ADOLESCENTS INTERACTIONS ON INTERNET : CHILDREN PERCEPTION CYBERBULLY: CASE STUDIES

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ABSTRACT

Schools and teachers these face new difficulties and challenges as a result of the very fast growth of cyberbullying. The aim of the study is to examine the perceptions, beliefs and concerns about cyberbullying, as well as the needs, of a professionally diverse group of teachers. Three-hundred and twenty-eight teachers (88.4% female, 11.6% male) from different types of schools and professional foci were randomly selected and completed a cyberbullying questionnaire regarding their perceptions of cyberbullying and about their personal experiences in relation to cyberbullying. This research find preservice teachers' perceptions about cyberbullying. Specifically, there are following questions in the research: (i) To what extent are preservice teachers concerned about cyberbullying? (ii) How confident are preservice teachers in managing cyberbullying problems? (iii) To what extent do preservice teachers feel prepared to deal with cyberbullying? (iv) To what extent do preservice teachers think that school commitment is important? This present qualitative explorative study deals with cyberbullying from the perspective of adolescents childerns . It focuses mainly on the impacts and bad results of cyberbullying and on the coping policy, chosen by victims to deal with the situation. The advent of the digital age has not only changed the way that individuals consume information but the way individuals interact socially. Adolescents kids, in particular, now utilize instant messaging, text messaging, cellular phones, email, and social networking sites to communicate with their peers constantly and instantaneously.

Keywords: *Cyberbullying, Children,, Bully, Victim.*

I   INTRODUCTION

Cyberbullying has been again ana gaian seen in the last few years, but its definition has often varied in different studies. This sometimes had striking impacts on results, and as it is difficult to reach consensus, the "definition Cyberbullying " is still debated by researchers and teachers across the world. However, with respect to the most current research in the field and for the purpose of this study, we define cyberbullying as "an aggressive, intentional act or behaviour that is carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself" . School bullying is not a new issue but not good thing. In the last few years, a great deal of media attention has given to school bullying events involving children who have committed suicide and homicide as a result of being bullied. Although the issue of bullying has received much attention in the popular

media, fewer people recognize a growing problem-cyberbullying. With the dramatic development of technology, bullies have found a new playground – cyberspace. The negative effects in cyberbullying are not slight or trivial and have the potential to inflict serious psychological, emotional and social harm. When experience among people of this highly impressionable and often volatile adolescent population, this harm can result in violence, injury, and even death and later criminality for both the initiator and recipient of bullying. Indirect cyberbullying is represented by the situation when someone else does the "dirty work" for the aggressor, i.e. the administrator, who blocks the victim´s profile after the agressor´s report, etc. The term refers mainly to the fact that people who are being used to represent the aggressor in the role of the cyberbully often do not know about being used in this way. That is considered dangerous as adults are often unconsciously involved in it.

II   DEFINITION OF TERMS

Cyberbullying: The willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.When we talk about bullying, these things happen repeatedly, and it is difficult for the student being cyberbullied to defend himself or herself. We also call it cyberbullying, when a student is teased repeatedly in a mean and hurtful way. But we don't call it cyberbullying when the teasing is done in a friendly and playful way.

III   CYBERBULLYING CAN HAPPEN IN THE FOLLOWING WAYS

Text message bullying: Receiving abusive text messages (SMS) on your cell phone.

Cellular phone pictures and/or video-clip bullying: Nasty pictures/photos or video-clips, sent to you, or nasty pictures/photos or video-clips sent to others about you.

Phone call bullying: Receiving nasty/upsetting or silent calls on your cell phone.

Email bullying: Receiving abusive emails to your email account.

Chat-room bullying. Being bullied in a chat room through abusive messages.

Instant messaging bullying. Bullying through messages on MSN messenger,

Yahoo messenger, Gmail chat, Facebook chat, or similar messaging services.

Website bullying. Bullying that involves actions, such as setting up a negative website about someone, revealing personal details, etc.

