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BULLYING AMONG TEENAGERS AND ITS EFFECTS



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Bullying and peer victimization in schools have become serious concerns for students, parents, teachers, and school officials in the United States of America and around the world (Hong and Espalage 2012, 311). It has become a type of violence that threatens a young person's wellbeing and more especially in school.

This thesis project was aimed at studying and exploring the different types of bullying, who is more likely to be involved, as well as how prevalent they are and the mental effects they are likely to have. After researching the project is tasked with creating a facebook page in which materials touching on bullying will be posted for purposes of creating awareness.

This research work uses systematic literature review where several databases, and relevant webpages targeting teen related bullying were searched employing the search words; Bullying, cyberbullying, school bullying, Effects of bullying and Teenagers.

From the results its evident that bullying in whatever form has lasting negative effects on the development of a person. The effects are not only exhibited by the victim but also the bullies, symptoms for both will range from short-term to long, severe and life hanging effects. Furthermore it is asserted that an effective bullying prevention programme entails launching an awareness campaign to make the objectives known to the schools, parents, and the community members as well as establishing a school safety committee to implement and evaluate the prevention program. Creating policies and rules, creating a mission statement, code of conduct, school wide rules and a bullying reporting system, as well as educating and training teachers and students on how to respond to incidences of bullying has been found to be of paramount importance in preventing bullying.

KEYWORDS:

Bullying, School bullying, Cyberbullying, Teenagers, Mental health

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1 INTRODUCTION

Bullying has become one type of violence that threatens a young person's well-being both in schools and in the neighborhoods. Bullying creates effects that are felt by individuals, families, schools, and the society as whole and may result in the young people feeling powerless, intimidated and humiliated by the aggressive deeds of fellow mates. This vice may occur in many settings, such as schools, after-school programs, or in a youth's neighborhood.

According to a research by Tonja and colleagues, bullying among school-aged youth is increasingly being recognized as a noticeably huge problem affecting well-being and social functioning. While a certain amount of conflict and harassment is typical of youth peer relations, bullying presents a potentially more serious threat to healthy youth development. (Tonja et al. 2008, 2.)

Tonja et al (2008,2) define bullying as a specific type of aggression in which; (1) the behavior is intended to harm or disturb, (2) the behavior occurs repeatedly over time, and (3) there is an imbalance of power, with a more powerful person or group attacking a less powerful one. This asymmetry of power may be physical or psychological, and the aggressive behavior may be verbal, physical, or psychological.

The world health organization (WHO) on the other hand describes bullying as a multifaceted form of mistreatment, mostly seen in schools and the workplace. It is characterized by the repeated exposure of one person to physical and/or emotional aggression including teasing, name calling, mockery, threats, harassment, taunting, hazing, social exclusion or rumors. (WHO 2010.)

The author takes interest in this topic especially after having personally undergone through some level of mild high school bullying, though luckily did not suffer permanent effects. I am also concerned about the general well-being and mental health making this topic a research worth undertaking.

This research article helps define bullying, offers statistics on teenage bullying, discusses the effects of teenage bullying, and offers tips on preventing or reducing bullying amongst teens. This article expounds bullying from two broad perspectives; School bullying and cyber or online bullying. School bullying is regarded as a form of aggression in which a person repeatedly harasses another person physically and/or psychologically in the school environment (Sutton et al. 1999, 435). Whereas cyber or online harassment is the use of cyberspace to insult or threaten someone (kessel et al. 2008, 171).

The aim of this project is to study the different types of bullying, its prevalence and underlying mental effects.

The task is to create a Facebook page where relevant anti-bullying material will be posted to help in the sensitisation programme.

1 LITERATURE REVIEW

Bullying and peer harassment has been an issue of concern to many educators for a long time (Hinduja and Patchin 2007, 615). Bullying is anonymous it occurs any time in any place either in school or outside, it involves millions of people without regard to geographical barriers. Bullying takes different forms including physical and cyber forms of bullying. The use of technology as a means of communication has led to an increase in cyber bullying which involves the use of social networking sites to harass others. It is done by either posting negative message or pictures against the other party, this has been accelerated by the use of Facebook, twitter or YouTube, and cell-phones have also been used in many instances .(Slovak and singer 2011, 5.)

