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The Impact of Intensive Use of Social Networking in Increasing Cyber Bullying Among Secondary School Female Students in Riyadh in the Kingdom of Saudi Arabia

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Abstract

The study aims to explore the impact of intensive use of social networking in increasing cyber bullying among secondary school female students in Riyadh in the Kingdom of Saudi Arabia. The study used descriptive analytical methodology, in addition to self administrated questionnaire, designed and distributed to a random sample (n=383) of female students in public and private female schools in Riyadh, Kingdom of Saudi Arabia. Results revealed that intensive use of social networking provokes bullying behaviour. Besides, the study indicated the existence of cyber bullying victims and cyber bulliers among secondary school female students. The study recommended carrying out more studies on social media to provide a wider and more in-depth including in other regions of the Kingdom.

Keywords: Social Networking, bullying, Cyber bullying, Public and Private Schools.

Introduction

In recent years, during the twenty-first century, the world has witnessed tremendous technological leaps, and this technological revolution has spread rapidly across the world, and the means of communication and information have been developed. These modern technological developments have also brought real revolution in the world of communication. The Internet is among the most recent displays of modern technology that have been largely successful in opening up wide and new means for individuals and groups to communicate and interact with each other and it has become the easiest way. Social networks have produced a qualitative progress in communication means. Such great technological progress has led to a change in all areas of life. Along with the positive aspects of this progress; there are negative aspects of these networks, especially when they are not used for appropriate purposes.

With the increasing use of school students of various modern technology and their applications via the Internet, cyber bullying has emerged and has become more prevalent among users of electronic means of communication. It is noted that cyber bullying is similar to traditional school bullying, but differs in terms of its widespread implying more dangerous effects. This is due to several reasons: bully's ability to hide, the ease of spreading bullying content, and weakness of emotional sympathy that arises from the fact that the bully does not see the effects of his actions on the victim. This made the bully able to track his victim outside the school. So bullying is not restricted to school, since victims can be reached through mobile phones, e-mail or messaging programs at any time of the day, and with the speed of its access to the largest number of the audience with the rapid ability to spread, and bypassing the limits of time and place and this is what makes it more severe compared to normal bullying.

Study Problem

Due to technological advances in all aspects of communication, which affects young people in social life in most societies, because young people are using social networks in a way that reaches addiction. There is no doubt that not everyone uses social networking properly, young people in particular.

Some students are using such means for immoral purposes, including offending others or the so-called cyber bullying. Therefore, the study problem comes as follows:

- 1 - Is there any impact of addiction to social networking on cyber bullying behaviour by secondary school female students?
- 2 - Do female secondary school students in the Kingdom of Saudi Arabia are cyber bullying victims?
- 3 - Do female secondary school students in the Kingdom of Saudi Arabia are cyber bullies?
- 4 - Are there any significant differences in the impact of addiction on social networking sites between female students in regard to school type (public or private)?

Significance of the Study

Bullying in schools is a global phenomenon and occurs in every society. Lately social media is used heavily by youth; the study significance stems of the need to shed light on these new phenomena. In addition, its results may benefit people involved in the educational process, schools and future researchers.

Objectives of the Study

The study aims to provide those concerned with data regarding such phenomenon; that help:

- 1 - Examine the impact of addiction to social networking on cyber bullying behavior by secondary school female students.
- 2 - Find out if female secondary school students in the Kingdom of Saudi Arabia are cyber bullying victims.
- 3 - Find out if female secondary school students in the Kingdom of Saudi Arabia are cyber bullies.
- 4 - Explore whether there are significant differences among female stu-

dents in the impact of addiction on social networking sites between female students in regard to school type (public or private).

Research Hypotheses

H0.1 There is no statistically significant impact of addiction to social networking on cyber bullying behavior by secondary school female students in the Kingdom of Saudi Arabia.

H0.2 Female secondary school students in the Kingdom of Saudi Arabia are cyber bullying victims.

H0.3 Female secondary school students in the Kingdom of Saudi Arabia are not cyber bullies.

H0.4 There no statistically significant difference in the impact of addiction on social networking sites between female students in regard to school type (public or private).

Literature Review

Social Networks Concept

Social networking sites term is used to describe any web site which enables all users in creating public profiles within that web site and to form relationships with other users of the same web site (Krupa, 2014). Social networking is defined as “any platform, which provides users with the possibility of sharing ideas, exchanging information and sending messages over an electronic medium, is considered as social media. Social media includes online magazines, discussion forums, blogs, micro-blogging sites, podcasts, photographs, video and wikis”; (Goyal, 2013: 223).

