THE INTERNET AND VIDEO GAMES: CAUSES OF INCREASED AGGRESSIVENESS AMONG YOUNG PEOPLE

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ABSTRACT *The increase in youth violence is among the most serious problems facing modern society. Many experts adhere to the opinion that responsibility for this phenomenon is borne by families, schools, and the media. The so-called digital generation spends much of its free time on the Internet and accepts the values imposed by the media. The modern criterion of success is to reach glory by any means necessary. As such, it is understandable that young people, eager for publicity, look for creative ways to attract attention. One of the most expedient ways to achieve fame and prove their 'originality' is by posting videos of violent behavior on websites like YouTube. The Internet has brought limitless freedom in the exposure of inappropriate content and has thus contributed to an increase in violence among the young, primarily through the video games industry. Based on all the above, we argue that the Internet has spurred and intensified the development of cyberbullying.*

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VIOLENCE IN THE "OLD MEDIA"

Violence has become a normal facet of everyday life. In levying such a profound effect on society as a whole, young people have become particularly susceptible to such influences and imagery. Scenes depicting graphic violence can be found in practically every type of programming, including movies, cartoons, comics, video games, and especially on the Internet.

Numerous studies have been completed on the influence of violent imagery on society, particularly where it concerns younger generations. The first such studies on the impact of violent films on society were performed as far back as the 1950s. Interestingly, the initial studies refuted the hypothesis that the influence of such films enables the spread of violence. Only later were these theories refuted. This can be potentially explained by the fact that modern films host many more scenes depicting much more graphic violent content.

Since the 1970s, media theorists began exploring the impact of television violence. Perhaps the most recognized, the 1997 National Study of Television Violence in the United States, concluded that there are several types of media violence believed to be particularly problematic. Specifically, one-third of violence screened on American television programs shows the offenders go entirely unpunished (or not punished until the end of the story). As such, violence is not portrayed as a societal ill, let alone a criminal act. Such scenarios are termed *violence with impunity*. The study also revealed that almost half of television violence does not accurately depict the suffering of the victim. The message sent by such depictions is that violence does not result in serious injuries, pain, or death, and is therefore defined as *harmless violence*. In many cartoons, characters that have repeatedly been injured become even more a target for humor. This type of violence is known as *happy or cheerful* violence (Carter and Weaver, 2003: 3). In the 1990s, Bassett Thomas warned that cartoons induce unacceptable behavior since children may learn to resolve their problems through aggressive actions. Cartoons such as *Bugs Bunny*, *Road Runner*, *Wile Coyote*, *The Pink Panther*, and *Tom and Jerry* were heavily criticized for such content. More recent cartoon productions depict similar scenes of violence as comedy, including *Transformers, Teenage Mutant Ninja Turtles*, *Sailor Moon*, *The Simpsons*, *X-Men*, *Action Man*, *Sonic Underground* (Carter and Weaver, 2003: 73). Tannis Williams' content analysis identifies the presence of a high degree of humor in television programs with violent scenes. Adult audiences as well are exposed to "entertainment violence" in programs like *The Benny Hill Show*, *Blackadder*, *Mr. Bean*, etc. (Carter and Weaver, 2003).

Approximately 40 percent of violent scenes on American television programs were initiated by characters considered to be positive role models – the *heroic violence*. The message here is that violence is used by the "good guys," whether they are merely protecting someone or in the process of saving the world. Such imagery encourages children to imitate violent behavior (Carter and Weaver, 2003: 3). For example, Dirty Harry

famously provoked his adversaries, those known to be criminals, to fire first by saying, "Go ahead ... make my day." The Terminator, prior to expunging his enemy, says "Hasta la vista, baby" (Hamilton, 1998: 26). There is no doubt that such images have a negative impact on young people.

