

## Improvement Of A New Analysis Technique Of Phenomenon Of Bulling And Cyberbullying Among Students At Different Stages

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**Article History:** Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 16 April 2021

**ABSTRACT :** In recent years, we have witnessed a number of technological breakthroughs. These developments affected young people in particular, who reaped many benefits from the Internet and mobile phones - such as access to educational materials, tools and interactive learning networks, establishing and maintaining peer relationships and friendships, and a creative outlet and civic engagement and self-discovery. However, there were threats and risks associated with the growth of the "virtual" environment. Cyberbullying is one of the most common threats young people face online, and it is more likely to come from someone they know than from a stranger. A thorough investigation of cyberbullying and bullying was also conducted using questionnaire and analysed using statistical software programs. Anyone can become a target of bullying, so there is no point in blaming themselves and looking for the causes, as acts of bullying do not necessarily end even if the targeted people try to change themselves according to what the bully demands.

**Keywords** Bullying; Cyberbullying ; cyber victimization; Prevention; Schools; victimization ; ICT Tools ; psychological service providers; Educational institutions

### Introduction

Bullying is no longer limited to overt abuse of teenagers by coworkers, but has expanded to include cyber harassment, with campaigns focused on reducing both direct and indirect bullying in its conventional forms: verbal, physical, and emotional [1,3,7,23]. However, there is another form of bullying that exists. Cyberbullying, in which the subject (the bully) uses electronic means in his act against others, is more important than other types [5]. The impact of electronic bullying is that the bully is usually anonymous, causing harm to many people, especially teenagers. Electronic bullying has evolved over time and takes many forms, including threatening messages that arrive in the mail or via a personal account in an application from an unknown source and also the act's repetition in a special image, post, or video published on the Internet and shared among society's circles, comments are not socially and morally acceptable. School violence is a serious and pervasive societal issue that is especially severe during the middle school years [5]. Bullying among students is a common cause of school violence and also linked to more severe forms of violence, and it has been documented that bullying has played a significant role in many school settings [2]. Cyberbullying does exist, as shown by the research and reports reviewed above. Besides that, whether or not gender is a factor in cyberbullying is unknown. [9]. As a result, the aim of this study is to look into the existence and extent of students' experiences with cyberbullying, with a specific emphasis on the gender effect. Since adolescence is a period when physical violence rises in frequency and severity, it has been dubbed a "brutalizing" period. Similarly, and possibly as a precursor, this time sees a series of abrupt shifts in the social lives of teenagers. The problem of bullying in schools is one of the serious problems that threaten school security as a whole because it harms students physically and psychologically and works to spread chaos and obstruct education, despite this there is no great interest in this problem in terms of the spread of the problem, its causes, diagnostic tools or means of confrontation to reduce this phenomenon. The following are some research questions to consider:

- What is the reality of the phenomenon of school bullying?
- What are the reasons that lead to cyberbullying?
- What are the ways to confront the phenomenon of bullying?

The objectives of this research can be listed: First, to clarify the factors that prevent bullying. Second: Detecting bullying rates among children and adolescents of both sexes. Third: Identify the most prominent manifestations of bullying among students and the reasons leading to the increase of this phenomenon.

The importance of researching methods of modifying bullying issues, and reducing violent, aggressive and chaotic behaviours of a sensitive and important segment of society, namely children and adolescents. And finally, providing recommendations that can contribute to eliminating the phenomenon of bullying in schools and educational institutions.

### Literature Review

Bullying is an offensive type of behavior that directs towards others to that kind of intentional and repeated direction over varying stages of time. Bullying is defined through three basic criteria that exist in the bullying behaviours. The first is that general and deliberate aggression, and this behaviour may be in multiple verbal, electronic or physical forms. In personal relationships. Finally bullying by using force or coercion with the purpose of offending or intimidating others or ostracizing others [4, 10, 14]. It can also include verbal harassment, threat, or physical assault as the figure (1). Mockery and threats to hit or steal property by a person or group of people towards another person known as the victim, and it includes many different behaviours such as: insults, titles, writings on others and their contempt. Smith classified traditional bullying into four main patterns of Bell. Cyberbullying is described as spreading or sending insults and profanity to a specific target, but it is usually an overt attack on a target in order to incite them to fight online [11, 13].

