

***Cyber bullies* – Who are they and what factors at home and school are associated with cyber bullies: Findings from research in Newfoundland and Labrador schools.**

By

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Overview of my presentation

- **Bullying defined**
- **Prevalence**
- **Differs from traditional types of bullying**
- **Takes many forms**
- **Family characteristics of bullies**
- **School environments that can encourage or discourage bullying**
- **Methods**
- **Results**
- **Conclusions**

Bullying defined:



- **We say a student is being bullied when another student, or several other students:**
- **say mean and hurtful things or make fun of him or her or call him or her mean and hurtful names**
- **completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose**
- **hit, kick, push, shove around, or lock him or her inside a room**
- **tell lies or spread false rumours about him or her or send mean notes and try to make other students dislike him or her**
- **and other hurtful things like that.**

- **When we talk about bullying, these things may happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying when a student is teased repeatedly in a mean and hurtful way.**
- **But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two students of about the same strength or power argue or fight.**
- **Three elements: Intentionality, repeated and there is an imbalance of power. Dan Olweus, 2013**

Bullying defined by Pepler and Craig

- **“Bullying is a *relationship* problem that requires *relationship* solutions”**
- **Adults are essential:**
- **...children depend on adults to help them understand bullying problems and to promote the development of essential social skills, social perceptions, and social responsibility.**
- **(Pepler & Craig, 2007)**

Prevalence of cyber bullying

- **Between 4.0% and 35.7% of students have admitted to being cyber bullies in national and international studies.**

Differs from traditional types of bullying

- **Can reach a larger audience**
- **The person carrying out the cyber bullying may be less aware or unaware of the consequences of their actions as a result there may be few opportunities to display empathy or remorse making it difficult for intervention**
- **It can be stopped by blocking the bullying**
- **Does not cause direct physical harm**

Takes many forms

- **Sending cruel, vicious and sometimes threatening messages**
- **Creating web sites that have stories, cartoons, pictures, and jokes ridiculing others**
- **Posting pictures of classmates online and asking students to rate them, with questions such as “Who is the biggest (add a derogatory term)?”**
- **Breaking into an e-mail account and sending vicious or embarrassing material to others**
- **Engaging someone in instant messaging, tricking that person into revealing sensitive information and forwarding the personal information to others**

Family characteristics of bullies:

- **having an absent father, low cohesion, little warmth, parents with high power needs that permit or encourage aggression, physical abuse, poor family functioning, negative affect (anxiety, depress or guilt), authoritarian parenting and harsh physical punishment .**

School environments that encourage or discourage bullying:

- **lack of teacher support, schools with unfavorable environments, poor-teacher relations, where rules are perceived as unfair and not uniformly enforced,**
- **bullying depends on the extent to which teachers take an active role in promoting student welfare, are interested in helping students, allow the possibility of alternative forms of self-expression, promote cooperation, and create an equitable school environment.**

Methods



Data collection phase

October and November of 2008

Sample

- **92 schools**
- **5966 students**

Questionnaire

- **Was a modified version on the Safe School and Social Responsibility for Elementary Students Survey (2006). Institute for Safe Schools of BC at the University College of the Fraser Valley with permission.**

