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Analyses of Cyberbullying in America 21st Century and the Roles Children and Parents Consciously and Unconsciously Play

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Abstract:*This study investigated and explored the roles parents play in cyber bullying; the knowledge of the parents, and the definition of cyber bullying about their children being victims or vigilantes of cyber bullying activities and behaviors. The study also investigated the knowledge of parents' about the seriousness of cyber bullying activities and behaviors. It further investigated how much control parents have over their children use of smart/intelligent phones as primary tool of cyber bullying.* ***The study used Social Construction of the Ideology of Reality Theory as a yardstick lensof the pretests/posttests analyses.*** *The study found that parents have no knowledge and knew not much about the definition of cyber bullying based on the* ***pretests/posttests*** *outcomes of* ***30 out of 117 or 26%*** *beforehand* ***98 out of 117 or 84%*** *after exposure to treatments. The study also found that the parents had no knowledge about the seriousness of cyber bullying at a rate of* ***18 out 117 or 16%*** *before and* ***104 out 117 or 89%*** *after exposure to treatments. Finally, the study found that parents had no control over their children use of cell phones in cyber bullying activities at the rate of* ***26 or of 117or 22%*** *beforehand* ***99 or of 117or 85%*** *after being exposed to treatments. The implications of this study was to assist parents, children, leaderships, schools administrators, law enforcement officials, and criminal justice personalities* ***to be more vigilant about children's online activities and behaviors as to bring some positive changes*** *to cyber bullying in America 21st century.*

Keywords: Cyber bullying, Parental Roles, children's Roles, Smart Phones, Victims, Vigilantes, Pretests/Posttests, Trainings

I. Introduction

Endless upon endless studies have shown that cyberbullying was not only on the rise among children, more interestingly, it appeared that the parents who facilitate the process by purchasing intelligent telephones

such as **I-phones, Samsung, Life's Good (LGs), TLE,**among others, appeared to be unaware of this new phenomenon known as cyberbullying (Browning, Cooker, & Sullivan 2005; Harvard University, 2016). Browning et al. (2005) questioned the Bully Buster in-services training effects on parents of youths about their awareness of Cyberbullying in the 21st century. According to statistics obtained from Harvard University School of Commentary on Health in 2016, bullying has been around as long as people existed for so many unknown reasons; possibly because some people are generally unkind to others. For example, "During youth, when popularity and peer acceptance feel like the most important part of life, it's particularly bad - and the addition of technology makes it worse still" (para. 1). However, the fundamental meaning of Cyber bullying remained unknown to many people; most especially to the parents of youth in grades (9-12) who are more prevalence with this new normal phenomenon. By definition according to Harvard University (2016);

> "Cyberbullying" is bullying that takes place through electronic technology, such as text messages or social media. Unlike traditional bullying, cyberbullying can:
> - Be invisible, so other people don't realizing it is happening
> - Spread rapidly and be seen by many more people. And once something is out into cyberspace, it's very hard to get rid of it. (p. 1)

Harvard University (2016) asserted that Cyberbullying has some profound fundamental damaging and difficult side effects such isolation from peers, depression, substance abuse, withdrawal, and even suicide among some teenagers. According to statistics obtained from Harvard University in 2016, "The 2011 Youth Risk Behavior Surveillance System survey found that 16% of students in grades 9-12 reported being the victims of cyberbullying. That's 1 in 6" (p. 1). Above all, the studies found that "Some children are more likely to be victims of bullying.

They include children who are:

- Isolated or different in some way (such as those with a physical or learning disability)
- New to the school or community
- Lacking strong social connections (p. 1).

Interestingly, studies found that majority of parents of the victims of Cyberbullying and the bullies' parents are not aware of the existence of this new normal phenomenon and they blamed others as the problem and not Cyberbullying. As a result of lack of parents' awareness Harvard University Commentary on Health developed a parental learning/training tool designed to bring parental awareness to Cyberbullying, learn about Cyberbullying, and how to prevent it from occurring or reoccurring. Therefore, the focus of the pretest-posttest experimental investigative research study was to analyze the awareness of parents of youths' participations on Cyberbullying by administrating the learning/training tool to the parents of youths in grades (9-12) who are more prevalence with this new normal phenomenon.

II. Literature Review

According to Cyber bullying dataobtained from Cyberbullying Statistics (2016), Cyberbullying posed some potential damages and it is more common among adolescents than teenagers. Data showed that more than half or 50% of the adolescents and teenagers have been bullied online and in some cases they are responsible for others as well. Additionally, about 1 out 3 or 33% of their children have experienced online cyber threats at one time. Statistics further showed that about 1 out of every 4 or 25% of these children have experienced repeated cyberbullying and it is interesting to know that over half or 50% plus of these children failed to notify their parents about these incidents. Possibly, that accounts for not knowing the effects of cyber bullying existence in modern 21st century Americans society.

Basically, additional information obtained from The Harford County Examination (2016) showed that **1.** About half or 50% of the children have been the victims of cyberbullying, **2.** Just 1 out of 10 or 10% teens tells a parent if they are victims of cyberbullying, **3.** Less than 1 in 5 or 20% of cyberbullying incidents are reported to law enforcement, **4.** More surprisingly, 1 in 10 adolescents or teens have their embarrassing or damaging pictures taken and posted online without their permission. **5.** About 1 in 5 or 20% teens have posted or sent sexually suggestive or nude pictures of themselves to other online. **And 6.**Even more interestingly, girls somehow are more likely to be involved in cyberbullying than boys. As such, the ideology that "Boys will be boys" does not fit the new normal phenomenon.

Beside the above, additional statistics information obtained from The Cyberbullying Research Center in 2016 indicated that cyberbullying is profoundly on the increase as well. For example, the data showed that 1. Over 80% of teens use cell phones regularly, making sell phones as the most popular form of technology and common medium methodological used for cyberbullying. 2. About 10 to 20% of children have experienced cyberbullying regularly. 3. Being mean to, hurtful, name calling, and spreading false rumors are common types of cyberbullying. 4. Girls are at least as likely as boys to be cyber bullied or victims. 5. Boys are more likely to be threatened by cyber bullies than girls. 6. Cyber bullying is colorblind and race plays no roles in who becomes a victim of cyber bullying. And 7. Cyberbullying often creates low self-esteem and suicidal thoughts for all victims regardless of race and gender. Therefore, the implications of cyberbullying on the teens, adolescents, and their parents are intriguing and cannot be overstated or understated at any rate. While these statistical analyses about the fundamental principles associated with Cyber bullying are disturbing, however, the roles parents play or know about their children's online behaviors or activities with their telephones gadgets remain unknown and that was the fundamental primary focus of this pretests/posttests experimental research study.

Consequently, a study that was conducted by Gross (2006) found that about 25% of the survey respondents reported that being a victim of cyber stalking by other girls was a significant public health issue that needs to be addressed. Another study conducted by Nicol (2012) found that increased exposure to technology is enabling ever-increasing bullying of different kind because the technologies help them to remain anonymous; outside the normal barriers of time and location and often as damaging as face-to-face bullying. This type of bullying young teens or adolescents is disturbing because it hides the bullies from the victims for more than an unreasonable time. The damages remain ongoing until the child behind the bullying is identified. Moreover, it has been pinpointed that having the ability to exchange information with gaming opponents and follow peers children will verbally abuse others,…"use threatening and profane language, lock others out of games, pass false information about others and depending on their computer savvy, hack into other children's accounts" (Nuccitelli, 2012, para. 1). More profoundly, Nuccitelli added that the use of pornography and marketing list inclusion is a frustrating tactic committed by cyber bullies by simply targeting a child and subjecting him or her to see endless "numerous pornography and/or junk marketing, e-mailing, and instant messaging marketing lists" (para. 1).

Even on a larger scale, Mishna et al (2010) conducted a comprehensive study on cyberbullying by investigating the prevalence, impact, and differential experience of cyber bullying among a large and diverse sample of middle and high school students (N = 2,186) from a large urban center. The study found that about half (49.5%) of students indicated they had been bullied online and 33.7% indicated they had bullied others online. Most bullying was perpetrated by and to friends and participants generally did not tell anyone about the bullying. Participants reported feeling angry, sad, and depressed after being bullied online. Mishna et al. recommended that both children and their parents need to be educated on implications of cyber bullying. Above all they summed that "Greater attention is required to understand and reduce cyber bullying within children's social worlds and with the support of educators and parents" (para. 1).

Another educational effectiveness cyber bullying study was conducted by adopting the quasi-experimental design with two classes made up of a total of 61 junior high school students of seventh grade (lee et al., 2013). While hopes were high about the outcomes of this study, they found that;

> *The results show that the WebQuest course immediately and effectively enhanced the knowledge of cyber bullying, reduced the intentions, and retained the effects after the learning. But it produced no significant impact on the attitude toward cyber bullying. The intervention through this pilot study was effective and positive for cyber bulling prevention. It was with small number of students. Therefore, studies with large number of students and long experimental times, in different areas and countries are warranted (para. 1).*

The study found mixed results because while WebQuest course was used as an educational tool, it only enhanced the knowledge of cyber bullying, reduced intention, and retained effects after the learning. On a contrary note, the study found no significant impact on the attitude of students toward cyber bullying. The recommended that smaller pilot studies and long experimental studies should be conducted in different areas and different countries.

