



Determine the Factors to Influence the Adolescents for Suicidal Ideation

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Abstract-Cyber bullying is one of the offences with ugly shapes which have different models, consequences and probable targets. Cyber bullying is an activity of intentionally harassing, frightening, intimidating or harming others by sending or posting online threatening or humiliating texts, pictures, videos or other content, without permission of the victim. Due to the specific features of cyber bullying like anonymity, disinhibition, invisibility, the immutability of the digital content and easily available Internet has made it a topic of concern for the parents and policymakers. As the technology is speeding fast, the cyber bullying is also growing popular among adolescents. Teenagers who experience cyber bullying the most, either as offender or victim are reported to have more suicidal thoughts in comparison to those who did not face such aggressions. It is an established fact that cyber bullying victimization is a risk factor of suicidal behaviour among adolescents. Many new incidents of suicide due to cyber bullying are being reported all over the world. The current study examines the extent to which the cyber bullying influence adolescents for suicidal ideation. Five points likert scale is used to collect the data, which is further analyzed with help of SPSS package. The results conclude and recommend to the parent, teachers and social welfare organizations to keep a vigilant eye on cyber bullying and to arrange the anti-bullying and suicide prevention programs for adolescents.

Keywords- Cyber bullying, adolescent, suicidal ideation.

1. INTRODUCTION

We are living in an era of globalization and communication revolution. Technology has made communication much easier as anyone can easily access any information at any time. It provides various possibilities for growth among children, including other benefits such as social supports, self identity, thinking skills, communication, entertainment, business, education, etc. Technological revolution has put the world at one's fingertips and still growing at a rapid speed. We cannot imagine a future without technology as it offers fantastic opportunities, but on the other hand, it can be used to harm others. Some people, particularly adolescents are found misusing technology with an intention to hurt, embarrass or jeopardize other persons and thus have given birth to 'cyber bullying'. Today, cyber bullying is rapidly gaining popularity, particularly among all cultures societies and communities. Many new incidents of cyber bullying are being reported all over the world. A great deal of research is going on, to understand the risks associated with this burning problem and to suggest remedial measures to reduce its severity.

1.1. Cyber bullying

As per Hinduja and Patchin (2007) cyber bullying is a willful and repeated harm doing through the medium

of electronic media. While some researchers see it with different angles needing some more alteration. The Oxford dictionary describes cyber bullying as, 'the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature'. In simple words, cyber bullying can be termed as 'an intentional online activity by an individual or group, executed aggressively repeated time and again, against their feeble victims who cannot defend him or herself easily'. It is more attractive to those who cannot confront their victims face to face (Brown, Jackson and Cassidy, 2006).

As the awareness of technology is increasing the cyber bullying is also speeding fast on the most alarming way. Through using digital means the victims can be reached anywhere at any time and millions of people can view, support and share an incident of cyber bullying, to maximize its impact. Furthermore, written words seem more concrete and 'real' than spoken words, as the written word can be read by anyone over and over again. The worst thing about cyber bullying is that it can occur 24X7 and there is no escape from it. It is being executed to abuse a person by misusing his personal information such as photos, blogs, etc. or by abusing a person in a chat room, sending images or texts through mobile phones, sending unwanted vulgar content, revealing the secret information, excluding



someone from a chat group, exchanging rude comments on the group or harassing someone continuously by impersonation.

1.2. Consequences of Cyber bullying

The consequences of cyber bullying may be invisible in the first instance, but later it causes long term emotional and psychological distresses to both bully and victim, which can further consequent in suicidal ideation. Patchin and Hinduja (2006) report that after victimization, victim feel angry, frustrated and sad. Dempsey and her team (2009) found that those individuals facing cyber bullying are bound to increase their level of social anxiety. As per Patchin and Hinduja (2006) the repercussions of cyber bullying have a permanent effect because emails can be saved, chat messages can be logged and web pages can be archived easily.

Furthermore Hinduja and Patchin (2012) found that social maladies such as alcohol and drug use, hate crimes, school shooting, suicide and even murders are linked to cyber bullying. India's cyber-law professional, Mr. Pawan Duggal (2013), said that cyber bullying has attained serious roots in India and that there are currently no laws to tackle it. Adolescents may commit suicide at any point of life.

