

GHANA INSTITUTE OF JOURNALISM

**RECOGNIZING CYBERBULLYING AND ITS RELATIONSHIP WITH
DEPRESSION.**

BY: AWAL FAREEDA YARO

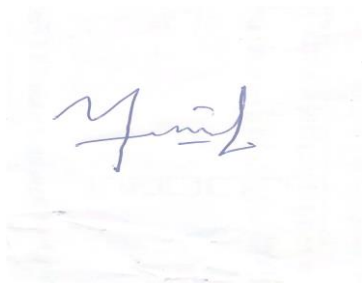
MADC19105

**A LONG ESSAY SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES AND
RESEARCH, GHANA INSTITUTE OF JOURNALISM IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR A MASTERS OF ART DEGREE IN
DEVELOPMENT STUDIES.**

OCTOBER, 2020.

DECLARATION AND CERTIFICATION

I, Awal Fareeda Yaro hereby declare that this long essay is my own work and has not been presented for a degree in any other university, and all materials used in this long essay have been duly acknowledge.



1ST OCTOBER, 2020

.....

.....

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DATE

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SUPERVISOR DECLARATION

I hereby certify that this project work was done under my supervision. I thereby approve that the work is adequate in scope and quality for the partial fulfilment of their requirements for the award of a Master's of Art in Development Communication.



.....

DR RABIU ASANTE

SUPERVISOR

1ST OCTOBER, 2020

.....

DATE

DEDICATION

To Allah, for through whom I found the strength and zeal to complete this study.

To my family, for their support and kind words, their prayers and motivation. I owe it to you all.

To my friends, who helped me gather data for this study, especially Sultan, and the ones who helped with motivation. This one is for you.

To all those who have been victims of cyberbullying and or even traditional bullying, this one is to you with warm regards.

To the individuals who are bullies, you can do better. Life is too awesome to be inflicting pain on others. Shame on you.

Not forgetting the weekend class of Development Communication, Class of 2020, you guys were the best of colleagues.

Lastly, to myself, for believing that I can do it, for doing it, and for all the times that I refused to give up.

ACKNOWLEDGMENT

I will like to express my sincere gratitude to Dr. Rabiou Asante, whose sage advice, insightful comments, patience, and kind words have helped me shape this work to this current stage. I really appreciate you.

I will like to acknowledge my Sister, Saa, whose immense support and words of affirmation have helped to bring this work to fruition.

To Tariq Adams and Sabahat Lardi Musah, thank you for being awesome.

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ABSTRACT

This paper addresses significant issues of cyberbullying in our communities. It explores the fundamentals of cyberbullying, including what cyberbullying is, the distinction between traditional and cyberbullying, cyberbullying between societies and countries around the globe, victimization and the link with depression.

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND OF THE STUDY

Owing to the evolution of technology and industrialization, the world has become a global village. As a consequence, contact has become quite easy. Gone are the days that took a few weeks, a month, or even a year to hear from a loved one who lived miles away. With the introduction of telephones, which eventually developed into cell phones, the introduction of airplanes, which got nations closer than ever before, and the advent of the Internet, which made it possible to keep the globe in communication.

Communication is described by Allen, 2009 as the sum of all the things that an individual does when he tries to establish an understanding in the mind of another. It is the direction of sense. It requires the strategy of speaking, listening and understanding, systematically and constantly.

The planet is continually evolving in order to be best adapted to the needs of its people. It has developed from the Stone Age to the Bronze Age, the Iron Age, the Medieval Age, the Post-Classical, the Early Modern, the Modern, and now we are in the technological era, also known as the information age, which is marked by a transition from industrialization to one focused on information and computerization. Communication has also grown as a result, and we should accept that communication is an important part of development. Ergo the introduction of the study of development communication.

Development communication is described by Servaes (2002) as the sharing of information aimed at achieving a consent for action that takes the desires, needs and capacities of all concerned into account.

On the other hand, the United Nations defines development communication as a mechanism that encourages groups to speak out, communicate their desires and concerns, and take part in their development-related decisions. (resolution 5/172 of the General Assembly, article 6).

Development communication may also clearly be interpreted as the use of communication methods and techniques that make use of participatory engagement processes and focus entirely on the interests of people at various levels to help and enhance their livelihood in a specific environment.

1.1 RELATIONSHIP BETWEEN CYBERBULLYING AND DEVELOPMENT COMMUNICATION

This research focuses on the behavioral component of media technologies, one of which is cyberbullying, which comes squarely under development communication and it actively requires the absolute intervention of individuals to lessen the harm that happens as a result of internet bullying.

The emergence of media technologies is to make the globe a safer environment and not a medium to foster violence.

1.2 PROBLEM STATEMENT.

The idea of space that existed in the days of the past is crushed by the existence of emerging technology, including social media. Many individuals prefer to share specific sections of their lives, including their home addresses and job addresses, leaving them vulnerable and open to both bullies and offenders. There have been occasions whereby internet abuse transforms into reality. Such altercations on the internet often leave a person in a warped state of mind when

they receive threatening messages on their social media accounts or via text messages, e-mails and even phone calls. These kinds of messages may be a ridicule of their person, life-threatening, and even lead the person to fear and panic. It has thrown countless people into despair for many a time, and in some situations much worse conditions.

1.3 AIM OF THE STUDY

The goal of this research is to examine the connection between cyberbullying and depression.

1.4 SPECIFIC OBJECTIVES

- To establish form of cyberbullying experienced by student victims
- To examine the coping mechanism employed by victims of cyberbullying
- To establish the level of depression experienced by victims

1.5 RESEARCH QUESTIONS

- Is cyberbullying a hoax?
- Does cyberbullying bring about depression?
- Can cyberbullying be prevented?

1.6 LIMITATION OF THIS STUDY

A drawback is that the literature on this rising phenomenon keeps becoming obsolete. Just a few recent studies on this subject have been published. There are no fresh hypotheses of communication to help us explain this rapidly evolving problem as it should be. There is also the question of the global pandemic, COVID-19, which has impeded data collection and interpretation as a result.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter attempts to explore the relationship between cyberbullying and depression, by comparing literary works of some scholars on the chosen topic, as well as taking into consideration some communication theories which will help our understanding of the growing phenomena.

