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

- Never: 81.2%
- Once or a few times: 12.1%
- About once a month: 3.0%
- About once a week: 1.5%
- Many times a week: 2.2%
Figure 2. Prevalence of cyber bullying over the past 12 months by gender.

- Female: 81.4% Never, 18.6% Bully
- Male: 81.7% Never, 18.3% Bully
- Total: 81.6% Never, 18.4% Bully

Legend: Blue = Never, Red = Bully
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>
<thead>
<tr>
<th>Location</th>
<th>Bullying (%)</th>
<th>Never (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>20.9</td>
<td>79.1</td>
</tr>
<tr>
<td>Urban</td>
<td>17.6</td>
<td>82.4</td>
</tr>
<tr>
<td>Total</td>
<td>18.8</td>
<td>81.2</td>
</tr>
</tbody>
</table>
## Table 1
Cyber bullying by verbal bullying

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Verbal Bully</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>94.3</td>
<td>64.7</td>
<td>4774</td>
<td>81.2</td>
</tr>
<tr>
<td>Cyber Bully</td>
<td>5.7</td>
<td>35.3</td>
<td>1105</td>
<td>18.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3272</td>
<td>2607</td>
<td>5879</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>Social Bully</td>
<td>Total</td>
<td>Percent</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>--------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Never</strong></td>
<td>93.7</td>
<td>58.5</td>
<td>4780</td>
<td>81.2</td>
</tr>
<tr>
<td><strong>Cyber Bully</strong></td>
<td>6.3</td>
<td>41.5</td>
<td>1105</td>
<td>18.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3791</td>
<td>2094</td>
<td>5885</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 3
Cyber bully by physical bully

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Physical Bully</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>89.8%</td>
<td>60.6%</td>
<td>4780</td>
<td>81.2%</td>
</tr>
<tr>
<td>Cyber Bully</td>
<td>10.2%</td>
<td>39.4%</td>
<td>1105</td>
<td>18.8%</td>
</tr>
</tbody>
</table>

Total: 5885

Percent: 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.

<table>
<thead>
<tr>
<th>Strongly agree (2061)</th>
<th>Agree (2673)</th>
<th>Undecided (855)</th>
<th>Disagree (233)</th>
<th>Strongly disagree (50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.3</td>
<td>19.8</td>
<td>25.7</td>
<td>33.9</td>
<td>40.0</td>
</tr>
<tr>
<td>87.7</td>
<td>80.2</td>
<td>74.3</td>
<td>66.1</td>
<td>60.0</td>
</tr>
</tbody>
</table>

Cyber bully | Never
Cyber bullies and self-esteem.

Q6. Overall, I have a lot to be proud of.
- Strongly agree: 12.3%
- Agree: 19.8%
- Undecided: 25.7%
- Disagree: 33.9%
- Strongly disagree: 40.0%

Q9. A lot of things about me are good.
- Strongly agree: 12.2%
- Agree: 18.2%
- Undecided: 27.8%
- Disagree: 34.9%
- Strongly disagree: 45.1%

Q10. I am as good as most other people.
- Strongly agree: 12.8%
- Agree: 19.4%
- Undecided: 23.8%
- Disagree: 34.8%
- Strongly disagree: 41.9%
Cyber bullies and student anti-social behaviours.

- Q45. Threatened someone with physical violence.
- Q46. Carried a weapon.
- Q47. Stolen someone else’s property.
- Q48. Damaged school or someone else’s property (including graffiti).

Never | Once or a few times | About once a month | About once a week | Many times a week
--- | --- | --- | --- | ---
10.4 | 31.6 | 55.8 | 54.8 | 47.2
14.6 | 40.8 | 62.0 | 55.4 | 65.8
13.4 | 39.8 | 56.0 | 67.8 | 70.0
11.3 | 34.8 | 59.4 | 60.9 | 69.3
Cyber bullies and student attitudes to bullying.

- Q57. Bullying is just a normal part of being a kid.
- Q60. In my group of friends, bullying is okay.
- Q62. Many students get bullied because they deserve it.