1.3. Adolescence

World Health Organization termed the period between the ages of ten to nineteen as adolescent age. This term comes from the Latin word 'addoscere' meaning thereby 'to grow to maturity'. This includes the mental, emotional, physical and social maturity. Adolescence is a transition period from childhood to adulthood equipped with the physical and psychological strength to assume the role and responsibilities of adulthood. As per Steinberg (2008), adolescence is a period of basic developmental changes such as formation of identity, finding space to examine the existing social framework, intimacy with peers and freedom from parental control. It is an important phase in life which, if not managed properly, can have serious consequences on an individual's personality.

1.4. Adolescence and Digital Media

As per Boyd (2008), the digital media had changed the meaning of relationship among teenagers. They spend much time online and often find no difference between online and face-to-face world. Similarly, Palfrey & Gasser (2008) also expressed their opinion that digital network is enabling to change the fundamental ways of relationships. Now the friendship is not limited to classmates and neighborhood kinds, but through around the world through social networking sites. Boyd

(2008) further posits on the importance of media among adolescents by quoting a statement of an adolescent, "if you are not on Myspace, you do not exist for me". It is evident that technological development has offered enormous opportunities and the digital communication have become the backbone of an adolescent's daily life, but there remains the responsibility of the teenagers to use it in a positive manner.

1.5. Reasons for Cyberbullying

Teenagers have a natural hunger to develop their technological skills. As teenagers improve their computer and other ability, they are also likely to engage in cyber bullying activities (Kowalski & Limber, 2007). As per the opinion of Feinberg & Robey (2009), with the growth in the percentage of Internet use by teenager population, the acts of cyber bullying also increased. Blair (2003) remarked that the human actions of cyber bullying can get started at the age of nine.

Adolescents are generally ignorant about the possible results of cyber bullying. They may begin bullying for amusement, in boredom, or in frustration, without realizing its long-term effects. Jealousy can also be a reason for cyber bullying as the adolescents attract jealousy soon and can become potential bullies. With the help of cyber bullying, perpetrator dominates his victims who are not technically capable to handle bullying. Cyber bullies also take the advantage of anonymity of the online world along with power imbalance of technical expertise. In general the main reason for cyber bullying could be to enable the bully to quench his thirst of revenge. Each adolescent can have different reasons for cyber bullying.

1.6. Suicidal Ideation

Suicidal ideation can be explained as thinking, reflecting or planning suicidal activities. It is considered as a risk factor because most of the masses, who have suicidal thoughts, can make suicidal attempts in the future (Gliatto, Rai, 1999). Klonsky, and team (2016) definite suicidal ideation as the passive desire to be dead or actively thinking and planning to kill own self.

Despite a range of technological advantages, some people use social media inappropriately to make cyber bullying possible and consequently cause victims to suffer from mental and emotional disturbances. Victims may develop higher levels of depression, anxiety and mental health problems, which can sometimes turn into suicidal ideations. Campbell and his team (2012) found that cyber bullies reported social challenges, anxiety, hopelessness, fear and suicidal



ideation level high, in comparison to non-bullies. Research indicates that transient thoughts of suicidal behaviour appear to be common during adolescence (Rueter, Holm, McGeorge and Conger, 2008). Rueter and Kwon (2005) say that the prevalence of suicidal ideation tends to increase with age, peaking at about the age of fourteen to sixteen, and then decreasing thereafter, but it is still present at all ages of life.

2. REVIEW OF THE INFORMATION PACKAGE

A brief account of some related studies of literature is being provided to understand the nature of cyber bullying and its impact on suicidal ideation. The following literature review also offers an opportunity to understand the link between cyber bullying and suicidal ideation prevalent among teenagers. Looking at each of these areas is necessary to understand the seriousness and influence of cyber bullying on the lives of young people.

