



INFLUENCE OF CYBER BULLYING ON THE SOCIAL AND MENTAL HEALTH OF IN-SCHOOL ADOLESCENTS

Aaron Akinloye

Department of Human Kinetics and Health Education

University of Lagos

E-mail: aakinloye@unilag.edu.ng

Festus Oladimeji Olafare

Bilqees Mopelola Oladunni-Mohammad

Department of Technology and Vocational Education

University of Lagos

E-mail: folafare@unilag.edu.ng

Article details:

Published: 31st July 2024



Abstract

In-school adolescents use electronic gadgets for different reasons such as social media, video games, online classes, E-books and shopping to surf the internet. Cyber bullying a form of aggression that involves the use of information and communication technologies such as mobile phones, video cameras, email, and web pages to post or send harassing or embarrassing messages to another person. This project was carried out to examine the influence of cyber bullying on the social and mental health of in-

school adolescents. A descriptive survey research design was employed to describe all the variables of the study. A multistage sampling technique was adopted in the study. 300 respondents were used in the study. A revalidated questionnaire was used with a test-retest method yielding 0.79 r-values. Hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The findings showed a positive and significant contribution to depression and social anxiety ($r = 0.65, p < 0.05$). It also found a negative and significant contribution to Self esteem ($r = -0.74, p < 0.05$), positive and significant contribution to substance use ($r = 0.57, p < 0.05$), positive and significant contribution to suicidal thought ($r = 0.69, p < 0.05$). Based on the findings, it is therefore recommended that **Parents should imbibe the culture of talking regularly and specifically with their children about online issues**, parents should restrict their children from possessing electronic gadgets that have access to the internet and social media platforms until they are of age, **Schools must adopt a zero-tolerance policy for all types of bullying**, **Schools should incorporate internet safety awareness classes into the curriculum.**

Keywords: Cyber bullying, Mental health, Social health and Adolescents.

To cite this article :

Festus, O., Oladunni-Mohammad, B. M., & Akinloye, A. (2024). INFLUENCE OF CYBER BULLYING ON THE SOCIAL AND MENTAL HEALTH OF IN-SCHOOL ADOLESCENTS . *International Journal of Health, Education & Social (IJHES)*, 7(7). <https://doi.org/10.1234/ijhes.v7i7.343>



Introduction

I have personal direct experience with bullying as an adolescent in school. I was bullied by different group of girls as I attended a girls only boarding school in Lagos. In my own experiences, those in authority who could have done something about it and should have held those responsible for bullying accountable for their behavior did not do so or refused to do so probably because they are ignorant of the effect and consequences of bullying on the health of the students. Therefore, this study was designed to Explore the influence of cyberbullying on the social and mental health of in-school adolescent.

School is an institution designed for the teaching of students enrolled. The main purpose of the school is to develop students through knowledge acquisition so that he/she may become a social being. By this, the student is expected to learn how to relate with fellow colleagues, teachers and significant others in the school on the one hand, live in a harmonious way (by blending with societal values) in the society on the other hand. The school is also expected to be a place where students should feel safe and secure, and where they can count on being treated with respect. The reality, however, is that only few students or pupils can harmoniously blend with their school mates without experiencing violence in the school (Fajoju, 2009).

Bullying behaviour amongst adolescents and students represents a significant public health challenge (Lien & Welandar, 2013). Although, the term 'bullying' can vary according to culture, (Smith, Cowie, Olafsson, Liefgooghe, Almeida, Araki, Del barrio, Costabile, Dekleva, Houndoumadi, Kim, Olafsson, Ortega, Pain, Pateraki, Schafer, Singer, Smorti, Toda, Tomasson & Wenxin, 2002) it is usually defined as a specific form of aggression which is intentional, repeated and involves a disparity of power between the victim and the perpetrator, (Olweus, 1993). Aluede (2011) described bullying as a form of aggression, a particular kind of violence exhibited in the course of social interaction by a more dominant individual (the bully) to a less dominant individual (the victim) with the intention to cause distress to the victim. Adewale (2004) defined bullying as a hostile behaviour displayed by an individual in order to harm



another person or a group of people. According to him, bullies engage in the act in order to establish power and control over their colleagues, whom they consider to be “weaker” world.