Elliot Aronson, Timothy Wilson, and Robin Akert attempt to answer the question of why violence in the media affects the aggressiveness of the recipient. In their study, they note five of the more common reactions of children when exposed to violent content:

1. "*If they can do it, so can I*. When people see characters on TV acting aggressively, it could weaken their previously learned inhibitions towards violent behavior.
2. *Oh, then that's the way it is done!* When people see characters on TV acting aggressively, it might encourage some form of imitation; it implants ideas of how to behave.
3. *I think that what I experience are aggressive feelings*. Watching violence can make people aware of their own feelings of anger and make an aggressive response more probable due to a simple adaptation. Having recently seen violence on TV, one can misinterpret his/her feelings of mild nervousness as intense anger, and may be more likely to react ferociously.
4. *Aha, another brutal beating, what is on another channel?* Watching regular depictions of carnage and slaughter desensitizes the viewer's horror to violence and his/her sympathy for victims. This effect makes it easier for viewers to live with violence and that enables them to behave aggressively.
5. *It is better for me to catch him before he catches me!* Frequent television watching can lead to the belief that the world is a dangerous place, and therefore requires viewers to react in a hostile manner in even the most banal circumstances" (Aronson, Wilson and Akert, 2005: 435).

Of course, the media's influence is not the only cause of violence; other factors also contribute. Otto Larsen rightly warns that children, who from an early age play with toy guns, bombs, missiles and bombers, learn violence from their earliest days of childhood (Aronson, Wilson and Akert, 2005).

Numerous media theories illustrate the effects of violent content on children; however, children's behavior best explains the thesis of habitualization. According to the aforementioned thesis, a constant observation of violence may numb feelings and sensitivities, leading to not only lower degrees of sympathy for victims of violence, but also depicting violence as part of everyday normal behavior. Studies have proven that media violence consumption desensitizes regular viewers. Social psychologist Leonard Eron warned the American public that by the time the average American child finishes elementary school, he/she has seen 8,000 murders and more than 100,000 violent actions (Aronson, Wilson and Akert, 2005: 431). Modern children have been taken one step further. Thanks to the development of new forms of technology, they have been given the opportunity to partake in such violent scenes, namely by posting video clips of abuse on the Internet.

THE INFLUENCE OF VIDEO GAMES ON INCREASED AGGRESSION AMONG YOUTH

Nowadays, violence in the media is portrayed as a form of exciting entertainment, which not only brings profit, but also expands the opportunities for children to consume readily available violent contents, and recreate the same kind of contents, particularly where it regards the internet. Many theorists rightly blame the Internet for the rise in violence among the so-called digital generation. Countries with the largest number of Internet users face a bevy of problems. The United States and Germany both have recurring problems with violence at schools, specifically those connected to school and college shootings, bullying, and more recently, cyberbullying; China has seen a consistent increase in online video game players; Japan has been witness to a number of suicides taking place over the Internet. A survey conducted in 2007 concluded that there are 217 million internet-users around the world who partake in online video games.[1] China, as noted above, faces the biggest problem with online video players. The fact most concerning to Internet analysts is the steady increase in the number of Internet players around the world.

Mayhem, as depicted in the flood of violent online video games, is also considered to be one of the reasons for the increase in aggressiveness in modern society. In the past, computer "toys" were not available to young people (Kimmel and Mahler, 2003: 1441). Particular dangers stemming from this avalanche of new games are the corresponding effects on how violence is now perceived. Jeroen Jansz identifies that there is a significant difference between the motion picture; television violence on one hand and video games on the other. In the former, a viewer is a witness ("Witness emotion"), while in the latter he/she is an active participant ("participatory emotions"). In addition, games invite a heightened identification with the aggressor (2005, see Kunczik and Zipfel, 2006: 234). Surveys conducted in various countries have shown that violent content in video games induce a range of emotions and feelings. Steven Kirsh, Brad Bushman, and Craig Anderson found that aggressive games encourage aggressive thoughts, while studies in Australia and Germany have shown that computer games heighten frustration caused by dissatisfaction over a perceived defeat (*Ibid*.). Studies conducted by Oene Wiegman and Van Schie, Craig Anderson, and Karen Dill also confirm that violent games cause violent behavior. Nicholas Carnagey and Craig Anderson's 2004 experiment found that participants who were influenced by violent games came to help victims of violence more slowly and reluctantly than those who did not play the video game (*Ibid*.). Olson Cheryl (2004) believes that certain video games can trigger emotions, cognition, perception, and behavior that promote bullying and victimization (Olson, Kutner and Warner, 2008: 57). Overall, most scholars agree on one key facet: the repetition of violent acts in an aggressive video game result in the provocation of violence in real life. Players become so carried away by a video game that they transfer conflicts from the virtual to the real world, and it is often the cause of murders and fights. In China, such cases happen almost daily. China has the largest number of online players in the world (22.8 million). Currently, one of the most popular games is "World of Warcraft," which is played by an estimated 450,000

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users (Weber and Jia, 2007: 777). Chinese authorities have regularly introduced strict limits on the Internet; however, given the rise in violent acts, they are failing to cope with this problem. The Chinese government has recently initiated a spat with online gamers, restricting access to three-hours daily (*Ibid.*).