Results

Figure 1. Prevalence of cyber bullying over the past 12 months

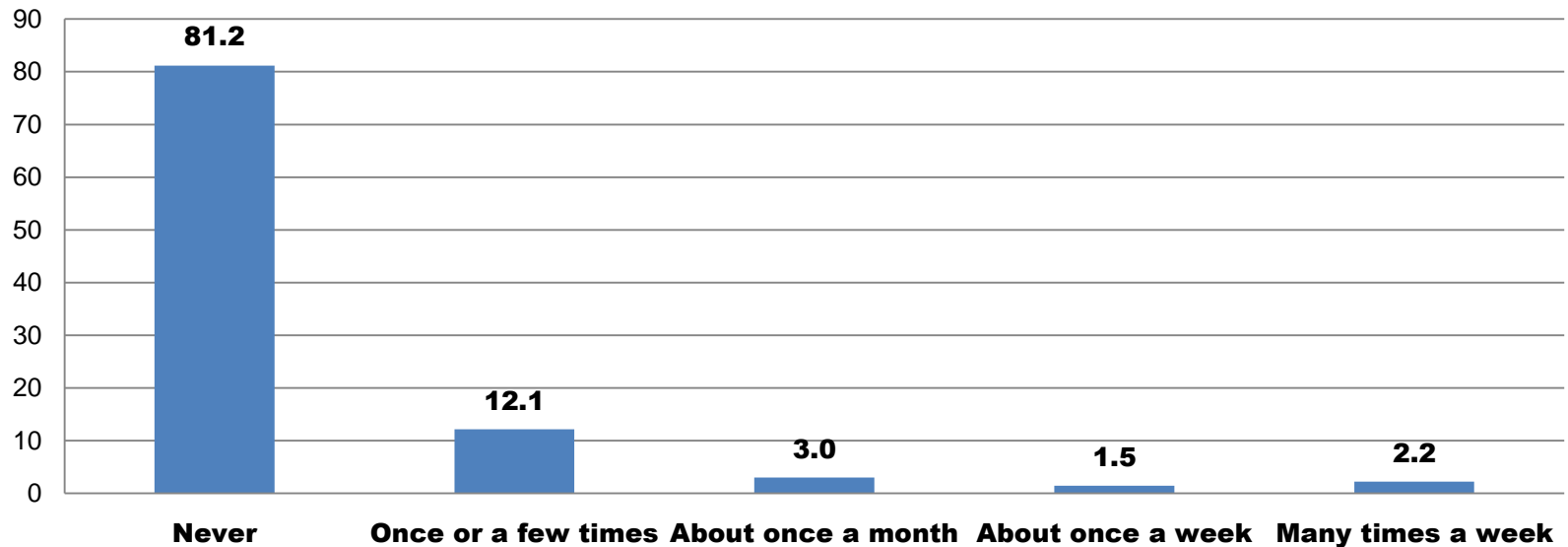


Figure 2. Prevalence of cyber bullying over the past 12 months by gender

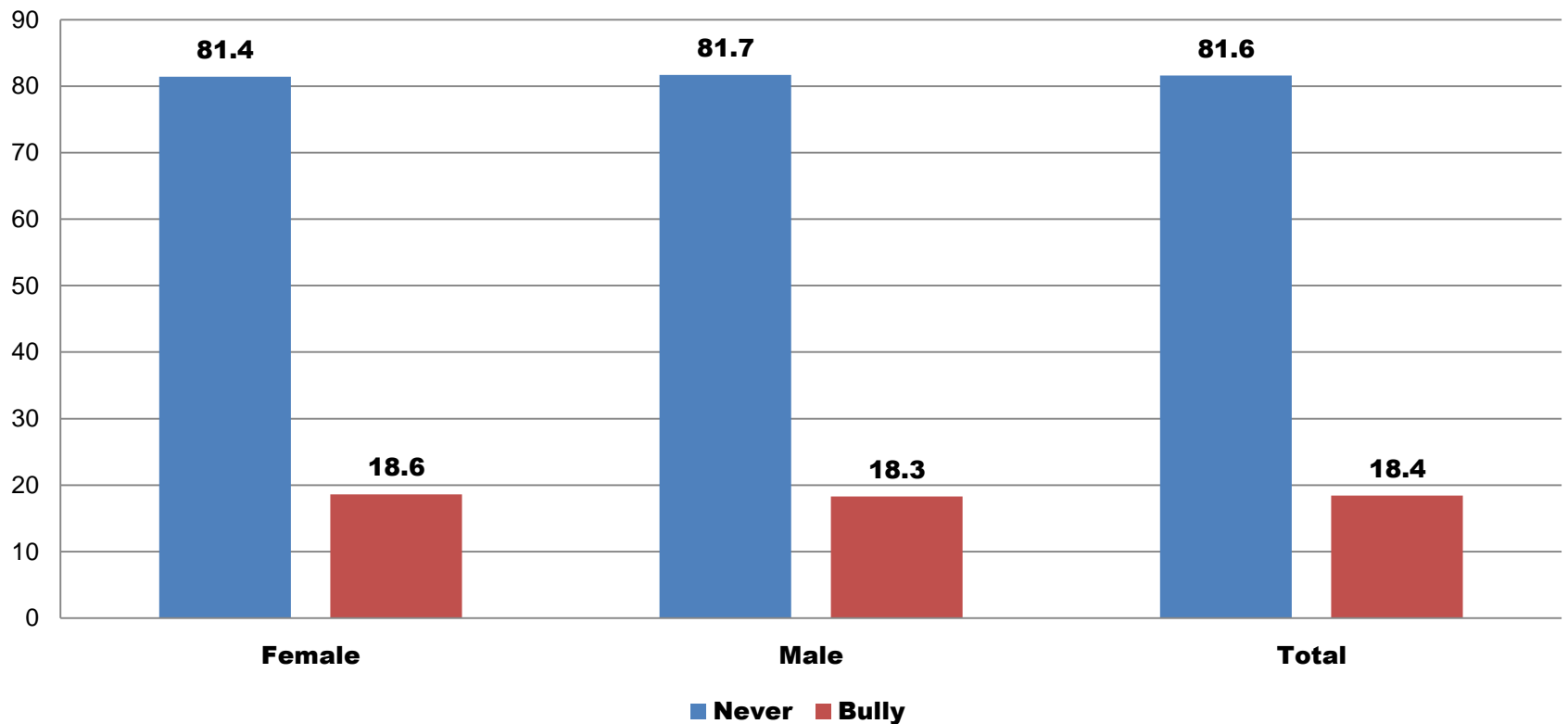


Figure 3. Cyber bullying over the past 12 months by grade level

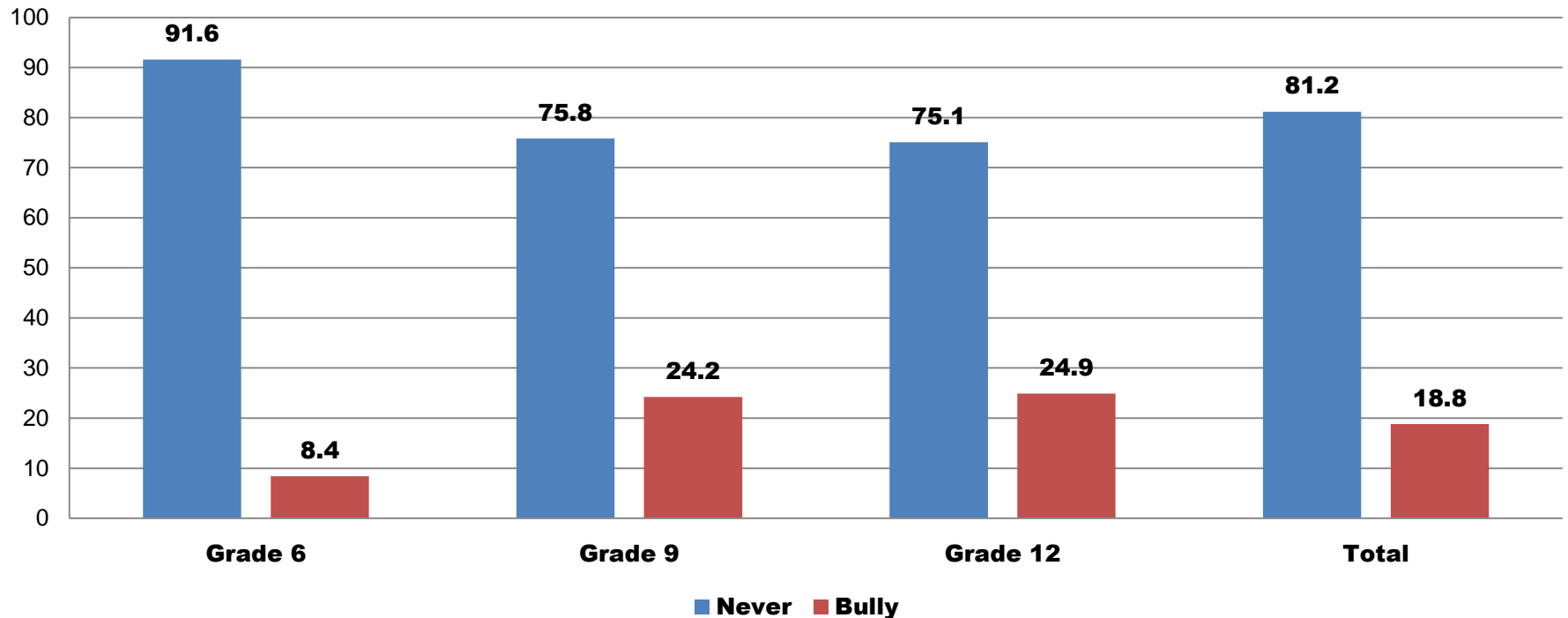


Figure 4. Prevalence of cyber bullying over the past 12 months by geographic location

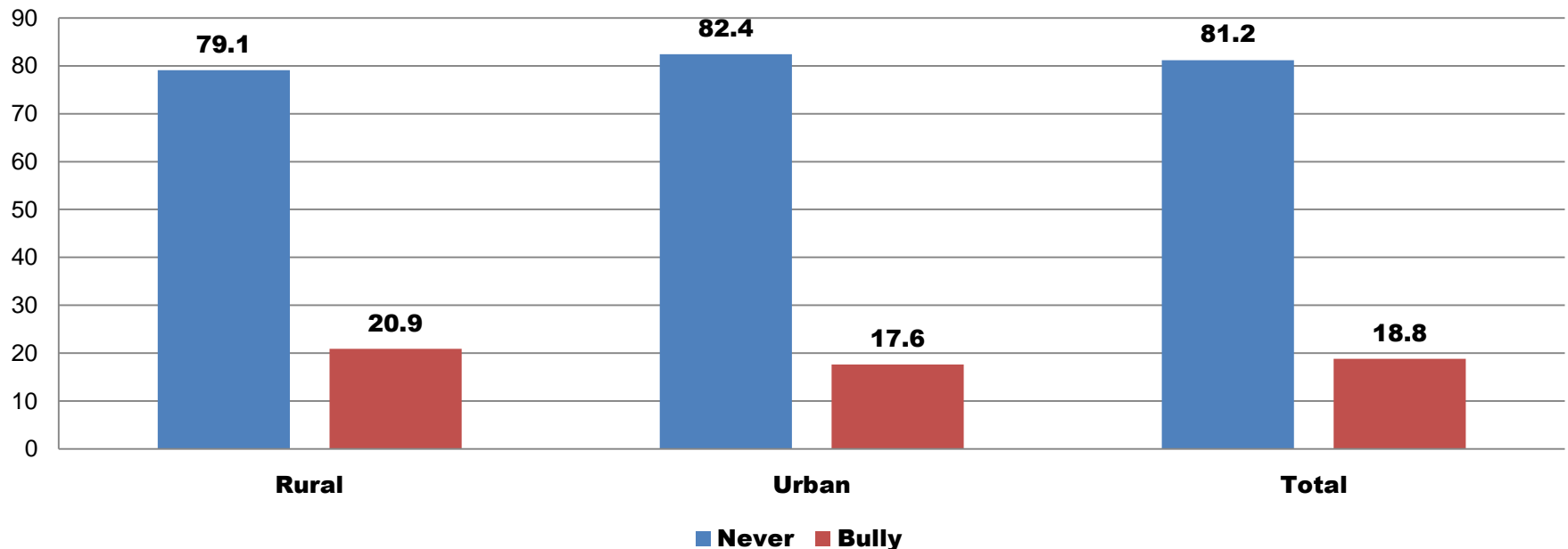


Table 1
Cyber bullying by verbal bullying

	Never	Verbal Bully	Total	Percent
	Percent	Percent		
Never	94.3	64.7	4774	81.2
Cyber Bully	5.7	35.3	1105	18.8
	3272	2607	5879	100.0

Table 2
Cyber bullying by social bullying

	Never	Social Bully	Total	Percent
	Percent	Percent		
Never	93.7	58.5	4780	81.2
Cyber Bully	6.3	41.5	1105	18.8
	3791	2094	5885	100.0

Table 3
Cyber bully by physical bully

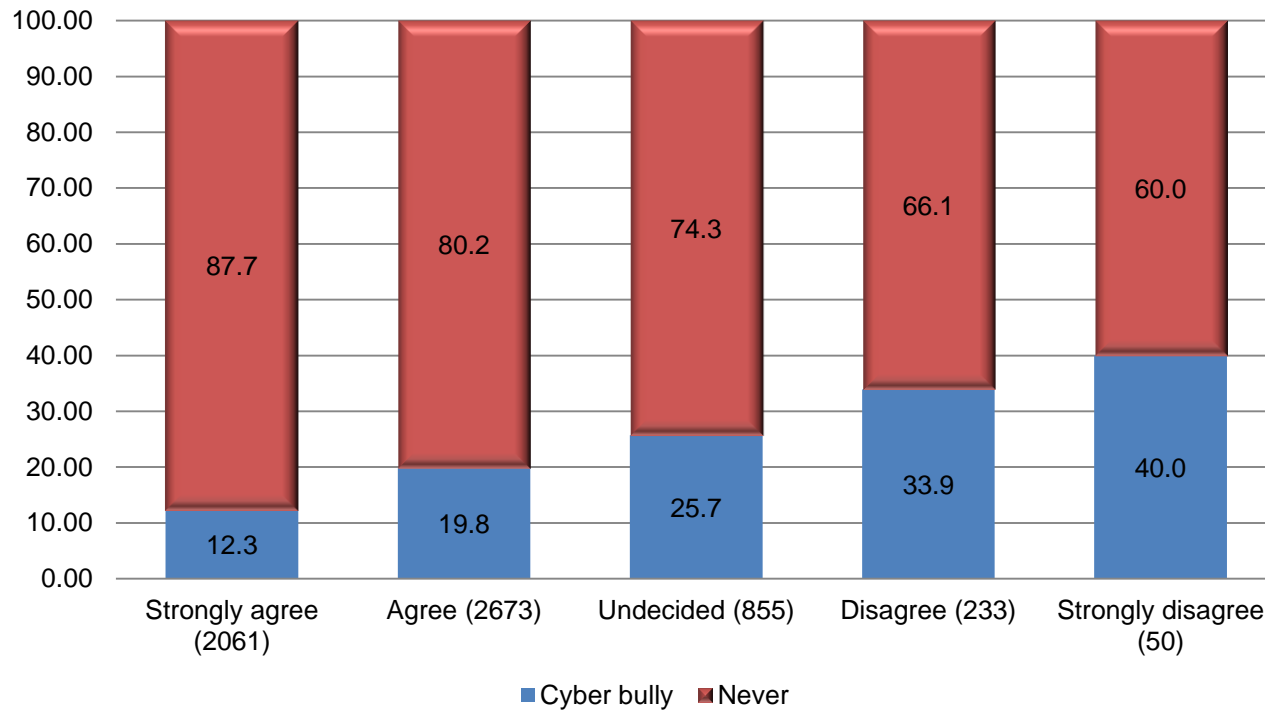
	Never	Physical Bully	Total	Percent
	Percent	Percent		
Never	89.8	60.6	4780	81.2
Cyber Bully	10.2	39.4	1105	18.8
	4153	1732	5885	100.0