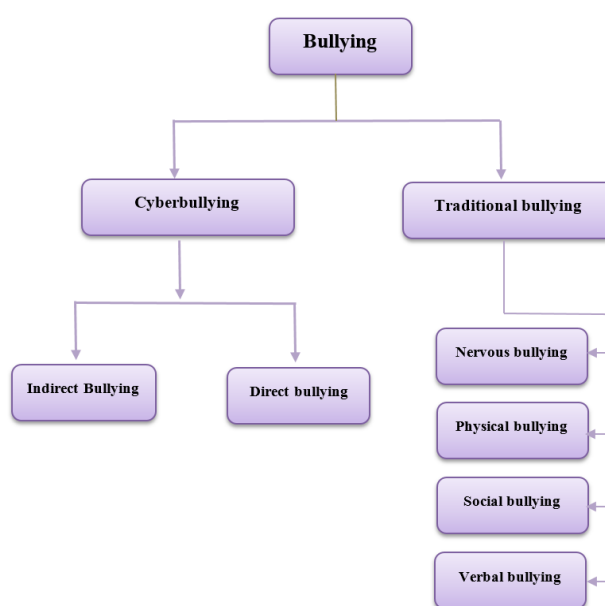


Figure 1. Bulling taxonomy

The exploitation of social media in the concepts of abuse, whether it is an individual, persons or community. Or it is an intentional an act of violence by a single person or a group of children by repeatedly using electronic means of communication against the victim who is unable to defend himself [15].

The Bahrain Women Society - Human Development stated that cyberbullying is working to inflict harm in the other hand, using Internet-connected mobile devices such as tablets. Group bullying by more than one person against a goal (s). Trolling behaviour on social media, although the average reader generally assumes it is individual in nature, may be the result of organized efforts by people [19]. Social bullying may be on a small scale, for example between colleagues in school, and it may also be widespread when a large group of people bully another individual or group [12]. Group bullying can destroy the victim's life and cause major psychological problems. In our current era, collective bullying is often on the Internet, and the inhabitants of a country or the whole world may bully a certain person because of the ease of communication means and often this happens in the case of a trend when people are interested in a specific topic [21]. Group bullying is also defined as the bullying of a person or group of people against a colleague in the neighbourhood or classroom and physical or moral harassment, and it is widely spread within schools and one of the most important causes of it.

- An imbalance in the style of the family's upbringing of children since childhood.
- Using this behavior to deal with difficult situations at home, such as divorce, marginalization, and anger.
- Some children believe that their behavior is normal because they come from violent families that use the screaming or name-calling method.

- Companions 'group pressure.
- The negative effects of the world's means and scenes of violence.
- The violent school environment.

Cyberbullying has several forms, including the following:

- An imbalance in the style of the family's upbringing of children since childhood
- Taking pictures without the knowledge of the other party, and publishing his photos on various means of communication with the aim of causing harm to him.
- Posting real or modified photos in which the other party appears in a situation he does not want others to see.
- Spreading a rumour or information about the other party with the aim of defaming or discrediting.
- Information sabotage and misuse, as well as intellectual property rights.
- Spying on people using apps that are built to invade their privacy.
- Access to networks without authorization or permission in order to offend others.
- A phone call from a known or unknown person in which he spreads lies about another party in order to hurt and defame the latter.
- Impersonation, and publishing various electronic posts that are offensive to others.
- Deception and leakage of information that the other party does not want anyone to see.