Unlike when bullying was limited to the corridors of junior and senior high schools, the simplicity and pace of sharing knowledge online threatens today's young people. In this age of technology, cyber bullying is a comparatively recent type of bullying. Cyber bullying as defined in *Computers and Human Behavior* (2017) as the purpose of continuously harassing another person to inflict harm by some electronic process, like social media, which involves defamation, public exposure of private information and deliberate emotional harm. This latest concept has just entered the consciousness of the public; others still say it does not exist at all. Communication tools used for the purpose of cyberbullying are continually evolving and so research on the issue are fast-moving.

2.1.1 HISTORY OF BULLYING.

Harpers 2008 makes clear that the term "bullying" can be traced back to the 1530s. Bullying requires two people in the most common sense — a bully or an intimidator and the victim. A major exploitation of the victim by physical, emotional, or other means in order to achieve a feeling of dominance and strength. (Patchin and the Hindu, 2012). These acts can be blunt, (hitting, physical, face-to - face assault). Religious books are rife with references to abuse and the spirit of assault. Relevant examples include Cain and Abel, the rivalry between Joseph and his brothers David and Goliath, and the parable of the Good Samaritan. Christians were attacked and oppressed in the Roman Coliseum by Saul, the strongholds of the Christian church. Literature of the 19th and 20th centuries has also represented the collective essence of abuse through the work of Hughes (1857), Tom Brown's School Days and William Goldings' (1954) Lord of the Flies. Such modern-day horrific incidences of abuse include the 1999 Columbine High School Shooting, the beating of a Florida A&M band girl, the deaths of Phoebe Prince and Ryan Halligan. Bullying and peer victimization, in its various ways, is common in classrooms. In the 19th century, the word "bullying" was not typically used to describe abusive activity that invaded regular social experiences, nor was it used in comprehensive research. Thomas Hughes' 1857 novel Tom Brown's schooldays (as mentioned earlier) made an example of the implementation of violence during the Victorian period. Then the book states that the abuse was 'unofficially' acquiescent however, it was perceived as a "misadventure of young schoolboys" attitude, and embraced as an acceptable conduct of young boys, as a disturbing element in England and eluded the damage it could do. This form of misadventure is also seen in William Golding 's Lord of the Flies (1954) as Jack (a character who longs for absolute dominance and is increasingly primitive, barbarous, and barbaric as the novel progresses). Jack continuously picks on Peterkin (often referred to in the book as 'Piggy'), physically assaults and tortures him regardless of his physical presence.

The Times released the first 'official' bullying report and description of the word bullying in 1862, following the death of a soldier due to a systemic bullying incident. Bullying was described at the time as being:

“The propensities of human nature, generally speaking, these remarkable characteristics that they are not wandering, volatile, fluttering, oscillating, unsteady appetites, hopping about and changing from one subject to another, but that they settle upon someone object and stuck close and faithfully and perseveringly to it. They are about the most unchangeable thing that this fickle world possesses.” (Koo, 2007 p. 109).

2.1.2 ORIGINS OF BULLYING

The relentless drive to outperform others and conquer barriers, which has been institutional and normal amongst all living beings since the dawn of time, through our need to live. Because of the plurality of organisms and the scarce natural commodities on the earth, natural survival patterns are closely associated with competition. Herbert Spencer (1864) invented the term "Survival of the fittest" in connection with Charles Darwin 's biological principle of natural selection, in accordance with his own evolutionary philosophies, often used to explain laissez-faire economics, war and bigotry. As stated in Donegan, 2012, p. 34, Survival instincts in aggregation of individual competitive forces have flowed into schooling.

This is referred to as a competitive hierarchy or "social Darwinism" in neoliberal conceptual terms. Donegan claims that capitalist societies strive to push the idea that achievement equals

prosperity, an idea that instills a perception that the wealthy are superior and thus associate's violence as a means of survival maneuver in a competing capitalist society.

At a very early age, children have been unconsciously programmed to believe this philosophy as a path forward. Pressures to attend the best universities or schools, or to win scholarships, can lead to tactics of intimidation such as cheating or spreading rumors about fellow classmates. Some historical reasons that have persuaded the practice of violence include the casual rite of passage into maturity rite. Bullying, when perceived by peer victimizers, is thus symptomatic of some hostile social attitudes and relationships, or loss of empathy towards such variations. For the most part, bullying was, and is now considered, an acceptable aspect of growing up in certain cultures.

2.1.3 EMERGENCE OF CYBERBULLYING

Classic face-to - face bullying has long been recognized as a risk factor for the social and emotional adaptation during childhood and adolescence of offenders, targets and bully victims; bystanders are also reported to be adversely impacted (Gradinger et al., 2009; Slonje & Smith, 2008). The rise of the Internet, due to the advancement of technology, means that bullying is no longer relegated to schoolyards or street corners, and hence to the proliferation of cyberbullying. The rise of cyberbullying stipulates that offenders have turned their attention to technology as an effective means of expressing their influence and authority over others (including cell phones and the internet).

Cyber bullying is characterized as the purpose of continuously contacting another person by any electronic medium, including social media, to cause harm, including slander, public exposure of private details, and deliberate emotional distress. This finding has only recently hit mainstream recognition (Computers in Human Behaviour 69, 2017) The networking methods

used for cyber bullying purposes are continually evolving, and research carried out on the subject are also increasingly becoming obsolete. There is no need to expect a reduction in such attacks, with emerging networking technology offering new channels for violence continually arriving on the market. (New communication technology and the rise of cyber bullying) In recent years, cyberbullying has become more evident as the usage of electronic media such as computers and cell phones by young people has expanded.

Patchin and Hinduja (2012) further explains that someone involved in cyberbullying "repeatedly threatening, mistreating, or making fun of another user on-line" and the real abuse incidents have the distinction of being perceived on a continuous basis.

As a result, bullies are now able to further their studies to torment their victims anywhere Internet access is available, and the fact that cyberbullying helps the perpetrator to conceal his or her identity behind a device makes it much riskier. In typical bullying, the victim is well acquainted with their attacker, but with cyberbullying, anonymity makes it easier for the perpetrator to do so. The distancing impact that technical advances have on the youth of today with the introduction of technological devices always causes them to say and do crueler things relative to what is common in a conventional scenario of face-to - face bullying.

2.1.4 MODES OF CYBERBULLYING

Since it has been established that cyberbullying occurs when a bully uses electronic forms to repeatedly harass their victims, here are some medium of cyberbullying.

