CYBER- BULLYING AMONG IN-SCHOOL ADOLESCENTS AND YOUTH: THE ROLE OF COUNSELLING PSYCHOLOGISTS PRACTICE

BY

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Abstract
The high rate of cyber bullying among in-school adolescents in different part of the globe has not only assumed an alarming dimension, but has also become worrisome and calls for concern. It is a fact that internet is a tool to use for positive and effective knowledge advancement; however it has been used to perform this nefarious activity of cyber-bulling by youth and adolescents. The study review literature on the concept of cyber-bulling as an act of online aggression and harassment using communication technological devices. The psycho-social effects on victimised adolescents well-being, its prevalence as well as signs and symptoms such as truancy, social withdrawal were discussed. In conclusion, the intervention role of counselling psychologists' strategies such as cognitive reframing, adolescents' re-orientation and the establishment social relationship among adolescents peer should be encourage. Adolescents should inculcate the habit of using internet for lifelong moral learning positively.
Keywords: Cyber-bullying, In-school, Adolescents, Youth, Counselling psychologists

Introduction
The high availability of modern online communication now almost exclusively relied upon globally, and used by all generation of people (both old and young), which can trigger negative or positive behaviours, example of such negative behaviour is cyber-bullying. Research proposes that is characterized by a transformation from the traditional face to face bullying forms to online known as cyber-bullying (Li, 2007) perpetrated through social media platforms. Persistent exposure as well as usage and interaction with online technologies, irrespective of the convenience it provides, it also expose users to certain online influences that may at some point put the users safety, psychological and emotional well-being at a great risk. This is considered one of the potential risks of relying on online technologies. Aggression targeted at a person through the use of a technology (such as, android phones, computer) and/or within a digital context (i.e. online) is identified as cyber-bullying. Recent research studies have revealed that cyber-bullying regarded as online harassment had constituted significant problems for users of social media platforms, especially adolescents which will negatively affect them for the rest of their lives.

Concept of Bullying and Cyber-Bulling
Bullying can be defined as aggressive tendencies and behaviour that is intentionally and repeatedly directed at a person who holds lesser power than the aggressing partner (Olweus, 1993). Bullying takes many forms, including physical (e.g., hitting, shoving, spitting), verbal (e.g., taunting, name calling, threatening), and social (e.g., rumour spreading, peer group exclusion). These forms are commonly referred to as traditional bullying, which usually occurs on face-to-face basis and takes place in learning environment as well as some other places (Vaillancourt, Trinh, McDougall et al., 2010;

Hinduja, Patchin, 2009; Williams & Guerra, 2007). Hence, bullying can be defined to be a recurrent behaviour, and with recurring incidents, the effect relationship is consolidated through the bully upsurge in control , and the victim suffers from emotional trauma, anxiety and depression. This makes it difficult for the adolescent who is being bullied to respond to or resolve the unruly behaviour on their own (Pepler and Craig, 2009). Recent research has shown that virtual and electronic communication has become the main component of an adolescent's social life (Williams and Guerra, 2007).

Technological devices such as mobile and smart phones, portable personal computers, and tablets provide a new form of interpersonal communication between adolescents, and an overwhelming majority (approximately 90 %) of adolescents (12–17 years) have internet access and linkages (Australian Communications and Media Authority 2008; Madden et al. 2013). Thus, the use of new technologies for the purpose of bullying has therefore emerged, whereby electronic media are used to communicate intimidating or hurtful messages to different individuals across the globe (Smith et al., 2008). However, with the advent of the Internet and the proliferation of communication technological devices such as mobile phones, a new form of bullying has begun to unfold. Cyber-bullying is distinguished by the use of information and communication technology as the means through which an individual is embarrassed, threatened, sexually harassed, or socially exclude the victimised individual or target by sending embarrassing images or comments about somebody or impersonating someone to cause harm.