In light of the above reviewed literatures, University of Phoenix Online Students argued that;

> *Child protection laws are set in motion to protect a child, in all ways necessary from any sense of abuse or harassment. Children do not have the power to protect themselves and children are easily manipulated. Predators use that as a weapon on children, which makes them an easy a victim a target for their abuse. The sole job as a social worker is to ensure a safe environment; it is a full-time job. We must keep children out of harm's way guarantee their safety. They are our future so we must talk to them so that they know that we love them so that they people and they ensure a good heart.* (Personal Communication, October 3, 2016)

Therefore, keeping children out of harms' way is practically a must for every social workers' efforts when dealing with criminal justice. However, when dealing with the roles cyberbullying plays, the outcomes are fundamentally different. Based on majority of the reviewed literatures for this study, they were mainly focused on several major areas which involved the definition of cyberbullying, the roles children and their parents played, the identification of what constitutes cyberbullying, children and adults perspectives on the impacts of cyberbullying, the roles law enforcement organizations play and above all, how to make it known as a problem to public health policies' issues that plague America (see Liefooghe, 2012; Mishna et al., 2010; Mishna et al, 2009; Sezer et al., 2015; Antoniadou, Kokkinos, &Markos, 2016).

However, beside the above pinpointed studies, Gardner et al. (2016) study found that "Data were collected by means of an online self-report survey. Eight hundred and twenty-six respondents (58% female, 42% male) provided data at both time points. Results: One hundred and twenty-three (15%) of participants had been bullied and 23 (2.8%) of participants had been cyber-bullied within the last six months (p. 1). The study showed that while men and women experienced cyberbullying in their workplaces for the past six months, women are more likely to become victims or victimized in the workplace than men. They concluded that "…Rates of CB were lower than those of WB, and very few participants reported experiencing CB without also experiencing WB. Both forms of bullying were associated with poorer work environments, indicating that, where bullying is occurring, the focus should be on organizational systems and processes (p. 1). This study showed that while there was a correlation between workplace and cyberbullying, women are for some unknown reasons posed a higher marginal propensity to become victims of cyberbullying than men. More interestingly again, majority of these studies did not investigate what roles if any parents know and play in cyberbullying and that was the focus of this study.

II.I Limitations and Gaps in Literature

Beside the above pin pointedly reviewed literatures, there is doubt that cyber bullying is fundamentally intriguing tocriminal justice public safety issues; in the sense that majority of researchers in criminal justice, public policy researchers, public safety researchers, forensic researchers, and in particularly social scientific researchers has not been able to find singularly pinpointed reasons why cyber bullying is on the rise. Above all, there was a profound limited literature on the knowledge the parents on the existence of cyber bullying and possibly the roles they play in facilitating cyber bullying in America 21st century criminal justice which was the primary focus of this study. For some contrary examples, Anderson (2010) singularly concentrated on the proof and the punishment associated with cyber bullying and not the roles or knowledge of the parents. The same year, Macy, Giattina, and Crosby (2010) collectively collaborated on a study that dealt with domestic violence and sexual assault issues combine. None of these studies ever investigated or explored the roles parent play in cyber bullying and the knowledge of the parents about their children being victims or vigilantes of cyber bullying; and that was the primary focus of this study.

In fact, Maxwell and Shah (2011) shed some pinpointed lights on Penn State scandal on the correlations/relationships between sexual assault issues and the laws. Additionally, Moreland (2011) looked into the future law enforcement officers and social worker dealing with their perceptions of domestic violence and so were Riggs-Romaine, Goldstein, and DeMatteo in 2011. Finally, Tatum (2010) and Virtanen (2011) examined domestic violence arrest policies and the sentencing reliefs sought for domestic-violence victims. It was true that all these studies investigated issues associated with criminal justice as a whole, but there were profound limitations and gaps in literature when addressing domestic violence from a cyber bullying implications, and that is the primary focus of this study. For example, the knowledge of the parents concerning the cyber bullying behaviors of their children and the roles they may have accidentally, intentionally, unfortunately, or unconsciously played in aiding their children in cyber bullying activities as victims or vigilantes were also missing and this was the primary focus of this study.

III. Theoretical Framework

As previously investigated, Atatah and Kisavi-Atatah (2016) used the "**Social Construction of the Ideology of Reality Theory** as a statistical lens of analyses which stipulated that error thinking, faulty errors, default errors, gossips, false perceptions, assumptions, and presumptions lead to the creation of ineffective, inefficient, and in proficient public social policies (Berger & Luckmann, 1966)" (P. 70). It is arguable that the dynamics or premises of **social construction of the ideology of reality theory** work in different ways and forums. For example, Atatah and Kisavi-Atatah (2016) stipulated that ***"…the paradigm of life is both intrinsic, extrinsic, and maybe, it can be systematically excelled across the board; but, they are always accompanied or assisted by mildness, moderateness, and psychological severances to achieve the unknown…".*** Furthermore, they robustly summed that:

> *"Paradigm of Life", "The paradigm of life is the internalization of the factorized intrinsic of the presences; while the past is the externalization of the factorized extrinsic of the occurrences. However, the fundamental measurements or the factorizations of the actual futures are always ruled by mildness, moderateness, or severances of the unknowns, undefined, and unmarked rulers; who are always accompanied with or by humanistic skepticisms"* (p. 10)

Possibly, cyber bullying maybe at the foundation stage of the paradigm of life as it develops some premises of ideologies. Possibly, these ideologies which are systematically and sometimes symmetrically backed by the unknown proven theories may fall under the **social construction of the ideology of reality theory** such as **error thinking, faulty errors, default errors, gossips, and false perceptions, assumptions,** which may lead to the initiations, developments and implementations of public policies that will address cyber bullying in the future to come. Hence this theoretical framework was selected as a lens of analyses in this study.

Consequently and furthermore, as cited by Atatah, Kisavi-Atatah, and Branch-Vital (2016) that "Wilden (1987 [19]) asserted: *Ideologies are by nature symbolic*: *what they symbolize may be both imaginary and real*, *reality being the ultimate test of their validity*. *They are transmitted between people by every available means*: *ritual*, *schooling*, *clothing*, *religion*, *jokes*, *games*, *myths*, *gestures*, *ornaments*, *entertainment* (p. 91)" (p. 201). This showed that cyberbullying fell perfectly fits under the **social construction of the ideology of reality theory's premise** of "**the ultimate test of their validity**," hence this theoretical framework was selected as a lens of analyses when dealing with the "**New Normal**" modern phenomenon invisibly know as youths' cyber bullying in America 21st century.

IV. Methodology

This study used pretest-posttest experimental design which Frankfort-Nachmias and Nachmias (2011) classified as "a pre experimental design that compares the measures of the dependent variables before and after exposure to the independent variable" (p. 90). The pretests are the measurements prior to the introduction of treatments or exposure to the independent variables. One the other hand, the posttests is the measurements after the introduction of treatments or exposures to the independent variables (see Creswell, 2011; Frankfort-Nachmias & Nachmias, 2011; 2008).

The parents of the youths in 9-12 grades were initially surveyed with online S**urvey Monkey** (**Pretests**) and thereafter, the online training or learning tool was administered to the parents and thereafter the second measurements were taken (**Posttests**).The survey data were subjected to a Cronbach *alpha* (reliability by internal consistency) see Cernates (2005), Oviedo and Campo-Arias (2005), and Streiner (2003), Cronbach *alpha based* on established elements. Subsequently, it estimated with Cronbach α that removing an item (question applied instrument) for each estimate, in order to verify the explanatory role of each question. Six pinpointed training/learning related survey questions were developed and tested in Cranbach Alpha and the validities and reliabilities ranged from 95 to 100% (see survey instrument below). As compared to other Cronbach's Efficiency Alpha analyses, 77% and above is considered as applicably satisfactorily enough to be acceptable in the survey instrument. More interestingly in this case, the survey questions' proficiencies ranged from 95 to 100% proficiency rate which showed a higher acceptability margins to establish validity issues and reliability by eliminating internal consistency doubts (see the below analyzed Cronbach's AlphaCoefficient **SurveyMonkey** questions).

V. Procedures Data Collection and Classification

After the verification data internal validities and reliabilities, **250 of survey monkey questionnaires** were sent to potential participants with consent forms and unanimous forms request prior to answering the questions on the survey instrument. Initially, **192 out of the 250 or 77%** responded to the pretest questionnaire. Participants were thereafter introduced to treatment in form of training about the effects of cyber bullying in teens and adolescents. Thereafter, posttest was introduced to the participants to response to the questionnaire after receiving cyber bullying training. At this point, of **the 192** initial pretests surveys that were received and participated in the training, **117 out 192 or 61%**were holistically completed in the posttests purposeful returned surveys. **Gender differences** were not recorded or classified as a yardstick in this study because parents are parents. As such, only the **117** well completed surveys were used in this data analyses using IBM SPSS Version 21.