Bullying and peer victimization in schools are serious concerns for students, parents, teachers, and school officials in the United States of America and around the world (Hong and Espalage 2012, 311).

2.1 Cyber bullying

Bullying is a proactive form of aggression, which is intentional, repeated over time, and involves an imbalance of power between the victim and the perpetrators (Vieno et al. 2006, 393). Cyber bullying is the use of internet and other digital communication devices to practice this act; it is also known as online bullying or online harassment. It is the use of various electronic means of communication to harass others or send defamatory information about them to others (Hinduja and Patchin 2007, 615).

Online harassment is done by posting negative messages or pictures to social space against the wish of the other party, this has been accelerated by the use of Facebook, twitter and YouTube, as well as Mobile phones. They manifest in the form of online fighting, harassment, stalking, impersonation, outing, trickery, exclusion, and more via the Internet, personal Web sites, e-mail, blogs, instant messaging, and chat rooms (Slovak and singer 2011, 5). Cyberspace provides opportunity for the youth to bully each other and lack of control from parents or any authority can be linked to the increase in the number of incidents being

reported (kessel et al. 2008, 172). The use of cell phones is also on the rise and messages can be sent to a large group of people at the same time. Quite often there are no strict regulations and follow up on the kind of information going through this sites therefore the violators find a way to insult others without being noted (Blosnich and Bossarte 2010, 108).

In the past; institutions have not focused so much on this form of bullying, as more focus had been directed on physical bullying. However institutions are realizing the need to direct efforts in research and studies on this form of bullying due to the rise in the number of cases reported (Juvonen and Gross 2008, 497). Approximately 70% of the youth have experience cyber bullying at some point during their studies and 20% to 50% of the students have acknowledged being directly involved in cyber bullying others. There is rapid increase in the use of cyber space among the youth in the age bracket of 12 to 17 years in the last ten years. (kessel et al. 2008, 172.)

Studies show that 75% of the youth use mobile phones, which is an increase from 24% in the year 2004 (kessel et al. 2008, 171). Those bullying online are more likely to be older than those who bully physically and that cyber bullying is more pronounced in middle school and then it declines in high school (Slovak and singer 2011, 6). Studies shows that 29% of the youth using the cyber space have been mentally affected by online harassments, 22% of the youth between the age of 11 to 16 years have reported incidents of cyber bullying according to a survey conducted in British high schools in 2008 (Slovak and singer 2011, 6). Research shows that 28% of the students have been bullied at least once or twice in the school life time, 25% of the victims experience cyber bullying once or twice a month, 11% experience it once or twice a week and 8% almost daily. It is noted that 6.8% of the victims are also involved in bullying others, of this percentage 17% said they have bullied once. (Hinduja and Patchin 2007, 615.)

Studies indicate that cyber bullying has negative effects to both the victim and also the bullies; the bullies will later develop criminal behaviours. In most cases it results in negative physical, social and psychological problems such as extreme stress, being upset fear and depressive symptoms (Slovak and singer

2011, 6). Cyber bullying is widely known to identify with many negative symptoms including low performance in class and general academics, lower school satisfaction, lower commitment to academics and school in general. Negative school perception drives the students away from school and they will be absent from school in many occasions with no specific reasons. Cyber bullying is linked to psychological harm and suicidal thoughts or suicide among victims. It increases anxiety and emotional distress and in certain cases it results in self-mutilation as the victim tries to relief pressure or as a way of coping with this harassment against them. (kessel et al. 2008, 172.)

This type of bullying can be compared to other forms of bullying in accordance to the forms it employs. It is said that cyber is indirect form of primary bullying and others say that it is a distinct type of bullying. All types of bullying exhibits the same mental effects in the victim and also the bully. According to studies, boys are more likely to bully than girls, boys use physical and cyber bullying and girls are likely to use verbal means. Girls have higher experience of cyber victimization than boys although studies show that the percentage of both boys and girls linked to cyber bullying is almost the same. These studies show that there might be variations between perpetration and victimization of cyber and traditional bullying. There is a relationship between ages and bullying as bullying is mostly linked with adolescent. There is no specific reason as to why they are bullied. (kessel et al. 2008, 171.)