- Text message bullying,
- Photo/ video clip bullying,
- Phone call bullying,

- Email bullying,
 - Bullying on social media platforms which has evolved to “trolling” and
 - Catfishing.
-
- Text message bullying is very common and can be particularly detrimental to both the perpetrator and the survivor for a variety of reasons. Although people, particularly school-age children, sometimes run away from more conventional types of harassment at the end of school sessions, text-message harassment may seem inescapable when it happens 24 hours a day, regardless of time or place, including at home that is meant to be a safe haven. Text bullies are much meaner and their victims don't have to be identified. Quite frequently, victims may not even know the person behind the notes, making it more terrifying. Text victims most frequently fall for the trick by answering with cruel responses to bullies as well, making them themselves bullies. Children who are intimidated in this manner often do not complain to parents for fear that their electronic devices could be taken away from them. Ignoring them is the only way to deal with text message trolls. They finally get bored and stop if they don't get the gratification of an answer. (Patchin and Hinduja, 2012)
-
- Picture / video clip bullying: one of the types of cyber-bullying that has seen a spike in recent years is picture or video clip bullying. Cyber-bullying has been described as a significant threat to public health which has prompted an alert from the disease control center. Picture distribution, which is the propagation of embarrassment by text or email, is a very popular form of cyber-bullying. Happy-slapping is a type of video clip of violence in which the bullies assault the victims and then record the assault that is then posted to humiliate the victims. This may have significant psychological consequences on the victims.(Kowalski et al,2018)
-
- Phone call bullying is terrifying and unethical, and persons who do it are not as discreet as they believe they are, they may also monitor their information (compelamerica.org). When there are

cases of people committing suicide as a result, cell phone abuse has been a major concern. In companies, silent calls, threatening calls, offensive verbal messages and stolen identity, phone call bullying can occur. Relatively cheap cell phones are a product of that. The number of reckless owners is about as high as the number of owners who are responsible. As phones are readily available, the urge to harass and play pranks on humans is strong. Bullies often call victims to aggressively harass them when claiming to be other persons. This could end up putting innocent individuals in trouble. (Watts et al, 2017)

- **Bullying via e-mail:** In the office, email bullying also takes place where contact is mainly through email between higher ups and superordinate's and often between colleagues. Bullying via email is on the increase. According to study by Reed.co.uk, one in six workers encountered a form of email harassment out of a sample of 3,400 workers. Surprisingly, the numbers go up as you step up the hierarchical hierarchy. Where 15% of secretaries have encountered email abuse, among executives, the figure increases to 28%, which is almost twice the number of secretaries. It seems like without really understanding it, one can be an email tyrant, since only four percent of employees confessed to being bullies themselves. Unfair remarks from higher ups to superordinates to unjustified personal references from peers provide examples of email bullying. The main issue is the simplicity at which emails can be submitted when emotions are high without worrying about the recipient's consequences. There are no sound and visual indications to emails that come with other means of contact that pose a challenge when communicating. (Beebe, 2010)
- **Trolling:** this new cyber-bullying epidemic is by far the most violent and dangerous. A troll is a person who normally begins an online dispute purposefully by making offensive or provocative remarks with the sole purpose of causing an individual or a group of people to respond. Typically,

trolls target their remarks to events, thoughts, or opinions that a lot of individuals are passionate about and will still support. The goals are also not the beneficiaries themselves. In order to elicit a backlash from their fans and followers, Trolls will target high profile people. On social media, discussion boards and response pages in most blogging sites, trolling has become popular, where broad crowds of people are likely to make offensive and inflammatory remarks. Trolls actively engage their victims, although anonymously. Many people engaging in trolling do so for entertainment, arguing that it's only for freedom of expression and banter and mischief. Trolling has developed from social media stalking, which is more private and targeted at individuals. (Herring, Job-Sluder, Scheckler and Barab, 2002)

- Catfishing: this refers to the process of setting up online fake accounts, most commonly for the intent of enticing someone into a false sexual relationship (J.W. Patchin, 2013). The urban dictionary describes a catfish as anyone who pretends to be someone who does not use Facebook or other social media to establish false identities, particularly to attempt misleading online scams. Since learning that they have been involved with a catfish, respondents have been led to commit suicide. As is often known, catfishing leads to bribery and extortion, and victims are often coerced to send pornographic photographs to these false accounts, who are then blackmailed with these photographs. In the early stages of catfishing, victims were frequently attacked by persons known to them. That could be college mates or neighbor's, even. This catfish often makes financial demands on their victims, extorting large quantities of money from them. (Watts et al, 2017)

2.1.5 CYBERBULLING IN THE WEST

Researchers paid no attention to bullying in general, except with F. L. BurKs study, according to the International Journal of Education and Social Sciences, it was not until the 1990s that the United States regarded bullying as an epidemic because of a number of school

massacres. Aludee, Adeleke, Omoike, and Afen-Akpaida, 2008 claim that bullying has become a regular occurrence and a major problem in schools in America and around the world, and it is a troubling phenomenon in schools because it infringes the child's right to human dignity, privacy, equality and security. They also clarified that it is never possible to underestimate the physical, mental and educational effects of bullying actions. Traditional bullying has developed over the past few decades into the new epidemic of cyberbullying. While the two are sometimes close in nature, as cyberbullying requires the attacker to be anonymous, the tactics vary, making it easier for them to abuse their victims.

Subrahmanyam and Greenfield (2008) claim that chat rooms and online forums have provided a fertile ground for young people to target each other, and the invention of the internet makes this inevitable. They also clarified that chat rooms were augmented by AOL instant messenger (AIM), an online networking platform that allowed teens to spend hours chatting to each other in private, one-on-one conversation in public chat rooms. In addition to the advent of social media, the advancement of technology has given rise to smartphones and other handheld devices. Myspace was the most popular cyberspace website a little over a decade ago, allowing people to build a profile of themselves. Users were also able to personalize their accounts so that they could share information of their own on the website. In short, apps have found confidential knowledge readily available to allies and rivals alike.

One of the first events that took cyberbullying to the surface and caused a lot of rage in the US is the Meier Tragedy. A 13-year-old named Megan Meier committed suicide after being bullied by "Josh Evans" whom she met at Myspace. (Jennifer steinhauer, "Myspace suicide case decision," New York Times, November 27, 2008).