Among its most prominent forms are hacking into personal accounts on social media, spreading lies and false stories about account owners, using harsh words and insults through chat rooms, and luring a person in order to enter links that contain viruses[18]. In addition to that, people are forced in an unethical way to reveal sensitive personal data and steal personal pictures and publish them on accounts of other people, As a result of the different degrees of harm caused by cyberbullying, the majority of the studies that have been performed have focused on school students and teenagers in particular, where the psychological and physical changes are at their peak, and they are subjected to great emotional distress, and their inability to do something in response to the bullying team, among the damages we can list [17].

- Laws and regulations are penetrated. .
- It leads the victim to think about the problem,
- As a reason, he falls behind in his studies, loses his career, and loses his social relationships.
- Isolation from the surrounding community.
- Bullying also causes psychological damage to the victim.

The phenomenon of bullying was not common in the Arab environment due to the Arab upbringing based on respect for the old and affection for the young, and other high social values. However, the era in which we live, which is the era of globalization, the knowledge explosion, and especially the communication and information revolution, all affected the spread of bullying behaviour. We have this phenomenon through the means of communication, films, and modern technology in general, and these views worked to impersonate our children for the bullying personalities presented by the various media channels, in addition to the weakness of parental control, which contributed to the children falling victim to the scenes of violence that turned into bullying behaviour, in addition to the circumstances [22]. The current society is experiencing, which had a bad effect on all members of society, not only affecting adults, but rather exceeding the educational process, and its impact was clear on the psychological, physical and social aspects of the students 'personality, and the most important reasons that led to the spread of the phenomenon of electronic bullying [13, 2, 24] can be summarized in The following points:

1. The school climate: Violence in contemporary schools has reached unprecedented levels, and has reached the point of verbal and physical abuse of teachers on the part of students and their parents, as the limits of the due respect between the student and his teacher have ceased to exist, which led to a decline in the prestige of teachers and their influence on students Which encouraged some of them to bully and bully others, in addition to that, teaching by traditional methods that rely on the centrality of the teacher as the only source of knowledge and his possession of absolute power in the classroom may lead him to adopt violence and exclusion as a method for solving problems in the classroom, which creates an environment Suitable for the growth of the phenomenon of bullying, in addition to the absence of parallel activities inside schools, and the reduction of school life to the official activities practiced in the classroom in the context of downloading study programs.
2. Family factors: Family factors constitute a variety of practices that affect the experiences of the child and adolescent, including the extent of his exposure to bullying. The life of a child and teenager with parents who suffer from disturbances on any level that may lead to their exposure to bullying.
3. Peer group: A peer group affects an individual's exposure to bullying, through the quality of relations between the peer group and their individual characteristics, peer rejection and hatred, and among the confirmed results is that associating with peers who have antisocial practices can increase the chances of violence and social , and can become peers in The virtual community is also bystanders to

cyberbullying, and this is similar to what happens outside the Internet in real society, and these negative peer interactions lead to increased levels of cyberbullying. And that is by developing a collective culture that rewards the bully.

Among the theories that sought to explain cyberbullying [25], the following are some of these theories as follows:

1. The perspective of racial aggression or relational violence: This perspective describes bullying among girls as it is considered more secret than in the case of males, as this relational aggression seeks to harm friendships, integrate into groups or harm the social condition in general through rumours, slander and talk about others Badly, the disappearance of the identity of bullying in the case of cyberbullying suits girls in their preference for this method.
2. The emotional and cognitive deficit perspective: It is clear and known that women get higher scores in the empathy scale and have more capabilities in nonverbal skills, for example, women have greater abilities than men in identifying emotions and observing linguistic signals such as changes in tone of voice and changes in the face, and then Cyberbullying may be affected by:
  - Communication on the Internet does not provide immediate feedback to the effect of words or actions on the individual.
  - Changes in voice tone or body language are not available as they are in reality, which play a major role in bullying.
  - The real reason for young people to use social networks to establish virtual emotional relationships is to empty their emotional loads or their sense of social and emotional emptiness.
3. The model of power and control The theory of social ranks and the exercise of power: some peers use violence against a group of their peers in order to influence and exercise power over them, achieving the highest social rank and status among them, and having the greatest balance of power and access to available resources and When peers are subjected to this dominance by having extreme fear or flight forced on them and controlling them, this may last for a long time because the victim lacks the strength or social standing to fight or protect herself.
4. General stress theory: The general stress theory describes how people break the law by reacting to incidents and structural circumstances that function as stresses or concerns, particularly when they don't have the ability to achieve their socially acceptable goals and The sources of pressure are not limited to the anger felt by a person when his path to achieving a goal is blocked, but can involve negative feelings encountered in a variety of social circumstances.