The negative effects of using social networks

Social networking has some negative effects that may lead to addiction, and psychosis. Social networking user remains isolated in one room in front of a screen, even if it is small, but it puts the whole world in the hands of users and with great ease to find what he wants. According to the opinions of some

psychiatrists, a person doing so will lose the joy of life, such as adventure, excitement, direct personal contact, closer knowledge, and greater experiences; (Abu Shanab, 2014).

The social networking sites that have entered our society or have been enforced on our society as a result of technological revolution witnessed by people around the globe, and has become as most important for young people (Al-Zahrani, 2013). Social media led to absence of intimate relationships between brothers, kinships, and even between parents and their children. Quinn and Papacharissi (2014) point out those online technologies thrive on collapsing public and private boundaries. Rizza and Periera (2013) indicated that in Europe, 9-16 years-old participated in the EU Kids Online survey, 33% were bothered or upset by inappropriate material online, 12 % were bothered or upset by contacts offline, and 80 % were fairly or very upset by cyber-bullying.

Cyber bullying concept

Smith & Frisén (2013) claimed that cyber bullying is a social problem that includes harassment, intimidation, bullying and unjustified aggressiveness undertaken through the use of digital devices by a person or group upon another person (the victim). Cyber bullying is “an act of aggression; it occurs among individuals between whom a power imbalance exists; the behavior is often repeated” (Olweus, 2013: 139). In this regard cyber bullying can be defined as “an aggressive act or behavior by electronic means against a certain group or an individual repeatedly and over time, online” (Smith et al., 2013). Cyber bullying can occur from different and several outlets including cellular phones, Internet chat rooms, online blogs, e-mails, and instant messaging. While Weinstein and Selman (2014) argued that online impersonation, personal attacks, public shaming, and humiliation represent social “meanness and cruelty” moving into the digital space.

Social Networking and cyber bullying

Researchers have discussed the impact of using social networking and cyber bullying. For example, Tsimtsiou et al. (2020) found that cyber bullying is linked to Internet addiction, and the time the victim spent on the Internet.

El-Brachdia (2020) found high global prevalence of cyber bullying among children and adolescents. Low and Espelage (2013) found that 10%–33% of youth aged 11–19 years reported being bullied online and 15% of youth identified themselves as having conducted cyber bullying. In this regard Hemphill & Heerde (2014) found that 5.1% of young people self-reported they have been cyber bullied, 5% said that were being bullied online only. Festi & Quandt, (2016) found that many teenage girls have been exposed to cyber bullying problems through intense online social activities and through online contact with strangers. Xantus et al. (2015) concluded that 24 of 51 47.1% participants reported some form of bullying 63% claimed that bullying was via Face book was most commonly reported, 50% by text messaging. Abaido study (2020) concluded that 91% of study sample confirmed that there are acts of cyber bullying on social media with Instagram 55.5% and Face book 38%. Cyber Bullying Research Centre Report (2016) indicates that 33.8% of middle-and high-school students aged between 13 and 17 are at some point subject to being victims of cyber bullying. Sharma et al. (2017) found that cyber bullying rates of female students are very close, since the bully's percentage and the victim's percentage are approximately the same. Al-Zahrani (2015) found that students are subjected to electronic bullying from people they only know via the Internet, and males practice bullying more than females. Bettino et al. (2015) argued that cyber bullying is associated with increased hours in using social network per day. Aboujaoude et al. (2015) indicated that female students are exposed to cyber bullying on daily basis, they added that 20-40% of students can be classified as victims of cyber bullying.

Population and Sampling

Female students in high schools in the city of Riyadh represent the research population. The population size amounts to 76408 female students. Sample formula was used to calculate the sample ($n=383$). These studies outline the size and layout of such trend.

Research Instrument

A self-administrated questionnaire was used for data collection. The questionnaire was developed; based on research objectives and related hypotheses.

Instrument Validity: The researcher presented the questionnaire to a panel of experts (n=5). Their comments, suggestions and modification were taken into consideration in developing the final version of the questionnaire.

Instrument Reliability: Cronbach Alpha value in this study was 90.3%; indicating a high reliability coefficient level.

Data Collection Methods

Two types of data collection are used. Primary data were collected using a questionnaire. Books, references, journals, article and website were used to collect the secondary data.

Statistical Analysis

To test study hypotheses, the descriptive statistical methods, as well as inferential statistical method were used as follows:

- Means and Standard Deviations were utilized to provide a focus on the respondents' answers to each item of the questionnaires, and independent sample t-test was utilized to test the hypotheses.