It is the responsibility of the school administration staff and social workers to create and maintain a safe and healthy learning environment for the students. This responsibility has been limited to laws and regulations that have been designed by the authorities aimed at protecting the students from bullying. The laws and regulations have limited the ability of staff members to protect students against cyber bullying. The privacy law in particular limits anyone from assessing records or monitoring private actions on cyberspace. School staff might not realize in time that bullying has occurred or they might not realize it at all putting the victims who do not report such incident to long life suffering. This

will develop until a point where it results in serious catastrophic incidents such as homicide in schools. (Slovak and singer 2011, 7.)

In the recent past few school administrators had limited information about the existence of cyber bullying among the students (Slovak and singer 2011, 6). There is no efficient regulatory body or authority regulating the interaction within the cyber space thus enabling the spread of negative communication unabated (Hinduja and Patchin 2007, 615). Setting regulation that aims at regulating the use of the social networking sites is an important step towards finding a lasting solution. It is important that the victims are encouraged to report incidences of online harassments and ensure that perpetrators are dealt with. (Mosey 2010, 10.)

Cyber bullying in many cases is also linked to substance abuse among the youth, they tend to perceive the use of alcohol and cigarette as a stress management strategy. Alcohol abuse has been associated with bullying; both the bully and the victim have been found to drink too much, smoking also is one of the substances abused by the youth. The victims might be forced to take alcohol or smoke in the process of bullying. (Vieno et al. 2006, 393.)

2.2 School bullying

Learning institution brings together students from different backgrounds with the aim of providing them with education. Students are able to interact in class and also outside the classroom; outside the classroom students are often alone without their teachers. School going children and youths undergo different experiences while in school, these experiences are either positive or negative.

School bullying can be described as victimization and intimidation of students by their fellow peers in a school environment. When students are frequently and repeatedly intimidated or victimized over time by more powerful peers this result in psychological effect to the affected students. (Undheim and Sund 2010, 803.) Repeated threatening, verbal cursing, teasing, physical attacks or exclusion can occur anywhere anytime within the school environment (Meyer-Adams and Conner 2008, 212). Aggression among students is common but bullying is

unique because it involves repeated pattern of harassment because it involves two students or group of students with one being stronger than others (Brown et al. 2005, 384).

School bullying and peer victimization are major social problems affecting children and adolescents in all parts of the world (Hong and Espalege 2012, 311). About one in five elementary school and 1 in 10 middle school students in the United States is bullied (Brown et al. 2005, 384). Approximately 15% of Swedish school children are involved either as victims or bullies, and even a greater number are involved if assistants to the bully or defenders of the victim are included (Frisen et al. 2007, 1). Research studies report high prevalence of bullying worldwide and resultant increases in somatic complaints, depression, anxiety, school refusal, and an overall lower self-esteem in students who are bullied (Bowllan and Nancy 2011, 167).

Bullying involves; the bully, the bully-victim and the bystanders, bullying has a negative impact on the health and academic performance of teenagers involved regardless of their level of participation. Brown and colleagues in their study enumerated that bully victims have documented somatic symptoms such as sleep difficulties, bed-wetting, headaches, stomach aches, fatigue, and school-related problems. They can also experience low self-esteem, anxiety, depression, and suicidal ideation, and may feel socially rejected or isolated. Children who bully often suffer from low school bonding and adjustment, which can be associated with low school competence and increased truancy. Moreover, bullies are more likely to be involved in various self-destructive or antisocial behaviours such as fighting, vandalism, carrying weapons, stealing, and getting in trouble with the law. (Brown et al. 2005, 384.)

In more recent years, correlations have been found between perpetrators of school shootings and their reports of being bullied, persecuted, threatened, or injured prior to the violent attack (Bowllan and Nancy 2001, 169).

Victims of bullying are more likely to feel they are not socially acceptable, this weakens their ability to stand for themselves and even fight for certain positions.

In situation where someone cannot stand for themselves they become more prone to becoming easy targets. Social withdrawal and shyness in anticipation of being bullied can be associated with peer rejection which is a result of victimization. (undheim and sund 2010, 808.)

Studies have documented several factors that propagate or slow down the possibilities of bullying occurring in schools; boys are more often likely to be involved in bullying than girls, both as bullies and as victims (Brown et al. 2005, 384; Frisen et al. 2007, 1). Children from families with low socioeconomic status, divorce or separation, harsh home environments, child abuse, or authoritarian parenting styles, may be at higher risk for both bullying and victimization. Race/ ethnicity and urban/rural locale also play significant but minor roles in predicting bullying experience. (Brown et al. 2005, 384.)