### **Research Methodology**

Researchers used a qualitative approach in this analysis, which was descriptive in nature and used a form of case study research. A qualitative approach is critical for comprehending a social phenomenon and the viewpoint of the individual being examined. Qualitative approach is often one in which the research protocol generates informative data in the form of written or spoken words from the observed people's behaviour [8]. According to the case study research process, the right approach to use in research that uses how or why research questions, the researchers have little time to control the events under study, and the subject of the research is contemporary phenomena, to monitor contemporary events, the researchers have little time to control the events under study, and the researchers have little time to control the events under study. It is crucial to note that there is no specific concept of a case study in the social sciences; rather, there is a broad definition divided into four categories. A population is a generalization field made up of items or subjects with specific attributes and characteristics that the researcher chooses to analyse and draw conclusions from. Non-probability sampling with a convenience sampling technique was used, in which samples were taken depending on the availability of elements and the ease with which they could be collected. The number of samples taken in this analysis was determined by the minimum measurement results.

The researchers distributed questionnaires relevant to the study variables to respondents in order to collect primary data. The Likert scale was used in this analysis. The scale is widely used to evaluate a person's or a group's attitudes, beliefs, and expectations by agreeing or disagreeing with a specific topic, object, or event. The questionnaire responses were graded on a Likert scale that ranged from strongly disagreeing with a score of 1, strongly disagreeing with a score of 2, neutral with a score of 3, agreeing with a score of 4, and finally strongly agreeing with a score of 5.

### **Research Findings and discussions**

This part of the research examines the data and discusses the results obtained from the distribution of the questionnaire. After the data collection process, there is a phase called data analysis. Statistical Package Social

Science software will be used to present the study methods, test reliability, and findings in this portion. The performance of the questionnaire obtained is discussed.

### Survey Return Rate

The questionnaire forms were distributed during the specified period of 5 months of this study, which starts from October 2020 to February 2021 in southern Iraq, and the questionnaire forms were submitted directly by researchers to participants of different age groups in a number of schools where bullying is widespread. Obtaining the results directly. The participants completed the answers to the questions asked, and the number of participants was (396) respondents. As a result, only 88 percent of those who chose to participate in the research study completed the questionnaire. Table 1 presents the roles in school bullying.

**Table 1.** Summarize the Roles in school bullying

| No | Roles in school bullying        | description  |
|----|---------------------------------|--|
| 1  | <b>Victim:</b>                  | The student who is repeatedly bullied, and falls under this behavior the following actions: hitting, tearing clothes, insulting, destroying belongings, or commenting negatively via the Internet.   |
| 2  | <b>A bully:</b>                 | The person who initiates the act of bullying and may encourage others to do it as well.  |
| 3  | <b>Supporters of the bully:</b> | do not initiate the acts of bullying themselves but may participate in it, and they can serve as an audience for the bully who encourages him and laughs at his actions, and the supporter may encourage the bully only by standing up to watch the acts of bullying and doing nothing to stop it. |
| 4  | <b>The defender:</b>            | the one standing next to the victim and informing the adults about the bullying and trying to stop it  |
| 5  | <b>The spectator:</b>           | he is an outsider who turns away when the acts of bullying start and does not inform adults about it or tries to support the victim, and thus the spectator supports the acts of bullying unintentionally  |