Digital immigrant: Individuals who have embraced the Internet and related technologies but were born prior to the digital age.

Self-monitoring: The ability to observe yourself and know when you are engaging in appropriate and inappropriate behaviors.

Outside monitoring: Identifying individuals to supervise and check for those who abuse technology and are being abused by technology.

Reporting cyberbullying: Reporting acts of cyberbullying either by telling someone face-to-face or through an anonymous means, such as using an \ anonymous email system provided at an organization or placing a message in a comment box at school.

Digital native: Individuals born in the digital age (1980 or beyond) and have a strong knowledge of and skills related to digital technology.

Peer leadership: Using peers as leaders and mentors to regulate and prevent cyberbullying.

Education on cyberbullying: Informational sessions, assemblies, and classroom lessons to inform students, school personnel, and parents about the nature andimpact of cyberbullying.

IV THE IMPACT OF CYBERBULLYING ON CHILDREN

From social media to online gaming to cell phones, today's children have more avenues through which they can interact with each other virtually. That is why cyberbullying can be a source of significant psychological and emotional distress. Just like other forms of bullying, children bullied on the internet experience fear, anxiety, low self-esteem and depression. Here's a look at some of the effects of cyberbullying.

VULNERABILITY

Children who are cyberbullied have a hard time feeling safe and in control. Unlike face-to-face bullying where a child can refuge within the home, cyberbullying has no such boundaries. Thanks to computers and cell phones, the bully can access your child at home just as easily as they can reach them at school. For the child, the bully feels

omnipresent and there is nowhere to hide. To make matters worse, cyberbullying allows the perpetrator to remain anonymous if they want to. In such cases, your child has no idea who is hurting them.

LONELINESS

Online bullying can cause children to feel ostracized and isolated at school. This situation is particularly devastating since friends are needed at this difficult time. Friends can act as a shield and provide comfort. The lack of friends creates a vicious cycle where the bullying progressively gets worse because the bully knows no one will intervene. People often recommend turning off the cell phone and computer when one experiences cyberbullying. Though well intentioned, this move can be counterproductive as it ends up isolating the victim even more. Remind your children to come to you when these situations occur and that you will help them find a solution.

DISINTEREST IN SCHOOL

Bullying victims have a higher school absenteeism rate compared to non-bullied children. The child will want to avoid school in order not to face the bullies. Also, if they perceive that the demeaning messages were shared with other kids, they may feel too humiliated and embarrassed to face their peers. Their academic performance can deteriorate as the stress and anxiety makes it difficult to study or concentrate. If not tackled early, persistent cyberbullying may cause a child to drop out of school.

ILLNESS

Cyberbullied children experience stomachaches, headaches, poor appetite, sleep disturbances and other physical ailments. Severe cases of bullying can lead to stress-related diseases such as skin conditions and stomach ulcers. Children who are cyberbullied may change their eating habits and either go on binge eating or skip meals altogether. The changes in eating habits will often go together with changes in sleeping patterns. Cyberbullied kids may oversleep, experience nightmares or suffer from insomnia.

SUICIDAL IDEATION

In extreme cases of cyberbullying, the child may experience suicidal ideation or even make attempts. Suicidal thoughts, also known as suicidal ideation, are thoughts about how to kill oneself, which can range from a detailed plan to a fleeting consideration and does not include the final act of killing oneself. Children who are

regularly attacked by peers through social media, instant messaging, text messages or other virtual communication channels, may eventually start to feel hopeless. Some may start to believe that the only feasible path out of the torment is suicide.

These are just some of the consequences of online bullying. It is important that parents and teachers create a safe environment where children are comfortable opening up about cyberbullying as this is the first step to stopping it. *Update*: You can also check out our **8 Tips to Protect Your Children from Cyberbullying** for some insights and help on how to handle situations where your child is experiencing bullying online. Sign up for Bark monitoring so we can provide you with alerts when your child is experiencing potential issues on their email accounts, social media accounts, or text message

1 – LEARN MORE FOR YOURSELF

Before children can avoid being victimized, they need to understand what cyberbullying is and how it works. Cyberbullying takes many different shapes and forms. Cyberbullying can range from people impersonating others, to Photoshopping photos, to illicit embarrassment. Educate yourself and your children about cyberbullying so you can spot it if it happens.