V.1. Hypotheses

This study hypothesized three major hypotheses which were;

1. **What is the knowledge of parents about the definition of cyber bullying by their children and in general?**

2. **How much knowledge do parents have about the seriousness of cyber bullying activities by or on their children?**

3. **How much control do parents have over their children phones' usages at home?**

These are the three hypotheses investigated in this study and they came with two major confronting hypotheses which were alternative and null hypotheses

Null Hypothesis: There are no correlations/relationships between parents' definition, seriousness, and control of their children activities when dealing with children cyber bullying activities.

Alternative Hypotheses: There are correlations/relationships between parents' definition, seriousness, and control of their children activities when dealing with children cyber bullying activities.

VI. Data Analyses of the Study

Table 1: The knowledge of parents about the definition and knowledge of cyber bullying descriptive statistics

Statistics

		Pretests	Posttests
N	Valid	117	117
	Missing	0	0
Mean		1.7436	1.1624
Std. Error of Mean		.04054	.03424
Median		2.0000	1.0000
Mode		2.00	1.00
Std. Deviation		.43853	.37040
Variance		.192	.137
Skewness		-1.130	1.855
Std. Error of Skewness		.224	.224
Kurtosis		-.735	1.464
Std. Error of Kurtosis		.444	.444
Range		1.00	1.00
Minimum		1.00	1.00
Maximum		2.00	2.00
Sum		204.00	136.00
Percentiles	25	1.0000	1.0000
	50	2.0000	1.0000
	75	2.0000	1.0000

Table 1 showed the differences between pretests and posttests about the definition and the knowledge of parents about cyber bullying. **Pretests** have a **Mean** of 1.74, **Mode** and **Median** of 2.0, the **Std. Deviation SD** of .44 and the **Variance** of .192. Conversely, the **posttests** have **Mean** of 1.16, **Mode** and **Median** of 1.0, the **Std. Deviation SD** of .37 and the **Variance** of .137 (see table 1 above).

Table 2: Cumulative Frequencies of pretests

Pretests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Had Knowledge of Cyber bullying	30	25.6	25.6	25.6
	Had No Knowledge of Cyber bullying	87	74.4	74.4	100.0
	Total	117	100.0	100.0	

Table 2 showed the frequencies distribution of pretests of parents' knowledge of cyber bullying **30 out 117** parents claimed to have knowledge of cyber bullying (see table 2 above).

Table 3: Cumulative Frequencies of posttests

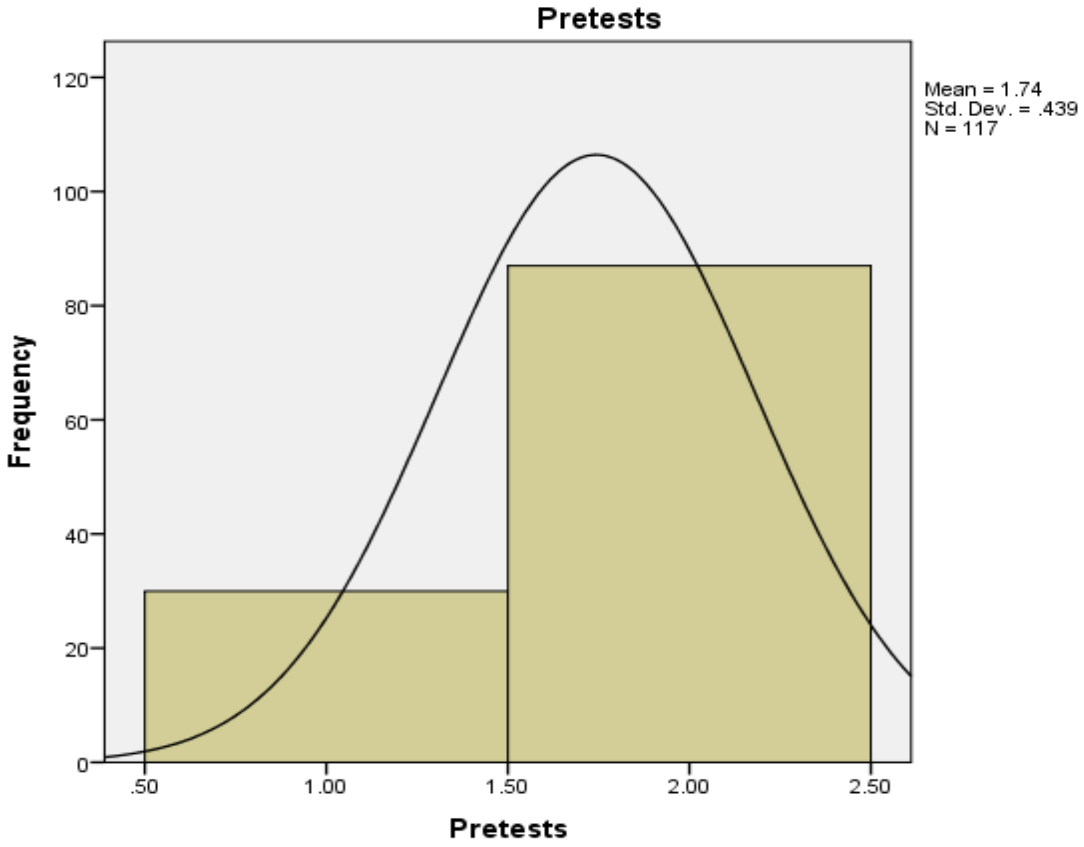
Posttests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Had Knowledge of Cyber bullying	98	83.8	83.8	83.8
	Had No Knowledge of Cyber bullying	19	16.2	16.2	100.0
	Total	117	100.0	100.0	

Table 3 showed the frequencies distribution of posttests of parents' knowledge of cyber bullying **98 out 117** parents claimed to have knowledge of cyber bullying (see table 3 above).

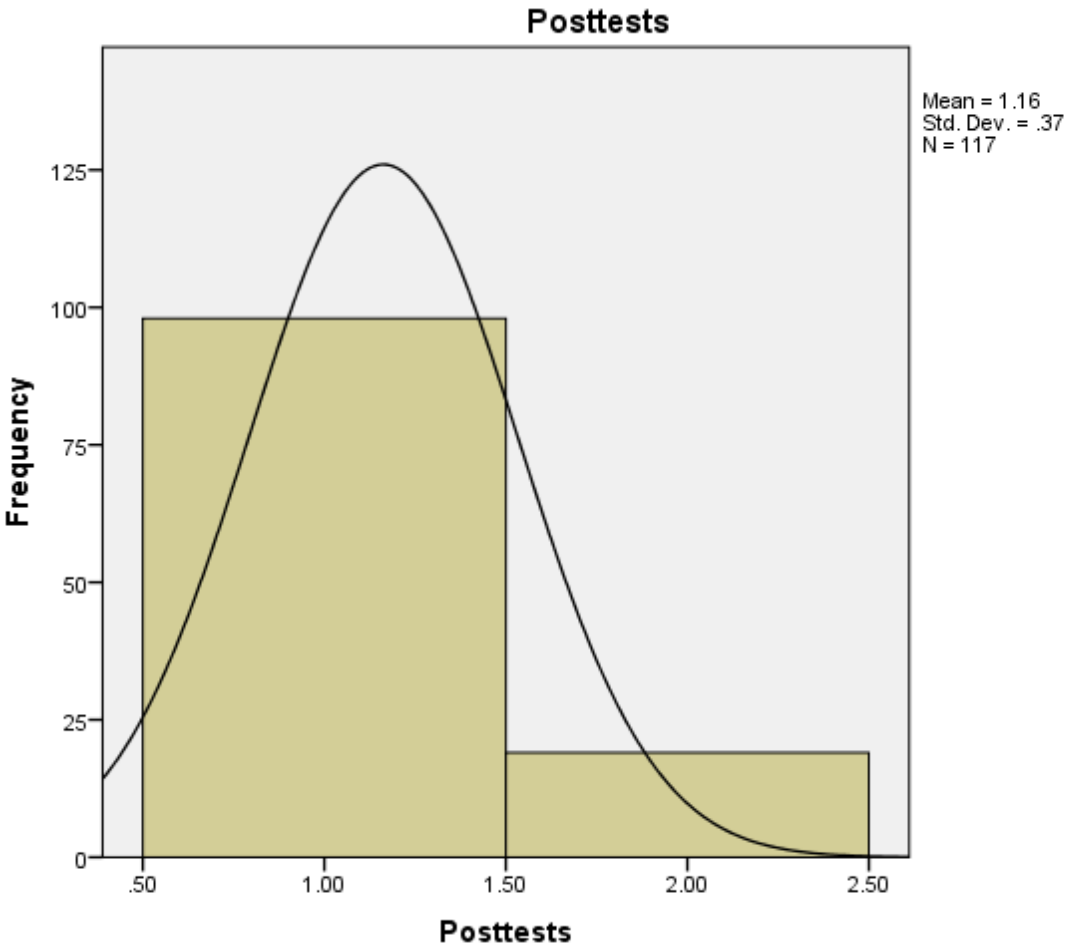
"Fig 1" Pretests of Parents Definition and Knowledge of Cyber Bullying