### Factors causing bullying behavior

1. Family factors -: The family environment is of great importance and it is the most important cause of school bullying, as it is the result of wrong social factors such as violence and aggression, which raises family surrounding circumstances, which makes children be abusive later on, so exposure early to aggression and abuse is an experience, an educated one that helps to accept legitimacy The use of offensive behaviors to others, and there are other variables that contribute to this, such as the parents' use of physical punishment, threats and cruelty in upbringing and neglect cause the growth of negative trends, and the lack of disharmony between parents, quarrels and quarrels, and the raising of male children as better and the need to be better in terms of physical and control increases The growth of bullying behavior.
2. School factors and the group of peers: - The school climate has a significant impact on student behavior, as it includes interactive relationships between students on one side and the parties to the educational process on the other hand, and these relationships because of their significant impact on students 'academic achievement and determining their success or failure, and include The educational policy, the school culture, the physical environment, comrades in the school, the teacher's role and his relationship with the student and punishment, and the absence of specialized committees. Violence that the teacher practices against students of whatever kind will not stop at the limits of the student's compliance with his hearing and obedience, so he must realize that outward submission is It is temporary that carries with it hatred, and it spreads to be a public opinion against it among class and school students, and it is likely that it reaches the level of counter-bullying, whether direct or indirect, and the wrongful provocative practices of some teachers, poor academic achievement of the student, and the negative impact of the comrades group The mood and recklessness of the students, abnormal personal and psychological characteristics, the weakness of the relationship between the school and the parents, the conditions and family and living factors of the student, the weakness of the teacher's personality, or his dictatorial style and discrimination The students are concerned, and the teacher's lack of familiarity with the academic subject, all of these factors may help to strengthen and show bullying behavior by some students, as the tense relationships and sudden changes within the school,

frustration, suppression and repression for students, and the educational climate, which is represented in the lack of clarity of school systems and their instructions, and the school building And the overcrowded classrooms with students, and the ineffective teaching method, all these factors may lead to frustration, which drives them to undertake behavioral problems, some of which appear in the form of bullying, and we do not forget here in this regard to talk about the comrades group that plays multiple roles in provoking bullying behavior, or Strengthening it, some children may empower other children in response to peer group pressure, and in order to gain popularity, and this is evident in the stage of adolescence, where the teenager depends on his self-esteem, and demonstrates his abilities through the peer group that plays a major role in the social development of the teenager.

3. Personal factors: Bullying behavior has different motives, it may be a reckless behavior or a behavior issued by the individual because of his feeling of boredom and the reason may be that the practitioners of bullying behavior do not know, there is an error in practicing this behavior against some individuals, or because they believe that the child bullying him deserves That behavior, just as the bullying behavior of other children may be an indication of their anxiety, unhappiness in their homes, or being victims of bullying in the past, and the psychological characteristics of the victim such as shyness and lack of friends may make him vulnerable to bullying.

### Methods of treating bullying

#### A. School's role in preventing school bullying

- Training the various school personnel on the situations that may result from the occurrence of bullying.
- Preparing cultural awareness programs that explain what bullying is.
- Preparing a qualified preventive school team for which tasks are set to be achieved, and it works to collect observations and phenomena that indicate the existence of bullying in the school.
- Urging students and gaining their confidence in reporting cases of bullying that they may be exposed to.
- The school administration announces the legal penalties that may affect the perpetrator.
- Distinguish between students 'innate expression about things around them and violating the rights of others, and differentiate between committing violence and acquiring the skills necessary for self-defence.

#### B. Parents' role in preventing bullying

- Children's use of mobile devices and various communication programs should be monitored.
- Reviewing and familiarizing themselves with the content offered by the websites they visit on a regular basis.
- Creating family rules to minimize the occurrence of cyberbullying, such as not talking to strangers or opening any message from an unknown sender.
- The value of telling one of the parents in the event of cyberbullying, regardless of the circumstances
- Determining appropriate times for the use of electronic devices and social communication services, particularly for children, is a challenge.
- In this regard, cooperation and coordination with the school administration are critical.
- The family should discuss the bully calmly and stand with him on the reasons that made him behave like this, and explain that it is an incorrect behavior, and they must also explain the results of this behavior and its reflection on others.