2 – REMEMBER PASSWORD PROTECTION

Some cyberbullies hack into accounts to post offensive statuses, photos, or videos to make it look like the account-holder posted them. The best way to prevent this is to create a strong password and never give it to anyone other than parents, ever, not even to maintain SnapChat streaks. (Parents should always be given access to children's social media passwords.)

3 – DON'T SEND RACY/INAPPROPRIATE PHOTOS

One of the best ways to protect kids from cyberbullying is to remind them that they should never send racy photos, or any other texts, images, or videos that aren't rated at least PG. Sometimes even things that seem perfectly harmless to your child can be misconstrued. Remind them that once an image or text is sent, it is out of their control. Images that are supposed to "go away" or be deleted are always a screen shot and photoshop manipulation away. Digital footprints last forever.

4 – THINK BEFORE YOU POST

Children can say things that are out of character due to emotions. They may say mean things about someone they know, or they even post a photo they find funny but others find offensive. Remind your children to think about how their post might make others feel before they make it visible, and wait until they are out of the emotion of the moment so they can think clearly about the ramifications of the post.

5 – MAKE PEOPLE AWARE OF CYBERBULLYING

Raise awareness about cyberbullying, this can also protect your children, especially if you get them involved. When there's a negative social stigma associated with being a bully, children are more likely to think their actions through and treat their peers with kindness.

6 – CHECK PRIVACY SETTINGS

Most social media providers offer a variety of privacy settings that allow you and your children to control who sees the things they post. Take the time to read about these settings and what they do, then decide together which are the most appropriate for your tweens and teens.

7 – DON'T OPEN MESSAGES FROM STRANGERS

Cyberbullying isn't always carried out by people your children know. In fact, strangers may bully your children online while hiding behind the veil of anonymity. Teach your children to never open messages or accept "friend requests" from strangers. This compromises their privacy and opens them up to being bullied online.

8 – DON'T LOG INTO ACCOUNTS ON PUBLIC COMPUTERS

Finally, remind your children that public computers are not safe when it comes to social media. Even if they log out after their sessions, things like keystroke loggers can remember passwords and status updates which can compromise privacy and security.

V   LITERATURE REVIEW

KAVERI SUBRAHMANYAM AND GLORIA LIN

This study was carried out to gain an understanding of the relationship between the adolescents' Internet use and their psychological well-being. Well-being was measured by self-reported loneliness and perceived social support from significant others. This study was necessary because of previous concerns that since time is finite, the time spent online and the relationships online took away from the time talking to people face-to-face and on the phone. Therefore, weak social ties would be replacing stronger social ties, compromising well being. Since adolescents use the Internet extensively and are the biggest consumers of Internet communication, their well-being came into question. This study looked at the level of online relationships, rather than time spent on the Internet, as well as loneliness and social support. The Roberts Revision of the UCLA Loneliness Scale measured loneliness and Harter's Social Support Scale measured social support for Children. The main finding of the study was that loneliness was related to the participants' perception of their relationships with online acquaintances. For example, subjects who said that they would turn to an online acquaintance in an emergency depended on weak ties and showed more loneliness. The study concluded that there is a positive correlation between Internet use, loneliness, and low social support."The Impact of Home Computer Use on Children's Activities and Development"