In his book “confronting the Dark Side of the Internet: Moral and Social Responsibility on the Online Highway (2015), Raphael Cohen-Almagor clarified that, in addressing the Meier Incident, it was the consequences of this unfortunate event that made parents more aware of the risks of possessing a cell phone and accessing the internet.

They discovered that their children were not protected on the internet, and that what had happened to Megan Meier may have happened to any family, and that their idea of buying mobile devices for their children for safety reasons was null — they made them even more insecure.

A recent UK meta-analysis report showed that although cyberbullying prevalence rates were lower than conventional bullying rates, there were substantial associations between these kinds of violent activities (Modecki, Minchin, Harbaugh, Guerra, and Runions, 2014).

According to national data gathered by a longitudinal survey of young people in England, 11 per cent of children reported cyberbullying victimization. (15) Lasher and Baker. Baker and Lasher have proven that when typical face-to - face violence ceases when school is closed, cyberbullying persists from day-to-day through to night — ergo, it does not have an end after all, the Internet does not go to sleep.

A common form of peer cyberbullying in the United Kingdom known as "happy slapping" was a common form of bullying featuring gangs of youths slapping and beating chosen victims, filming and uploading these acts online, including setting up a website and message boards containing images of peers and encouraging slurs and demeaning sexual remarks.

All of these became popular in the UK when YouTube.com caught the interest of teens who learned that without objection they could upload amateur videos online (Shasheen Shariff- Cyberbullying problems, 2008)

2.1.6 CYBERBULLYING IN THE NON-WEST

The book on cyberbullying across the globe (p. 156) reveals that the great rise in the usage of the Internet has contributed to the advancement of information and communication technologies, which has brought advantages but has also created unforeseen effects. In the novel, it is claimed that people at any time and everywhere have suffered from violent, harmful photos or texts. In the early years of 2000, these were known to be one of the key explanations for the suicides of some of their idols, such as Jin-sil Choi, Yuni. A national outcry over cyberbullying was sparked when a middle school boy committed suicide in South Korea in 2011.

According to Huang and Chou(2010) in Taiwan, the form of cyberbullying varied from media usage; tweets, text messages, chat rooms, online polling, web forums, weblogging and cellphone, messaging They investigated why, through these mediums, students had to endure threats, abuse, embarrassment, insults and other mental upheavals through phrases, taking photographs, becoming "Peeping Toms" posts, or some form of cyber-bullying.

Some forms of cyberbullying have been shown to be similar to those of Western cultures, but there is a strong difference between Western cyberbullying practices and those of Eastern cultures. Hwang et al argues that in South Korea, cybergangyo, also referred to as Wifi-Shuttle, can be an exclusive form of cyberbullying activity. According to them, (Hwang et al) cybergangyo implies that a bully is pressuring a victim to do what they want. The victim appears to purchase what the dictator wants and delivers to them. The authors have provided an example that illustrates this hypothesis

. "...the victim downloads charged data, game money or game items on their mobile devices, the cost will be charged to the victims mobile fare, and then they intend send the resources to the bully."

Nevertheless, whether it is a condition directly connected with Internet gaming goods, they call it "gaming-shuttle"

Morita (1999) states that the word *ijime* is used to fit the pattern of abuse in western cultures — *Ijime* is heavily affected by social interaction dynamics and the role of the person in a group. A similar occurrence of cyberbullying may be the word *Netto ijime*. This is used to denote abusive usage of text messages from cell phones and websites or blogs (Toivonen and Imoto 2012).

Curiously, there is no clear word for bullying conduct in Taiwan. In Chinese culture, the words bullying and cyberbullying are not commonly used and even the exact translation of the word bullying (*ba-lin*) is not often used either, (2010 for Huang and Chou).

Curiously, Zhao, Selman, and Haste (2015) claim that while cyberbullying remains a widespread problem in the world today, the practice and influence of it is understudied among Chinese youth. As a result, there is a lack of thorough awareness about cyberbullying and how to tackle it among parents, teachers and educators. Roberts et al (2009) also made a fascinating observation that "The Great Firewall of China," which blocks Chinese people from accessing international websites such as Google and Facebook, has substantially lowered the incidence of cyberbullying relative to western cultures. There are highly regulated operations in China, Japan and South Korea.

Villeneuve (2008) notes that, after analyzing the search filtering activities of Google, Yahoo and Microsoft and Baidu in China, taking into account no drastic difference between search engines in the content they regulate, Human Rights Watch (2006) confirmed earlier findings. It is important to notice that a fragmented network of internet routers is used for censorship and internet filtering to root out blacklisted keywords, ergo' hateful, offensive, posts that invite abuse, and to block access to data in eastern countries, , which is blocking international websites and search engine optimization, has played a significant role in minimizing the possibility of cyberbullying in these parts of the world because any such article is automatically deleted. (Fletcher in 2011).

2.1.7 CYBERBULLYING IN DEVELOPING COUNTRIES

(Taking into consideration Ghana, Kenya and Nigeria)

While cyberbullying around the world is a continually growing epidemic, it is very new to the African continent. The Internet was considered a luxury or a privilege about 20 years ago, and only wealthy families at the time could afford it. In the early 2000s, the Internet became popular in Africa, with social media joining the scene shortly after the creation of the Web 2.0.0. As a result, cyberbullying is fairly new in Africa.

Since scholars are still seeking to understand it in its entirety, there has not been much study on this new phenomenon; thus, there is little information in our continent about this insurgency phenomenon.

Interestingly, on a daily basis, many people are harassed on the Internet, particularly on social media sites, but they are oblivious to it. Many do not realize the internal distress that ensues following it.

A paper written by Joshua Rumo A. Ndiege, and Patrick Kanyi Wamuyu in conjunction with the U.S. International University-Africa Nairobi, Kenya School of Science and Technology, says in recent years, cyberbullying incidents in Kenya have drawn media coverage. They say that the nation's press has a lot of credible evidence that cyberbullying is slowly but gradually taking root in the community.

According to the report, the Kenyan government has acknowledged the country's eminent realities of cyber security issues and has in place steps to resolve these circumstances.

The 2017 Computer and Cybercrime Bill, with section 14 of the bill calling attention to cyberbullying, and the creation of national cyber security policies that identify the cyber security aspirations of the world, priorities, among others, to protect the cyber space of a world, are among the initiatives.