The results of the study regarding bullying is a quantitative analysis, and the findings will be described in the form of statistics. Data processing was carried out using the information gathered. The data analysis is a descriptive analysis that takes the form of a description or a summary of the data. Table 1 and Table 2 shows the findings of response and investigation, which revealed that we obtained 396 totally completed questionnaires for the demand study. The information from these surveys was entered into an excel spreadsheet and analyzed using pivot tables.

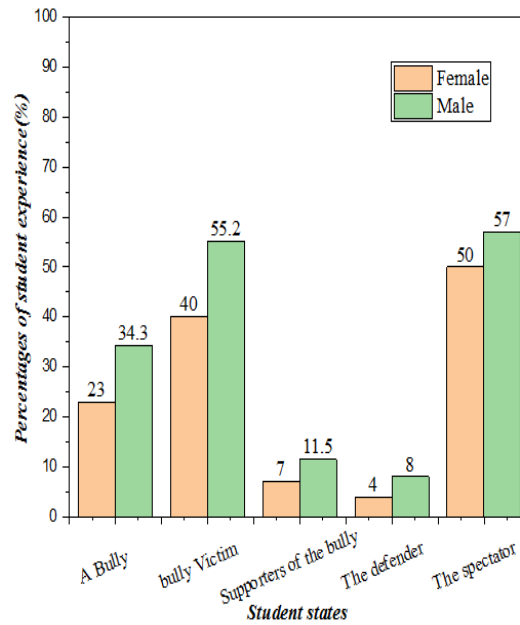
**Table 2.** Shows the summary of the survey.

| Sample size | Questionnaire distribution | Questionnaire Return | Percentage (%) |
|-------------|----------------------------|----------------------|----------------|
| 450         | 450                        | 396                  | 88             |

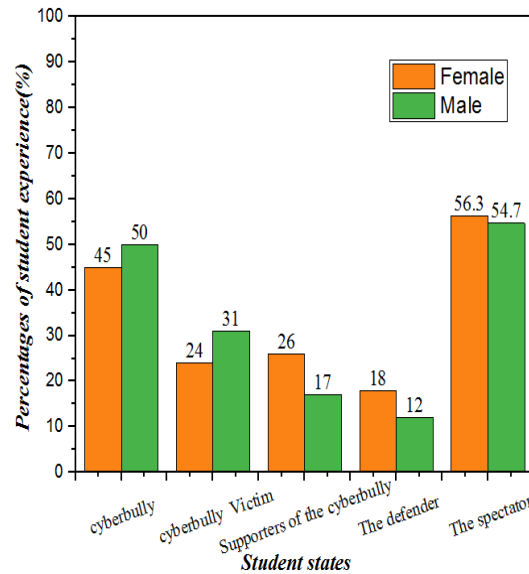
**Table 3.** Questions of the survey.

| No | Question Items   | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1  | Family disintegration has a big role in increasing the aggressive behavior of the bullying student?    |   |   |   |   |   |
| 2  | Parents' educational and cultural level has a big role in students' bullying?                          |   |   |   |   |   |
| 3  | The upbringing of a bullying student has a role in the emergence of this behavior?                     |   |   |   |   |   |
| 4  | The economic situation of the family is one of the factors that push the student to practice bullying? |   |   |   |   |   |
| 5  | School can influence student behavior?   |   |   |   |   |   |
| 6  | Bullying of some students arises from a weak relationship between the school and the family?           |   |   |   |   |   |
| 7  | Media such as television and the Internet have a role in increasing students' bullying behavior?       |   |   |   |   |   |
| 8  | A student bully has a strong personality?  |   |   |   |   |   |
| 9  | The psychological and emotional state of the bullying student has a role in increasing this behavior?  |   |   |   |   |   |
| 10 | The student bullying because he was exposed to such actions before?                                    |   |   |   |   |   |
| 11 | The negative influence of the peer group plays a role in the emergence of this behavior?               |   |   |   |   |   |

The results of percentage of students who have experiences and suffer from bullying and Cyberbullying show in figures 2, 3.