KAVERI SUBRAHMANYAM, ROBERT E. KRAUT, PATRICIA M. GREENFIELD, AND ELISHEVA F. GROSS

This article serves as an overview of the research already conducted in relation to the effect of home computer access on children's physical, cognitive, and social development. Research on children's physical development shows that access to a home computer increases a child's amount of time spent in front of the computer screen. This takes away time from other activities, including physical activity. Therefore, access to a home computer can put a child at risk for obesity. On the other hand, cognitive research suggests that games played on the computer, which includes online games, can be a helpful step to computer literacy (the knowledge and ability to use a computer and other technology efficiently.) Therefore, access to a computer can produce or foster a helpful skill. There is also limited research that shows that home computer use can be a helpful tool for children to increase academic performance. Research on the effects on social development have shown that Internet use can be linked to loneliness and depression and blur a child's ability to distinguish between real life and simulation. In addition, exposure to

violent content can desensitize a child to suffering and lead to aggression. The conclusion of the article is that there are positive and negative effects of home computer access. More research is necessary in order to utilize the positive aspects and eliminate the negative aspects.

"EFFECTS OF HOME AND SCHOOL COMPUTER USE ON SCHOOL READINESS AND COGNITIVE DEVELOPMENT

AMONG HEAD START CHILDREN: A RANDOMIZED CONTROLLED PILOT TRIAL"XIAOMING LI, MELISSA S. ATKINS, AND BONITA STANTON

The purpose of this study was to test the impact of computer use on school readiness and psychomotor skills. A group of students was divided into two groups. One group was allowed to work on a computer for 15-20 minutes a day using appropriate educational software. The other group served as a control group (they were given the regular curriculum and were not given access to a computer.) Both groups were given tests in the beginning and end of a six-month period that assessed their school readiness, visual motor skills, gross motor skills, and cognitive development. The group of students that was allowed to use the computer performed significantly better on these tests

."ELECTRONIC SCREEN USE AND MENTAL WELL-BEING OF 10-12-YEAR-OLD CHILDREN"

FEI YANG, ASGEIR R. HELGASON, INGA DORA SIGFUSDOTTIR, AND ALFGEIR LOGI KRISTJANSSON

The main purpose of this study was to identify the relationship between electronic screen use and mental well-being indicators in a sample of 10-12-year-old children. A survey was used identify the amount of electronic screen time children had daily (the results were self-reported but not all participants answered). A range of 2.8% to 6.6% of boys and 1.0% to 3.8% of girls reported screen use of 4 hours or more per day. The study concluded that there is a dose-response relationship between electronic screen use and child well being. In other words, electronic screen use has an effect on well being and the greater the amount of time spent in front of a screen, the greater effect it has. This research is important because it establishes that Internet (an example of electronic screen use) affects children's well-

being and therefore shows that this is a subject of concern that requires further research to determine the Internet's specific effects on children.

"TO SLACK OR NOT TO SLACK: INTERNET USAGE IN THE CLASSROOM"

GEROW, JENNIFER E; GALLUCH, PAMELA S; THATCHER, JASON BENNETT. JITTA : JOURNAL OF INFORMATION TECHNOLOGY THEORY AND APPLICATION 11. 3 (SEP 2010): 5-23.

Many schools today provide Internet use as a way for students to access more relevant information on time to help them learn. However, there is evidence that Internet access really hinders their academic success. For example, students may "cyber-slack," or procrastinate by engaging in other online activities instead of learning. This study investigates what influences student Internet use in the classroom. The results show that cyber slack is influence to a large extent by the individual and to a lesser extent by the surrounding environment. Multitasking involves engaging in several online activities at once, some of which are non-class related activities; multitasking causing cyber-slacking directly. Also, students who have an inclination to get cognitively absorbed in Internet technologies are more likely to cyber-slack. Cognitive absorption is a state of deep involvement with an individual task. In addition, multitasking increases the intent to cyber-slack through cognitive absorption; a student may become deeply involved in one of the many tasks they are currently doing at the same time, choosing a non-class related activity and neglecting the academic activity. In other words, since students are given Internet access, they have access to vast information and activities. They can become involved in more than one activity at once, which directly causes them to cyber-slack. Not only does this wide variety of information lead to multitasking, which directly causes procrastination, it also increases cognitive absorption in non-academic activities. In regard to environmental influence, a student is more likely to cyber-slack if his or her peers approve of cyber-slacking (however, this has less of an influence than the previously mentioned factors). This article provokes second thoughts about providing Internet access to students as a tool for learning.