According to Owusu et al (2011), cyberbullying is more common among students in senior high schools in Ghana. Although this problem does not have an age category, Owusu et al (2011) indicates that cyberbullying victims or the group of individuals targeted for cyberbullying are senior high school students, who fall within the 12-17-year age category.

David L.Sam, Delphine Bruce, Collins B. Agyemang, Benjamin Amponsah and Helen Akorful noticed in their article Cyberbullying Victimization by high school and university student,s that senior high school students are harassed because they are Highly insecure, innocent, easy to believe, fearful of getting into trouble while disclosing the problem of being bullied on the Internet, as well as being scared of the consequences of being bullied.

Photo / video bullying is the most prevalent type of cyberbullying among Ghanaian youth, where the attacker can coax their victim into sending intimate images and videos of themselves, and then attempt to post them on the internet in circumstances where the victims do not satisfy the demands of the perpetrators.

There have been many occasions where images and videos of this nature have appeared on Ghanaian Websites. This form of cyberbullying is not the focus of high school students on their own, but is more rampant.

Nigeria is not left out of this rising global cyberbullying epidemic.

It is one of the problems faced by young people in the Nigerian community. Since the nation has a population of around 187 million, a day does not pass without any sort of social media registering an active cyberbullying scene, especially among young people.

According to the International Journal of innovative Studies in Medical Sciences (2019), cyberbullying takes various forms (in Nigeria) such as flaming, outing, trolling and roasting. Flaming refers to an offensive exchange between two or more individuals that is intended to be a catalyst of change.

Outing is the act of disclosing other people Personal data and information with sinister purposes, trolling refers to an effort to wind up other people online with childish questions or rude remarks to evoke responses and roasting where there is a combination of attacks by multiple abusers against a single victim to inflict shame.

Any other ways of cyberbullying may occur in Nigeria, but these are the ones that the study has brought to light. An example of a serious case of cyberbullying is when Ariyo Olanrewaju Taiwo, a Nigerian who has been bullied online, commits suicide.

While it is continually-annually (cyberbullying) it is very poor for the capacity of the world and has a population of around 187 million people. It is, however, proportionate to the degree of cyberbullying.

2.2 THEORETICAL FRAMEWORK

2.2.1 SOCIAL IDENTITY THEORY

Erickson (1950) wrote extensively as the primary psychological activity to be revolved on the growth of teenagers and established identity formation versus role uncertainty. Any person struggles to establish and develop themselves, as well as to try to manage newly learned life rules, such as being in high school, being working, being a friend, and coping with the complexities of becoming a young adult. The Internet has also been used in recent times as a means to exploit their identities by competing in numerous video games, Taking on diverse features, setting up blogs and personal accounts, engaging in social conversations with friends on social networking networks, sending and accepting instant messages (Huffaker and Calvet, 2005; McDonald and Kim 2001, Turkle, 1997) and, most recently, building social media identities for themselves through dominant social media channels such as Facebook , Instagram , Twitter and Snapchat.

The object of social identity theory is that an individual is likely to be a friend to people who have shared similarities. 'A different social background may cause an individual to think, feel and behave on the basis of their personal, family or 'national level of self' ... (Turner et al, cited by Tuent University. Social identity is that part of the "self-concept" of a person which derives from its membership in "social community or groups along with the meaning and emotional significance attached to it." (1978 at Tajfel). This concept helps to understand that young people who wish to be part of a PSY community frequently go to extreme lengths to obtain membership, even though it means engaging in online abuse of others with a low “social standing”

2.2.2 RELEVANCE TO THE STUDY

The theory of social identity allows one to understand that certain people partake in cyber bullying as a function of the social community to which they belong. The research performed by Tajfel and Turner in 1986 reveals that when individuals are placed together in a community, they appear to support their own group more than other groups in a group. As an effect, some communities they define as weaker relative to theirs would partake in cyber bullying. This is much the same as the *gidan-gorophim* in South Korea, which literally means collective abuse or intimidation by groups.

The theory of social identity further helps us to understand individual activity in a group and the role it plays in cyber bullying to help us better understand the phenomena from a particular viewpoint.

2.2.3 CHOICE THEORY

Proposed by William Glasser, the theory of choice (1985) claims that we are born with five genetically encoded desires to drive our entire lives, love and belonging, power, fun, survival, and freedom. The philosophy of the father of choice discusses his argument in rebuttal to the belief that persons, even with psychiatric disorders, should not be blamed for their actions (Kaner 1993). In his argument, Glasser claims that the causes for psychiatric difficulties are those mental conditions, suggesting that the true cause of difficulties is people themselves. (Glasser, 2000; Haight and Shaughnessy, 2003) and that's all behaviors are influenced by internal factors that he called 'quality world,' not external factors that he sees as distinct from other psychology theories, including behaviorist theories (Cameron, 2009). Communication is also impaired as a result of people having difficulties, but they do not wish to alter their actions or regulate their behavior.

Instead, they try to alter the actions of the other person (who they have an issue with) and control it. However, according to the choice theory, a person has the expertise to regulate only his own actions (Glasser,1997, Özmen, 2006).

As proposed by Glasser, below is a brief explanation of the five basic genetic endowments.

- Love and belonging need: this is believed to be the primary needs as human beings need each other to meet all their needs, because we need a corporate person to help us achieve it, it is also the most difficult need to satisfy it.
- Survival; this is the physiological needs that include everything that you need to maintain in life, such as shelter and food. Reproductive sex involves the species's survival. Feeling secure and safe is the psychological component of this need.
- Power: this need includes the desire to matter, to make a difference, to accomplish, to be competent, recognized and respected. This includes self-esteem and a willingness to leave a legacy.
- Freedom: the need for freedom is to have choices, to be independent and independent, to be free to move freely without restriction. Creativity is a component of this requirement.
- Fun: this need encompasses pleasure, humor relaxation and learning relevance.

In a 2007 study by Raskauskas and Stoltz, according to Choice theory, people's behaviors are meant to meet five basic needs. In this sense, cyberbullying aim is designed to meet one or more of these basic needs. In their study, Schultze-Krumbholz and Scheithauer (2009) postulate that anger and aggression behaviors are related to cyberbullying. Patchin and Hinduja (2010) assert this assumption by saying that "people who display aggressive anger behaviors also display cyber bullying behaviors."