Recent research suggested that cyber-bullying was fundamentally different from traditional bullying, one deals with physical encounter while the other is an online activity using electronic device. Cyber-bullying is best conceptualised as another form of bullying that has come to stay in the society that is very harmful. Indeed, most targets and perpetrators of cyber-bullying are also bullied in traditional ways (Hinduja & Patchin, 2009; Gradinger, Strohmeier & Spiel, 2009; Mishna, Khoury-Kassabri, Gadalla & Daciuk, 2012), while there are some individuals who are only cyber-bullied. Any form or forms of aggression targeted at an individual through the use of a technology (such as, cell phone, computer) and/or within a digital context (i.e, online) is identified as cyber-bullying (Kowalski et al., 2014; Patchin & Hinduja, 2012). Olweus (1993) suggested the criteria of intent to harm, repetition, and power inequity are widely used as a means of differentiating bullying from other forms of aggression (Smith, 2011). The concept of cyber-bullying are generally based on those for traditional bullying (Dehue et al., 2008; Katzer et al., 2009; Kowalski and Limber, 2007; Menesini, 2012; Slonje and Smith, 2008). There is cumulative sustenance that these three key criteria defining traditional bullying are largely applicable to cyber-bullying (Olweus, 2013; Smith et al., 2013). Research that can produce meaningful and comparable prevalence estimates of traditional and cyber-bullying behaviours requires studies to examine these behaviours in a similar way, which is typically delineated by means of a common definition (Olweus, 2012).

Consequences of Bulling and Cyber-bullying
Being the victim of bullying, including cyber bullying, is associated with both significant short- and long-term psychological, social, physical and academic achievement issues. The negative effects of bullying on the well-being of adolescents' and any victim of cyber bullying cannot be over-emphasized. Socially, victims of bullying report poorer interpersonal relationships with peers such as loneliness, lower self-esteem (Brighi et al., 2012; Nansel et al., 2001). Adolescents who are cyber bullied are also at risk of negative aftermaths such as loneliness, distress, rejection by peers, anger, lack

of safety at school, loss of friendship, low self-esteem, physical injuries, drug and alcohol abuse, weapons possession, and eating disorders (Dehue, Bolman, & Vollink, 2008; Jackson & Cohen, 2012). Psychologically adolescents who are bullied manifest symptoms of depression and anxiety, social withdrawal are also reported (Menesini et al. 2009), as well as suicidal thoughts (Hinduja and Patchin, 2010; Klomek et al., 2008).

Academic achievement issues samples of American students in grades 6 to 12, Hinduja S, Patchin (2009); Williams and Guerra (2007) found that cyber-bullying uniquely predicted academic problems such as greater absenteeism and poor grades in school (as well as increased depression, anxiety, and poor self-esteem) over and above traditional bullying. In another American study of students in grades 6 to 12. Wigderson and Lynch (2013) found that being the victim of cyber-bullying was negatively associated with grade point average (and positively associated with emotional problems), even after controlling for exposure to traditional forms of bullying. However, those who bully others report a higher level of externalizing feelings and symptoms, which includes general aggression, delinquent and anti-social behaviours are common (Menesini et al., 2009), and substance use / abuse (Nansel et al. 2001). Individuals that are both bullies and victims (bully-victims) are as well at the highest risk of developing social and psychological problems (Gradinger et al. 2009; Perren et al. 2010). Research has shown that adolescents bullied offline are at risk of experiencing a host of negative consequences (Gibb, Horwood & Fergusson, 2011; Reijntjes, Kamphuis, Prinzie, & Telch, 2010). Despite high-profile media attention linking cyber-bullying to suicide, this result is far from the most prevalent and may often be indicative of a much more complex situation (Cassidy et al., 2013). It is expected that, consistent with previous research regarding offline bullying, youths and adolescents who are cyber-bullied will experience higher levels of difficulties in many or all of these areas mentioned.

Signs and Symptoms of Bullied/Cyber-bulling Adolescents
These Signs and symptoms can include the following:
1. Avoiding school (more truancy and absences, leaving school due to reported health problems, less willing to attend; other academic problems, such as low grades and performance)
2. Lower self-esteem, increased depression and/or anxiety
3. Reporting frequent health issues (e.g., stomach aches, headaches)
4. Difficulties in sleeping or frequent nightmares (sleep disorder)
5. Detachment from friends, loneliness (withdrawal syndrome)
6. Sudden withdrawal at home and anger/rage