Interpretation of bar charts



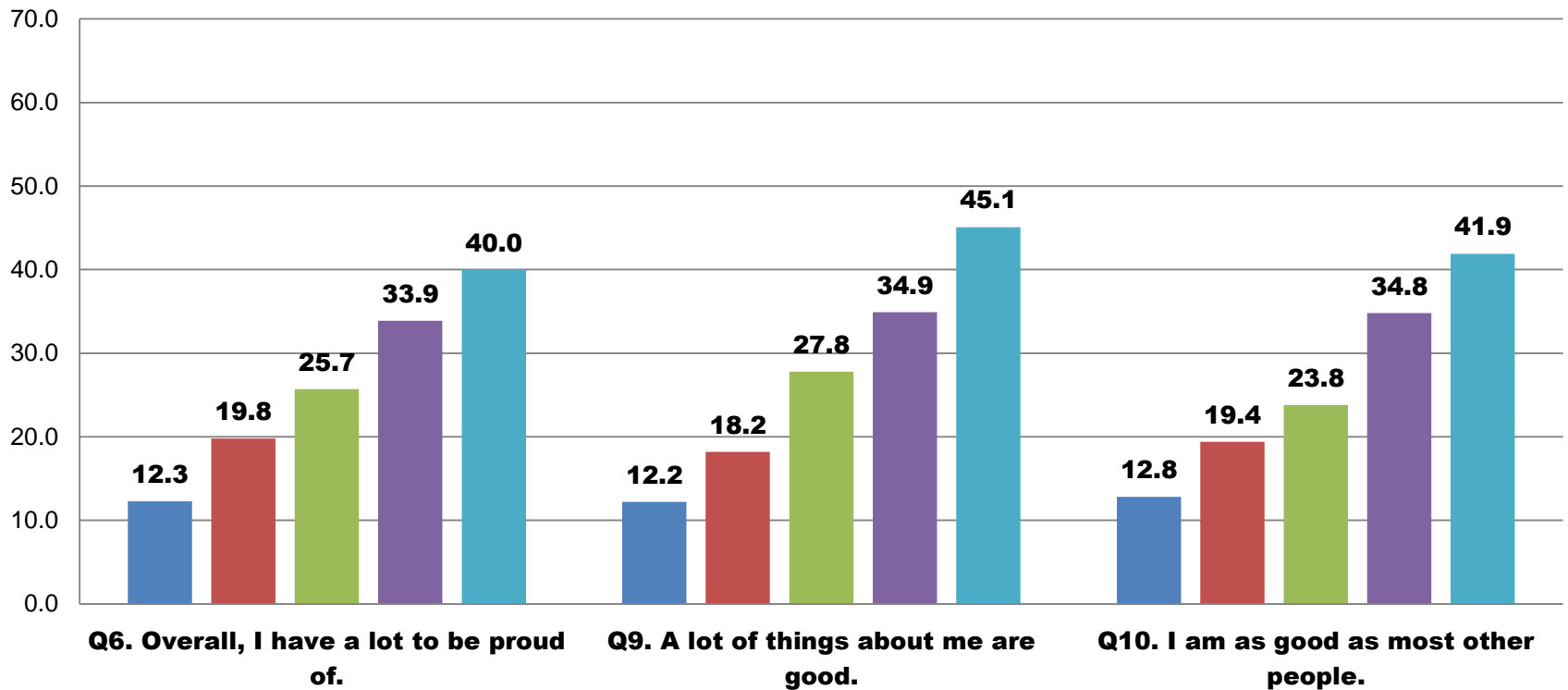
- **Numbers are percentages**
- **We will only be looking at cyber bullies**

Q6. Overall, I have a lot to be proud of.

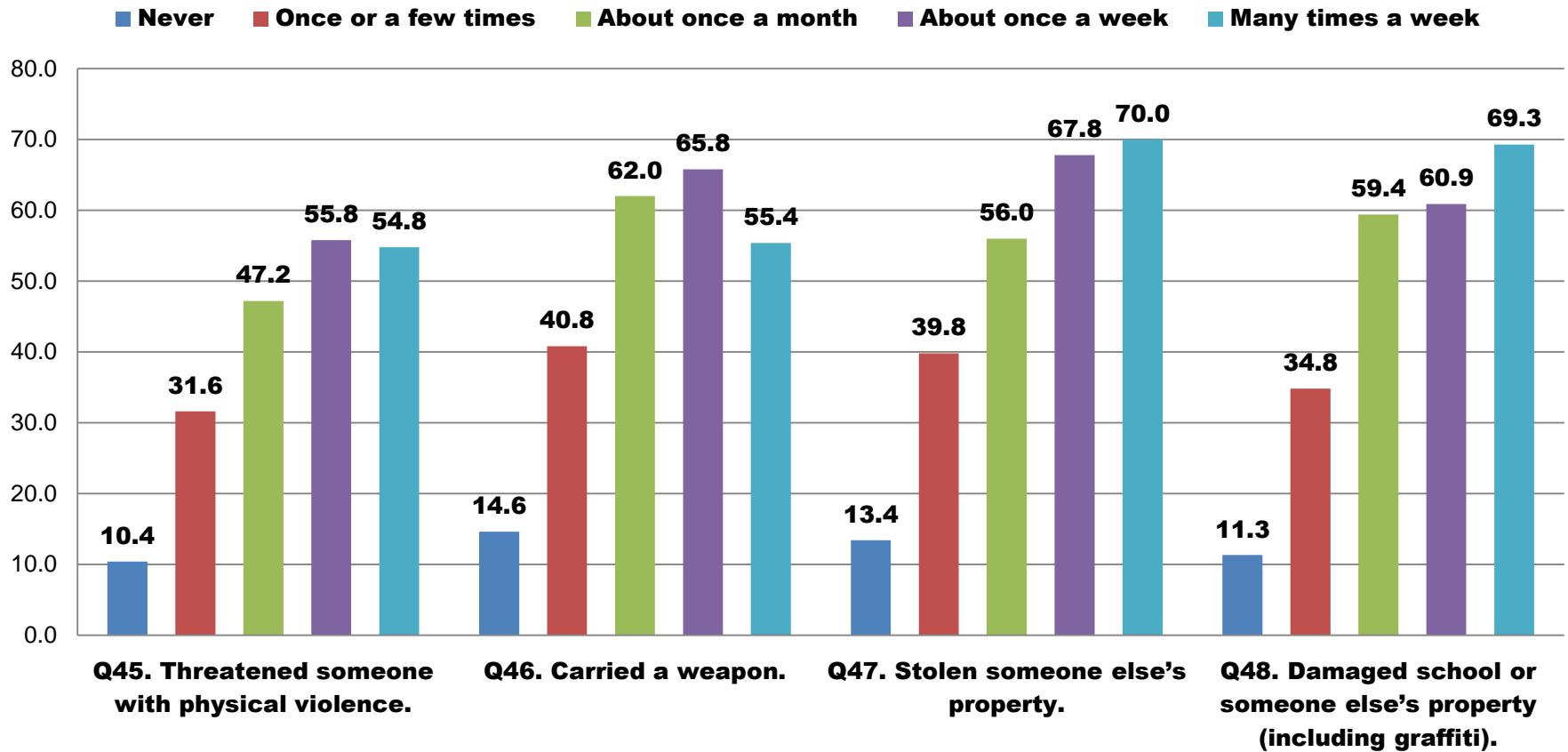


Cyber bullies and self-esteem.

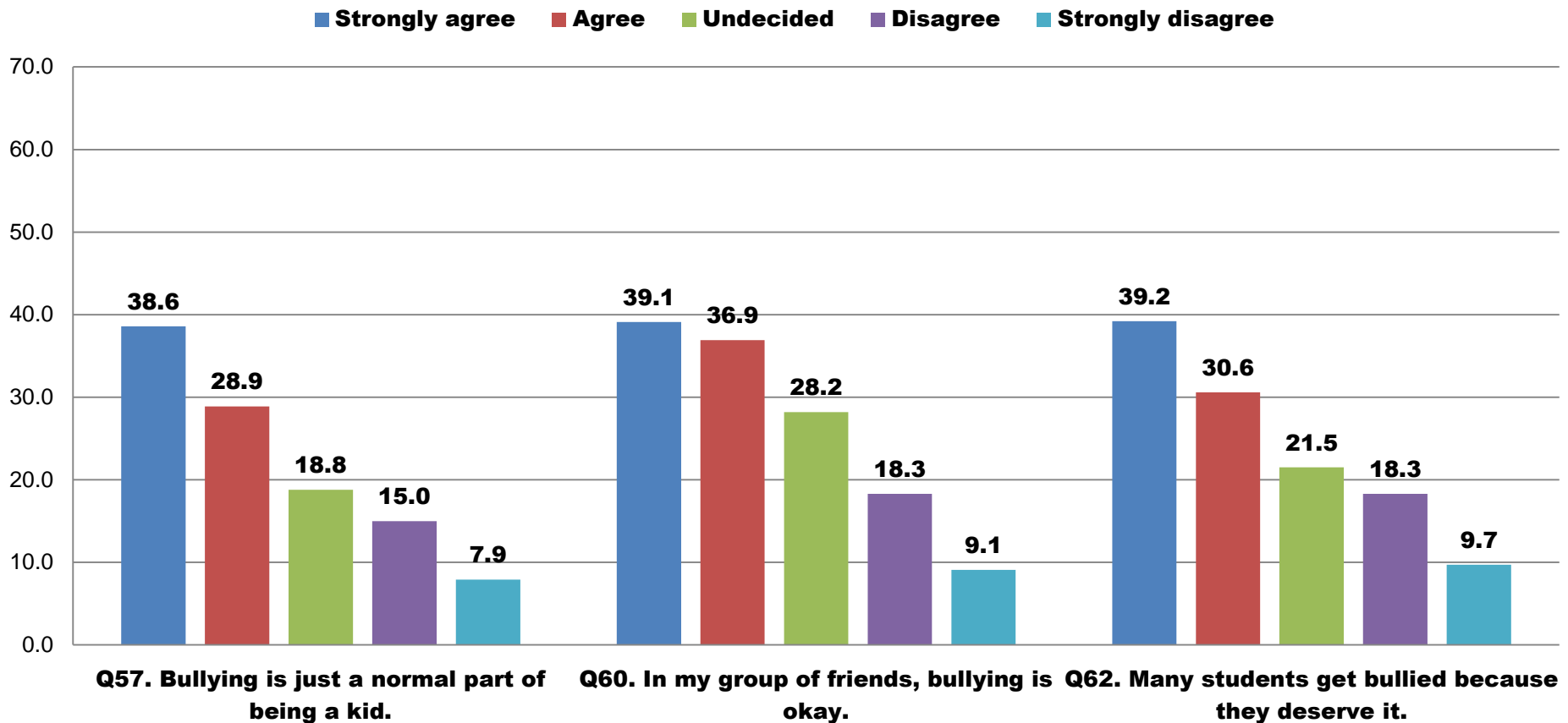
■ Strongly agree
 ■ Agree
 ■ Undecided
 ■ Disagree
 ■ Strongly disagree



Cyber bullies and student anti-social behaviours.