Bullying is intended to harm or disturb a victim despite the victim’s apparent distress, (Lyznicki, Mccaffree & Robinowitz, 2004) It includes not only physical aggression (e.g. hitting, pushing and kicking) but also verbal aggression (e.g. name-calling, teasing (Olweus,1993) and relational bullying such as social exclusion and spreading of rumors), (Björkqvist, 1994) The emergence of computers and cell phones heralded cyberbullying or electronic bullying, which has become popular amongst adolescents. It is a form of aggression that occurs through electronic mails, instant messaging or text messaging. (Wang, Lannotti & Nansel, 2009).

Cyber bullying is defined as a form of aggression that involves the use of information and communication technologies such as mobile phones, video cameras, email, and web pages to post or send harassing or embarrassing messages to another person (Ybara & Mitchel, 2004). Willard (2007) describes it as sending threatening messages to a victim, or using digital technologies in a way that will lead to psychological and social problems for him/her. According to Willard (2014) and Bergman & Baier (2018) cyber bullying is being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the internet or digital technologies.

Sharif and Gouin (2005) sees cyber bullying as a type of psychological bullying by means of such electronic devices as mobile phones, blogs, websites and chat rooms. Although cyberbullying is a relatively new concept and the definition is still evolving (Li, Smith, & Gross, 2012), most researchers agree that cyberbullying is the use of electronic communication technologies to bully others (Kowalski, Giumetti, Schroeder, & Lattaner, 2014). It is recognised as a growing problem in many developed (David-ferdon, & Feldman, 2007; Kowalski, Giumetti, Schroeder, & Lattaner, 2014); and developing countries like Nigeria (Fareo, 2015; Olumide, & Amodu, 2015, Odora & Matoti, 2015).



In general, The presence of the internet changes people's interaction patterns (Suheri, 2022) cyberbullying involves hurting someone else using information and communication technologies. This may include sending harassing messages (via text or Internet), posting disparaging comments on a social networking site, posting humiliating pictures, or threatening/intimidating someone electronically. (Hinduja & Patchin, 2009 ; Willard & Steiner, 2007) Unfortunately, cyberbullying behavior has come to be accepted and expected among adolescents, (Baker and Helm, 2010) Compared to traditional bullying, cyberbullying is unique in that it reaches an unlimited audience with increased exposure across time and space, (Patchin & Hinduja, 2006; Slonje & Smith, 2008) preserves words and images in a more permanent state, (Campbell, 2005) and lacks supervision, (Patchin & Hinduja, 2006) Further, perpetrators of cyberbullying do not see the faces of their targets, (Dehue, Boliman & Völlink, 2008) and subsequently may not understand the full consequences of their actions, thereby decreasing important feelings of personal accountability. (Slonje & Smith, 2008) This has often been referred to in the literature as the “disinhibition effect”. (Suler, 2004)

In Nigeria, bullying behavior has moved from physical face to face confrontation in school yard to a more psychologically damaging experience. According to Ada, Okoli, Obeten and Akeke (2016) this kind of bullying is a great monster in the Nigeria tertiary institutions, as it takes place indirectly via electronic media (Smith, 2014). George and Odgers (2015) noted that the use of swear words (indicating rage), insults, jokes, mobility and fake names are techniques commonly used by cyber bullies. In Nigerian context, cyber bullying can take many forms which includes: sending mean messages or threat to a person's email account or cell phone, spreading rumours online through texts, posting hurtful or threatening messages on social networking sites or web pages, stealing a person's account information to break into their account and send damaging messages, pretending to be someone else online to hurt another person, taking unflattering pictures of a person and spreading them through cell phones or the internet.



With the upsurge of ICTs in the society which makes the proliferation of cyber bullying very common, it is possible that youths in Nigeria are involved in cyber harassment and some Nigerian researchers have reported that. For instance, Olumide, Adams and Amodu (2015) using a total number of 653 students via multistage sampling showed that 39.8% of the respondents have been bullied electronically and 21.0% were both victims and perpetrators. Common modes of harassment were via phone calls (63.5%), chat rooms (44.9%) and text messages (38.5%). Majority of the students were perpetrators of cyber bullying and the correlates of perpetration were history of cyber victimization and daily internet use. In a similar study, Ada et al. (2016) reported a high prevalence rate of cyber bullying in Nigerian tertiary institutions. Some other researchers like Okoye, Nwoge and Onah (2015); Oyewusi and Orolade (2014); Akor (2012) all reported a high prevalence of cyber bullying in Nigeria.