Other countries have also imposed restrictions on violent video games. The video game "Manhunt 2" has been completely banned in Germany. Kaufhof, a German media company, has also stopped selling video games and movies with scenes depicting graphic violence due to the negative impact on young people. In addition, some scenes from the video game "Carmageddon" had been removed before it appeared on the market. The company decided to take this step after one student, Tim Kretschmer, killed 15 of his classmates. It is believed that he committed the crime after heavy exposure to the video game "Far Cry 2."

German Chancellor Angela Merkel has sought to tighten the laws when it comes to video games that allow the user to partake in violent acts. Further, in order to protect children in Germany, there is a censored search system for children *fragfinn.de*. The database contains only websites which have been previously screened, removing those containing pornography, violence, and profanity.

Great Britain has also banned certain video games, including the aforementioned "Manhunt 2," because bloody scenes and cruelty permeate it. This decision was made in connection with a scandal brought about by "Manhunt 1." Under the influence of the game, a seventeen-year old boy killed his fourteen-year old friend.[2] The main "hero" of this game is a psychiatric patient named Daniel Lamb. Lamb has amnesia and is trying to remember his past. In doing so, he brutally kills all the people he meets on the road.

After three young males, Nathan Moore, Luis Oyola, and Andrew Ishren, beat to death Rex Baum, a homeless person, Agency CNN conducted a study showing why the number of attacks on homeless people has increased annually. They concluded that the main cause of aggression in young people is not poor education, but rather video games.[3]

In a study aimed at determining the impact of video games on children, 4,000 parents from the United Kingdom, Germany, France, and Italy participated in a survey. The study revealed that more than 75 percent of the selected parents were concerned about video game content. More than 50 percent said they allowed their children to play video games at least one-hour a day, while 43 percent of parents did not know that video games are classified by age-groups. Many parents are simply not sufficiently familiar with the negative impact of video games and therefore allow this kind of entertainment for their children. The parents believed that their children were safe as long as they were indoors.

Despite the fact that some video games are censored or contain a special restrictive label, an untold number of games depicting graphic violence permeate the Internet. In fact, much of the video game industry as a whole operates scrupulously. After the famous

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2 www.timesonline.co.uk (22.06.2007)
3 www.cnn.com (20.02.2007)

shooting at Columbine High School,[4] a video game called "Super Columbine Massacre" appeared on the internet. Parents of the victims subsequently sued the company that produced the game.[5]

Psychologists from the University of Iowa proved that video games cause aggressive behavior, even when they do not show any blood.[6] The constant intake of violence can lead to imitation and cause indifference to the victim. Albert Bandura, using the social learning theory, argues that people follow patterns of behavior and accept what they see (Marcus, 2007: 103). A special concern pointed out by Aimee Dorr suggests that children under seven-years old do not understand the difference between virtual and reality, which only intensifies the necessity of control over what children do on the Internet (Gunter and Harrison, 1998: 267).

NEW MEDIA AS A MEANS OF SPREADING VIOLENCE IN SMALL COMMUNITIES

Modern children and teenagers spend more time on the internet than any other generation, and are therefore the most susceptible to negative imagery. In addition, such content presented in the media has proven to have altered the value system in society. Many social analysts are critical that the most important value promoted in the media today is to be recognizable, that is to be rich and famous, and to belong in what's considered 'high society.' As such, this skewed value system encourages young people to become famous even if it is by negative means, e.g. being the aggressor in an instance of bullying.

MarryAnn Strawhacker concludes that the development of school violence (bullying) is affected by society and, in addition, by the population and location of a particular school (2002: 69). While in the past, incidents of violence in larger communities were more numerous; however, we now have a different picture. Bullying has become a common occurrence even in small communities. More surprisingly, girls have become much more aggressive; in some instances, more than their male counterparts. According to the latest UNICEF survey in Montenegro (6,300 children and about 700 teachers were surveyed), 48 percent of children had experienced some form of violence by their peers over the last few months; the most common of which is emotional violence. Research conducted in eight elementary schools[7] showed that:
>41 percent of primary school students are subject to some form of bullying;
>Grabbing money or destroying property that belonged to other students was reported in 33 percent of cases;
>Lying and spreading rumors about someone, attempting to isolate certain students, takes place in 28 percent of cases;
>Neglect and social exclusion, 28 percent.