Age also seems to determine whether someone is likely to be bullied or not, most victims had been bullied at younger ages, 7 to 9 years, and the bullies bullied others most often at a later period, 10 to 12 years. This age-related decline in the risk for becoming a victim of bullying can, according to Smith and Madsen (1999), be explained primarily by younger children being among a greater number of children who are older than they are and who are in a position to bully them. (Frisen et al. 2007, 757.)

2.3 Effects of bullying

Past research has shown that involvement in bullying and poor physical and mental health are related, though in different ways according to the different groups of students involved (bullies, victims or bully-victims). A meta-analysis of studies investigating the relation between victimization and psychosocial maladjustment found a stronger association with measures of depression, anxiety, unhappiness, loneliness or self-esteem. In general, victims reported elevated levels of psychological distress. (Seixas et al. 2013, 54.)

Compared with students who were neither bullies nor bullying victims, both middle and high school bully-victims were more than three times as likely to report seriously considering suicide (24.9% versus 4.5% for middle school;

22.5% versus 6.2% for high school), intentionally injuring themselves (40.9% versus 8.4% for middle school; 28.5% versus 8.6% for high school), (Massachusetts 2009, 2). It is important to note that socio-economic factors, such as unemployment and poverty, childhood experiences of abuse, and experiences of domestic violence are all associated with a wide range of mental disorders, as well as self-harm. How these experiences and factors interact needs to be explored and better understood. (Hawton et al, 2003, 989.)

Understanding self-esteem as another health and well-being psychological indicator, several studies have demonstrated that bullies, victims, and students not involved in bullying behaviors differ in their levels of self-esteem. Great similarity has been observed in the results obtained by different studies, in different countries, with students from 7 to 16 years old. Generally, victims exhibit statistically lower levels of self-esteem than the remaining students. (Seixas et al. 2013, 55.) This sentiments are further echoed by Undheim and Sund that; Both bullied adolescents and adolescents who were aggressive toward others showed lower global self-worth, higher levels of depressive symptoms, and more broad-spectrum psychological problems than noninvolved adolescents (Undheim & Sund 2010,6). Depression is a known mental disorder and affects more than 350 million people of all ages (WHO 2012).

2 AIM AND TASK

The aim of this project is to study the different types of bullying, its prevalence and underlying mental effects.

The task is to create a Facebook page where relevant anti-bullying material will be posted to help in the sensitization programme.

3 EMPIRICAL IMPLICATIONS

This research study was commissioned by MIMO (Moving in Moving on) Project. The project commissioner was; Irmeli Leino. MIMO was a three-year research and development project with EU funding from the Central Baltic. The research and development project MIMO was executed during the period 2010-2013.

The project developed multi-professional team work models and art based methods for the use of social and youth work by carrying out various workshops for the target group of 13 – 17 year olds. The project gave special emphasis to activities targeted to youth at risk of alienation from society. The project offered training for future and present professionals working with young people in the cultural, social and as well as health cares and youth work. Its educational focus was in art-based methods, multi-professional working methods and in the skills and knowledge needed when encountering and supporting young people.

Although the mandate of MIMO projects ended in the year 2013 and its research and development projects were executed in the years 2010-2013 the MIMO website (<http://mimo.turkuamk.fi/>) is still displayed for archive purposes until the end of the year 2015. The website still contains lots of interesting and important information.

Scientific Articles and materials for the purpose of this project were searched from CINHAI and SCIENCE DIRECT where search words ; ``Bullying``, ``school bullying``, ``internet bullying``, ``cyber bullying``, and ``mental effects of bullying were used. The search was conducted so that the above used terminologies were used in a combined way to arrive at articles that were related to these words, a repeat isolated three-time search was then conducted to find articles related to school bullying, then those that contained cyber bullying and finally articles related to mental effects of bullying. The results were then limited to articles written not later than the year 2005. In the first search 173823 articles were found in the second search it was reduced to 5313 then the final third

search 16 articles were found. It was later reduced to 12 by selecting those with full articles.

Further materials for review were retrieved from trusted global organization such as world health organization (WHO) and StopBullying.gov. Review of these literatures took place between March 2012 and October 2012, and later revised and reviewed a 2nd time between July and September 2015.