V I DATA ANALYSIS AND INTERPRETATION

The research sample included 15 respondents (13 girls and 2 boys), between the ages of 14-18 years. Out of the original 35 respondents, their experiences with online bullying were assessed as cyberbullying. Other respondents who replied to the invitation and have had experience with cyberbullying did not respond to the subsequent request

for an online interview or in further contact with them we found that their experience was not cyberbullying. The duration of the cyberbullying differed from case to case: in some cases, it occurred for a few days, in others for much longer, even up to two years. It needs to be mentioned that in eight cases bullying took place in the past, or started in the past and is still taking place. Thus, the respondents were younger when they experienced cyberbullying than they were at the time of the interview. In six cases, bullying is still taking place (respondent no. 7 experienced cyberbullying a year ago and is now experiencing cyberbullying again from another aggressor – see Table 1). The respondents described their situations without expressing any knowledge of the concept of cyberbullying itself. This information was not provided to them because an awareness of what in fact had happened to them could have distorted their description of the situation, and led them to think of different concepts.The data was gathered over three months on the three aforementioned websites, where all users meeting the selection criteria (aged 11 – 18 and active on the websites) were contacted. Responses to the interview invitation, whether positive or negative, were replied to within several hours of receipt. It is probable that the respondents who replied to the invitation trusted the researcher, which was consequently reflected in the amount and quality of information provided to the researcher. Potentially, this trust was built through the detailed information on the research project and the interviewer's identity made publicly available on the given websites as well as on the research's Facebook page.

| Respondent	Age	Age when harassed	Duration	Online environment	Offline environment	Did it end? (yes or no)
R1	15	12	1 year	online		yes
R2	16	13	6 months	online	offline	no
R3	15	14	1 month	online		yes
			13-14 months	online	offline	yes
R4	14	14	4 months	online		yes
R5	16	16	2 months	online	offline	yes
R6	15	12	3 weeks	online		yes
R7	16	15	1 year	online		no
		10	repeated cyberbullying but different aggressors	online		yes
R8	17	17	1 month	online		no
R9	17	17	several days	online		yes
R10	17	15	several days	online		yes
R11	16	16	2 weeks	online		yes
R12	18	18	2 months	online		yes
			1 year	online	offline	no
R13	15	13	2 years	online	offline	no
R14	15	13	2 months	online		yes
R15	18	18	4 months	online		no

For data gathering, semi-structured interviews were used. These were carried out using ICQ and Skype chat; these are types of online Instant Messengers, allowing to asses online interviews in real time. The interviews focused generally on cyberbullying, however, the focus of the present study is narrowed down to the impacts of, and coping strategies in cyberbullying: Both of these emerged as essential and strong categories in the course of the interviews. This form of online interview was preferred to face-to-face interviews due to the geographical spread of the respondents - there were respondents from all regions of the Czech Republic - making it more accessible in terms of time and finances; and also due to the nature of the research, it dealing with a primarily virtual-reality phenomenon. The respondents themselves tried to actively ascertain if their anonymity was guaranteed, and stated that they preferred online contact. Further, as respondents feel safer, being anonymous and "invisible" online, they are willing to disclose more personal information . When researching sensitive issues like cyberbullying, online interviews can in fact allow researchers to acquire more information than in face-to-face interviews, despite the other advantages of the face-to-face environment over virtual reality.

Table 2. Examples of coding.