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[4] Eric Harris and Dylan Klebold, students at Columbine High School in Colorado killed 13, and wounded 23 people
  www.usatoday.com (14.04.2009).
[5] www.bbc.co.uk (01.05.2001)
[6] www.blic.rs (01.08.2010)
[7] "Štampar Makarije", "Vuk Karadžić" and "Pavle Rovinski" from Podgorica, "Dušan Korać" and "Pavle Žižić" - Bijelo Polje,
  "Radomir Mitrović" from Berane, "Mileva Lajović" - Nikšić and "Kekec" from Sutomore.

In 17 percent of cases, violence occurs when the teacher is not present in the classroom, while in 15 percent of cases such bullying occurs in the schoolyard during lunch or recess. Eleven percent of incidents take place on the way to or from school. Abused children are involved in 35 percent of cases that occur within the same age bracket; younger assailants (28 percent), older (20 percent). In schools, boys are more often subjected to bullying (37 percent) than girls.

As for the relationship between children and bullying, less than half (44 percent) said they did not enjoy bullying other pupils. Twenty-one percent of students claimed that they are ready to help victims of violence; 26 percent stated that they always try to prevent violence from escalating. About 40 percent of children are afraid of possible violence at school. The reaction of school administrations and parents with regard to bullying was equally alarming. In 83 percent of cases, teachers do not discuss violence to children in the classroom; in 77 percent of cases, parents also do not talk about this issue.[8]

There is no doubt that young people around the world use the Internet for self-advertisement. Every day one can find new images of abuse and brutalization brought about by peers.[9] If one only looks at the images on YouTube, the impression is that students at particular schools compete in shocking the public with their video recordings. In January 2008, a clip of vandalism by students at the Electro-technical school in Podgorica began circling the Internet.[10] In the following November, a recording appeared on the same website in which the student of the same Electro-technical school "quits" with the teacher.[11] Another scandal in Podgorica followed the posting of a clip named "Marija, Zabjelo." The sixteen-minute video shows a girl physically and mentally abused by two of her peers. This video circulated Podgorica, and could also be found on the Internet. After a few days, the Ministry of Internal Affairs of the Republic of Montenegro discovered who the author of the clip was, as well as the abused girl. This case was not reported to the police because the victim did not want to be exposed in the media.[12]

In the 1990s, physical abuse was characteristic among boys, while indirect forms of abuse were more popular among girls. In the current decade, however, boundaries have either been blurred or shifted entirely. A flood of examples suggest that girls today carry out the same levels of physical abuse as boys. Rowell Huesmann identifies that those children who grew up between 1977 and 1995 have an aggressiveness that produces similar effects in both boys and girls (Anderson and Berkowitz, 2003: 48). Some of the scholars supported the boomerang effect theory (the theory of reversal or the effect of reactance), which refers to the phenomenon that watching violent scenes in the media causes a contrary behavior of the recipient, i.e. it causes pro-social behavior. Ekkehard Kleiter held that this theory applied only to girls (Kunczik and Zipfel, 2006: 224). Real world examples, however, prove that this theory is not applicable to contemporary young people. It is striking that children are not only being more brutal, but also feel the need to

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8 http://www.unicef.org/montenegro/overview_9535.html (14.12.2011)
9 www.theawl.com (02.09.2010)
10 www.vijesti.me (09.01.2008)
11 www.vijesti.me (22.11.2008)
12 J.,M., "Brutalising in front of cameras", Vijesti, year XI, no. 3408 (21.09.2007)

film the abuse of other persons. This has spawned a new term, cyberbullying, defined as the harassment, intimidation, humiliation of another person, or the spreading of lies over the Internet.

Cyberbullying takes different forms and communication tools, including email, websites, and texts messages found on mobile phone devices. In countries with a large number of Internet users, cyberbullying has quickly risen to the status of an epidemic. There are sites that invite their peers to vote for the ugliest or fattest girl in school. According to official statistics of the National Crime Prevention Council, half of all American teenagers are or have been victims of cyberbullying. One survey revealed that 81 percent of students consider cyberbullying to be fun (www.ncpc.org). Given such statistics, it was no surprise that American President Barack Obama publicly joined the fight against cyberbullying.