Figure



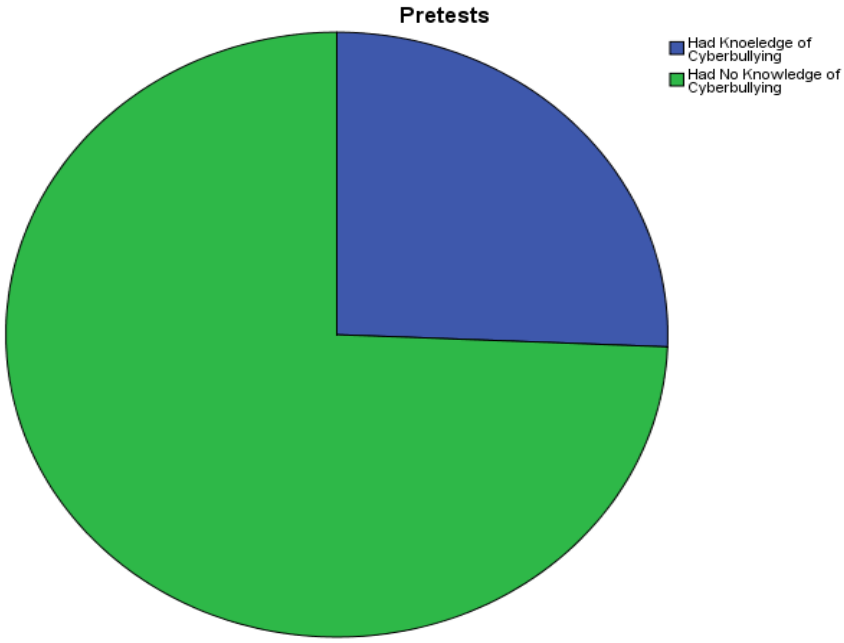
"Fig." 1 showed the pretests data representation of parental definition and knowledge about cyber bullying. **Std. deviation of .44, Mean of 1.74 and the N=117** with no missing data (see "Fig." 1 above).

"Fig.2" Posttests of Parents Definition and Knowledge of Cyber Bullying



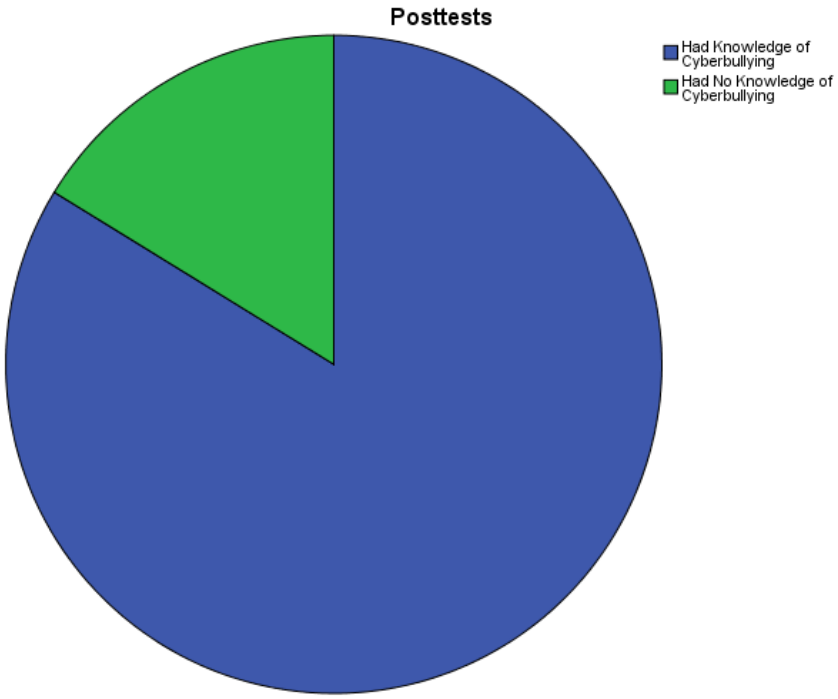
"Fig." 2 showed posttests data representation of parental definition and knowledge about cyber bullying. **Std. deviation of .37, Mean of 1.16 and the N=117** with no missing data (see "Fig." 2 above).

"Fig.3" Pretests of Parents Definition and Knowledge of Cyber Bullying



"Fig. 3" showed the Pretests of Parents Definition and Knowledge of Cyber Bullying. The color **coded blue had knowledge while the green coded had no knowledge** (see "Fig" 3 above)

"Fig.4" Posttests of Parents Definition and Knowledge of Cyber Bullying



"Fig.4" showed the Pretests of Parents Definition and Knowledge of Cyber Bullying. The **color coded blue had knowledge while the green coded had no knowledge** (see "Fig" 3 above)

Table 4: the correlations between Pretests and the Posttests Definition and Knowledge of Cyber Bullying

Correlations

		Pretests	Posttests
Pretests	Pearson Correlation	1	.259**
	Sig. (2-tailed)		.005
	N	117	117
Posttests	Pearson Correlation	.259**	1
	Sig. (2-tailed)	.005	
	N	117	117

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 showed a perfect **1 correlation or 100%** between pretests parental definition and knowledge about cyber bullying (see Table 4 above).

Table 5: Hypothesis Test Summary Alpha set at 0.05 or 95%

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by Pretests = Had Knoeledge of Cyberbullying and Had No Knowledge of Cyberbullying occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
2	The categories defined by Posttests = Had Knowledge of Cyberbullying and Had No Knowledge of Cyberbullying occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Table 5 Hypothesis Test Summary rejected the Null Hypothesis at .000 at set scale of 0.05 and alternative Hypothesis was accepted (see Table 5 above)

Table 6: The knowing or not knowing the seriousness of cyber bullying your children

Statistics

		Pretests	Posttests
N	Valid	117	117
	Missing	0	0
Mean		1.8462	1.1111
Std. Error of Mean		.03350	.02918
Median		2.0000	1.0000
Mode		2.00	1.00
Std. Deviation		.36235	.31562
Variance		.131	.100
Skewness		-1.944	2.507
Std. Error of Skewness		.224	.224
Kurtosis		1.809	4.360
Std. Error of Kurtosis		.444	.444
Range		1.00	1.00
Minimum		1.00	1.00
Maximum		2.00	2.00
Sum		216.00	130.00
Percentiles	25	2.0000	1.0000
	50	2.0000	1.0000
	75	2.0000	1.0000

Table 6 showed the effects of pretests and posttests effects of knowing or not knowing the seriousness of cyber bullying with your children. **Pretests** have a **Mean** of 1.85, **Mode** and **Median** of 2.0, the **Std. Deviation SD** of .36 and the **Variance** of .131. Conversely, the **posttests** have **Mean** of 1.11, **Mode** and **Median** of 1.0, the **Std. Deviation SD** of .32 and the **Variance** of .100 (see table 6 above).

Table 7: Cumulative Frequencies of pretests

Pretests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Knows The Seriousness of Cyber bullying with your children	18	15.4	15.4	15.4
	Did Not Know The Seriousness of Cyber bullying with your children	99	84.6	84.6	100.0
	Total	117	100.0	100.0	

Table 7 showed the Cumulative Frequencies of pretests of knowing or not knowing the seriousness of cyber bullying with your children. The frequencies showed 18 **out of 99 knew about the seriousness and total was 117 with no missing data** (see table 7 above).