According to Vandebosch and Cleemput(2008), victims of traditional bullying are trying to balance their unfortunate situations with the power they gain from their knowledge on the Internet. The feeling of anonymity makes them feel powerful.

Vandebosch and Cleemput also show that those who consider themselves insufficient in terms of physical strength and age try to balance it with cyberbullying behaviors. From their study, it is noted that cyber-bullying behaviors aim to satisfy the basic needs of endowing entertainment and power.

Schoffstall and Cohen, 2011, also suggested that there is a high rate of cyberbullying behavior among individuals who are alone and have a low level of social acceptability.

It has been shown that the ability to establish social relations and ability to deal with problems experienced in social relations negatively predicts cyber-bullying (Schoffstall and Cohen, 2011; Sourander et al , 2010).

Mason (2008) adds to this assumption by arguing that cyberbullying is predicted by poor parent relationships. From this point of view, one of the reasons behind cyberbullying behaviors can be found to be the fact that the needs for belonging are not adequately met in establishing relationships.

2.2.4 RELEVANCE TO THE STUDY

This theory helps us to better understand how cyberbullying and cyberbullying behaviors are often influenced by human behaviors. The relationship between cyber bullying behaviors and basic needs shows that cyber bullying behaviors, two of the five basic needs in the theory of choice, meet the needs of entertainment and power.

2.2.5 INCIDENCE AND CONSRQUENCES OF CYBERBULLYING

Dog poop girl refers to an incident that occurred in South Korea in 2005, which was one of the first internationally reported incidents and a classic example of cyber-bullying. This happened when a young woman took her dog to the subway in Seoul. Her dog was defecating on the floor of the subway car and she refused to do so when other riders requested that she clean it up. Another subway rider gave the young woman a tissue she used to clean the dog, but other passengers suggested that she cleaned up the mess, but she ignored the second request group and deposited the subway at the next stop. Using her camera phone, a commuter on the same subway took several photos of the woman and her dog and posted them on a popular Korean website. It was not long before Internet vigilante groups identified her and her personal information and published the photo of the young woman and her dog on the Internet, rapidly becoming one of the most popular messages on popular Korean portals. Out of public humiliation and remorse, she left her university and posted a photo of her with a formal apology.

An 18-year-old girl named Jessica Logann killed herself after her boyfriend sent naked photos of her to teenagers in at least seven high schools in Ohio. Logann was constantly cyber bullied

through Myspace and text messages. A year later, relatively similar news involving a 13-year-old who also took her life after her ex sent a nude picture of her to six high schools in Florida. Both fatalities resulted in lawsuits against the schools as well as cyberbully laws in new states. A student from Rutgers University called Tyler Clementi jumped off the George Washington Bridge in 2010 after his roommates streamed a live video of him (Clementi) kissing another man on Twitter.

After uploading a video entitled "my story: battling bullying and self-harm" to YouTube, Amanda Todd, a Canadian youth, killed herself in 2010, A month later after her film was uploaded onto the internet. In the film, she explained how a stranger persuaded her to expose her breast on tape, and continued with these pictures to exploit her. The stranger shared the pictures on social media and even went to use them as profile pictures for fake profiles, with which he used to send friend request to the victim. A week after her demise, Canada began drafting a collective anti-bullying legislature.

He committed suicide a few hours after the post in March 2017. Ariyo Olanrewaju Taiwo, a Nigerian who shared suicidal thoughts on Facebook, only to be bullied online with taunts to go forward.

Jadin Bell and Kenneth Weishuhn both committed suicide in separate incidents after being cyberbullied in America in 2012 and 2013 because of their sexual orientation.

2.2.6 MOTIVATION FOR CYBERBULLYING

According to Hwang et al, 2013 in South Korea, when asked what inspired them to cyberpokryuk others, respondents issued a statement saying "for fun" and "upset with the victim." Some also said, "I was bored."

In a report entitled 'High School Students' Perceptions of Cyberbullying Motives: An Exploratory Study,' Varias et al observed that high school students' perceptions of cyberbullying motives may be divided into two classes. Namely, "Internal Motivation" and "External Motivation". They learned that one set of "motivations" consisted of influences that the person extracted from their emotional state and their feelings for the victim. They involved vengeance, envy, anger, instigation, finding acceptance, redirecting emotions, anonymity / disinhibition, and adopting a different image to make oneself feel better. They described this category as "Internal Reasons".

Varias et al found explanations in the other team that had to do something with the Internet as a medium and the chance it presents compared to who the victim(s) is(are). The explanations were that it was assumed that cyberbullying had no mitigating impact, that cyberbullying was assumed to be non-confrontational, and that the victim had something distinctive about them that the bully found offensive. This team was labeled as "External Motives"

2.2.7 CYBERVICTIMIZATION

In 2008, with 1,450 teenage participants, aged 12-17, Juvonen and Gross performed an online web-based study. 72 % of respondents confirmed victimization through cyberbullying at least once in the previous year. Modecki, Barber, & Vernon (2013) also finds that teenagers with impaired social adjustment, lower self-esteem, and elevated signs of depression are at higher risk of being victims of cyberbullying. Some study also puts emphasis on the negative effect

cyberbullying has on teens. A decline in academic success, growing depression, feelings of exclusion, and an absence in peer contact skills are some examples (Hinduja & Patchin, 2007; Marczak & Coyne, 2010; Ybarra, Diener-West, & Vine, 2007). In addition, the reports of Patchin and Hinduja (2012) indicate that victims of cyberbullying are slightly more likely to record suicidal ideations and attempts. The following literature review discusses teen depression that occurs as a result of victimization through cyberbullying.

2.2.8 CYBERBULLYING AND DEPRESSION

Research suggests that cyberbullying can lead to the development of depression in teenagers. Significant links have been formed between becoming a survivor of cyberbullying and internalizing topics such as depression (Olenik-Shemesh, Heiman & Eden, 2012; Perren, Dooley, Shaw & Cross, 2010; Ybarra & Mitchell, 2004) and a rise in suicidal thoughts (Hinduja & Patchin, 20).

In addition to conventional bullying, Bonanno and Hymel (2013) have discussed the degree to which cyberbullying leads to developing depression and suicidal thoughts. Three self-report tests on bullying / cyberbullying, depressive symptomology, and suicidal ideation were provided to 399 secondary students in grades 8 through 12 in a survey that was performed.

Researchers expected that this analysis will display more suicidal symptomology and more discomfort in reacting to the symptoms of cyberbullying.