It has been highlighted earlier in this work that the task of this project is to create a social media page particularly, a Facebook page where relevant anti-bullying material will be posted to help in the sensitisation programme. By the time of the development of this Facebook idea in September 2012 Statistics had it that over 2,234,240 people have Facebook accounts according to anson alex.com (2012).

A Facebook page was subsequently created on the 26th October 2012 bearing the name 'UNITED AGAINST BULLYING' and can be followed through the address;(https://www.facebook.com/pages/Mimos-United-Against-Bullying-Campaign/547689285257164?sk=info&tab=page_info). The main theme of the page is; 'let us together unite against bullying for the better of our generation and generations to come, let us roll, stand and sing against it'. One becomes a follower by liking the page. The page will brings young people together with the objective of providing them a platform to interact, share information, experiences and raising awareness about bullying.

Contents target the youth and dwells mostly on things that are related to bullying, effects of bullying and how to assist. The Facebook page consists of different part and an administrative structure. The administrator is the author of this project. Administrator's function involves inviting people and also approving the membership of people who have been invited by other members of the group. The administrator is also involved in facilitating of discussions by posting the topics of discussion in the wall of the page, responding to various issues raised in the discussion, editing members' posts and also regulating the

discussion. Pictures to be posted and videos also will require the approval of the administrator.

The Information is disseminated through posting of messages on wall, pictures, videos and other relevant material to be read it should be appealing, attractive and informative. The material will be factual/real or fictional but should be used with approval of the owner or the relevant authority. Images and pictures showing the various types of bullying as well as those carrying different messages will be selected from relevant websites and also in some cases members will make their own pictures, either using computer software or capturing of images using a camera. The page is open for anyone to join either by liking it or through invitation by a member.

The primary focus of this Facebook group is to inform the several people involved in bullying the negative effects it has on their life, avail information in a simple way to the parents and teachers on risk factors and as well notify institutions, authorities and global organizations on the prevalence of bullying in schools and possibly provide them with a roadmap towards the development of reasonable and relevant sensitization and anti-bullying programs. Eye-catching incidences of bullying, materials informing on prevalence, several negative effects and possible preventive measure have been posted and will be available for viewing by members upon liking the page.



Figure. 1

Figure. 1 shows the profile of the page the cover page is a picture with the name MIMO written on it. This is to show that the project is under MIMO it is written in bold black letters so as to attract attention among the members and those intending to join. It aims at creating interest in more about MIMO among members. The cover page might be later changed to suit the changing demands of the audience and also for marketing purposes. In the same figure there is a profile picture with the inscriptions 'Bullying hurts inside out' this is meant to reach out to the youth in reaffirming our theme of standing against bullying. It contains a short sentence but speaks aloud on behalf of the victims of bullying and those who have decided to speak against bullying.