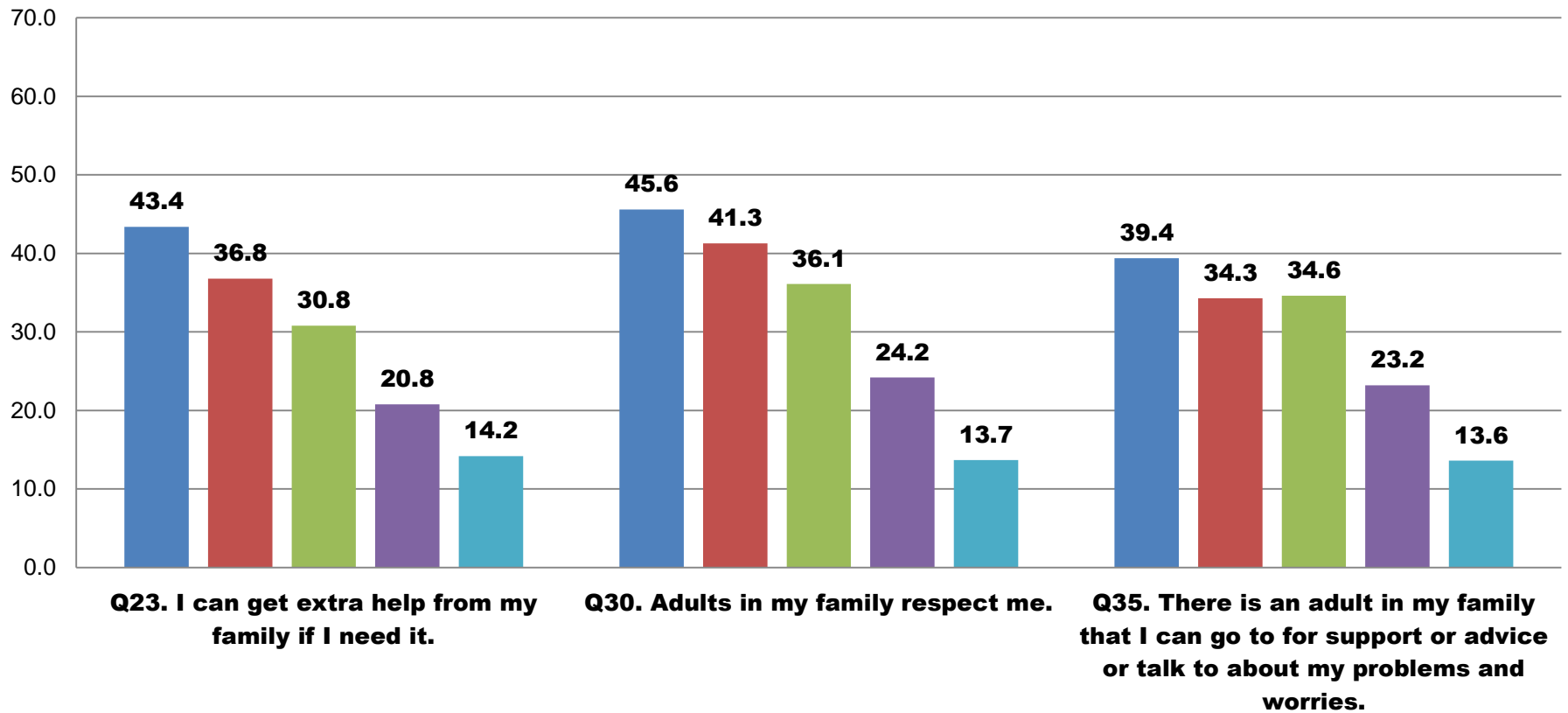


Cyber bullies and student attitudes to bullying.



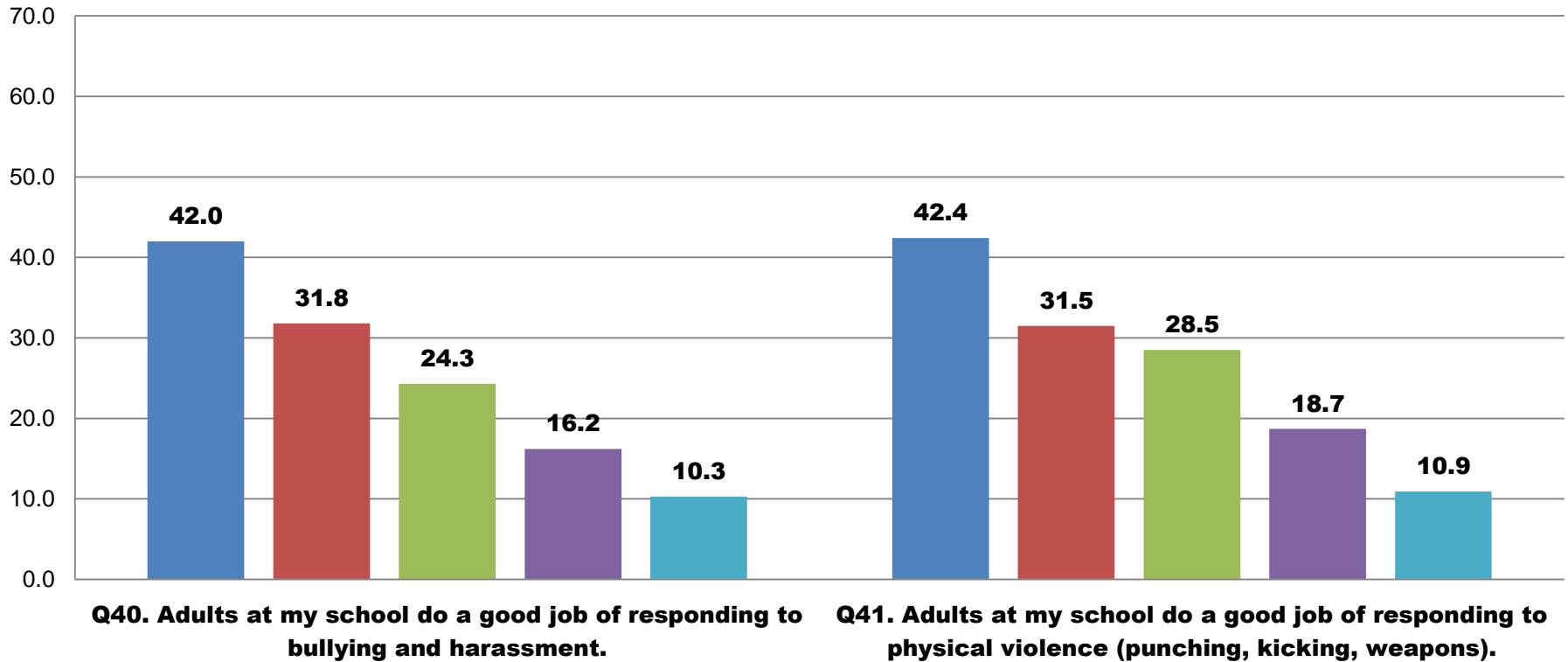
Cyber bullies and family responsiveness.

