionnaire results for 40,430 young people between the ages of 10 and 15. *Schools Health Education Unit, Exeter.*

Bauman, S. (2010). Cyberbullying in a rural intermediate school: An exploratory study. J Early Adolescent.

Bauman S., Toomey G., Walker J. L. (2013). Associations among bullying, cyberbullying, and suicide in high school students. *Journal of Adolescence*, 36, 341–350.

Bonanno, R. A., & Hymel, S. (2013). Cyber bullying and internalizing difficulties: Above and beyond the impact of traditional forms of bullying. *Journal of Youth and Adolescence*, *42*(5), 685-697.

Buckingham,D. (2013). Is there a digital generation? In Buckingham D., Willett R. (Eds.), *Digital generations: Children young people and new media* (pp. 1–18). London, England: Routledge.

Campbell, M. A. (2005). Cyber Bullying: An Old Problem in a New Guise? *Australian Journal of Guidance and Counselling*, *15*(1), 68–76.

Cassidy, W., Margaret, J., & Karen, N. B. (2009). Sticks and stones can break my bones, but how can pixels hurt me? Students'

experiences with cyber-bullying. *School Psychology Int'l*, 30(4):383–402.

Currie, D. H., Kelly, D. M., &Pomerantz, S.(2007). "The power to squash people": Understanding girls' relational aggression. *British Journal of Sociology of Education*, 28, 23–37.

Englander, E., Mills, E., &McCoy, M.(2009). Cyberbullying and information exposure: User-generated content in post-secondary education. *International Journal of Contemporary Sociology*, 46, 213–230.

Erdur, B.O.(2010). Cyberbullying and its correlation to traditional bullying, gender and frequent and risky usage of internet-mediated communication tools. *New Media & Society*, 12, 109–125.

Fredstrom, B., Ryan, E.A.,& Rich, G. (2011). Electronic and school-based victimization: Unique contexts for adjustment difficulties during adolescence. *J.Youth and Adolescence*, 40(4):405–415.

Hemphill, S., Heerde, J.(2014). Adolescent predictors of young adult cyberbullying perpetration and victimization among Australian youth. *Journal of Adolescent Health*.

Hinduja, S., & Patchin, J. W. (2011). Cyberbullying: A review of the legal issues facing educators. *Preventing School Failure: Alternative Education for Children and Youth*, *55*(2), 71-78.

Hutzell, K., &Payne, A.(2012). The impact of bullying victimization on school avoidance. *Youth Violence and Juvenile Justice*, 10, 370–385.

Ito, M., Baumer, S., Bittanti, M., Boyd, D., Cody, R., Stephenson, B., &Tripp, L.(2009). *Hanging out, messing around, geeking out: Living and learning with new media*. Cambridge, MA: MIT Press

Juvonen, J., Graham, S., & Schuster, M. (2003). Bullying among young adolescents: The strong, the weak, and the troubled.

Juvonen, J., & Gross, E. F. (2008). Extending the school grounds? Bullying experiences in cyberspace. *Journal of School health*, *78*(9), 496-505.

Kofoed, J., &Ringrose, J. (2012). Travelling and sticky affects: Exploring teens and sexualized cyberbullying through a Butlerian- Deleuzian-Guattarian lens. *Discourse: Studies in the Cultural Politics of Education*, 33, 5–20.

Kowalski, R.M., Limber, S.P., Agatston, P.W.(2012). Cyber bullying: Bullying in the digital age. 2nd ed. Malden, MA: Wiley-Blackwell

Kowalski, R., &Limber, S.(2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health*, 53, 13–20.

Ladd, G. W., Kochenderfer, B. J., & Coleman, C. C. (1997). Classroom peer acceptance, friendship, and victimization: Destinct relation systems that contribute uniquely to children's school adjustment?. *Child development*, *68*(6), 1181-1197.

Levy, N., Cortesi, S., Gasser U., Crowley, E., Beaton, M., Casey, J., &Nolan C. (2012). Bullying in a networked era: A literature review (Berkman Center Research Publication no. 2012-17).

Li Q.(2006). Cyberbullying in schools: A research of gender differences. *School of Psychology International*, 47, 157–170.