Survey responses:
- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Values:
- Strongly agree: 38.6%
- Agree: 28.9%
- Undecided: 18.8%
- Disagree: 15.0%
- Strongly disagree: 7.9%
- Strongly agree: 39.1%
- Agree: 36.9%
- Undecided: 28.2%
- Disagree: 18.3%
- Strongly disagree: 9.1%
- Strongly agree: 39.2%
- Agree: 30.6%
- Undecided: 21.5%
- Disagree: 18.3%
- Strongly disagree: 9.7%
Cyber bullies and family responsiveness.

Q23. I can get extra help from my family if I need it.

Q30. Adults in my family respect me.

Q35. There is an adult in my family that I can go to for support or advice or talk to about my problems and worries.
Cyber bullies and adult responsiveness.

Q40. Adults at my school do a good job of responding to bullying and harassment.
Q41. Adults at my school do a good job of responding to physical violence (punching, kicking, weapons).
Cyber bullies and adult respect and recognition.

- Q21. The adults at my school treat students fairly.
  - Never: 46.6%
  - Hardly ever: 40.5%
  - Some of the time: 25.2%
  - Most of the time: 17.0%
  - Always: 7.8%

- Q29. Adults in my school respect me.
  - Never: 48.8%
  - Hardly ever: 39.0%
  - Some of the time: 29.3%
  - Most of the time: 18.7%
  - Always: 10.1%
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.
Q26. Other students at my school accept me as I am.

- Never: 40.8
- Hardly ever: 26.4
- Some of the time: 25.2
- Most of the time: 19.5
- Always: 14.0

Q28. Students at my school really care about each other.

- Never: 36.1
- Hardly ever: 28.2
- Some of the time: 19.8
- Most of the time: 13.5
- Always: 8.5
Cyber bullies and student efficacy.

Q103. I do kind things for other students at school.
- Never: 39.2%
- Hardly ever: 31.5%
- Some of the time: 24.7%
- Most of the time: 15.1%
- Always: 9.2%

Q104. I see other students do kind things for others at school.
- Never: 37.3%
- Hardly ever: 29.7%
- Some of the time: 20.4%
- Most of the time: 14.7%
- Always: 8.5%
Cyber bullies and student efficacy.

- **Q36. In my school, students have a say in deciding what goes on.**
  - Never: 30.3
  - Hardly ever: 23.4
  - Some of the time: 19.0
  - Most of the time: 13.8
  - Always: 12.2

- **Q110. Students take an active role in improving the classroom and school.**
  - Never: 34.1
  - Hardly ever: 24.2
  - Some of the time: 18.9
  - Most of the time: 13.9
  - Always: 10.4
Cyber bullies and student efficacy.

Q33. Students at my school work together to solve problems.
Q107. Students take responsibility for one another.
Q111. Students are trying to make the world a better place.
Cyber bullies and student engagement.

Q105. students learn to work together and help each other.
- Never: 34.8%
- Hardly ever: 26.2%
- Some of the time: 21.1%
- Most of the time: 15.9%
- Always: 9.8%

Q106. students learn to solve problems with others in peaceful ways.
- Never: 35.0%
- Hardly ever: 27.4%
- Some of the time: 19.9%
- Most of the time: 12.7%
- Always: 7.4%
Cyber bullies and student engagement.

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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Hardly ever</th>
<th>Some of the time</th>
<th>Most of the time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q98. We learn about people of various cultures, races or abilities.</td>
<td>33.6</td>
<td>29.2</td>
<td>20.9</td>
<td>10.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Q100. We have learned about discrimination.</td>
<td>29.4</td>
<td>27.5</td>
<td>21.1</td>
<td>17.9</td>
<td>11.7</td>
</tr>
<tr>
<td>Q102. Adults help us learn how to recognize and deal with discrimination.</td>
<td>30.9</td>
<td>26.6</td>
<td>21.4</td>
<td>16.3</td>
<td>9.7</td>
</tr>
</tbody>
</table>
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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