Cyber bullying has been shown to threaten healthy development of self-esteem in youths and contribute to school failure and dropout (Raskauskas & Stoltz, 2007) and increase psychological symptoms such as depression and anxiety (Raskauskas & Lynch, 2007). The victim of cyber bullying has also been related to the development of general psychological distress and poor psychosocial adjustment such as the development of low self-concept (Raskauskas & Stoltz, 2007). Contemporary research as to the effects of cyber bullying indicates that victims of this phenomenon often experience symptoms such as depression, anxiety, loneliness, social exclusion, poor academic performance, and some experience suicidal thoughts (Juvonen & Gross, 2008). More longitudinal work is needed to increase our understanding of the effects of cyberbullying on adolescent health over time.

Methodology

Research design

The study adopted a descriptive survey research design. The study was conducted in the Yaba area of Lagos State using Multi-stage sampling procedure. In the first instance, stratified technique was used to select secondary schools in yaba. In the second stage, Random fish bone



technique was used to pick each class that would participate in the survey. In the third stage, Art and draw method was used to pick the number in each class that would amount to 300 respondents

Procedure

The instrument used for data collection was a validated questionnaire which yielded 0.79 alpha. Twenty-Eight question items were generated on a 4 point Likert scale. After field testing of the instrument on respondents, ambiguous and redundant variables were deleted. In order to reduce the items to a meaningful and manageable structure, a principal component factor analysis with varimax correlation, extraction, and rotation was conducted for predictive and convergent validation of the instrument. The items were further subjected to exploratory factor analysis setting the retention criterion at 0.70. At the second stage of validation of the instrument, the final version of the research instrument comprised 22 question items representing impact of cyber bullying on the social and mental health of in-school adolescent. Data were analyzed using Descriptive statistics of frequency counts and percentages for demographic attributes of the respondents while Pearson Product Moment Correlation statistics were used to test the hypotheses at 0.05 level of significance.

Table 1 : Demographic characteristics of the respondents

		Frequency	Percent
Age	10-13 yrs	90	30.0
	14-17 yrs	167	55.7
	18 & above yrs	43	14.3
	Total	300	100.0
Sex	Male	140	46.7
	Female	160	53.3
	Total	300	100.0



The International Journal of Health, Education and Social (IJHES)

Class	JSS-JSS 3	156	52.0
	SS1-SS3	144	48.0
	Total	300	100.0
Religion	Christianity	204	68.0
	Islam	96	32.0
	Total	300	100.0

The age distribution of the respondents revealed that many of them, 167 or 56% are between 14 years and 17 years old, 90 or 30% are between 10 years and 13 years old, while 43 or 14% are between 18 & above years. More also, 160 or 53% are female while 140 or 47% are male. Similarly, 156 or 52% are in JSS 1 to JSS 3, while 144 or 48% in SS1 to SS 3. The religious affiliation of the respondents revealed that many of them, 204 or 68% are Christian while 96 or 32% are Muslim.

RESULTS

Hypotheses Testing

Hypothesis 1: Cyber bullying will not contribute to increased depression and social anxiety among in-school adolescents.

Table 2: Association between cyberbullying and depression and social anxiety

Variables	N	Mean	SD	r-cal.	Sig. Value (p)	Decision
Depression & social anxiety	300	10.32	1.82			
				0.65**	0.000	Reject H ₀
Cyberbullying	300	13.74	1.67			



As revealed in the table above, a positive and significant relationship, was observed between the cyberbullying and depression & social anxiety. This was evidenced with a yield of the calculated “r” ($r\text{-cal.} = 0.65$, $p=0.00<0.05$) is significance at 5%. By implication cyberbullying contribute positively and significantly to depression & social anxiety. The null hypothesis is therefore rejected. The findings is in agreement with Juvonen and Gross (2008), They reported that victims of cyber bullying often experience symptoms such as depression and anxiety. Also, Raskauskas and Lynch (2007) stated that cyber bullying has been shown to increase psychological symptoms such as depression and anxiety.

Hypothesis 2: Cyber bullying will not have a significant effect on self-esteem of in-school adolescents.