Discussion

Table 1

Sample subject distribution according to their Demographic Information

Academic Class	Options	Frequency	Percent
School type	First	107	28.0
	Second	130	34.0
	Third	145	38.0
	Public	298	78.0
	Private	84	22.0
Social networking Use	Yes	382	100
	No	000	000

Cont. Table 1*Sample subject distribution according to their Demographic Information*

Academic Class	Options	Frequency	Percent
Social networking Type	Face book	117	30.6
	Instagram	97	25.4
	What sap	145	38.0
	Other	23	6.0
Years of use	One Year	95	24.9
	Two to five years	164	42.9
	Six year and more	123	32.2
Period of use	Less than 1 hour /day	14	3.7
	1-3 hours /day	85	22.3
	4-6 hours / day	156	40.8
	7 hours and more	127	33.2

Table 2*Means and standard deviations for statement that measure impact of intensive use on cyber bullying behavior*

No	Statement	Mean	Standard deviation	Rank	Level
1	Social networking addiction reinforces bullying behaviour	4.51	.705	1	High
2	Addiction to social networking can change social habits of some individuals	4.24	.748	2	High
8	Addicted students to Social networking are often cyber bullies	4.05	.670	3	High
7	Students who use Social networking for long period are the most to practice bullying phenomenon	4.04	.777	4	High

Cont. Table 2

Means and standard deviations for statement that measure impact of intensive use on cyber bullying behavior

No	Statement	Mean	Standard deviation	Rank	Level
3	Isolation imposed by addiction to social networking leads to bullying behaviour for some students	3.96	.820	5	High
6	Addiction to social networking facilitates students cyber bullying of their colleagues	3.93	.853	6	High
4	Social networking addiction increases bullying rates	3.91	.807	7	High
5	Addiction to Social networking has contributed to spread of bullying phenomenon	3.77	.837	8	High
	Mean	4.0527	.61528		High

Table 2 indicates that impact level of intensive use on cyber bullying behaviour is high since the mean is 4.05 with a standard deviation 0.6153. All items that measure impact of intensive use of social networking on cyber bullying means ranged between 3.77-4.51. This indicates sample agreement on all items that measure intensive use of social networking in terms of increasing cyber bullying phenomenon among female secondary schools in Kingdom of Saudi Arabia. Table 2 also indicates that item no. 1 “Social networking addiction reinforces bullying behaviour” ranked the first with a mean 4.51 and a standard deviation 0.705 while item no.5 “Addiction to Social networking has contributed to the spread of bullying phenomenon” ranked the last with a mean 3.77 and a standard deviation .837. Based on the sample’s agreement level was high confirming that intensive use of social networking increases cyber bullying phenomenon, since the different social networking sites are full of good and bad topics, reflected negatively or positively on students’ behaviour depending on the web site content the student is using.

Table 3

Means and standard deviations for statement that measure impact of intensive use on cyber bullies victim behavior

No	Statement	Mean	Standard deviation	Rank	Level
9	I have been subjected to rumors for defame	3.90	.816	8	High
10	Some classmate use cell phones to make fun of me	4.12	.828	3	High
11	Some classmates call me with bad terms	4.07	.917	5	High
12	I receive various threats through social networking	3.97	.905	7	High
13	Harassing photos are being posted for defame	3.61	1.020		Medium
14	I receive sarcastic messages on social networking	4.21	.656	1	High
15	Some classmates post my pictures on websites.	3.98	.787	6	High
16	Some classmates send me bad pictures on social media	4.19	.725	2	High
17	In some cases, I am defamed on social media	4.09	.929	4	High
18	Some classmates write funny terms about me on Face book	3.83	.981	9	High
19	I receive bad words on social media	3.76	.856	11	High
20	Frequently I receive insults on social media	3.80	.802	10	High
	General mean	3.9612	.66846		High

Table 3 indicates the responses means of sample's responses about cyber bullying. The mean is 3.96 with a standard deviation .6685. Item means ranged between 3.76 -4.21. This indicates sample agreement regarding items that measure female's secondary schools students in Kingdom of Saudi Arabia being cyber bullies victims. Table 3 also indicates that item no.14 "I receive

sarcastic messages on social networking” ranked the first with a mean 4.21 and standard deviation 0.606, while item no 13 “Harassing photos are being posted for defame” ranked the last with a mean 3.66 and a standard deviation 1.020.