Cyber bullying is a form of bullying happening in cyberspace. Various studies report different types of cyber harassment. For example, Chu (2005) did a study of 3,700 middle school students and found that 18% of students reported being cyber bullied. It was also revealed that 65% of 8-14 year-olds have been directly or indirectly involved in cyberbullying incidents. Ybarra & Mitchell (2004) did a similar study of 1498 adolescence, in which 31% of victims knew their harasser while 84% of perpetrator intentionally harassed their victim, whom they already knew. This study reflects that power and dominance are exerted online through the ability to keep offender's identity unknown. Report of Canadian students revealed that 54 percent were victims of the bullying and approximately 25 percent of them were victim of cyber bullying activity. The results also showed that 23 percent of the respondents were bullied by email, 35 percent in chat rooms, 41 percent by text messaging, 32% by known schoolmates, 11 percent by people outside of school, and 16 percent by multiple sources including schoolmates (Li, 2005).

Global Youth Online Behaviour Survey has thrown up some shocking numbers by conducting a study across twenty five countries of the world. This research conducted by Microsoft, involved 7,600 adolescents with the objective to understand the prevalence of cyber bullying. India was shockingly found at the third position after China and Singapore (The Hindu Business Line, 2012). It was also found that more than half of the Indian adolescents using the internet got threatened or harassed online resulting in cyber bullying.

A horrific element associated with cyber bullying victimization is suicidal ideation. Albdour and Krouse (2014) conducted a study among African American adolescents to review the current literature on bullying and victimization. This study found a strong link between African American adolescents' participation in bullying, substance abuse and the criminal approach, resulting in a noteworthy impact on the mental health and suicidal ideations of adolescents. Patchin and Hinduja (2006) found that the cyber victimization cause anger, frustration, sadness, and depression with many other negative emotional and psychological effects to the victims. One of the devastating effects of becoming a victim of adolescent cyber bullying is extreme isolation, so these victims begin to feel hopeless and even suicidal about their situations (Hazler & Denham, 2002). Further, the most damaging psychological effect of cyber bullying that can occur is an adolescent becoming suicidal (Breguet, 2007). During 47,000 counseling sessions ChildLine observed that 33 percent victims could experience suicidal ideation in the near future. This study concluded that the number of cyber bullying victims is sharply increasing (Wanless, 2014). Bottino and colleague (2015) stated that those who were associated with cyber bullying were found surfing three or more hours of Internet daily and using personal information to harass others online by using web-camera, text messages, etc. Patchin and Hinduja (2010) revealed in a study that adolescents, whether offenders or victims of cyber bullying, have more chances to think and plan suicidal activities and are more prone to suicidal attempts as compared to those peers who are not involved in online bullying.

Bullying is a universal threat and India is no exemption to this trend. At the world level a great deal of research is being conducted, but in India, very less work is done so far. Today, when Indian Government is trying to intensify the security of its citizen's social media, cyber bullying has turned out to be an increasingly significant problem among adolescents and deserves our policymaker's serious consideration, keeping in view Indian socioeconomic, religious, cultural and many other factors.

3. OBJECTIVE OF STUDY

3.1. To determine the factors influencing adolescents for suicidal ideation.

4. METHODOLOGY



To achieve the objective of the study, primary data are collected from the adolescent of Chandigarh city. Pre-constructed questionnaire, scheduling method and multistage purposive sampling were used to acquire relevant data from the adolescent respondents. The sample of the present study is taken from the Government and private schools of Chandigarh, who are studying in 10th to 12th classes. The collected data is further analyzed with help of SPSS package. To identify the factors which have influence on the adolescent's suicidal ideation, the five points Likert scale has been employed in the questionnaire for measuring responses of twenty statements. Out of twenty statements four statements are excluded from the factor analysis because extracted commonalities value was less than 50 percent and KMO of the individual's statement was less than 0.50 which is unacceptable for analysis.

5. ANALYSIS AND INTERPRETATION

5.1. Demographic Profile of Respondents

Table 1, presents the demographic profile of respondents. It shows that 50.1 percent are female and 49.9 are male. It reveals that the majorities of respondents belong to 17 years, which is followed by 16 and 15 year respectively. 52 percent of respondents belong to Government school and 48 percent belongs to private school. As per education variable is related to the majority of students who using the internet in 12th class with the percentage of 70.6 and 11th and 10th have percentage 28.7 and 0.5 respectively. 88.4 percent students having smart phone and 61 percent students having a computer or laptop with internet access. The maximum students are using the internet less than 1 hour. Hence, the demographic profile of the adolescent like their gender, age, school, education, using internet through smart phone and computer are the factors which influencing their behaviour.