■ Never ■ Hardly ever ■ Some of the time ■ Most of the time ■ Always

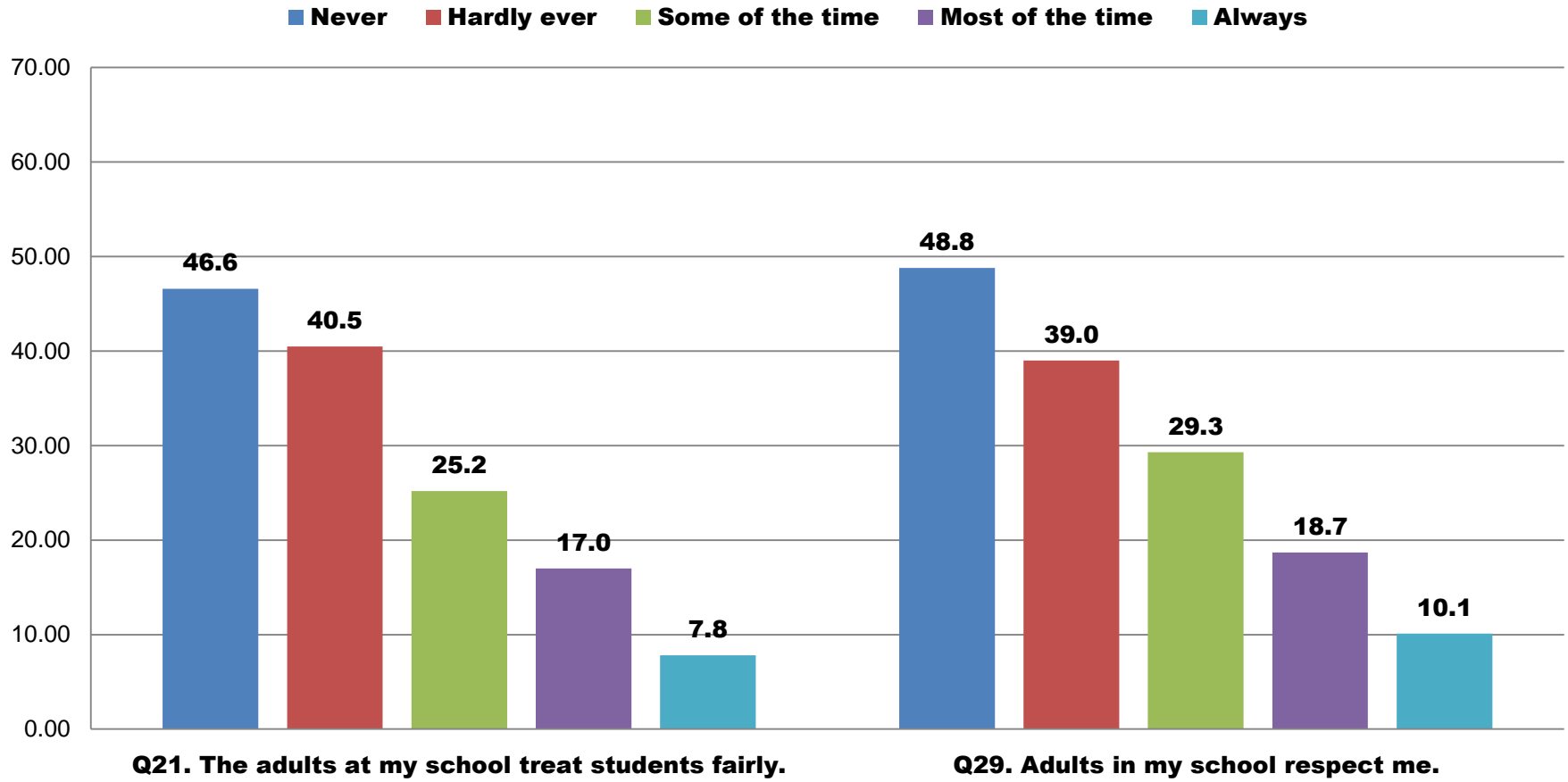


Cyber bullies and adult responsiveness.

■ Never
 ■ Hardly ever
 ■ Some of the time
 ■ Most of the time
 ■ Always

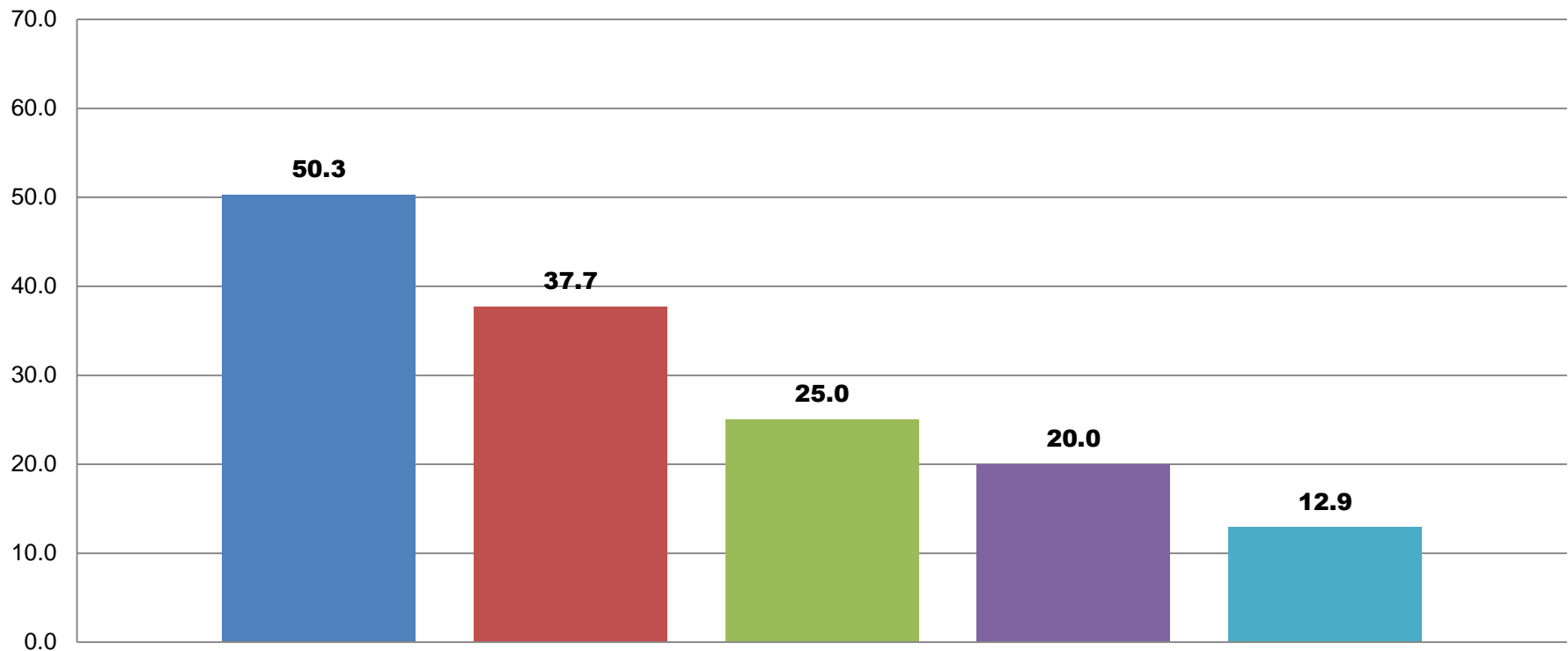


Cyber bullies and adult respect and recognition.



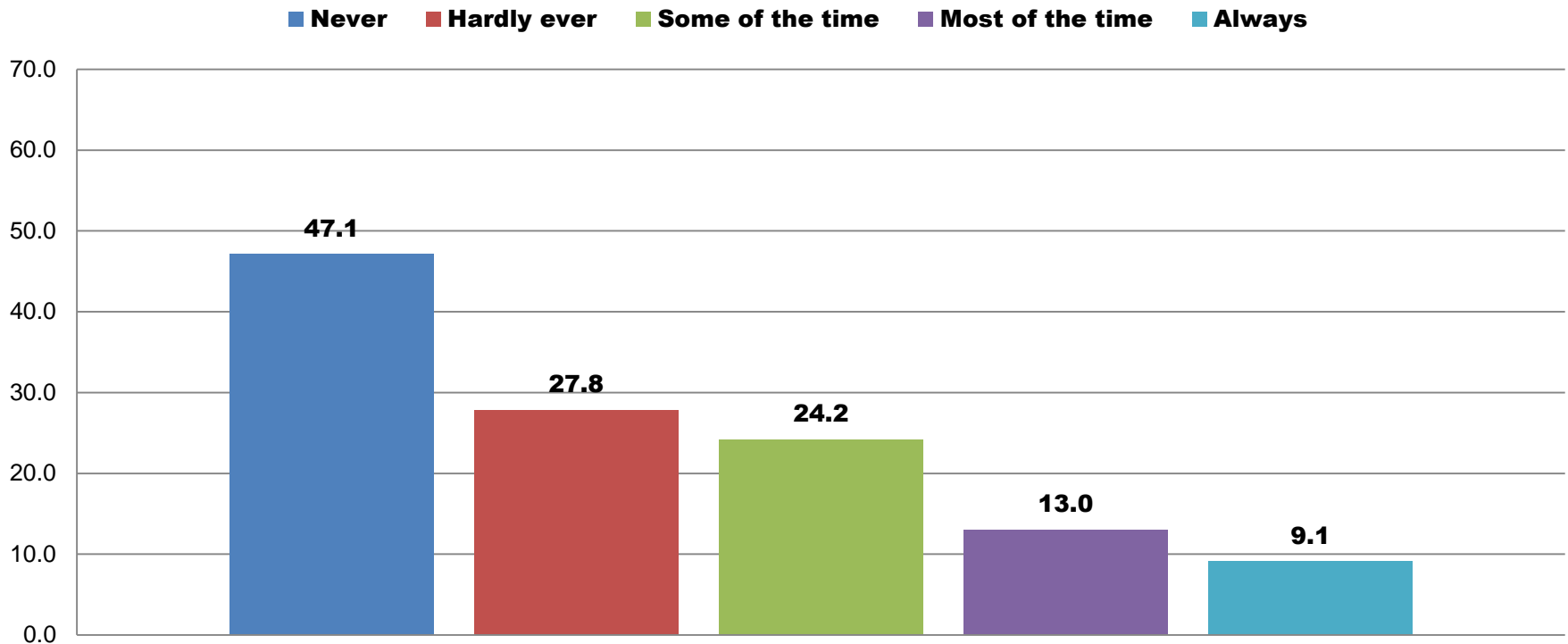
Cyber bullies and adult help.

■ Never ■ Hardly ever ■ Some of the time ■ Most of the time ■ Always



Q22. I can get extra help from adults at my school if I need it.