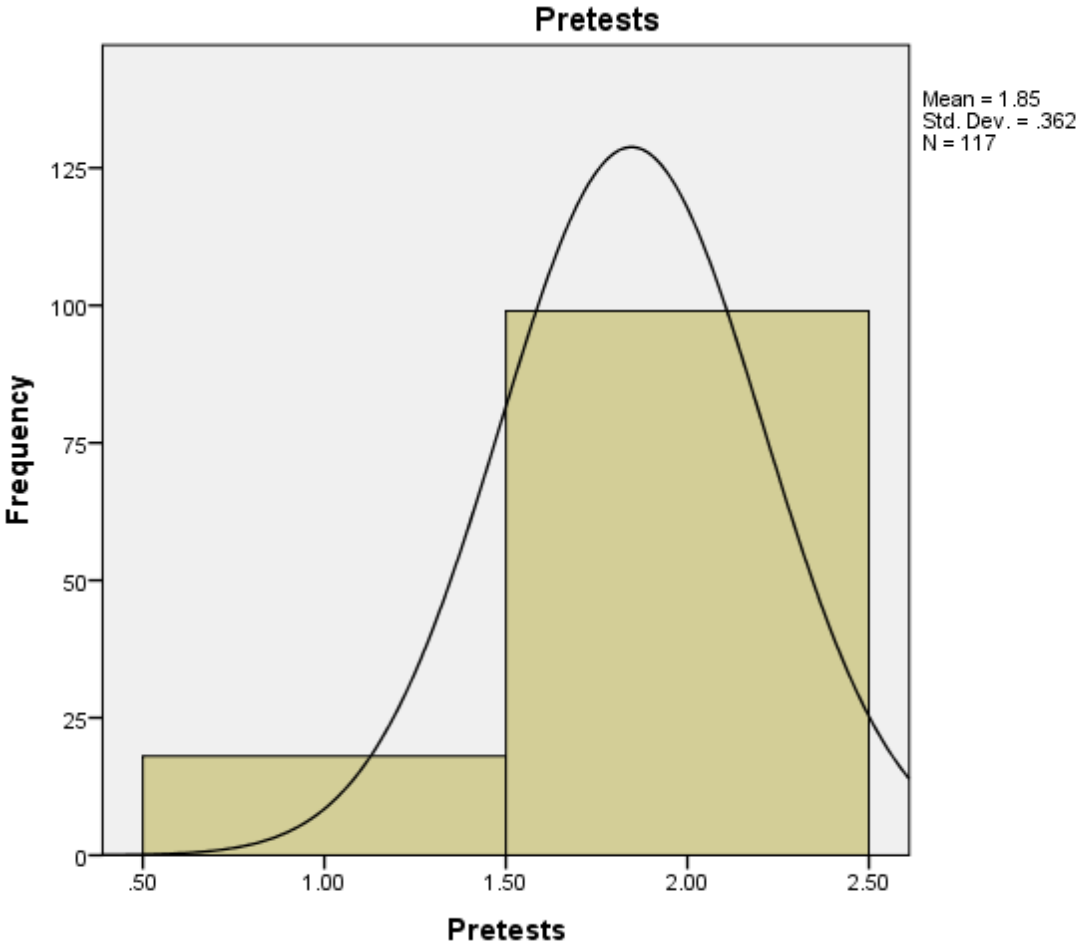
Table 8: Cumulative Frequencies of posttests

Posttests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Knows The Seriousness of Cyber bullying with your children	104	88.9	88.9	88.9
	Did Not Know The Seriousness of Cyber bullying with your children	13	11.1	11.1	100.0
	Total	117	100.0	100.0	

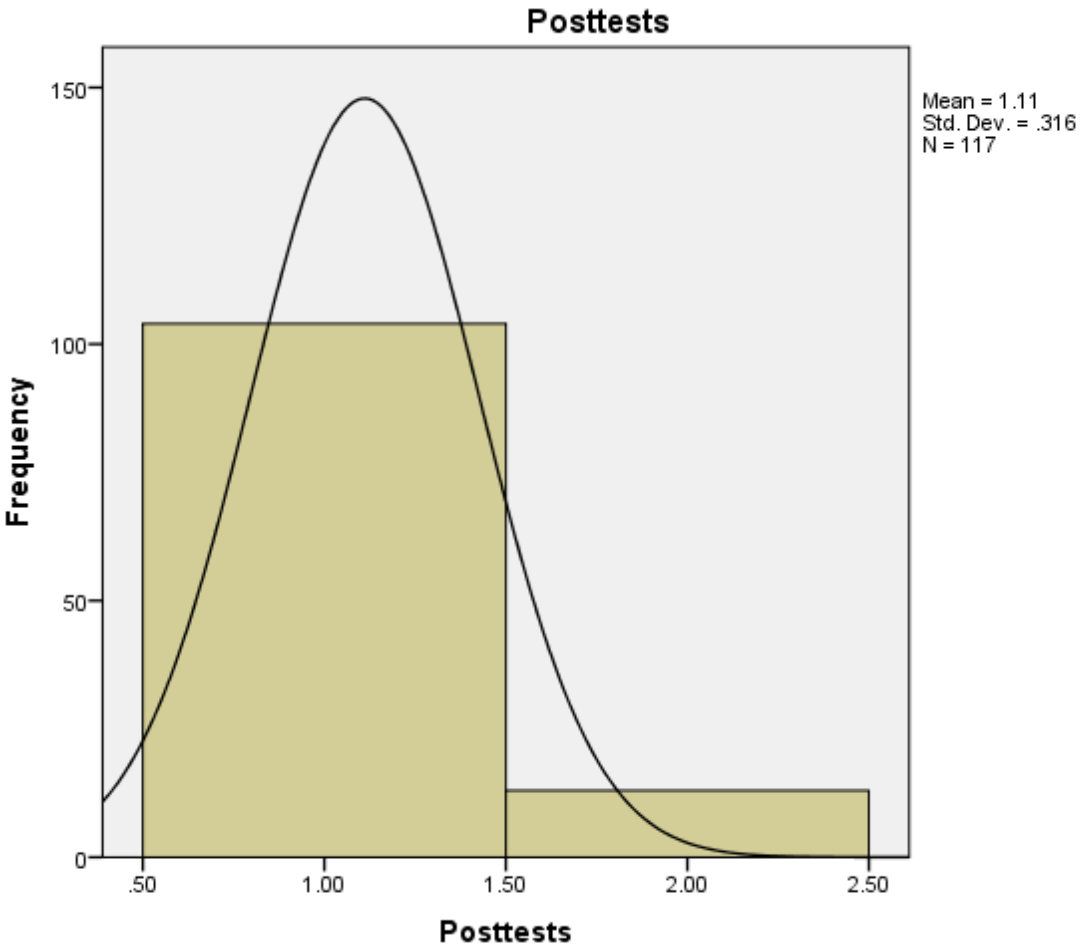
Table 8 showed the Cumulative Frequencies of posttests of knowing or not knowing the seriousness of cyber bullying with your children. **The frequencies showed 104out of 13 knew about the seriousness and total was 117 with no missing data** (see table 8 above).

"Fig.5" Pretests of knowing or not knowing the seriousness of Cyber Bullying with your children



"Fig." 5 showed the pretests data representation of parents knowing or not knowing the seriousness of cyber bullying with their children. **Std. deviation of .36, Mean of 1.85 and the N=117** with no missing data (see "Fig" 5 above).

"Fig 6" Posttests of knowing or not knowing the seriousness of Cyber Bullying with your children



"Fig." 6 showed the pretests data representation of parents knowing or not knowing the seriousness of cyber bullying with their children. **Std. deviation of .32, Mean of 1.11 and the N=117** with no missing data (see "Fig" 6 above).

Table 9: Pearson Correlations of the pretests and posttests of parents knowing or not knowing the seriousness of cyber bullying with their children

Correlations

		Pretests	Posttests
Pretests	Pearson Correlation	1	.151
	Sig. (2-tailed)		.105
	N	117	117
Posttests	Pearson Correlation	.151	1
	Sig. (2-tailed)	.105	
	N	117	117

Table 9 showed a perfect **1 correlation or 100%** between **the pretests and posttests** of parents knowing or not knowing the seriousness of cyber bullying with their children (see Table 9 above).

Table 10: Hypothesis Test Summary Alpha set at 0.05 or 95%

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by Pretests = Knows The Seriousness of Cyber bullying with your children and Did Not Know The Seriousness of Cyber bullying with your children occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
2	The categories defined by Posttests = Knows The Seriousness of Cyber bullying with your children and Did Not Know The Seriousness of Cyber bullying with your children occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Table 10: Hypothesis Test Summary rejected the **Null Hypothesis at .000 at set scale of 0.05** and alternative Hypothesis was accepted (see Table 10 above)

Table 11: One-Sample Statistics

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretests	117	1.8462	.36235	.03350
Posttests	117	1.1111	.31562	.02918

Table 11: Showed the One-Sample Statistics of pretests and posttests **N=117 due to no missing data, there were differences in means, Std. Deviations, and Std. Error Means** (see table 11 above).

Table 12: One-Sample Test

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretests	55.110	116	.000	1.84615	1.7798	1.9125
Posttests	38.079	116	.000	1.11111	1.0533	1.1689

Table 12: showed a One-Sample Tests of pretests and posttests **Sig. (2-tailed) tests at 0.05 the Sig were .000 and .000 respectively;** and we rejected the Null Hypothesis and accepted the alternative Hypothesis.

Table 13: Pretests and posttests about parents who claimed to have control or not over their children phones' usages

Statistics

		Pretests	Posttests
N	Valid	117	117
	Missing	0	0
Mean		1.7778	1.1538
Std. Error of Mean		.03860	.03350
Median		2.0000	1.0000
Mode		2.00	1.00
Std. Deviation		.41753	.36235
Variance		.174	.131
Skewness		-1.354	1.944
Std. Error of Skewness		.224	.224
Kurtosis		-.171	1.809
Std. Error of Kurtosis		.444	.444
Range		1.00	1.00
Minimum		1.00	1.00
Maximum		2.00	2.00
Sum		208.00	135.00
Percentiles	25	2.0000	1.0000
	50	2.0000	1.0000
	75	2.0000	1.0000

Table 13: showed the effects of pretests and posttests effects **about parents who claimed to have control or not over their children phones' usages. The pretests Mean** was 1.78, **Mode** and **Median** of 2.0, the **Std. Deviation SD** of .418 and the **Variance** of .174. Conversely, the **posttests** have **Mean** of 1.15, **Mode** and **Median** of 1.0, the **Std. Deviation SD** of .36 and the **Variance** of .131 (see table 13 above).