Table: 1
Descriptive Statistical Analysis of Socio-demographic Profile of Respondents

Variable	Specification	Response in Numbers	Response in Percentage
Gender	Male	499	49.9
	Female	501	50.1
Age	15 Years	184	18.4
	16 Years	284	28.4
	17 Years	290	29.0
	18 Years	170	17.0
	19 Years	72	07.2
School	Govt. School	520	52.0
	Pvt. School	480	48.0
Education	10 th	05	00.5
	11 th	287	28.7
	12 th	706	70.6
Smart Phone	Yes	884	88.4
	No	116	11.6
Computer/ Laptop	Yes	610	61.0
	No	390	39.0
Hours of using internet	Less than 1 Hour	380	38.0
	2 Hour	210	21.0
	3 Hour	180	18.0
	More than 3Hour	230	23.0

Source: Data collected through questionnaires, the SPSS output.

5.2. Result of Factor Analysis

Descriptive Statistics Analysis of Factors to Influence Adolescents for Suicidal Ideation

Table 2, presents the descriptive statistics for factors influence adolescent for suicidal ideation. It shows the mean score with standard deviation, skewness and kurtosis for sixteen statements. The highest mean score

is 2.93 with 1.40 standard deviation in case of thought of suicide makes me guilty whereas a lowest mean score is 1.95 with 1.178 standard deviation in case of when someone cyber bully me, I wish to commit suicide. In the case of skewness most of the values are positive, it resulted that the responses of respondents are concentrated on the lower side of the mean. The negative value of kurtosis depicts that distribution is platykurtic which means scatters in the response of respondents. Thus, it is concluded harassment and



victimisation are the major factors to influence adolescent for suicidal ideation.

Table: 2
Descriptive Statistics Analysis of Factors Influencing Adolescents for Suicidal Ideation

S. No	Statements	Number	Mean value	Standard Deviation	Skewness	Kurtosis
1	When someone cyberbully me, I wish to commit suicide.	1000	1.95	1.178	.961	-.354
2	Online conflicts/ virtual fight instigate me to end my life.	1000	2.03	1.198	.900	-.458
3	When my secrets are spread on social networks without my permission, I feel like committing suicide.	1000	2.07	1.18	.776	-.577
4	When someone uses my identity/account to do wrong things, I feel it's better to die.	1000	2.08	1.13	.734	-.508
5	Continuously spreading rumors about me instigates me to die.	1000	2.10	1.21	.774	-.675
6	Sometimes I feel it is right to die.	1000	2.15	1.28	.740	-.789
7	Thinking about suicide makes me feel that I will get free from all the problems.	1000	2.19	1.30	.701	-.837
8	Online tortures (cyber bullying) can lead me towards suicide.	1000	2.18	1.25	.650	-.976
9	Drugs can keep me free from suicidal thoughts.	1000	1.84	1.12	1.105	.075
10	Feeling of guilt (online) provokes me to commit suicide.	1000	2.03	1.18	.850	-.509
11	Anger leads me towards suicide.	1000	2.00	1.22	.961	-.308
12	Thought of suicide makes me guilty.	1000	2.93	1.40	.106	-1.320
13	Gender discrimination drives me towards suicide.	1000	2.05	1.24	.822	-.706
14	Suicide is better than being hanged to death.	1000	2.12	1.19	.746	-.490
15	I think suicide is an act of cowardice.	1000	2.80	1.49	.179	-1.410
16	Thinking of past bullying or harassment leads me towards suicidal ideation.	1000	2.08	1.30	.873	-.656

Source: Data collected through questionnaires, the SPSS output.

5.3. KMO and Bartlett's Test

The table 3, depicts that KMO statistics is computed as 0.964 which is falling in the acceptance region (Between 0.5 to 1.0) of the factor analysis model and indicates the appropriateness of factor analysis.

Further, the Bartlett's test of sphericity which test the null hypothesis that the variable are uncorrelated in the population, reject the null hypothesis at the 1 percent level of significance. The Bartlett's test of sphericity shows that there exists a significant correlation among the variable.