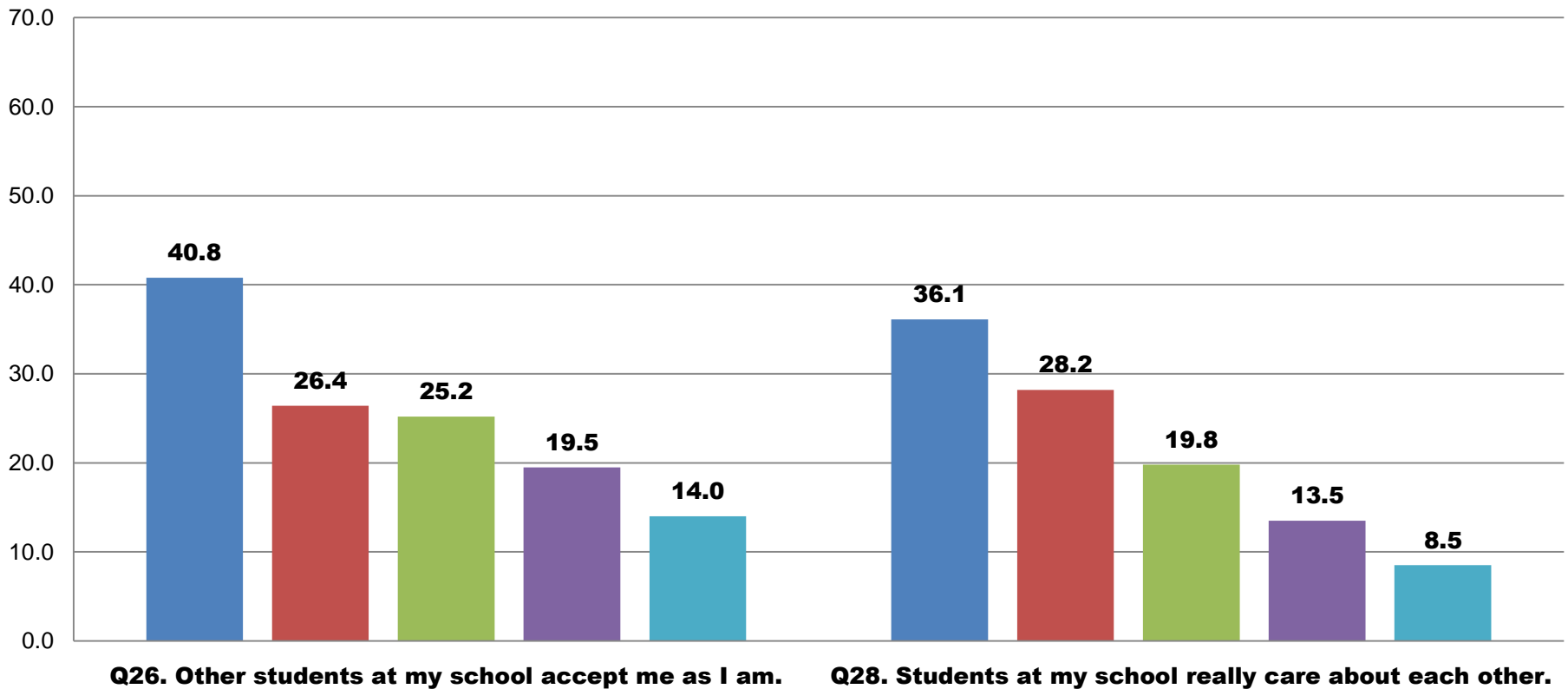
Cyber bullies and student respect for teachers and adults.



Q37. Students treat teachers and adults at school with respect.

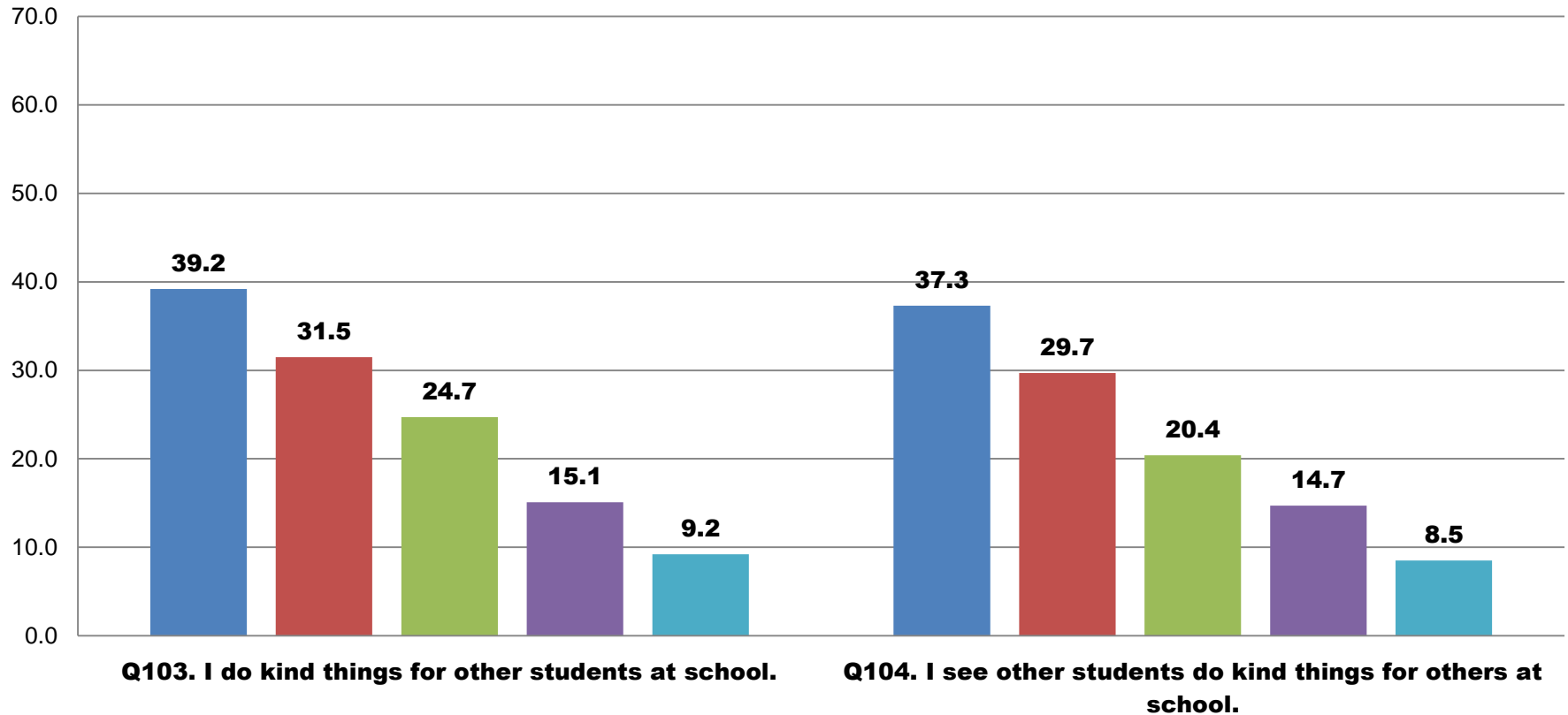
Cyber bullies and student belonging.

■ Never
 ■ Hardly ever
 ■ Some of the time
 ■ Most of the time
 ■ Always



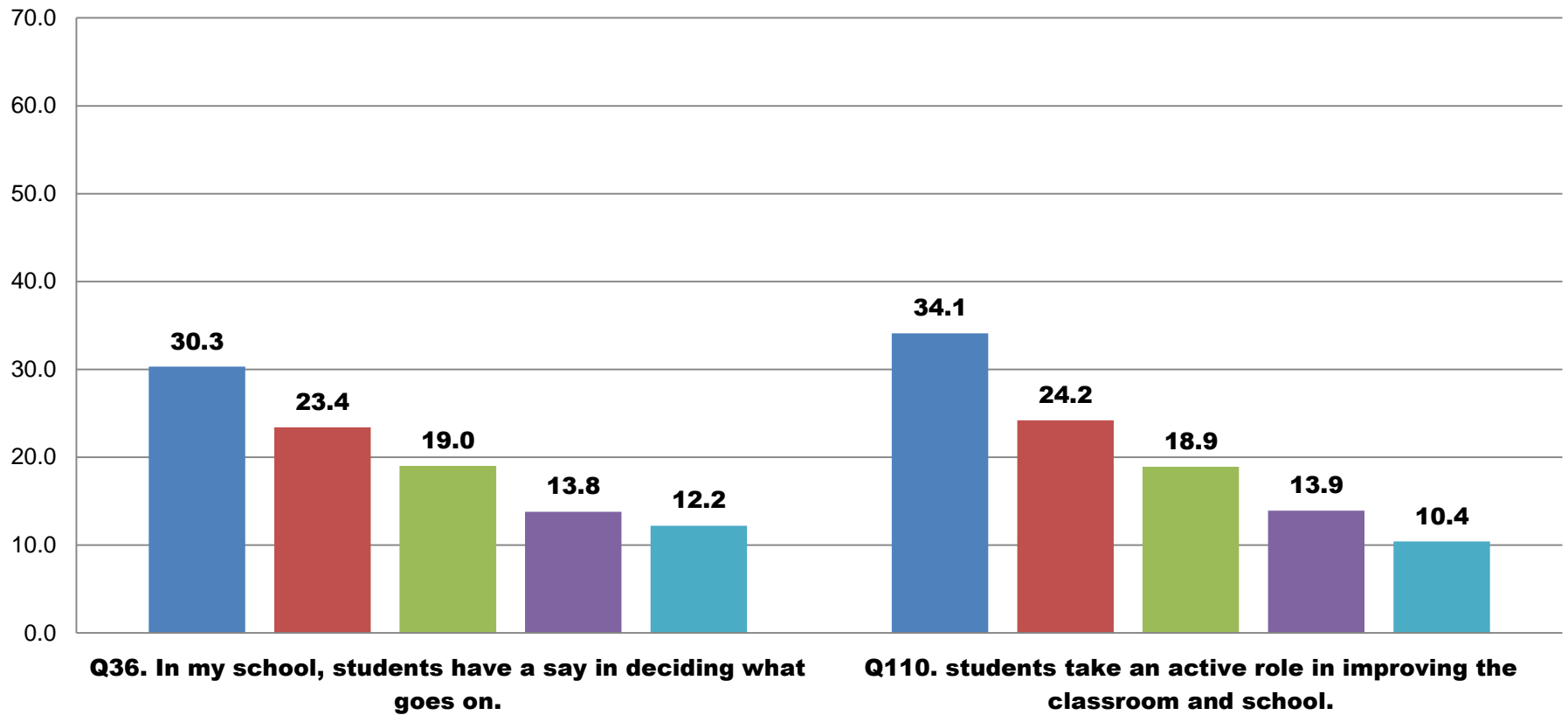
Cyber bullies and student efficacy.