Table 14: Cumulative Frequencies of pretests

Pretests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Had control over their children phones' usages	26	22.2	22.2	22.2
	Had no control over their children phones' usages	91	77.8	77.8	100.0
	Total	117	100.0	100.0	

Table 14: Showed the p**retests** about parents who claimed to have control or not over their children phones' usages. The data **showed 26 or of 117** claimed to have control over their children

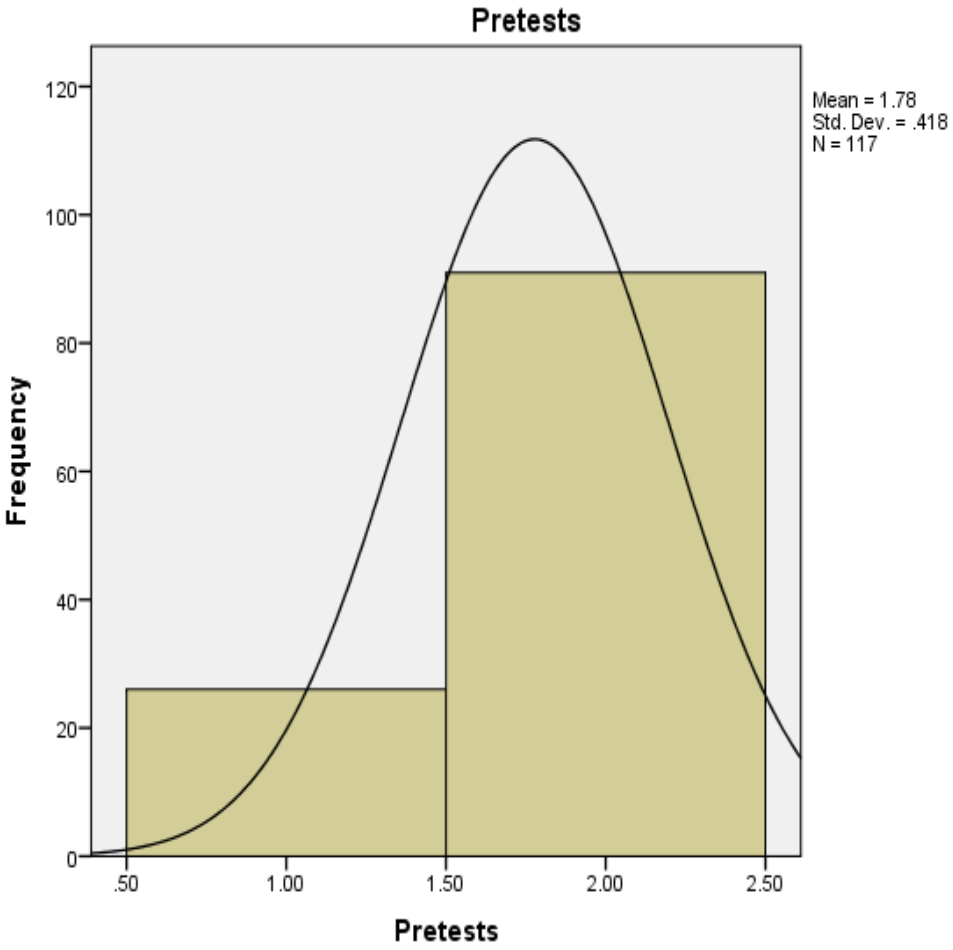
Table 15: Cumulative Frequencies of posttests

Posttests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Had control over their children phones' usages	99	84.6	84.6	84.6
	Had no control over their children phones' usages	18	15.4	15.4	100.0
	Total	117	100.0	100.0	

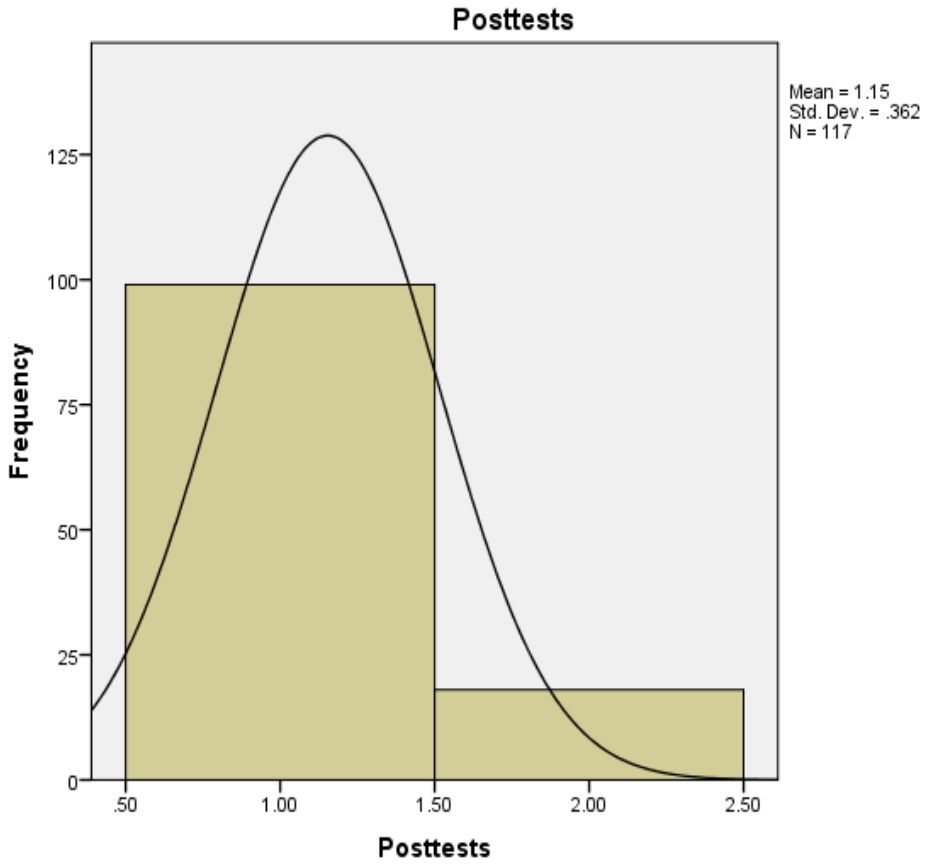
Table 15: Showed the **posttests** about parents who claimed to have control or not over their children phones' usages. The data **showed 99 or of 117** claimed to have control over their children

"Fig." 7: Pretests of parents who claimed to have control or not over their children phones' usages.



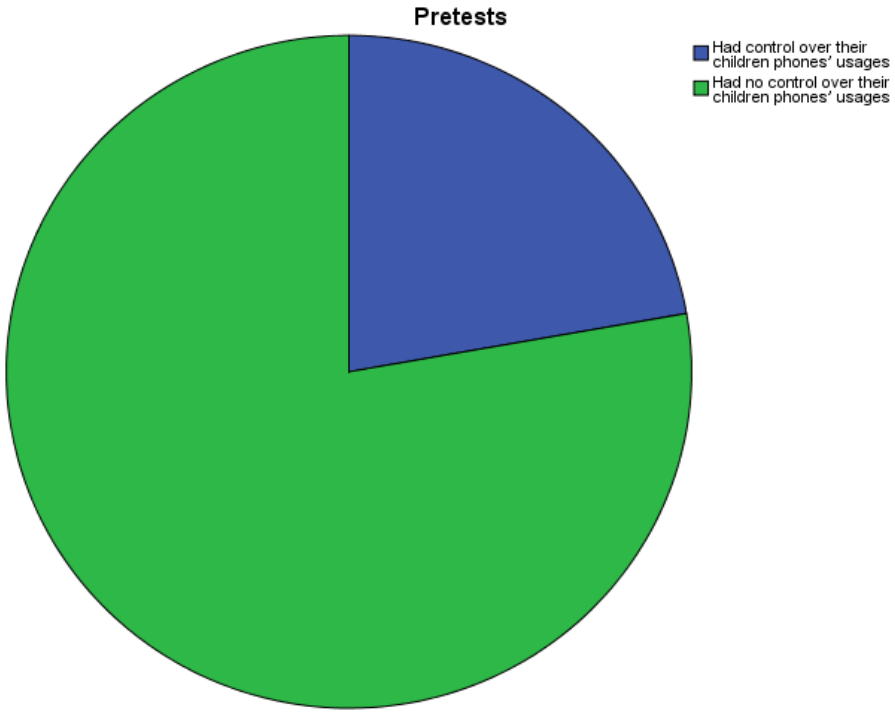
"Fig." 7 showed the pretests about parents who claimed to have control or not over their children phones' usages.**Std. Deviation of .42, Mean of 1.78 and the N=117** with no missing data (see "Fig" 7 above).

"Fig." 8: Posttests of parents who claimed to have control or not over their children phones' usages.