Table: 3
KMO & Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.964
Bartlett's Test of Sphericity	Approx. Chi-Square	9542.291
	Df	120
	Sig.	0.000

Source: Data collected through questionnaires, the SPSS output.

5.4. Commonalities

Table 4 depicts the initial and extracted commonalities. The commonalities explain the amount of variance a

variable share with all other variable taken for study. It is evident from the table that initial commonalities value equal to 1 for all the variable.



Table: 4
Commonalities

S. No.	Statements	Initial	Extraction
1	When someone Cyber-bully me, I wish to commit suicide.	1.000	.668
2	Online conflicts/ virtual fight instigate me to end my life.	1.000	.656
3	When my secrets are spread on social networks without my permission, I feel like committing suicide.	1.000	.633
4	When someone uses my identity/account to do wrong things, I feel it's better to die.	1.000	.594
5	Continuously spreading rumors about me instigates me to die.	1.000	.688
6	Sometimes I feel it is right to die.	1.000	.609
7	Thinking about suicide makes me feel that I will get free from all the problems.	1.000	.506
8	Online torture (cyber bullying) can lead me towards suicide.	1.000	.599
9	Drugs can keep me free from suicidal thoughts.	1.000	.532
10	Feeling of guilt (online) provokes me to commit suicide.	1.000	.659
11	Anger leads me toward suicide.	1.000	.504
12	Thought of suicide makes me guilty.	1.000	.623
13	Gender discrimination drives me towards suicide.	1.000	.596
14	Suicide is better than being hanged to death.	1.000	.499
15	I think suicide is an act of cowardice.	1.000	.646
16	Thinking of past bullying or harassment leads me towards suicidal ideation.	1.000	.685

Extraction Method: Principal Component Analysis.

Source: Data collected through questionnaires, the SPSS output.

5.5. Total Variance Explained

Table 5, present the initial Eigen value, extraction sums of squared loading and rotation sums of squared loading. Total variance table determines the quantity of factors and this calculated by eigenvalue which is

greater than 1 (Kaiser, 1974). The table 5, reveals that the first two factors have eigenvalue is more than 1 and other have less than 1 which are insignificant factors. The variance of the first attribute is $8.381/16 \times 100 = 52.38$. Similarly, the variance of second attributes is 8.18 and the cumulative variance of two factors is 60.56 percent.

Table: 5
Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.381	52.381	52.381	8.381	52.381	52.381	8.364	52.276	52.276
2	1.309	8.182	60.563	1.309	8.182	60.563	1.326	8.287	60.563
3	.786	4.911	65.474						
4	.734	4.590	70.063						
5	.623	3.891	73.955						
6	.521	3.257	77.212						
7	.484	3.026	80.238						
8	.468	2.925	83.163						
9	.455	2.843	86.006						
10	.408	2.551	88.557						
11	.365	2.284	90.841						
12	.331	2.071	92.911						
13	.315	1.968	94.879						
14	.302	1.888	96.767						
15	.274	1.710	98.477						
16	.244	1.523	100.000						

Extraction Method: Principal Component Analysis.

Source: Data collected through questionnaires, the SPSS output.

5.6. Scree Plot

Graphical Presentation of Eigenvalue

Figure:1, Scree plot is a graphical presentation of eigenvalue which shows the two factors having eigenvalue is more than 1.