Based on such analysis, participants’ agreement level ranged between medium and high. This confirms that female students in secondary schools in Riyadh in the Kingdom of Saudi Arabia were subject to be cyber bullies victims. This reflects that bullying phenomenon exists in every school all over the world as scholastic phenomenon, facilitated through the social networking.

Table 4

Means and standard deviations for statement that measure female student of being cyber bullies

No	Statement	Mean	Standard deviation	Rank	Level
24	I incite my classmates to harass a particular student	4.19	.692	1	High
26	Spread false news about some students on social media	4.16	.757	2	High
21	I post pictures of some female students on websites	4.08	.919	3	High
27	I send bad words to some classmates through social networking	4.07	.950	4	High
25	I post private conversations of classmates on social media	3.98	.802	5	High
22	I make fun of some female classmates on networking sites	3.97	.924	6	High
28	I made defamation for some female students through social networking	3.82	.991	7	High
30	I mock of classmates on social media	3.79	.817	8	High

Cont. Table 4

Means and standard deviations for statement that measure female student of being cyber bullies

No	Statement	Mean	Standard deviation	Rank	Level
29	I post some classmate private calls on social networking	3.75	.871	9	High
23	I call ridiculous terms on the Internet	3.61	1.031	10	Medium
	Grand Mean	3.9427	.69836		High

Table 4 indicates the responses means of participants; being cyber bullies. The mean is 3.94 with a standard deviation 0.6983. All items that measure if female students were cyber bullies have a mean ranged between 3.61- 4.19. This indicates sample agreement on all items that show female's secondary schools students in Kingdom of Saudi Arabia were cyber bullies.

Table 4 also indicates that item no.24 "I incite my classmates to harass a particular student" ranked the first with a mean 4.19 and a standard deviation 0.692 while item no 23 "I call ridiculous terms on the Internet" ranked the last with a mean 3.61 and a standard deviation 1.031.

Based on sample agreement level ranging between medium and high confirms that some female students in secondary schools in Riyadh in the Kingdom of Saudi Arabia were cyber bullies. This reflects that cyber bullying phenomenon consists of two parties; either to be cyber bullies victims or to be cyber bullies.

Hypothesis Testing

One sample t-test was carried out in addition to Independent t-test for testing the research hypotheses as follows:

Ho-1 There is no statistically significant impact of addiction to social networking on cyber bullying behaviour

Table 5
One-Sample Test

Test Value = 3						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Inter- val of the Difference	
					Lower	Upper
Impact of Intensive use of Social \networking	33.439	381	.000	1.05268	.9908	1.1146

One sample t-test was used to test the hypothesis .Table 5 indicates that t-value equals=33.439. Sig value is 0.000 which is less than 0.05. Therefore, the null hypothesis is rejected and the alternative one is accepted. This means that there is a statistically significant impact of addiction to social networking on cyber bullying behaviour.

Ho-2 Female high school students in the Kingdom of Saudi Arabia are not cyber bullying victims.

Table 6
One-Sample Test

Test Value = 3						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Cyber bullies victim	28.103	381	.000	.96117	.8939	1.0284

One sample t- test was used to test the hypothesis. Table 9 indicates that t-value equals=25.103. Sig value is 0.000 which is less than 0.05, therefore the null hypothesis is rejected and the alternative one is accepted. This means that female high school students in the Kingdom of Saudi Arabia are cyber bullying victims.

Ho-3 Female high school students in the Kingdom of Saudi Arabia are not cyber bullies

Table 7*One-Sample Test*

Test Value = 3						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Inter- val of the Difference	
					Lower	Upper
Cyber bullies	26.382	381	.000	.94267	.8724	1.0129

One sample t- test was used to test the hypothesis .Table 9 indicates that t-value equals=26.382. Sig value is 0.000 which is less than 0.05, therefore the null hypothesis is rejected and the alternative one is accepted. This means that female high schools students in the Kingdom of Saudi Arabia are cyber bullies.

Ho – 4There is no difference in the impact of addiction on social networking sites between female students in regard to school type (public or private).

Table 8*Independent Samples Test*

Levene's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Equal variances assumed	.041	.840	.060	380	.952	.00458	-.14506	.15423
Equal vari- ances not assumed			.060	131.987	.952	.00458	-.14713	.15630

Independent sample t- test was used to test this hypothesis. Table 8

indicates that t value is 0.060 and Sig value is 0.952 which is more than 0.05. Therefore the null hypothesis is accepted. This means that there are no differences in the impact of addiction on social networking sites between female students in regard to school type (public or private).