Table 3: Association between cyberbullying and Self-esteem

Variables	N	Mean	SD	r-cal.	Sig. Value (p)	Decision
Self-esteem	300	9.77	2.73			
				-0.74**	0.000	Reject H_0
Cyberbullying	300	13.74	1.67			

**p

As revealed in the table above, a negative and significant relationship, was observed between the cyberbullying and self-esteem. This was evidenced with a yield of the calculated “r” ($r\text{-cal.} = -0.74$, $p=0.00<0.05$) is significance at 5%. By implication cyberbullying contribute negatively and significantly to self-esteem. The null hypothesis is therefore rejected. The findings of this present study were similar with the findings of Patchin and Hinduja (2011) who found that cyber bullying perpetration has been related to adolescents’ decreased levels of self esteem. Also



according to Beale (2001); Roberts and Coursel (1996), victims involved in bullying will suffer several effects mentally such as feelings of low self-esteem. In addition, cyber bullying has been implicated in the development of general psychological distress and poor psychological adjustment such as the development of low self-concept by Raskauskas and Stolz (2007)

Hypothesis 3: Cyber bullying does not contribute to substance use among in-school adolescents.

Table 4: Association between cyberbullying and substance use

Variables	N	Mean	SD	r-cal.	Sig. Value (p)	Decision
Substance use	300	8.29	1.94			
				0.57**	0.000	Reject H₀
Cyberbullying	300	13.74	1.67			

**p

As revealed in the table above, a positive and significant relationship, was observed between the cyberbullying and substance use. This was evidenced with a yield of the calculated “r” (r-cal. = -0.57, p=0.00<0.05) is significance at 5%. By implication cyberbullying contribute positively and significantly to substance use. The null hypothesis is therefore rejected. This findings agree with Padget and Notar (2013) in which they stated that many of those who have bullying experience have technical knock-out effects such as substance use. Negative effect of cyberbullying on emotional outcomes of youths include poor academic performance, frustration, embarrassment, pfear and drug use in approval of Ybara and Mitchel (2007). Cyber bullying has been positively associated with smoking and drunkenness in affirmation with Beckman, Hagquist and Hellström (2012) ; sourander ,Brunstein and Ikonen (2010).

Hypothesis 4 : Cyber bullying does not contribute to increased suicidal thoughts and attempts among in-school adolescents.

Table 5: Association between cyberbullying and suicidal thought



The International Journal of Health, Education and Social (IJHES)

Variables	N	Mean	SD	r-cal.	Sig. Value (p)	Decision
Suicidal thought	300	9.84	2.08			
				0.69**	0.000	Reject H ₀
Cyberbullying	300	13.74	1.67			

**p

As revealed in the table above, a positive and significant relationship, was observed between the cyberbullying and suicidal thought. This was evidenced with a yield of the calculated “r” (r-cal. = 0.69, p=0.00<0.05) is significance at 5%. By implication cyberbullying contribute positively and significantly to suicidal thought. The null hypothesis is therefore rejected. This findings in accordance to Bonanno and Hymel (2013); Hinduja and Patchin (2010); Schenk, Fremouw and keelan (2013) states that adolescent perpetrators of cyber bullying are more likely to engage in problem behaviors including suicide behavior. A victim involved in bullying will suffer effects mentally such as feelings of tendency towards suicide by Beale (2001); Roberts and Counsel (1996). In Accordance to this findings, victims of cyber bullying often experience symptoms such as extreme cases experience suicidal thoughts and attempts by Hinduja and Patchin (2014).

Conclusions

The study concluded that cyber bullying contributes to depression and social anxiety, low self-esteem, substance use and suicidal thoughts among in-school adolescents in Yaba Local Council Development Area of Lagos state.

Recommendations

The study therefore, recommends that; **Parents should imbibe the culture of talking regularly and specifically with their children about online issues**, parents should restrict their children from possessing electronic gadgets that have access to the internet and social media platforms until their of age, **Schools must adopt a zero-tolerance policy for all types of bullying**, **Schools should incorporate** internet safety **awareness** classes into the curriculum, schools should also engage students, parents, and teachers in **discussions about bullying prevention**.