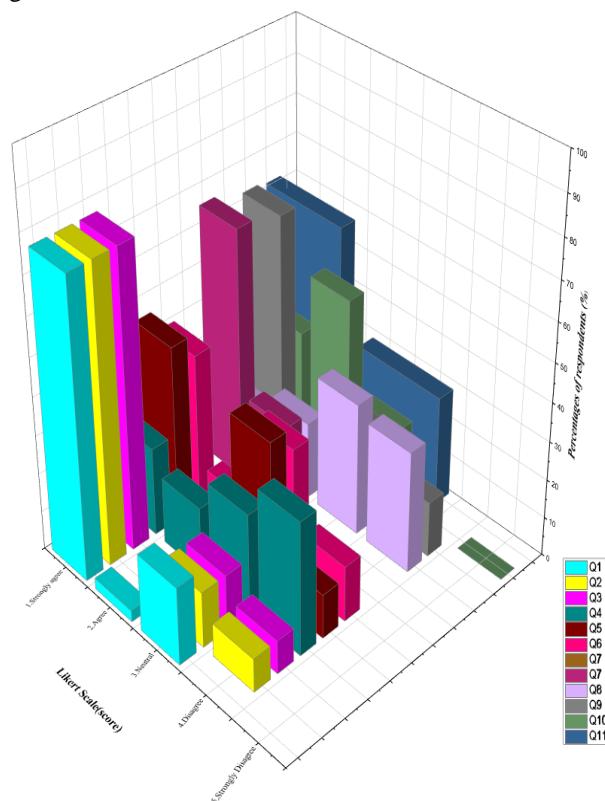


**Figure 2.** Experience in bullying



**Figure 3.** Experience in cyberbullying

Based on Figures (2) and Figure (3), it shows students with previous experience from different genders of male and female respondents. The majority of students who answered the questionnaire are students who are exposed to bullying and cyberbullying at different rates, as shown in the above charts.



**Figure 4.** Show the results of the questionnaire questions

The figure above explain the average score for the perception of respondents to the questionnaire from different genders towards the phenomenon of bullying for each component. The level of perception towards cyberbullying has a higher average level, through answering the questionnaire about these cases that occur in schools.

**Conclusions**

The results are summarized into the following points:

- Paying attention to students and following up on their hostile and bullying behaviors, and working to amend them by following methods that are characterized by reluctance.
- The necessity of identifying bad social behavior that needs to be modified first.
- Staying away from the method of verbal or physical punishment.
- Developing the educational awareness of the family through educational meetings and seminars.
- The necessity of identifying the psychological, social and basic needs of each age group.
- Following programs that include methods of modifying bully's behaviors.
- Bullying is a behavior that the student learns at home, school and society through observation and imitation.
- The teenager avoids watching violence within the family, as well as avoiding violent television viewing, including cartoons and video games.
- The importance of monitoring children's use of modern means of communication and the Internet and ensuring that they are used correctly.
- Work hard with the school to develop an effective plan to reduce the behavior of the bullying son.

**Future research and directions**

Researchers recommend spreading awareness of the seriousness of cyberbullying among community members through awareness programs. Collaboration with local authorities, such as universities and seminar-specific



institutes. All of them complement each other and lead to a positive result if presented appropriately and effectively between the various segments, and the task falls to everyone in cases of cyberbullying and it goes beyond being a rare thing, and we find that children and adolescents are in line with technology and technical development much more than adults. Usage of the Internet and its various technologies in a balanced manner. Since we are dealing with a new generation that has experienced considerable technological advancement, every family should teach their sons and daughters about their respective roles and what they must do in the event of an electronic crisis, whatever it is, and the methods they use in this direction. Conducting further studies to identify the psychological challenges and risks that students and pupils of both sexes face in schools and universities

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