The fact that the Internet is host to such dangerous behavior was confirmed by the statement of the President of the School Association of Finland, Jorm Lempinen: "There is a great deal of discussion. Parents say our children are not out on the streets, they are not doing drugs or alcohol, they are at home, and we believed they were secure. It is now the opposite, and young people are now unsafe even at home because of the internet?"[13]

Social networks are also used to promote violence. Some students at primary and secondary schools schedule fights via Facebook. Perhaps one positive of this is that police, in some cases, are able to prevent violence thanks to the easily-retrieved messages posted on the Internet. In addition, other sectors in society are taking measures to protect teenagers from cyberbullying. Representatives of the European Commission and 17 social networks (including Facebook, MySpace, and others) have signed an agreement under which they will protect teenagers through their joint forces from cyberbullying and violence on the Internet.[14] In the U.S., governors of 49 states have signed an agreement with social networks to foster better protection of teenagers from the effects of cyberbullying.[15]

In addition to social networks, websites like YouTube are used as well to promote violent acts. YouTube has been used to promote mutual spats between certain gangs, i.e. street gangs threatening other gangs via video clips.[16] Therefore, the directors at YouTube have decided to remove videos that promote violence.

Where it pertains to British users of YouTube, strict limits have been imposed on videos depicting or initiating violence. Video clips displaying weapons, guns, or knives are prohibited to run. Associates of the company check the clips posted by users and remove those violating the rules of the portal. The decision was adopted after a YouTube video showed an eleven-year-old boy being killed not far from Liverpool. Facebook is also actively involved in the campaign against cyberbullying.[17]

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[13] www.guardian.co.uk (23.09.2008)
[14] http://europa.eu/rapid/pressReleasesAction.do?reference=IP/09/232 (10.02.2009)
[15] http://www.pbs.org/wgbh/pages/frontline/kidsonline/safe/protecting.html (22.01.2008)
[16] www.guardian.co.uk (18.09.2008)
[17] www.the33tv.com (10.03.2011)

MEDIA LITERACY AS A MEANS OF DEFENSE AGAINST THE MEDIA CONTENTS?

As far back as the 1960s, UNESCO began to deal with issues of media education, leading to the signing of the 1982 Declaration on Media Education. "Media education" encompasses the ability to interpret media critically, no matter its form. Given that the modern world has been "bombarded" by information, media literacy is very important for young people in order to understand the role of media in society and the development of a critical consciousness. Lin Mastermen notes seven reasons for media education:

1. "high level of media consumption and satiety which we reach;
2. ideological significance of the media, especially taking into account commercials;
3. occurrence of information management in enterprises (government offices, political parties, ministries, etc.);
4. growing penetration of the media in democratic processes;
5. growing importance of visual and information communication in all areas (except schools which give primacy to printed materials; communication systems are mainly of visual character);
6. expectations of young people to be educated so that they can understand their age;
7. national and international growth of privatization of all information technologies (when information becomes a product, its role and its properties are changed)" (Gone, 1998: 22).

Thanks to media education, children and even adults can avoid the pitfalls of manipulation since they are able to learn how to interpret messages offered by various forms of media. Although Philippe Breton believed that education can help in the defense from manipulation, some schools have already introduced the subject 'Media Education' (2000: 180).

Douglas Kellner explains the impact of media culture to the audience:

"First of all, media culture provides images and representations with which the audience can identify and emulate them. In this way, it realizes important social and cultural effects by presenting models of roles, gender and many other subject positions which value certain forms of behavior and style, while others are underestimated and given negative features." (Kellner, 2004: 397)

While it is unlikely that media literacy will prevent violence in society, the media does play an important role in how children are socialized, i.e. the adoption of certain norms and forms of behavior. The problem, however, is that young people are already too exposed to violent content and perceive it as normal behavior. Numerous studies have shown that the youngest in our society spend more and more time in front of TV screens or computer monitors. In fact, children all around the world have become the most consistent media consumers. This statement is supported by the research performed by Joan Ganz Cooney Centre and Sesame Workshop, which showed that about 80 percent of American

children aged up to five-years use the Internet at least once a week.[18] Similar situations can be found in European countries, where it has been concluded that children spend more time with the media than they do in school. Children aged between eight and ten-years consume more than five-hours of media exposure every day, a fact that concerns both media experts and psychologists. At this age, a child simply cannot be media literate.