Results showed that students who documented participation in cyberbullying, whether as an aggressor or as a target, disproportionately supported both depressive symptoms and suicidal thoughts. Results have demonstrated that the link between cyberbullying and internalizing issues is independent of inclusion in more conventional modes of bullying (Bonanno & Hymel, 2013). It was not very clear that cyberbullying led more strongly to symptoms of depression, but Bonanno and Hymel (2013) hypothesized that the repeated and systemic nature of

cyberbullying might make it easier for victims to feel helpless, which can then lead to depression and suicidal thinking.

Their conclusion was compatible with evidence obtained by other scientists on feelings of hopelessness linked to teenage suicidal ideations (Terzi-Unsal & Kapci, 2005). Furthermore, Mason, 2008; Wong-Lo et al., 2011 posits that the most rampant issues faced by cyberbullying victims are loneliness, social alienation and self-harming habits. A research by Navarro et al (2011) showed that cyberbullying victims may have social anxiety and, notably, fear of being critically judged. Several other research, including Patchin and Hinduja (2010) and Didden et al. (2009), have shown that victims have poor self-confidence and self-respect for the most part. A correlation was documented by Gamez-Gaudix et al between cyberbullying (victimization) and depression. The association between cyberbullying and depression is mutual, they observed. They went on to say that victimization by bullying can cause depression and that depressed symptoms can put a person at an elevated risk of suicide.

2.3.1 IS CYBERBULLYING A HOAX?

An analysis by Dan Olweus (RKBU Vest, Uni Research, Bergen, Norway) points out that many statements made in the media and on other knowledge sharing sites regarding cyberbullying are vastly exaggerated. He also states that cyberbullying is a low-prevalence problem, when observed in a proper sense, and has not escalated with time and has not produced any "new" victims and bullies. Olweus thinks that the phenomena have been reported by several scholars who merely have studied the phenomena in "isolation". According to him, it is outside the general sense of conventional bullying and, as such, through being analyzed outside the definition of traditional bullying, cyberbullying has not been placed into proper perspective.

That withstanding, there are many studies by scholars including the likes of Hinduja & Patchin who have published scholarly works debunking this claim by Olweus. The fact that

cyberbullying is not prevalent in some parts of the world does not mean it does not exist as a growing phenomenon.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

A summary of the study design and methodology, target audience, sample size and sampling techniques is provided in this chapter. In addition, the chapter includes an account of the instruments that may have been used to capture and test the data, the durability of the instrument, the method for collecting data and the methods for analyzing data.

3.1 RESEARCH APPROACH

The primary aim of this research remains to investigate the relationship between cyberbullying and depression. Creswell (2011) indicated that the goals of the analysis should be taken into account when making decisions about the type of testing methodology to be used. In the light of this, a qualitative approach would be suitable for this analysis. Qualitative methodology is a method in which the researcher also makes information statements that are largely based on point of view or participatory positions, or both. Furthermore, research techniques such as, ethnography, phenomenology or case studies are applied (Kiplagat, 2014).

3.1.1 QUALITATIVE RESEARCH

Qualitative analysis has multiple meanings on the basis of the views of research scholars. Others call attention to the intent of the analysis and concentrate, whereas others reinforce the viewpoint of epistemology. Qualitative scholars are interested in learning, according to Merriam (2009), the context that individuals have made, in particular, how they make sense of their life and the presence they have in the universe. However, qualitative analysis is perceived by Parkinson and Drislane (2011) as using approaches such as participant evaluation or case studies that result in a detailed, comprehensive analysis of environment experience. Nkwi et al. (2001) stress in the applied science sense that qualitative analysis requires all study that incorporates evidence that does not reflect ordinary values. This means that the form of data produced or used is the key critical factor. In brief, qualitative research includes gathering and/or working with images, words, or sounds that, in addition to the richness of the analytical and epistemological context associated with it, facilitates the use of a range of data collection and analysis techniques.

3.2 RESEARCH DESIGN

The research design is a master plan to be pursued in order to gather the knowledge needed to address the research issue and its goals (Tustin, Lighthelm, Martins & Van Wyk, 2005). For this analysis, a descriptive cross-sectional sample design would be sufficient. This architecture is selected so the researcher would be able to capture and interpret the data as it appears in the field without modifying any variables. In order to address questions about the current state of the subjects of the report, perceptions and views on activities, individuals or systems, the researcher would be able to collect data (Gay, 2010).

3.3 POPULATION

Effective users of social media as well as high school and university students will constitute the target population. The Ghana Institute of Journalism is the university of selection, and students from level three hundred would be known as the community. The explanation is, these people most regularly use the Internet and social media.

3.4 SAMPLE SIZE

Typically, qualitative studies need a lower sample size than quantitative assessments. To collect enough data to properly characterize the phenomena of interest and answer the study questions, qualitative sample sizes should be broad enough. The sample size can be defined as the proportion of the sample that is sufficiently representative of the population as a whole and whose results can be applied to the demographic as a whole (Hayes, 2008; Salkind, 2011). The required sample size on the basis of this notion, appears to be 15. This sample size is considered acceptable on the basis of the guidelines for phenomenological studies made by Creswell (1998) between 5 and 25, and Morse (1994) suggests at least six. These guidelines will allow the researcher to predict how many participants they may need, but eventually the appropriate number of participants may depend on when saturation is achieved. Saturation happens where the addition of more subjects to the sample does not result in new viewpoints or different perspectives. Glaser and Strauss (1967) recommended the principle of saturation for the achievement of an acceptable sample size in qualitative research.

3.5 SAMPLING TECHNIQUE

The research will use a purposive sampling in identifying and selecting participants to pick. Next, the purposeful sampling method would be used to pick six (6) participating users of the Internet. Purpose sampling is the method of choosing people with the skills or expertise

available and able to supply the appropriate details (Bernard, 2002; Lewis & Shephard, 2006). Nine (9) victims of cyber bullying and bullying respectively will be chosen using the convenience sampling methodology. Convenience sampling is a technique of non-probability sampling used to produce samples according to ease of access, readiness to be part of the survey, availability of respondents at a given time slot (Bhat, 2018).