	Quotation	Code	Number and name of respondent
Example 1	I had it written on Lide.cz (particular statement of the respondent).	Victims' cell phone number on Lide.cz, where it was accessible (coded quotation).	R5
Example 2	I didn't want anymore.	Refusal of victim to reply to another webcam invite.	R13
Example 3	I called a friend who is a few years older than me.	Reaction to bullying was contacting an older friend.	R1

Next in axial coding, the individual codes were divided into 36 categories, which were then merged and dimensionalised. In the last stage of selective coding, relations and connections between categories and subcategories were found.Individual categories, subcategories and their connections are depicted in the Figure 1:

Figure 1. Paradigmatic model of coping strategies and the impacts of cyberbullying.
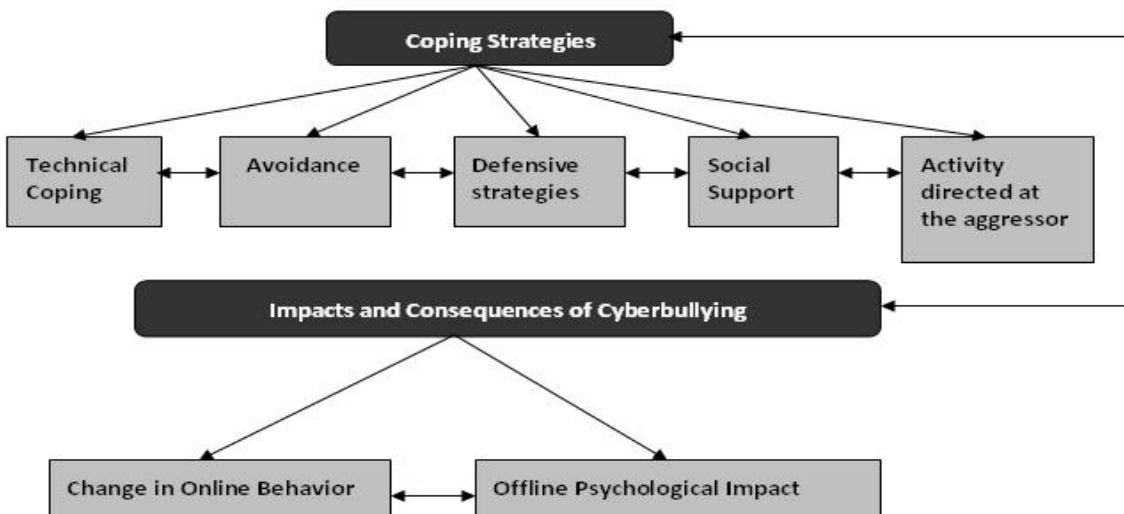
VII RESULTS

The category of impacts and consequences of cyberbullying was divided into two parts: changes in online behaviour, and offline psychological impacts. Another category which emerged during the coding was that of coping strategies, where respondents stated the ways they dealt with cyberbullying.

VIII CONCLUSION

When you hand kids phones today, you're giving them powerful communications and production tools. They can create text, images, and videos that can be widely distributed and uploaded to Web sites. They can broadcast their status and their location. They can download just about everything in the world. If you think your children's technological savvy is greater than their ability to use it wisely, pay attention to the gap. Times may have changed, but parenting hasn't. We're still the parents. And it's our job to say "no, not yet. A smartphone is a high-tech cell phone that runs its own operating system, allowing the user to talk, email, surf and take high-resolution photos and videos. A tablet computer does everything your laptop does but in a small, portable flat form with a touch screen. Here are some helpful tips on when and how to introduce your child to one or both of these technologies.Children report negative online behaviors occurring from the second grade. According to research, boys initiate negative

online activity earlier than girls. However, by middle school, girls are more likely to engage in cyberbullying than boys.Whether the bully is male or female, the purpose is to intentionally embarrass, harass, intimidate, or make threats online. Studies on the psycho-social effects of cyberspace have begun to monitor the effects cyberbullying may have on the victims. Consequences of cyberbullying are multi-faceted, and affect online and offline behavior. Research on adolescents reported that changes in the victims' behavior as a result of cyberbullying could potentially be positive. Victims "created a cognitive pattern of bullies, which consequently helped them to recognize aggressive people.

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