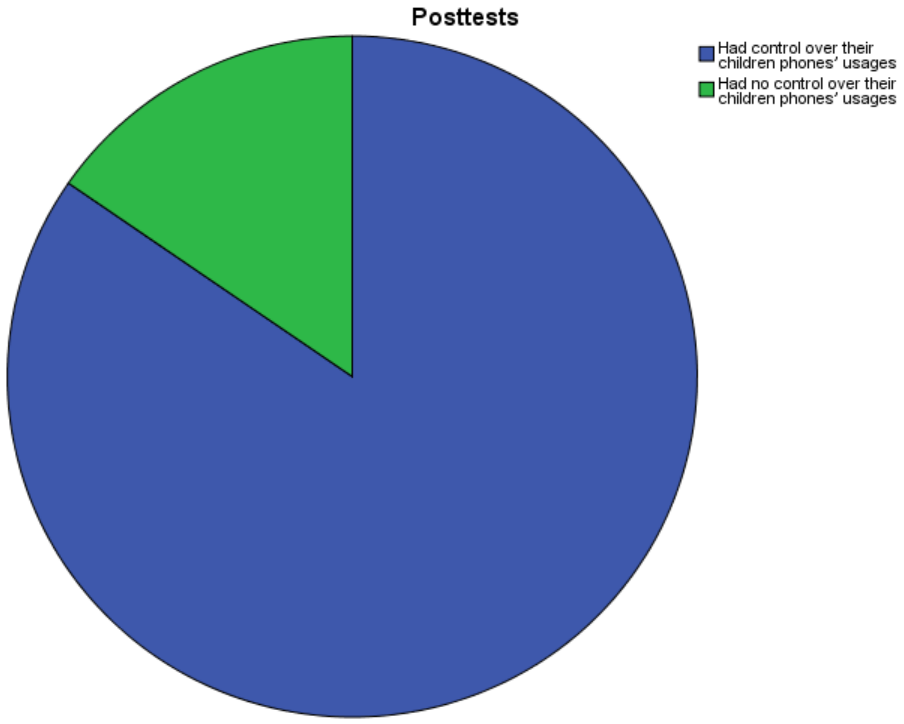
"Fig." 8 showed the pretests about parents who claimed to have control or not over their children phones' usages.**Std. Deviation of .362, Mean of 1.15 and the N=117** with no missing data (see "Fig" 8 above).

"Fig." 9: Pretests the color coded blue had control while the green coded had no control



"Fig.9" showed the pretests about parents who claimed to have control or not over their children phones' usages. The color **coded blue had control while the green coded had no control** (see "Fig." 9 above)

"Fig." 10: Posttests the color coded blue had control while the green coded had no control



"Fig.10" showed the pretests about parents who claimed to have control or not over their children phones' usages. The color **coded blue had control while the green coded had no control** (see "Fig" 10 above)

Table 16: Correlations between pretests and posttests

Correlations

		Pretests	Posttests
Pretests	Pearson Correlation	1	.228*
	Sig. (2-tailed)		.013
	N	117	117
Posttests	Pearson Correlation	.228*	1
	Sig. (2-tailed)	.013	
	N	117	117

*. Correlation is significant at the 0.05 level (2-tailed).

Table 16: showed a perfect **1 correlation or 100%** between **the pretests and posttests** of parents who had control over their children versus those who have no control over their children (see Table 16 above).

Table 17: Hypothesis Test Summary

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by Pretests = Had control over their children phones' usages and Had no control over their children phones' usages occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.
2	The categories defined by Posttests = Had control over their children phones' usages and Had no control over their children phones' usages occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Table 17: Hypothesis Test Summary rejected the **Null Hypothesis at .000 at set scale of 0.05** and **Alternative Hypothesis** was accepted (see Table 10 above)

Table 18: One-Sample Statistics

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretests	117	1.7778	.41753	.03860
Posttests	117	1.1538	.36235	.03350

Table 18: Showed the One-Sample Statistics of pretests and posttests **N=117 due to no missing data, there were differences in means, Std. Deviations, and Std. Error Means** (see table 11 above).

Table 19: One-Sample Tests

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretests	46.056	116	.000	1.77778	1.7013	1.8542
Posttests	34.444	116	.000	1.15385	1.0875	1.2202

Table 19: showed a One-Sample Tests of pretests and posttests **Sig. (2-tailed) tests at 0.05 the Sig were .000 and .000 respectively;** and we rejected the Null Hypothesis and accepted the alternative Hypothesis.

VII. Interpretations of the Findings

The study found that of the 117 participants in the pretests and posttests there were no recorded missing data as such, N=117 or 100% participants. In comparison, the study showed statistical significant variances in pretests and posttests as shown in tables and figures (see Tables 1 to 5 & figures 1 to 4 above). **In pretests, the study found that 30 out of 117 or about 26% claimed to have knowledge about the definition of cyberbullying as compared to 87 out 117 or about 74%** claimed to have no knowledge about the definition of cyberbullying. However, measurements after **posttests the study found that 98 out of 117 or 84%** of participants claimed to have knowledge about the definition of cyberbullying after training as **compared to 19 out of 117 or 16% have no knowledge or definition of cyber bullying.** This indicated that the training had some **positive correlations/relationships between training and cyber bullying definition and knowledge with children's parents.**

Secondly, the study found that of the 117 participants in the pretests and posttests there were no recorded missing data as such, N=117 or 100% participants as well. In comparison, the study showed statistical significant variances in pretests and posttests as well; as shown in tables and figures. **In pretests, the study found that in knowing or not knowing about the seriousness of cyberbullying with their children as victims or vigilantes, 18 out 117 or 16%** knew about the seriousness while 99 out of 117 or 85% of participants did not know about the seriousness of cyberbullying with their children. At the same time after training, **posttests measurement showed that 104 out 117 or 89% knew about the seriousness of cyberbullying with their children as compared to 13 out 117 or 11%** who had no knowledge about the seriousness of cyberbullying with their children (see Tables 6 to 9 & figures 5 & 6 above). Also, the study found a profound positive correlations/relationships between cyberbullying effects and training of the parents of children. Furthermore, the study found **we rejected the Null Hypotheses and accepted the Alternative Hypotheses, One-Sample Statistics tests showed some significant variances, and One-Sample Test showed statistical insignificant differences with a Sig. (2-tailed) at .000 < 0.05 or > 95% accuracy level** (see Tables 10, 11, & 12).

Finally, the study found the study found that of the 117 participants in the pretests and posttests there were no recorded missing data as such, N=117 or 100% participants as well. In comparison, the study showed statistical significant variances in pretests and posttests as well; as shown in tables and figures. **In pretests,** p**retests** about parents who claimed to have control or not over their children phones' usages. The data **showed 26 or of 117or 22%of participants claimed to have control over their children; while in posttests measurements, 91 out of 117 or 78% of participants** claimed to have no control over their children. Contrarily training, in posttests, about parents who claimed to have control or not over their children phones' usages. The data **showed 99 or of 117or 85% of participants claimed to have control over their children; while in posttests measurements, 18 out of 117 or 15% of participants** claimed to have no control over their children (see Tables 13 to 19 & Figures 7 to 10). The study also found a profound correlations/relationships between having parental control and not having parental control over their children based on the pretests and the posttests measurements. The study also **rejected the Null Hypotheses and accepted the Alternative Hypotheses, One-Sample Statistics tests showed some significant variances, and One-Sample Test showed statistical insignificant differences with a Sig. (2-tailed) at .000 < 0.05 or > 95% accuracy level**(see Tables 17 to 19).

VIII. Statistical Analyses of the Study's Findings

As pinpointed above, this study hypothesized three major hypotheses which were;

1. What is the knowledge of parents about the definition of cyber bullying by their children and in general?
2. How much knowledge do parents have about the seriousness of cyber bullying activities by or on their children?
3. How much control do parents have over their children phones' usages at home?

In all cases the study found a profound statistical correlations/relationships between pretests and posttests that majority of parents knew nothing about the basic definition of cyberbullying; they knew nothing about the seriousness of cyberbullying, and they had no control of their children usages of their telephone in cyberbullying as victims or as vigilantes. After cyberbullying training the parents became informed about the personal and interpersonal dynamics about with cyberbullying associated with their children. This showed that the cyberbullying training was effective, efficient, and proficient across the board.

VIII.I Analyses of the Hypotheses

This study was conducted with one major Null Hypotheses and one major Alternative Hypotheses in mind.

These hypotheses were;

Null Hypothesis: There are no correlations/relationships between parents' definition, seriousness, and control of their children activities when dealing with children cyber bullying activities.

Alternative Hypothesis: There are correlations/relationships between parents' definition, seriousness, and control of their children activities when dealing with children cyber bullying activities.

Based on the outcomes of the overwhelmingly statisticalanalyzed data, we rejected all Null Hypotheses in all the applicable areas; and accepted all the Alternative Hypotheses that there were profound correlations/relationships between parents' lack of knowledge and definition of cyber bullying, the seriousness of cyber bullying, and the lack of control of their children activities when dealing with children cyber bullying activities (see pretests and posttests measurements above). This study came to this conclusion because training or treatment was overwhelmingly effective, efficient, and proficient (see Tables 4, 5, 9, 10, 11, 12, 17, 18, & 19).