3.6 DATA COLLECTION INSTRUMENTATION

An interview guide will be the main instrument for the study. The interview is a verbal dialogue aimed at gathering specific knowledge for analysis purposes (Bryman, 2008). It is used to get in-depth data on a matter of interest. The interview will be broken into two key parts, A and B. Part A focuses on the compilation of demographic data such as age, marital status, ethnicity, educational level and whether or not they have been abused or threatened via any means of cyberbullying or even through the internet. These questions are important to clarify the degree of knowledge the respondents have on cyberbullying. The second section (B) of the interview attempts to assess the respondents' experience, to find out whether they knew they were being harassed or were being abusers, to find out whether they were aware that their acts would cause harm or whether they were affected by these bullying actions. To decide how they felt about witnessing this phenomenon, generally.

3.6.1 VALIDITY OF THE INSTRUMENT

Validity is the degree of precision of the calculation of scale as expected (Collis & Hussey, 2009). Validity generally falls into two forms: content and validity of the construction. For the aim of this analysis, the researchers may use the authenticity of the face validity. Face Validity

requires the use of the best tool by asking individuals who have the knowledge and expertise in the area to figure out if the measure demonstrates the concept. Based on this, at the Ghana Institute of Journalism, the researcher will deliver the interview guide to the supervisor who will examine the objects calculating the individual constructs to decide if they represent the exact constructs they are expected to assess.

3.6.2 RELIABILITY OF THE INSTRUMENT

A re-test procedure would be used to ensure the instrument 's reliability. Reliability means that, on different days, the instrument used should be able to replicate the same effects. Hayes, (2008) also noted that the degree to which the measurement instrument is far from random error variance is determined by reliability. To achieve the internal accuracy reliability coefficients, the reliability will be determined using Cronbach's alpha. In order to demonstrate internal accuracy, Hair et al. (2010) suggested that instruments used in fundamental science have a reliability value of around 0.70 or higher in order to be appropriate. A value of 0.6 and above is seen by Nunnally and Bernstein (1994) as adequate.

3.7 SOURCES FOR DATA COLLECTION

There are two primary sources from which data will be gathered for the analysis. These are primary and secondary data

3.7.1 PRIMARY DATA COLLECTION

Primary data refers to the type of data obtained from the field under the researcher's supervision. Essentially, new or initial data is obtained primarily for the purpose of a specific research. No one has ever used the data before in this reference. The primary data for this analysis would then be the interview guide.

3.7.2 SECONDARY DATA COLLECTION

On the other hand, secondary evidence refers to evidence or information that has already been obtained by other persons. Secondary knowledge appears to be widely accessible and cheap to acquire, and can be either qualitative or quantitative. Basically, the secondary data obtained for this research would be taken from text books, articles, research journals, and online media.

3.8 DATA COLLECTION PROCEEDURE

As it is a long essay, this analysis may employ the use of secondary data. Data obtained for this thesis is readily accessible from textbooks, scholarly publications and online media.

3.9 DATA ANALYSES

There are two major variables to be explored in the analysis. These variables are cyber bullying and its relation to depression. To do this, all data gathered from the already existing literature will be deciphered, compiled, marked, checked and concluded in order to investigate the role cyber bullying plays in causing depression to a person.

3.10 ETHICAL CONSIDERATION

The preservation of human rights is of utmost importance in all research practice, and the thesis will adhere to and apply such ethical standards as set out in the APA Ethical Code, which has

been expanded to act as a reference for most contexts in which psychologists face analysis. As specified in the Ethical Code, the object of the study is / are to inform the participants of the length of the study and to notify them that it is a matter of voluntary engagement and also to ensure them that they will not be coerced or pressured to do anything against their will. It is therefore indicated in the Code of Ethics to make it clear to the researchers that they will not be affected throughout and during the study. The Code of Ethics also suggests that academics be frank with respondents and keep them confidential. It often means refraining from revealing participants' sensitive information to a third party.

The present study will adhere to the aforementioned principles and ensure that these ethics standards are strictly followed. In conclusion, the particulars of the researcher would be made readily accessible to the participants if they have any enquiries about the analysis or the confidentiality of the information.

CHAPTER FOUR

CONCLUSION

The dual existence of digital technology continues to balance benefits and limitations. Anecdotally, and in the case of developing nations, particularly in the African continent, their understanding within their culture is due to the lack of study for conventional bullying and eventually cyberbullying. Bullying is seen to this date as a rite of passage in the life of most ethnicities around the globe, if an individual is unable to get through that rite, adulthood may be daunting for them. Bullying by teenagers is a major challenge to the well-being of children and young adults. Years of studies have found that, on average, 35% of young people

experience typical abuse and 15% experience cyberbullying (Modecki et al. 2014). The association between cyberbullying and depression is not really known by current research because it is quite difficult to detect, particularly with such sparse evidence on the subject and also as a result of the nature of media technology, and how easily the studies become redundant. However, Bonanno and Hymel (2013) argues that cyberbullying 's repetitive and persistent nature might make it easier for victims to feel helpless, which can then lead to depression and thoughts of suicide. Their assumption was associated with evidence obtained by other researchers on feelings of hopelessness among teenagers linked to suicidal ideations (Terzi-Unsal & Kapci, 2005).

GAPS

- Studies on this phenomenon becomes quickly outdated as there is always a rise in new media technologies.
- There is not much literature especially with regards to the occurrence of this phenomenon in developing countries especially in Africa.
- This phenomenon, as some still think of as a myth, is not having the sufficient consideration it deserves. It is a fast-growing phenomenon that needs extensive attention.

RECOMMENDATIONS

As Kowalski et al (2014) pointed out, the need for future studies is especially important to further examine such cyberbullying-related problems as digital media communication platforms are continuously growing and different cyberbullying strategies will continue to grow in that regard.

- Longitudinal study is important to help us to better understand the way cyberbullying inherently works because the majority of recent experiments are cross-sectional but only correlational. This would help one to consider the trajectory the effects take and how depression is closely linked to it.
- As Smith (2013) reminds us, there is evidence to suggest that bullying on websites, especially on social networks, has become a popular mode of violence as teenagers increasingly participate in these social networking sites. Patchin and Hinduja (2010) included in their survey the need to do further studies on cyberbullying across various electronic channels (email, text, chat, social media platforms) and the various impacts they have on victims.
- Last but not least, there is the need to assess the cyberbullying that occurs in more different cultures and in more communal societies, or in more developed countries and less developed countries, through transcultural studies. (2013 Shapka and Law).

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