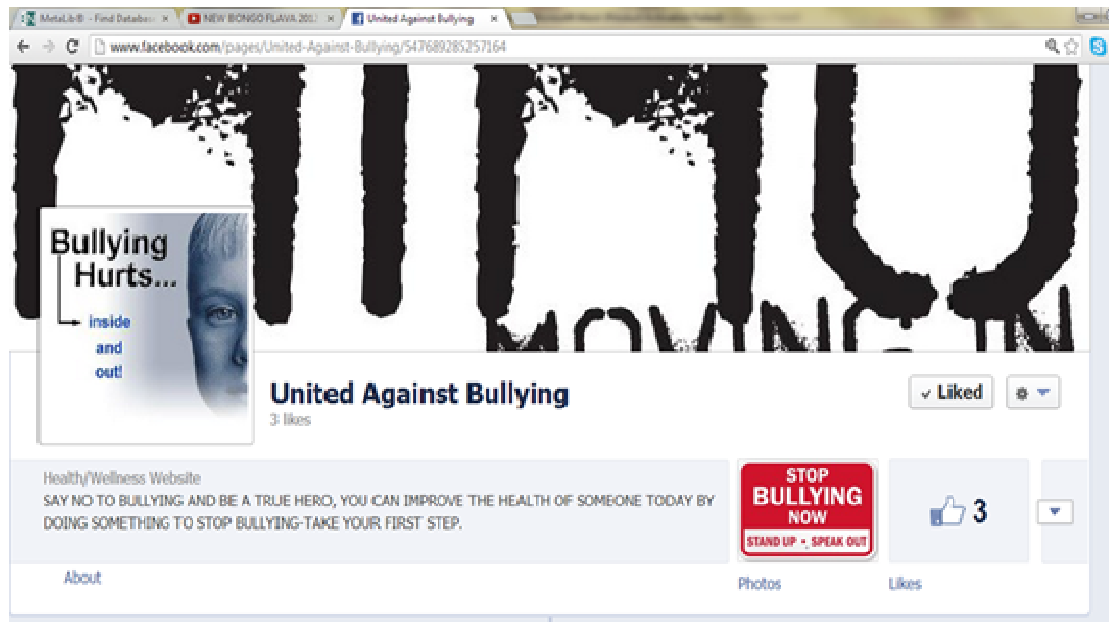


Figure. 2

Figure. 2 show a statement describing the page and it states that 'say no to bullying and be a true hero, you can improve the health of someone today by doing something to stop bullying-take your first step'. More so in front of it is a red rectangle with the inscriptions words; 'stop bullying now stand up and speak out'. This is the part that shows what the page is all about, it tells about bullying and the reason why we need to speak. There is a folder in the Page which members can click and they can be able to see photos from it. Photos uploaded and those to be uploaded will be carrying anti bullying message and with the aim of educating the youth on the effects of bullying and how to help those affected by the act of bullying. It will also suggest ways on how they can come together and join them in order to fight against bullying. The message should be always encouraging, motivational and educative to all the members and especially the youth in general.

5 DISCUSSIONS AND CONCLUSIONS

This project was aimed at studying and exploring the different types of bullying, who is more likely to be involved, as well as how prevalent they are and the mental effects they are likely to have. The research further explores the triggers that lead one into bullying and the measures that can be put in place to stop or reduce victimization. I proceeded to reviewing several articles and other materials related to school and cyber-bullying that has been documented. It was encouraging to find out that there has been an unlimited study and further research is ongoing in this field.

There is agreement that bullying in children and adolescents share many of the characteristics of generally more aggressive children and adolescents, including hot temperament, a less fortunate family background, and a view of relationships that values aggression and bullying as a means of achieving power and influence in a tough peer environment (Olweus, 1999). However, an area of dispute is whether bullies have low self-esteem. Some studies have it that they do while some indicate that they do not (Frisen et al. 2007, 751).

In the studies bullying has been defined as the intentional use of physical and psychological force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation (Hong and Espelage 2012, 312). It is asserted that both School bullying and cyber victimization are major social problems affecting children and adolescents in all parts of the world (Hong and Espalege 2012, 311).

There is a general finding that bullies are particularly psychologically stronger than peers not involved in bullying, they enjoy high social status among their classmates. With the improvement in technology cyber bullying seems to be taking over at higher rate. Cyber bullying is done by either posting negative message or pictures against the other party, this has been accelerated by the use of Facebook, twitter or YouTube, and cell phones have also been used in many instances. They manifested in the form of online fighting, harassment,

stalking, impersonation, outing, trickery, exclusion, and more via the Internet, personal Web sites, e-mail, blogs, instant messaging, and chat rooms. (Slovak and singer 2011, 5.)

Findings suggest that bullying in whatever form has lasting negative effects on the development of a person. The effects are not only exhibited by the victim but also the bullies, symptoms for both will range from short-term to long, severe and life hanging effects. Victims are more likely to experience somatic symptoms such as sleep difficulties, bed-wetting, headaches, fatigue, and school-related problems. They will also experience low self-esteem, anxiety, depression, and suicidal ideation. Bullies on the other hand often suffer from low school bonding and adjustment, which can be associated with low school competence and increased truancy. Moreover, bullies are more likely to be involved in various self-destructive or antisocial behaviours such as fighting, vandalism, carrying weapons, stealing, and getting in trouble with the law. (Brown et al. 2005, 384.)

Multiple studies have documented the association between substance use, poor academic achievement, mental health problems, and bullying (Massachussets 2009, 465). From a general perspective both bullied adolescents and adolescents who were aggressive toward others showed lower global self-worth, higher levels of depressive symptoms, and more broad spectrum psychological problems than non-involved adolescents (Undheim and Sund 2010, 6).