Figure: 1

Scree Plot

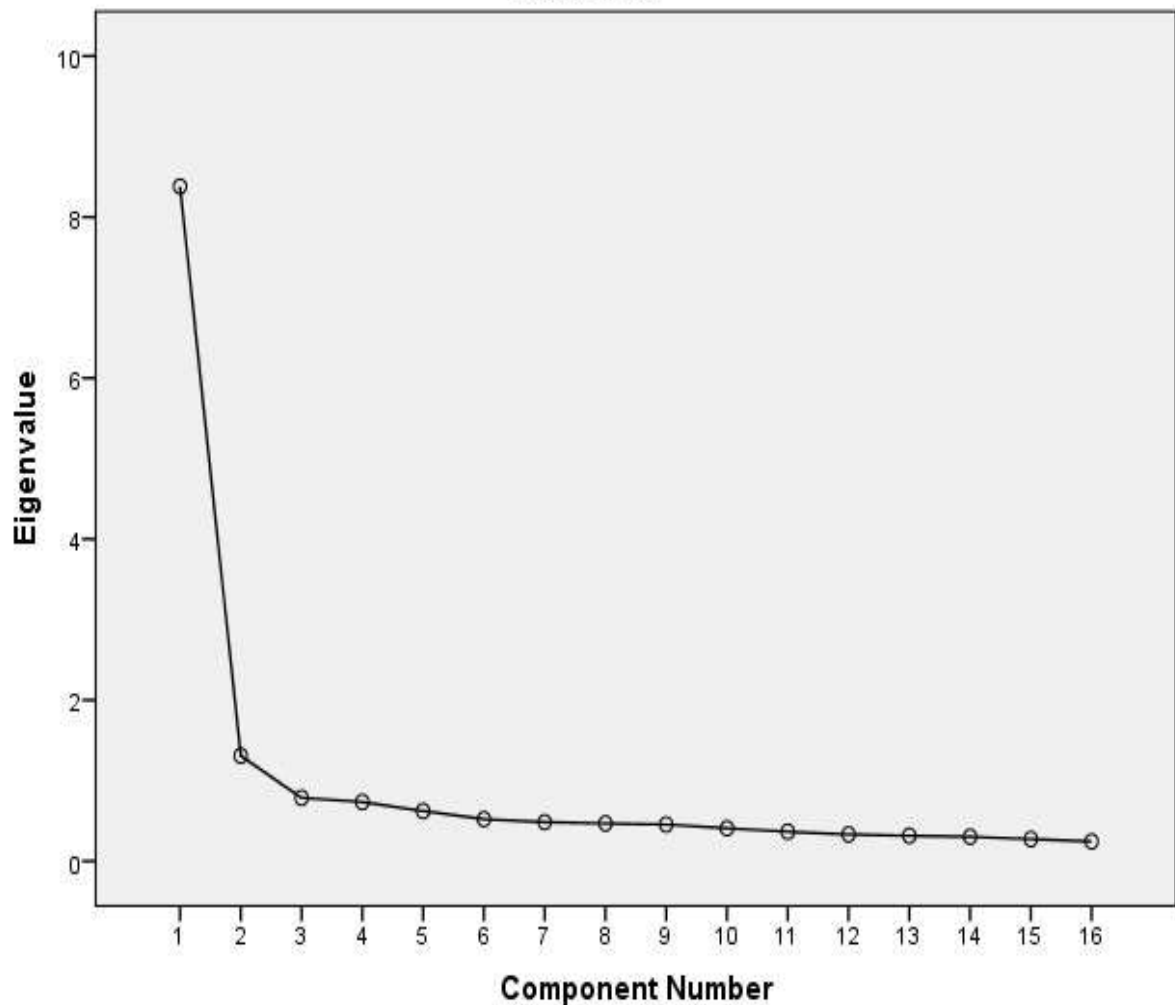


Table 6, shows that component matrix results. Factor extraction helps in extracting the combination of variables that explain the greatest amount of variance.

So, the table depicts that two factors are extracted. The first factor presents highly correlated between attributes 01 to 14 while the second factor shows correlation between attributes 15 and 16.



Table: 6
Component Matrix

S. No	Statements	Component	
		1	2
1	Continuously spreading rumors about me instigates me to die.	.829	.018
2	Thinking of past bullying or harassment leads me towards suicidal ideation.	.827	.008
3	When someone Cyber-bully me, I wish to commit suicide.	.818	.002
4	Feeling of guilt (online) provokes me to commit suicide.	.810	.053
5	Online conflicts/ virtual fight instigate me to end my life.	.809	-.031
6	When my secrets are spread on social networks without my permission, I feel like committing suicide.	.795	.018
7	Sometimes I feel it is right to die.	.778	.053
8	Online torture (cyber bullying) can lead me towards suicide.	.773	-.035
9	Gender discrimination drives me towards suicide.	.772	-.018
10	When someone uses my identity/account to do wrong things, I feel it's better to die.	.767	.076
11	Drugs can keep me free from suicidal thoughts.	.727	.063
12	Thinking about suicide makes me feel that I will get free from all the problems.	.710	.035
13	Anger leads me toward suicide.	.709	.034
14	Suicide is better than being hanged to death.	.683	-.164
15	I think suicide is an act of cowardice.	-.054	.802
16	Thought of suicide makes me guilty.	-.067	.786

Extraction Method: Principal Component Analysis.