Results

Results indicated that the majority of the research sample is from public secondary schools. All sample subjects are using social networking. The majority are using What's App and Face book. Most of sample subjects are using social media for more than 4 hours per day.

Results also indicated that the level of the impact of intensive use on cyber bullying behaviour is high with a mean 4.05. Sample subjects believe that social networking addiction reinforces bullying behaviour. Such result agrees with (Tsimtsiou et al., 2020) who found that cyber bullying is linked to Internet addiction, and how long the victim spent on the Internet and El-Brachdia (2020) study that found high global prevalence of cyber bullying among children and adolescents and agrees with (Low & Espelage, 2013) study which found 10%–33% of youth aged 11–19 years reported being bullied online and 15% of youth identified themselves as having conducted cyber bullying and with (Bettino et al., 2015) study which found that cyber bullying is associated with increased hours in using social network per day. Results, also, indicated that female secondary schools students in Kingdom of Saudi Arabia were being cyber bullies victims. Such result agrees with (Abaido, 2020) study which concluded that 91% of study sample confirmed the existence of acts of cyber bullying on social media with Instagram 55.5% and Face-book 38 victims of cyber bullying and with Cyber Bullying Research Centre Report (2016) indicates that 33.8% of middle-and high-school students aged between 13 and 17 are at some point subject to being victims of cyber bullying

Results reveal that female secondary schools students in Kingdom of Saudi Arabia were cyber bullies. Such result agrees with Festi & Quandt, (2016) study which found that many teenage girls have been exposed to cyber bullying problems through intense online social activities and through online contact with strangers. Research analysis reveals that there are no differences

in the impact of addiction on social networking sites between female students in regard to school type (public or private), because all students, regardless of school type may have the same behaviour regarding cyber bullying.

Conclusion

Social networking proved their effective presence among all world individuals of both sexes and at all age groups and educational levels, and its use forms an issue since many or most users takes many hours without realizing time using it.

Bullying and recently Cyber bullying is considered bad phenomenon that constitutes a problem for female students. Cyber bullying is a new phenomenon that emerges among female students; either as cyber bullying victims or cyber bullies. It is clear that cyber bullying is similar to conventional bullying. Cyber-bullying can take place any time since victims are accessible all times. It is easier to be misbehaving with others when people are corresponding electronically due to physical distance between them, and victims feel helpless in responding to threats. Female students tend to target each other by calling each other bad words. Cyber bullying is the main risk for female students. That is, the majority of cyber bullying is carried out by youth who bully face-to-face and is directed toward the same victims within previously established social networks.

Recommendations

The research recommends:

- 1 - Conducting more research on social media, and more in-depth studies, including various regions of the Kingdom of Saudi Arabia, to reach results and solutions that can be generalized.
- 2 - Parents, as responsible care-givers, should set periods of time to their daughters for using social media and the benefits that contribute in their personalities building.
- 3 - School teachers have to make their students aware of the negative side of misusing social networks through social networks.

- 4 - Schools authorities have to make their students fully aware of the need to make good use of social networks, through lectures and publications, and through the media as well.

أثر الاستخدام المكثف للتواصل الاجتماعي في زيادة التنمر الإلكتروني بين طالبات المرحلة الثانوية بالرياض بالمملكة العربية السعودية

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المملكة العربية السعودية

الملخص

هدفت الدراسة تعرف أثر الاستخدام المكثف للشبكات الاجتماعية في زيادة التنمر الإلكتروني بين طالبات المرحلة الثانوية في الرياض بالمملكة العربية السعودية. استخدمت الدراسة المنهج الوصفي التحليلي، واعتمدت استبانة تم تصميمها وتوزيعها على عينة عشوائية (ن=383) من طالبات المدارس الحكومية والخاصة في مدينة الرياض بالمملكة العربية السعودية. خلصت الدراسة إلى أن الاستخدام المكثف للشبكات التواصل الاجتماعي يؤدي إلى ارتفاع معدلات سلوك التنمر، كما أشارت إلى وجود ضحايا للتنمر الإلكتروني وممارسات له بين طالبات المرحلة الثانوية في الرياض. وأوصت الدراسة بضرورة إجراء المزيد من الدراسات على وسائل التواصل الاجتماعي. وبتعمق أكبر في مناطق مختلفة من المملكة العربية السعودية ، للوصول إلى صورة أشمل وأدق للظاهرة؛ تحول دون استفحالها. الكلمات المفتاحية: الشبكات الاجتماعية، التنمر، التسلط عبر الانترنت، المدارس الحكومية والخاصة.

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