Boys of all ages are more likely to involve themselves in bullying than girls in both cyber bullying and traditional forms of bullying, both as bullies and as victims. Victimization was found to be higher for girls compared to boys. (Frisen et al. 2007, 1.) Boys most often use physical and cyber bullying while girls are likely to use verbal means (kessel et al. 2008, 171). In general approximately 70% of the students have experienced cyber bullying at some point during their studies and 20 to 50% have acknowledged being directly involved in cyber bullying others. There has been rapid increase in the use of cyber space among the youth in the age bracket of 12 to 17 years in the last ten years. (kessel et al.

2008, 172.) Low socioeconomic status, divorce or separation, harsh home environments, child abuse, or authoritarian parenting styles, Race/ ethnicity and urban/rural locale are significant risk factors that are likely to propagate or accelerate the chances of bullying (Brown et al. 2005, 384).

While conducting the study it was learned that there are several attempts by many schools and organizations to devise effective bullying prevention plan. It was worth noting that an understanding of the broad range of associated risk factors is important for creating a successful prevention and intervention strategy. (Massachusetts, 2009, 465.) And that traditional classroom prevention programs alone cannot be expected to stop bullying, or change bullying behaviors. Recommendations are that comprehensive, multilevel strategies must target bullies, victims, bystanders, families, and communities to be most effective. (Bowllan 2008, 168.)

Studies further pointed out that The Olweus Bullying Prevention Program(OBPP) which is build on four key components namely; School-level components, Classroom-level components, Individual level components and community level components is the most researched and best-known bullying prevention program available today. It is a comprehensive, school-wide program designed and evaluated for use in elementary, middle, junior high or high schools. The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviours, such as vandalism and truancy. (OBPP Clemson University 2012.)

In other findings like those asserted by stopbullying.gov an American federal website it is suggested that an effective prevention program is boosted by launching an awareness campaign to make the objectives known to the school, parents, and the community members as well as establishing a school safety committee to implement and evaluate the prevention program. It further points out the importance of creating policies and rules, creating a mission statement, code of conduct, school wide rules and a bullying reporting system, as well as

educating and training teachers and students on how to respond to incidences of bullying. (stopbullying.gov 2012.)

Unwillingness of victims and bullies to seek help or report bullying was found to be one of the greatest difficulties in the fight against bullying. Overall, low rates of help-seeking behaviour were found among all the groups of teenagers involved in bullying despite their elevated levels of mental health problems indicating how hard those adolescents are to reach.(Undheim,A,& Sund, A). The other hurdle to winning the war against bullying especially cyber bullying pointed out by the studies were internet privacy laws, and the lack of effective regulatory bodies regulating the interaction within the cyber space enabling the spread of negative communication unabated. (Hinduja and Patchin 2007, 615.)

6 ETHICAL CONSIDERATIONS

Ethics refers to acting in a way that is morally and legally accepted while conducting a research. This therefore requires of the researcher to use reasoning and be honest while reporting. Healthcare providers as beneficiaries of research have to acknowledge the ethical issues of research and evaluate whether the researcher complied with the basic rights standards of an individual addressed in the study. (Neale 2009.)

To encourage disseminate quality healthy information and guide internet users to latest and most relevant medical data HONcode was founded. The HONcode is a code of ethics that guides site managers in setting up a minimum set of mechanisms to provide quality, objective and transparent medical information tailored to the needs of the audience (Honcode 2006). The author of this thesis project took into account the code of ethics and integrity as guided by the Honcode principles. In the beginning of the project permission to carry out the research was obtained by Turku University of Applied Sciences and was subsequently commissioned by The MIMO (Moving in Moving on) project. It was clear in the mind of the author since the beginning that the anonymity, confidentiality and voluntarily participation in this project shall be complied with.

The Authoritative principle by Honcode provides that information presented at all times must be attributed to an author and the qualifications of the authors indicated, whereas principle of Attribution requires that published information must be cited (Honcode 2006). In this research article the author has carefully involved objective analyzing and reporting the content from referenced sources and Journals and made sure that they have also been referenced accordingly.

The task of this thesis project involved the creation of a Facebook page as a platform for sensitization; before the creation of the page the author who is also the administrator of the page familiarized oneself with the Facebook security and privacy policy. The author also being the administrator is in a position to edit, delete or otherwise regulate posts considered inappropriate to this Facebook page.

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