■ Never ■ Hardly ever ■ Some of the time ■ Most of the time ■ Always



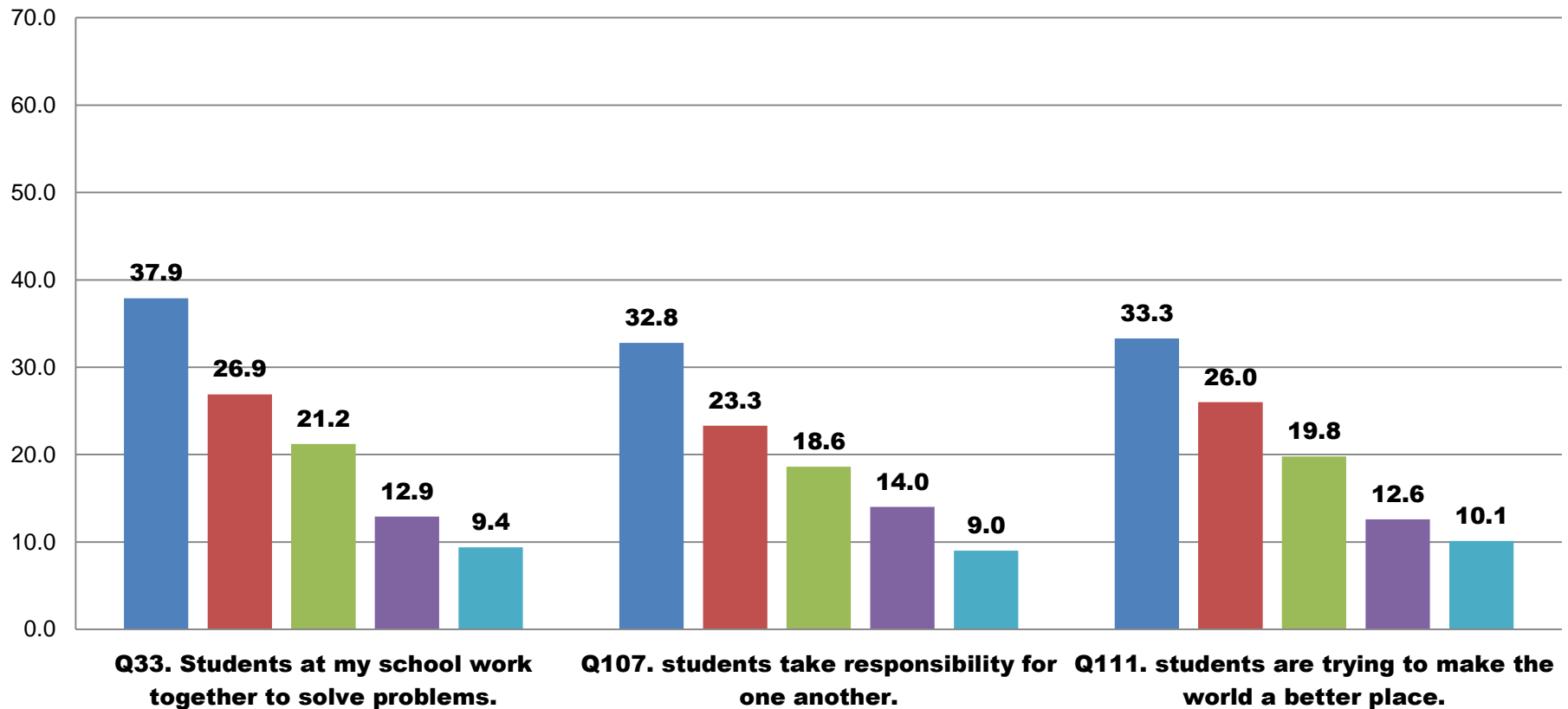
Cyber bullies and student efficacy.

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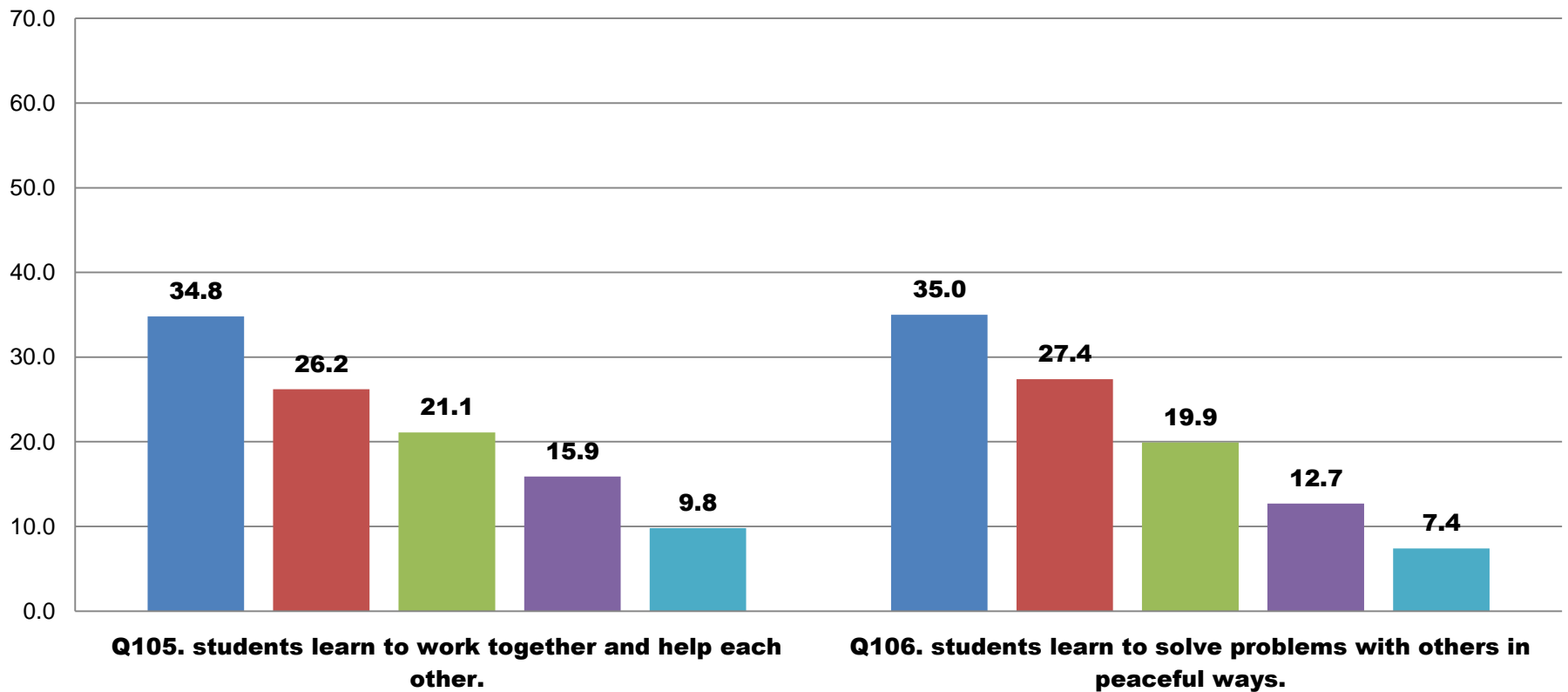
Cyber bullies and student efficacy.

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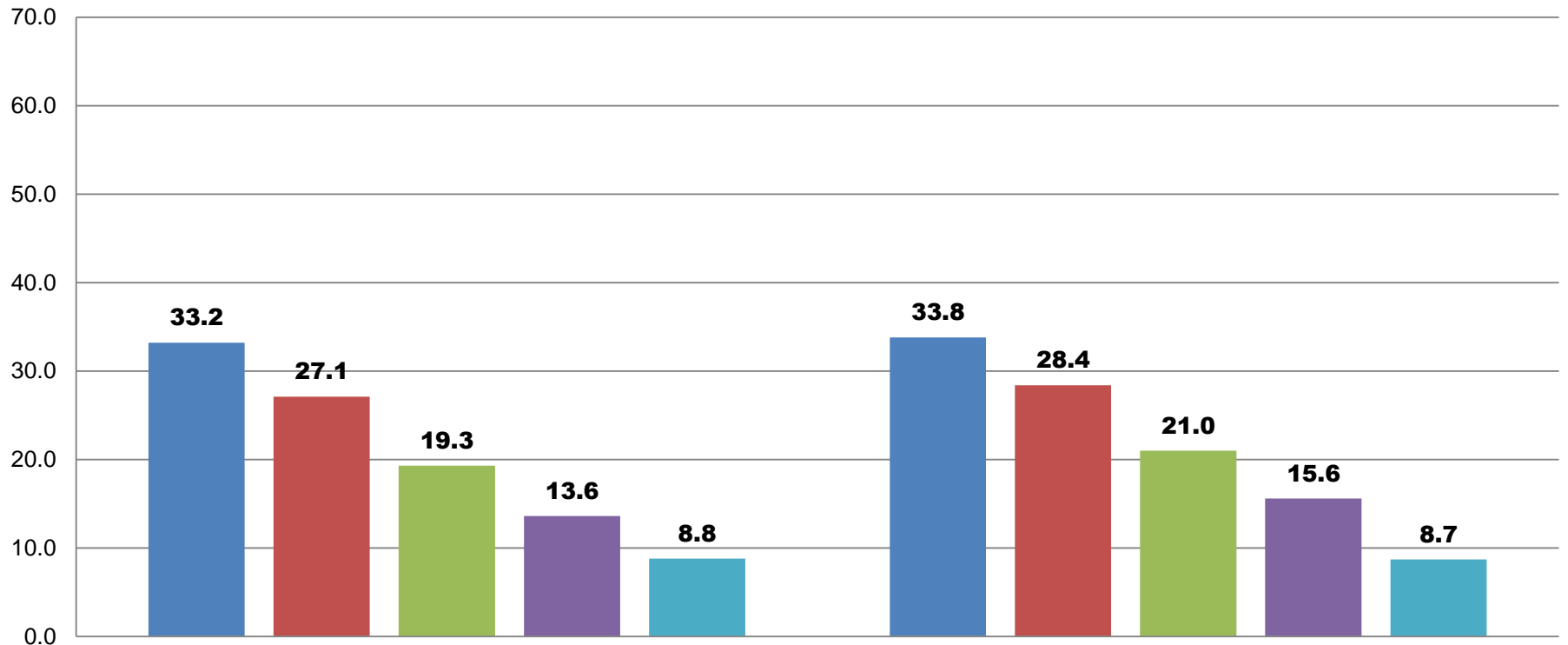
Cyber bullies and student engagement.