Prevalence of Cyber-bulling among Adolescents
Cyber-bullying is a social problem encompassing harassment, intimidation, bullying and unjustified aggressiveness embarked on through the use of digital devices by an individual or group upon another individual (the victim), but whose harassment consequences remain and are spread exponentially (Grigg, 2010; Slonje, Smith & Frisén, 2013; Tokunaga, 2010). Reports of its occurrence and outcomes vary significantly due to the consideration of multiple factors such as race, religion, environment as well as, likely inconsistent definitions, measurement, reference periods, and sample physiognomies such as age, geographic location, and gender (Cassidy et al., 2013; Cornell & Bandyopadhyay, 2010; Cornell & Cole, 2012; Kowalski et al., 2014; Menesini & Nocentini, 2009; Patchin & Hinduja, 2012). A recent international meta-analysis of 131 studies on cyber-bullying among adolescents and youths found prevalence for victimization generally ranged between 10 per cent and 40 per cent (Kowalski et

al., 2014). Another recent meta-analysis of 35 studies found a total victimization range of approximately 5 per cent to 70 per cent, with a mean of 24 per cent and most of the studies falling into a range between 6 per cent and 30 per cent. That same meta-analysis found in 27 studies a total perpetration range of approximately 3 per cent to 44per cent, with a mean of 18 per cent (Patchin & Hinduja, 2012). Recently a large Canadian study of 26,078 students from 436 schools in grades 6 to 10 found that 11 per cent to 19 per cent of boys and 17 per cent to 19 per cent of girls reported cyber-victimization, with older children reporting higher levels (Craig & McCuaig, 2011).

Other population-based studies confirm that bullying is a serious problem among Canadian children. In a study of 16,799 Ontario learners in grades 4 to 12, Vaillancourt et al. (2010) found that 37.6% of students reported being bullied by others, with females reporting being bullied by their peers at a higher rate than males. Results also showed that being bullied verbally was the most common form of abuse tolerated by students, particularly for those in elementary and middle school (i.e., over 50% indicated that they had been frequently called names by other students). Being bullied through an electronic context occurred less often— 10.0% for elementary students, 13.3% for middle school students, 13.7% for early secondary students, and 10.2% for late secondary students. These cyber-bullying rates are similar to the rate of 14% obtained by Beran et al. (2019) in their generally representative sample of 1001 Canadian children aged 10 to 17 years. In another large (N ¼ 2186) school based study of Canadian youth in middle and high school, close to half (49.5%) of the participants indicated that they had been bullied online.

Methods of Cyber- bullying Among Adolescents
Cyber bullying can be identified at diverse age phases with regard to gender, and can relate to physical, cultural, racial, and even religious prejudices. The psychological harm mete out by cyber-bullying is considered more harmful than traditional bullying, as destructive material can be conserved and quickly circulated to the public globally. Patchin and Hinduja (2006) Perpetrators of cyber bullying use different methods or forms in carrying out attack on their targeted victim, according to Willard (2004), cyber bullying can take different forms, ranging from flaming to harassment to cyber-stalking. The following list defines different forms of cyber -bullying:
Flaming – sending angry, rude, vulgar messages directed at a person or persons privately or to an online group so as to hurt the victim's feelings. Repeatedly sending a person offensive messages with indigent and vulgar language it may also include threats and insult, it is an online fight using electronic.
Cyber-stalking – harassment that includes threats of harm or highly intimidating mails, messages to the individual in other to instil fear or down grade the person's integrity i.e. engaging in such online activities that makes a person afraid of his or her safety.
Denigration (put-downs) – sending or posting harmful, untrue, or cruel statements about a person to other people just to defame or belittles the victim hence making an unfair criticism about an individual. This is dissing or teasing someone online by posting or sending rumours derogatory comments or cruel gossip about another person to damage his or her reputation or friendship.
Masquerade – this is a situation whereby the perpetrator hides his or her identity pretending to be someone else and sending or posting material that makes a person look bad or places the person in potential danger to the other party or outside world
Outing and trickery – sending or posting material about a person that contains sensitive, private, or embarrassing information, including forwarding private messages or images, engaging in tricks to

solicit embarrassing information to be made public, such that may constitute danger or harassment to the person concerned life or properties.

Exclusion – actions that specifically and intentionally exclude a person from an online group that is blocking the individual from the general public.