Two components extracted.

Source: Data collected through questionnaires, the SPSS output.

5.7. Rotated Component Matrix

Table 7, presents that results of the rotated component matrix after considering all the sixteen statements. The

table 7, also reflects that two factors are extracted through factor analysis that is harassment and victimization.

Table: 7
Rotated Component Matrix

S. No	Statements	Component	
		1	2
1	Continuously spreading rumors about me instigates me to die.	.829	-.022
2	Thinking of past bullying or harassment leads me towards suicidal ideation.	.827	-.033
3	When someone Cyber-bully me, I wish to commit suicide.	.817	-.037
4	Feeling of guilt (online) provokes me to commit suicide.	.812	.013
5	Online conflicts/ virtual fight instigate me to end my life.	.807	-.070
6	When my secrets are spread on social networks without my permission, I feel like committing suicide.	.795	-.021
7	Sometimes I feel it is right to die.	.780	.015
8	Online tortures (cyber bullying) can lead me towards suicide.	.771	-.072
9	Gender discrimination drives me towards suicide.	.770	-.056
10	When someone uses my identity/account to do wrong things, I feel it's better to die.	.769	.038
11	Drugs can keep me free from suicidal thoughts.	.729	.028
12	Thinking about suicide makes me feel that I will get free from all the problems.	.711	.000
13	Anger leads me toward suicide.	.710	-.001
14	Suicide is better than being hanged to death.	.674	-.197
15	I think suicide is an act of cowardice.	-.015	.804



16	Thought of suicide makes me guilty.	-.029	.788
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Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in three iterations.

Source: Data collected through questionnaires, the SPSS output.

5.8. Reliability Statistics

coefficient is 0.914 which explain the greater internal consistency of the variables in the scale.

The table 8, related to results of reliability statistics. It shows that the value of Cronbach's Alpha reliability

Table: 8
Reliability Statistics

Cronbach's Alpha	No. of Items
0.914	16

Source: Data collected through questionnaires, the SPSS output.

5.9. Descriptive Statistics of Factor

factors are 0 and the standard deviation is 1 in both factors.

Table 9, related to descriptive statistics of two factors, i.e (harassment and victimization) the mean score the

Table: 9
Descriptive Statistics of factor

	N	Mean	Std. Deviation
Harassment	999	.000	1.00
Victimization	999	.000	1.00
Valid N (list wise)	999		

Source: Data collected through questionnaires, the SPSS output.

CONCLUSION

Cyber bullying is very uncertain in nature. One may perceive a thing as innocent joke; another may perceive it as cruel intention. It is a hard truth that cyber crime affects children to a great extent and in modern India they are practically left defenseless in cyber world because of limited options. It is found in this study that demographic profile like gender, age, school, education, using the Internet through smart phone and computer are the factors which influencing adolescent behaviour. It is also concluded that harassment and victimisation are the two major factors which influence adolescent for suicidal ideation. Further, Bartlett's test of sphericity shows that there exists a significant correlation between the variable and the two extracted factors are highly correlated.

The results further indicate that at this juncture, responsible adults, school managements and social welfare organizations should keep a vigilant eye on such misdoing and anti-bullying and suicide prevention programs are needed to be arranged at school level for teenagers.

Such an important issue has been totally overlooked by the legislators in India. But, now cyber bullying is slowly starting to be recognized as a crime in India also. Cyber bullying deserves our serious consideration as it has become an increasingly significant problem among adolescents. Researchers are still in the beginning stage of understanding the impact that cyber bullying on individuals. Though a large section of students report being the victim of cyber bullying yet the reported numbers are likely an under representation of the true number of cases. As the frequency of cyber bullying is growing and so is the need for children, parents and teachers to become more aware and educated on the issue.

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