IX. Implications of the study

The implications of this study were triple folds for the lowing investigated and discovered reasons. First, the study showed that when it comes to teens and adolescents issues when dealing with cyber bulling in America 21st century, the parents are missing links with the activities of their children. The parents have limited or no knowledge of cyber bullying; also, they knew nothing about the actual definition of cyber bulling. Secondly, another implication associated with the findings of this study is that the parents knew nothing or had limited understanding about the potential outcomes or seriousness of their children's cyber bulling activities as victims or vigilantes. Finally, the parents had limited or no control of their children when it comes to cyber bulling in their household. It should be noted that other pending investigated areas in this study were not inclusive due to the overwhelming data generated and the remaining three questions in the survey monkey will be answered in a follow-up study.

X. Limitation of the Study

This study had a singular limitation because it was a **small scale study** which cannot be overwhelmingly generalized due to its size. Although, it should be noted that the replication of this study was/is holistically possible; but, larger scales of future studies, should shed some better and robust holistic lights about teens and adolescents implications about cyber bulling in America 21st century. These were some of the noted limitations of this study.

XI. Discussion and Conclusion

There is no doubt that the phenomenon of children cyber bullying with the use of modern smart/intelligent cell phone is something new to all especially criminal justice and public policies leaderships. It is true that physical and psychological bullying have been around since the creation of mankind; however, the types of tools the children use in modern bullying is obviously different than the world is used to in the past. In the past, children of all age, race, orientations, religion and environments use the mouths and their fists as primary weapons as the tools of bullying colleagues. However, in today societies in particularly in the United States children, teen and adolescents (9-12) grades have unknowingly specialized in using smart/intelligent cell phones as the primary tools of cyber bulling. These smart/intelligent cell phones are used in online cyberbullying via emails, texts messages, twitting, and "gangs of followers" who intimidate the classified victims of cyber bullying.

These children systematically and symmetrically pressured their parents to buy them the most recent, latest, and most powerful cell phones which are not cheap; but the new phones are used primarily to torture innocent children without the knowledge of the parents. Interestingly, some children eventually become targeted victims; while others become the vigilantes. This phenomenon fails under the social construction of the ideology of reality theory that human behaviors are originally driven by possibly a single person into a group of people, into a small towns or cities, and eventually into the notifications of criminal justice, political, and public policies leaderships which eventually use these knowledge as benchmarks, thresholds, and as yardsticks in the initiations, developments, and implementations of public policies to address the new phenomenon that plagues modern society (see Berger & Luckmann, 1966; Lurigio, 1988).

In summing up, it should be noted that cyber bullying is a serious problem to many societies worldwideas well as in the United States of America. It should also be noted that in many cases, parents of the children behind these public policies, leaderships, and criminal justice issues (cyber bullying) are ignorant about their children's behaviors, approaches, and their activities behind these so called smart/intelligent cell phones

they paid for with their hard earned money. This analysis fell perfectly under the assumption or presumption that you cannot win anything by betting on "**The possibilities of the improbabilities against the impossibilities of the probabilities**" parental ignorant about children's cyber bullying hoping to win something at any rate was absolutely ineffective, inefficient, and in proficient. More significantly, it should be noted that **the implemented online training of cyber bullying to the parents of the children in this case was effective, efficient, and proficient based on the pretests/posttests results**(see pretests/posttests tables & figures above).In fact, the fundamental importance of this study was to collectively, collaboratively, and holistically advise the parents, children, public policies, leaderships, and criminal justice personalities tobe more vigilant about how these so called smart/intelligent phones are negatively use in cyber bullying behaviors andactivities; **as to eventually bring some positive social changes to those concerned families about cyber bullying in the US and possibly beyond.**

XII. Recommendations of the Study

A. Parents Children and Families

- Talk to your children about serious consequences of cyber bullying with their cell and the likely implications associated with these behaviors and online activities.
- Encourage them to talk to adults about cyber bullying; regardless, whether they are victims or they are the bullies themselves as to seek a positive reinforcement from adults.
- Teens and adolescents should and must not delete any online cyber bullying messages because law enforcement agencies can use them as evidence to initiate legal investigations against the bullies and possibly sometimes prosecute the vigilantes.
- Ensure you block the phone numbers or email addresses where the cyber bullying activities originated from; and ensure the parents are notified about the bullying behaviors.
- Change your phone numbers if you cannot stop the cyber bullying behaviors and activities and ensure you do not give your new phone numbers to teens or adolescents who pretend to be your best friends because they may be connected to the actual vigilantes' camps.
- Parents, teens, and adolescents should never share their passwords with anybody.
- Do not share any texts messages with anybody and do not share any personal information with anybody face to face or online.
- Ensure your computers are kept in secured places and ensure that your computers and phones are turned off when they are not at use.
- Parents and children should seek collective collaborations from the school leaderships for counseling and legal actions as to eliminate cyber bullying from such institution.
- Parents should and must advise their children to negatively stay away from social media behaviors and activities.

B. Teachers in 9 to 12 Grades Schools and Leaderships

- Pay attention to any complain about cyber bullying from your students and do not downplay such complains.
- Holistically investigate all complains about cyber bullying until you are fully satisfied prior to instead of premature dismissal.
- Ensure that students who are considered to be victims of cyber bulling are fully assisted via counseling if available; and the parents should be notified immediately after verification.

- Repeatedly educate the students about cyber bullying and advise them that the school will implement "Zero Tolerance" if verified as the vigilantes of cyber bullying on campus.

C. Law Enforcement Agencies

- Collectively collaborate with the local school to investigate violations associated with teens and adolescents cyber bullying.
- Ensure that all complains about cyber bullying are systematically, systematically, and repeatedly visited and revisited until legal actions are taken or the investigations are holistically satisfactory.
- Law enforcement should find ways to educate 9-12 grades students about the implications associated with the use of cell phones or computers as tools in 21st century phenomenon known as cyber bullying.

XIII. Acknowledgement

We want to use this opportunity to thank **"University of Phoenix Houston Campus Colloquium Research Drive"** which has motivated this study. We also want to thank the UOP's Campus College Chair, Colloquium academics leaders, administrators, committee, and team members for encouraging collaborative holistic participations in research studies; which should be fundamentally intriguing and eventually helpful to society as a whole.

XIV. Conflict of Interest

We shared no conflict of interests in this study; because it was collectively, collaboratively, and financially self-supported by the researchers.

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Appendix A: This Survey Monkey investigated 6 major domains as itemized below

Do you know the definition and knowledge of Cyber bullying? **Agreeable/Disagreeable**

Do you know the seriousness of Cyber bullying with your children? **Agreeable/Disagreeable**

Do you have control over their children phones' usages? **Agreeable/Disagreeable**

Do you encourage your children to tell adults if they are bullied? **Agreeable/Disagreeable**

Do you have the understanding of whatever children are doing with their phones online? **Agreeable/Disagreeable**

Do you pay for the telephones services your children use online? **Agreeable/Disagreeable**

Note that only three of these questions in this Survey Monkey were addressed in this study due to the overrun data they generated. The remaining three questions will be address in a follow up study classified as Cyber bullying 2.

The highlighted questions were answered in this study and the not highlighted questions will be answered in the next study due to the volume of the study.

Appendix B: Partially Extracted Harvard University Commentary on Health Training/Learning Tool of Cyber Bullying 2016

Parents and teens can do some things that help reduce the cyber bullying statistics:

- Knowing the definition and knowledge of cyber bullying

- Talks to teens about cyber bullying, explaining that it is wrong and can have serious consequences. Make a rule that teens may not send mean or damaging messages, even if someone else started it, or suggestive pictures or messages or they will lose their cell phone and computer privileges for a time.
- Encourage teens to tell an adult if cyber bullying is occurring. Tell them if they are the victims they will not be punished, and reassure them that being bullied is not their fault.
- Teens should keep cyber bullying messages as proof that the cyber bullying is occurring. The teens' parents may want to talk to the parents of the cyber bully, to the bully's Internet or cell phone provider, and/or to the police about the messages, especially if they are threatening or sexual in nature.
- Try blocking the person sending the messages. It may be necessary to get a new phone number or email address and to be more cautious about giving out the new number or address.
- Teens should never tell their password to anyone except a parent, and should not write it down in a place where it could be found by others.
- Teens should not share anything through text or instant messaging on their cell phone or the Internet that they would not want to be made public – remind teens that the person they are talking to in messages or online may not be who they think they are, and that things posted electronically may not be secure.
- Encourage teens never to share personal information online or to meet someone they only know online.
- Keep the computer in a shared space like the family room, and do not allow teens to have Internet access in their own rooms.
- Encourage teens to have times when they turn off the technology, such as at family meals or after a certain time at night.
- Parents may want to wait until high school to allow their teens to have their own email and cell phone accounts, and even then parents should still have access to the accounts.
- Finally, report to authority and continue to reinvestigation the activities and behaviors.