References

- Ada, M.J., Okoli, G., Obeten, O.O., & Akeke, M.N.G. (2016). Prevalence, causes and effect of bullying in tertiary institutions in Cross River State, Nigeria pp 98-110. *Journal of Education and Practice*.
- Adewale, A.A. (2004). *Incidence of bullying in primary and secondary schools in Ogun State*. Lagos: Successful Publishers Ltd.
- Aluede, O., Fajoju, A., S., Omoike, D., & Afen-Akpaida, J.E. (2008) A review of the extent, nature, characteristics and effects of bullying in schools pp, 151-158. *Journal of Instructional Psychology*.
- Baker, C. K., & Helm, S. (2010). Pacific youth and shifting thresholds. Understanding teen dating violence in Hawai'i. *Journal of School Violence*, 9, 154-165.
- Beale, A.V. Bullybusters: Using drama to empower students to take a stand against bullying behavior. *Professional School Counseling*. 2001;4:300–306.
- Beckman, L., Hagquist, C., & Hellström, L. (2012). Does the association with psychosomatic health problems differ between cyberbullying and traditional bullying? *Emotional and Behavioural Difficulties* pp 421–434.
- Bergmann, M. C., & Baier, D. (2018). Prevalence and correlates of cyberbullying perpetration. Findings from a German representative student survey. *International Journal of Environmental Research and Public Health*, 15(2), 274.
- Bergmann, M. C., & Baier, D. (2018). Prevalence and correlates of cyberbullying perpetration. Findings from a German representative student survey. *International Journal of Environmental Research and Public Health*, 15(2), 274.
- Björkqvist, K. (1994). Social defeat as a stressor in humans. *Physiology and Behavior* .73, 435–442.
- Campbell, M.A., Slee, P.T., Spears, B., Butler, D., & Kift, S. Do cyberbullies suffer too? Cyberbullies' perceptions of the harm they cause to others and to their own mental health. *Sch Psychol Int*. 2013;34(6):613–629.



- David-Freedom, C., & Hetz, W.F. (2007), Electronic Media, violence, and adolescents: An emerging public health problem. *Journal of Adolescence Health*, 41 (6):5.
- Dehue, F., Bolman, C., & Völlink T. (2008). Cyberbullying: Youngsters Experiences And Parental Perception. *Cyberpsychology And Behavior*. 11 (2), 217-223.
- Fajoku, A.S. (2009) School bullying and academic performances of secondary school students in Edo State. Unpublished Doctoral Research Proposal Ambrose Alli University, Ekpoma, Nigeria.
- Fareo, D.O. (2015). Bullying in Nigerian Secondary Schools: Strategies for counselling intervention. *Educational Research and Reviews*, 10(4), 435-443.
- George, M.J., & Odgers, C. L. (2015). Seven fears and the science of how mobile technologies may be influencing adolescents in the digital age. *Perspectives on Psychological Science*, 10(6), 832-851.
- Hinduja, S., & Patchin, J.W. (2014). Cyber-bullying fact sheet: *Identification, prevention and response*. Cyber-bullying research Centre.
- Hinduja, S., Patchin, J.W. Bullying Beyond the Schoolyard: *Preventing and Responding to Cyberbullying*. Thousand Oaks, CA: Sage; 2009.
- Hymel, S., Rocke-Hendersen, N. & Bonanno, R.A (2005). Moral disengagement: A framework for understanding bullying among adolescents. *J. Social Sci.* (Special Issue).
- Juvonen, M.J., & Gross, E.F. (2008). Extending the school grounds: Bullying experiences in cyberspace. *Journal of School Health*, (9), 496-505.
- Juvonen, M.J., & Gross, E.F. (2008). Extending the school grounds: Bullying experiences in cyberspace. *Journal of School Health*, (9), 496-505.
- Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: Critical review and meta-analysis of cyber bullying research among youth. *Psychological Bulletin*, 140(4), 1073-1137.
- Li, Q., Smith, P.K., & Cross, D. (2012). Research into cyberbullying. *Cyberbullying in the global playground: Research from International Perspectives*.
- Odora, R., J., & Matoti, S.N. (2015). The nature and prevalence of cyber bullying behaviours among South African high school learners pp 399-409. *International Journal of Education Science*.



Okoye,O. E., Nwoga, A.N., & Onah, A.T. (2015). The moderating effect of cyber bullying on the psychological well-being of in-school adolescents in Benin Edo State Nigeria. *European Journal of Sustainable Development*, 4(1), 109-118.

Olumide, A.O., Adams, P., & Amodu O. K. (2015). Prevalence and correlates of the perpetration of cyber bullying among in-school adolescents in Oyo state, Nigeria. *International Journal of Adolescents Medical Health*, 28(2), 183-191.