■ Never
 ■ Hardly ever
 ■ Some of the time
 ■ Most of the time
 ■ Always



Cyber bullies and student engagement.

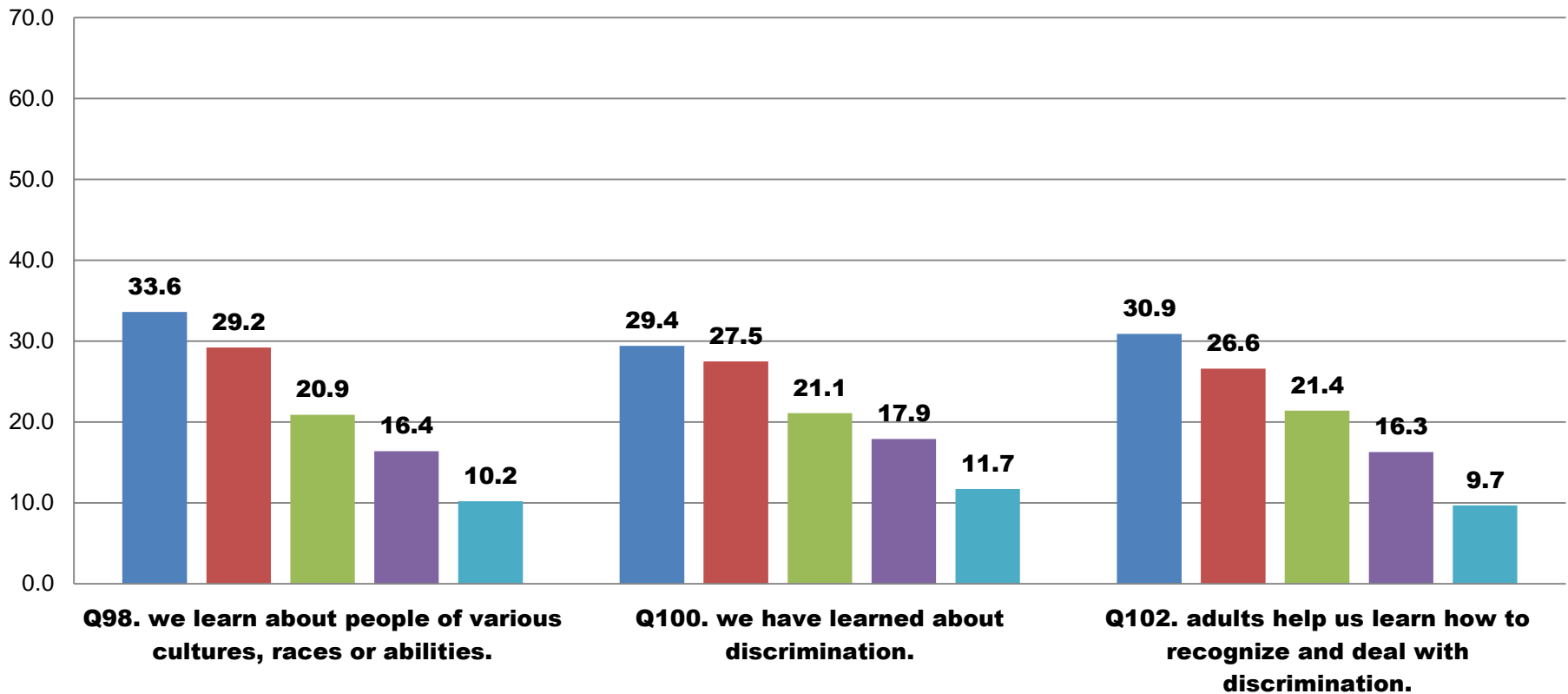
■ Never
 ■ Hardly ever
 ■ Some of the time
 ■ Most of the time
 ■ Always



Q108. students learn to consider other people's points of view. **Q109. students learn to respect the rights of other people.**

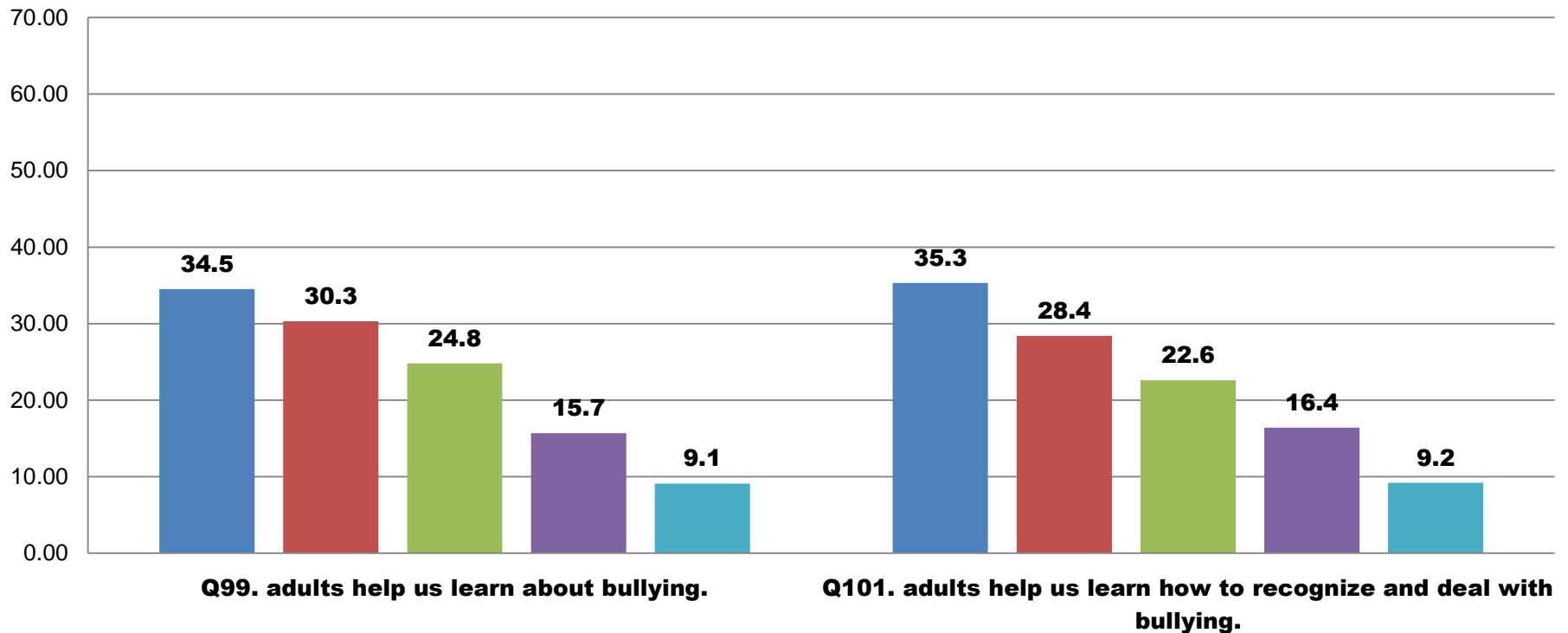
Cyber bullies and social responsibility.

■ Never
 ■ Hardly ever
 ■ Some of the time
 ■ Most of the time
 ■ Always



Cyber bullies and social responsibility.

■ Never
 ■ Hardly ever
 ■ Some of the time
 ■ Most of the time
 ■ Always



Conclusions: Cyber bullies



- **Have low self-esteem**
- **Engage in anti-social behaviours**
- **Believe that bullying is normal, is okay, and victims deserves to be bullied**
- **Come from families with adults who are seen as unsupportive and less respectful**

Conclusions: Adult interactions and cyber bullying



- **Cyber bullies are more likely to think that adults in schools are not doing a good job dealing with bullying and violence**
- **Cyber bullies are more likely to not see teachers as respectful**
- **Cyber bullies are more likely to not see teachers as helpful**

Conclusion: Student interactions and cyber bullying



- **Cyber bullies are likely to think students treat teachers and adults with less respect**
- **Cyber bullies are likely to think students feel less belonging to school**
- **Cyber bullies are likely to feel students feel less engaged in school**
- **Cyber bullies are likely to feel students know less about culture, race, and abilities**

- **THANK YOU**
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