In Montenegro, concrete measures aimed at enhancing media literacy among the younger generations have been initiated since 2007. More specifically, an elective course termed Media Literacy has been offered to second and third-year high school students. Given that the program is only a few years old, more time is needed to conclude whether or not the course has had any effect on lowering the number of cases of bullying and/or violent acts. The hope is that children will, for the purpose of defending themselves from the media, learn to consume media critically, check information from multiple sources, and not believe everything they see or read. Parents also need to enhance their understanding of media literacy because they are effectively responsible for what their children watch, whether it is a reality show or a movie containing graphic violence. Regarding media literacy in general, a more constructive solution could be the launch of a school campaign that explains in a simple and direct way that abusing other persons is not harmless fun, but rather a serious crime, i.e. a cybercrime.

CONCLUSION

Violence has grown to epidemic proportions and society is obliged to take more concrete measures. Video surveillance in schools does not prevent violence, and as such, instructional campaigns that would help prevent violence among young people are necessary. Globally, UNICEF has implemented a campaign titled, "Let's Stop Violence Together," but the results are too varied to make any concrete conclusions regarding its viability. An example of a successful campaign against violence can be found in Norway, where a unique program was initiated by Dan Olweus. He managed to deal with bullying in schools with the help of parents and teachers. Children, when seeing a teacher pretending not to notice violent incidents, see impunity and accept this model of behavior for others. Ross Epp and Ailsa Watkinson warn that when teachers treat violence as someone else's problem, they will continue to ignore the opportunity to intervene in cases of school violence (Furlong and Gale, 2000: 74). Teachers must recognize violence and discuss it openly in the classroom. It is therefore necessary to organize seminars that would educate teachers on how to respond to incidents of school violence.

Many sites have been created that center on the fight against cyberbullying or warning parents how to protect children including, www.stopcyberbullying.org, www.safekids.com, www.howtostopcyberbullying.com, www.cyberbullyalert.com, www.stopbullyingnow. com. The campaign, however, should more effectively involve media producers. Violence should be referred to as a problem or even a disease of modern society. As such, the news media are required to avoid the following errors:

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[18] www.mashable.com (14.03.2011)

(1) Providing specific details when reporting on bullying of young people; (2) Incidentally making heroes of the attackers. Instead of sensational reporting, it is necessary to condemn these acts because the increase in violence among young people has been contributed by the media at the moment when, ignoring all ethical principles, violence was experienced as a lucrative business that levies huge profits.

It is not enough to sign the *Convention on Cybercrime*[19]; rather, it is necessary to adopt laws to protect children from the Internet. The state can contribute through legislation. Only by a joint partnership between the state, media, parents and educators, will society will be able to cope with the seriousness of the problem. Further, media outlets may change the consciousness of children by promoting better values. Finally, parents must pay more attention to control what content their children are exposed to; while educators must stop turning a blind eye to the problems that exist among children.

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INTERNET I VIDEOIGRE: UZROČNICI POVEĆANE AGRESIVNOSTI MEĐU MLADIMA

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SAŽETAK *Porast nasilja među mladima jedan je od najvećih problema suvremenog društva. Mnogi stručnjaci smatraju da odgovornost za to snose obitelj, škola i mediji. Digitalna generacija provodi većinu slobodnog vremena na internetu i usvaja vrijednosti koje joj nameću mediji. Prema mjerilima suvremenog društva osoba je uspješna ako je slavna, bez obzira na to kako je stekla slavu, stoga je razumljivo da mladi ljudi, željni publiciteta, na različite načine pokušavaju privući pažnju. Jedan od najbržih načina da se stekne slava i dokaže vlastita 'originalnost' jest objava snimki nasilničkog ponašanja na internetskim servisima kao što je YouTube. Internet je donio neograničenu izloženost neprimjerenim sadržajima i tako pridonio porastu nasilja među mladima, prije svega preko industrije videoigara. Osim toga internet je potaknuo i razvoj novog tipa nasilja (*cyberbullying*).*

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