Olweus, D. (1993). Bully/victim problems among school children: Long-term consequences and an effective intervention program. In S. Hodgins (Ed). *Mental Disorder and Crime*. Newbury Park, CA: Sage.

Oyewusi, L.M & Orolada, K.S (2014). “Cyberbully” A disruptive behavior in modern day secondary school classroom. *Journal of Educational & Social Research*. 4(6).

Padgett, S., & Notar, C.E. (2013). Anti-bullying programs for middle and high schools. *National Social Science Journal*, 40(1), 88-93.

Patchin, J., W., Hinduja, S. (2010). Cyberbullying and self-esteem pp 614–621. *J Sch Health*.

Patchin, J.W & Hinduja, S. (2006). Bully beyond the school yard. A preliminary look at cyberbully. *Youth violence and Juvenile Justice*. 4(2) 146-169.

Raskauskas, J., & Stoltz, A. D. (2007). Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology*, 43, 564-575.

Raskauskas, J., & Stoltz, A.D. (2007). Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology*, 43, 564-575.

Roberts,W.B., & Coursol, H. (1996). Strategies for intervention with childhood and adolescent victims of bullying, teasing and intimidation in school setting. *Elementary School Guidance and Counselling*. 30, 204-212.

Schenk, A.M., Fremouw, W. J., & Keelan, C.M. Characteristics of college cyberbullies. *Comput Human Behav*. 2013;29(6):2320–2327.

Sheriff, S., & Gouin, R. (2005). Cyber-dilemmas: Gendered hierarchies free expression and cyber-safety in school. Paper presented at safety and security in a networked world: Balancing cyber-rights and responsibilities. Oxford Internet Institute Conference Oxford, U.K.



Slonje, R., & Smith, P. K. (2008). Cyberbullying: Another Main Type of Bullying? *Scandinavian Journal of Psychology*, 49, 147-154.

Smith, P.K., Cowie, H., Olafsson, R.F., Liefhoghe, A.P., Almeida, A., Araki, H., del Barrio, C., Costabile, A., Dekleva, B., Houndoumadi, A., Kim, K., Olafsson, R.P., Ortega, R., Pain, J., Pateraki, L., Schafer, M., Singer, M., Smorti, A., Toda, Y., Tomasson, H., & Wenxin, Z. (2002). Definitions of bullying: a comparison of terms used, and age and gender differences, in a fourteen-country international comparison. *Child Development* 73, 1119–1133.

Sourander, A., Brunstein-Klomek, A., Helenius, H., Ikonen, M., Lindroos, J., Luntamo, T., & Koskelainen, M. (2010). Psychosocial risk factors associated with cyberbullying among adolescents: A population-based study. *Archives of General Psychiatry*, 67(7), 720-728.

Suheri, Y. T. N. R. (2022). Moderasi Beragama Di Era Disrubs Digital. *Proceedings Ancoms Conference for Muslim Scholars*, 4(1), 933–944.

Suler, J. (2004). The Online Disinhibition Effect. *CyberPsychology & Behavior*, 7(3), 321–326.

Wahyudi, D., & Suheri, S. (2020). Implementation and Evaluation of Digital Literacy: Strategies to Increase Reading Interest Basic level students. *International Journal of High Education Scientists (IJHES)*, 1(1), 1-15.

Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45(4), 368–375.

Willard, N. (2014). An educator's guide to cyber bullying and cyber threats.

Willard, N. E. (2007). The authority and responsibility of school officials in responding to cyberbullying. *Journal of Adolescent Health*, 41(6), 564-565.

Willard, N. E. (2007). The authority and responsibility of school officials in responding to cyberbullying. *Journal of Adolescent Health*, 41(6), 564-565.

Ybarra, M.L., Mitchell, K.J. Prevalence and frequency of Internet harassment instigation: implications for adolescent health. *J Adolesc Health*. 2007;41(2):189–195.



**The International Journal of Health, Education and Social
(IJHES)**

Ybarra, M.L., Mitchell, K.J., Online aggressor/targets, aggressors, and targets: a comparison of associated youth characteristics. *J Child Psychol Psychiatry*. 2004;45(7):1308–1316.



International Journal of Health, Education and Social (IJHES)