Impersonation – posing as the victim and electronically communicating negative or inappropriate information with others as if it were coming from the victim.

Sexting – distributing nude pictures of another individual without the person's consent to the general public to harass the person.

Other forms of cyber bullying identify according to Patchin and Hinduja (2006) conducted an online survey involving 384 respondents under the age of 18. Their results indicate that various forms of bullying happen online, such as being ignored (60.4%), being disrespected (50%), being called names (29.9%), being threatened (21.4%), being picked on (19.8%), being made fun of (19.3%), and having rumours spread (18.8%).

The Role of the Counselling Psychologists Practice
Bullying and cyber- bullying has constituted to be a major global problem that demands the concerted and coordinated time and attention of stake holders with particular reference to counselling psychologist. Though few anti-bullying efforts are initiated and directed by the education system in some part of the world. Bullying with regard to cyber -bullying is significantly associated with psycho-social issues, bullied youth and adolescents need to be assisted out of their situation. Counselling which is referred to as talking therapy is a free interaction amid two individual that involve unrestricted discussion of problems and sharing of feelings between the counsellor and client. Counselling psychologist's handles issues are relating to psycho-social and personal causing emotional distress and instability of the cyber- bullying victim. In counselling the issue of confidentiality plays a vital role to recognise bullying and help bullied person (youth and adolescents) out of their problems through counselling skills since both parties will not want their identity to be disclosed.

Some adolescents bullied report symptoms consistent with post-traumatic stress disorder (PTSD); depression, and suicidal ideation all known outcomes of bullying has high levels of exposure to physical peer violence and community violence. Counselling psychologists have an important role play in using counselling skills for behaviour modification. There is further indication knowing that a client is being bullied by peers and knowing that cyber- bullying in particular has a uniquely negative impact on their well-being. Counselling psychologists can and should use their treatment plan, such as cognitive reframing, this will assist adolescents to rediscover and replace negative and irrational thoughts known as cognitive distortions with rational thoughts.

Counselling intervention is another positive changing tool that has the capacity of re-orienting adolescents from being aggressive, hurting each other through cyber- bullying to become disciplined and well behaved members of the society and citizens. The counsellor listens to the problem of the client with empathy and discusses it in an intimate environment; this will help the client to clearly identify the negative impact of cyber bullying thereby changing the viewpoint of the individual in making the right decision. Counselling psychologists should partner with the school and family to help youth and adolescents develop positive social relationships with peer and significant others. This will provide a cordial and friendly environment where they can relate freely with one another with mutual

love and understanding. Since targets of bullying and cyber bullying often do not voluntarily discuss their dilemma, with friends and relations, counselling psychologist should be well informed regarding possible signs and symptoms about cyber -bullying. Counselling psychologists should raise and discuss such concerns with clients and, when appropriate, their parents. The social lives of youth and adolescents should not be ignored as the current state of information and findings support a causal link between exposure to bullying and psycho-social well-being and academic outcomes which resulted to traumatic experiences and poor academic performance.

Conclusion

Bullying and cyber -bullying affects youth and adolescents in many significant aspect of their life which if not controlled or taken care of will have negative consequences on psychological and social well-being of the adolescents. Cyber- bullying in particular has a powerful negative effect on young people's well-being. Bullying and cyber bullying usually go unreported even to relatives, as adolescents are concerned about the consequences of telling parents or teachers. It is therefore vital that Counselling psychologists improve the ability to detect and intervene in these situations. Counselling psychologists are in the best position to provide potential new means in bullying identification and prevention. Although many victimised adolescents and youth do not feel comfortable relating such incidence to teachers or even parents about the pain they are experiencing, they might be willing to discourse with professional counselling psychologist due to the cordial relationship established through rapport and empathy. With close observation and interaction with adolescents and youth a practicing counselling psychologist should know, understand or even learn the signs and symptoms of bullying and routinely screen youth for their involvement. If youth do not offer information on being bullied/cyber bullying involvement, counsellors with their specialisation and skills are still in a distinctive position to identify peer victimisation. Hence, adolescents and youth who are undergoing difficulties from being bullied or cyber bullying incidences can be helped out of the situation.

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