Livingstone, S.(2008). Taking risky opportunities in youthful content creation: Teenagers' use of social networking sites for intimacy, privacy and self-expression. *New Media & Society*, 10, 393–411.

Low,S., Espelage,D.(2013). Differentiating cyber bullying perpetration from non-physical bullying: Commonalities across race, individual, and family predictors. *Psychology of Violence*, 3, 39–52.

Noret, N., & Rivers, I. (2006). The prevalence of bullying by text message or email: Results of a four year study. Poster presented at British Psychological Society Annual Conference, Cardiff, April.

Olweus, D. (1993). Bullying at school: What we know and what we can do. Oxford: Blackwell.

Papacharissi, Z.(2014). *Affective publics: Sentiment, technology and politics*. Oxford: OUP.

Postmes, T., Spears, R., Lea, M.(1998). Breaching or building social boundaries?Side-effects of computer-mediated communication. *Communication Research*.

Rigby, K. (2002). *New perspectives on bullying*. London: Jessica Kingsley.

Ringrose, J. (2008). "Just be friends": Exposing the limits of educational bully discourses for understanding teen girls' hetero-sexualized friendships and conflicts. *British Journal of Sociology of Education*, 29, 509–522.

Sachdeva, S., Iliev, R., & Medin, D. L. (2009). Sinning saints and saintly sinners the paradox of moral self-regulation. *Psychological science*, *20*(4), 523-528.

Schenk, A. M., & Fremouw, W. J. (2012). Prevalence, psychological impact, and coping of cyber bully victims among college students. *Journal of School Violence*, *11*(1), 21–37.

Slonje, R., Smith, P.K.(2008). Cyberbullying: Another main type of bullying?.*Scandinavian Journal of Psychology*.

Slonje, R., Smith, P. K., &Frisén, A. (2013). The nature of cyberbullying, and strategies for prevention. *Computers in Human Behavior*, 29, 26–32

Smith, P. K., & Sharp, S. (Eds.) (1994). *School bullying: Insights and perspectives*. London: Routledge.

Smith, P.K., Pepler, D.J.,& Rigby, K. (Eds.). (2004). Bullying in schools: How successful can interventions be? Cambridge: Cambridge University Press

Smith, P.K., Mahdavi, J., Carvalho, M., & Tippett, N. (2006). An investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying.

Steys,Y. (2004). *Beyond the schoolyard: examining electronic bullying among Canadian youth*. Ottawa, Ontario:Carleton University.

Suler,J.(2004). The online disinhibition effect.*Cyber Psychology & Behavior.*

Tapscott, D.(1998). *Growing up digital: The rise of the net generation*. New York, NY: McGraw-Hill.

Vandebosch, H., &Van, C.K.(2009). Cyberbullying among youngsters: Profiles of bullies and victims. *New Media & Society*, 11, 1349–1371.

Wang, J., Ionnotti, R. J., &Nansel, T. R.(2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45, 368–375.

Weinstein, E. C., &Selman, R. L.(2014). Digital stress: Adolescents' personal accounts. *New Media & Society.*

Whitney, I., & Smith, P.K. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. Educational Research, 35, 3–25.

Wong, C., Odom, S. L., Hume, K. A., Cox, A. W., Fettig, A., Kucharczyk, S., ... & Schultz, T. R. (2015). Evidence-based practices for

children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*, *45*(7), 1951-1966.

Xu, J. M., Jun, K. S., Zhu, X., & Bellmore, A. (2012). Learning from bullying traces in social media. In Proceedings of the 2012 conference of the North American chapter of the association for computational linguistics: Human language technologies (pp. 656-666). *Association for Computational Linguistics.*

Ybarra, M.L.,& Mitchell, K.J. (2004). Online aggressors, victims, and aggressor/victims: A comparison of associated youth characteristics. *Journal of Child Psychology & Psychiatry*, 45(7).

Ybarra, M. L., & Mitchell, K. J. (2007). Prevalence and Frequency of Internet Harassment Instigation: Implications for Adolescent Health. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine*, *41*(2), 189–195.