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# Cyberbullying Incidents Among African American Female Middle School Students

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# Cyberbullying Incidents Among African American Female Middle School Students

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A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

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by

Yvette Pennington

August 2017

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Dr. Donald Good

Dr. Angela Lewis

Keywords: Cyberbullying, Traditional Bullying, Incidents, African American, Middle School Students,

High School Student

## ABSTRACT

### Cyberbullying Incidents Among African American Female Middle School Students

by

Yvette Pennington

Recent research has shown an increase in cyber bullying acts against middle and high school students. The National Center of Education Statistics (2010) reported that cyberbullying incidents increased 73% between the years of 2007 and 2009. In 2011, 75% of cyberbullying victims were adolescents (National Center of Education Statistics, 2013). Using data collected from the Pew Research and American Life Project, the study examined the prevalence of cyber bullying acts against African American female adolescents compared to Caucasian male and female adolescents and African American male adolescents. Additionally, the study reported the cyber bullying incident that occurred most frequently as either directly using texting or indirectly using social media websites. Past research studies have shown a prevalence of cyber bullying acts against Caucasian females. The participants in this study were 737 adolescents 12-17 years old. The results suggested that a prevalence of cyber bullying acts against African American female students occurred at a significantly lower rate than Caucasian female and male students but a significantly higher rate than African American male students and Hispanic male and female students. Additionally, indirect cyberbullying incidents occurred significantly more frequently than direct cyberbullying incidents.

## DEDICATION

This dissertation is dedicated to those individuals who impacted my life but are no longer with

me....

My daughter Angelique P. Pennington

My grandmothers Helen Garner, Eula Mae Phipps, Rosena McDaniel, and Willie Bell Gregory

My aunt Alfreda Jones

## ACKNOWLEDGMENTS

I would like to acknowledge those family, friends, and professors who have supported me not only during this process but prior to this process. My husband, Aaron Pennington, who has encouraged me through every obstacle and celebrated with me every triumph. I cannot express my gratitude for supporting me and taking care of our daughter. My daughter, Aaliyah Pennington, who gave me a pass for not attending friends' birthday parties, movie night, or going to Chick-fil-A on Saturday family day. My parents, Thomas and Patricia McDaniel, who instilled in me to never quit no matter how many obstacles that I faced. My siblings, Yvonne, Yasheta, Yalanda, Yakiesha, and Thomas for their words of encouragement and support and for taking care of my daughter when I came home just so I could have a moment to myself. My aunts Barbara, Chris, Shelia, and Josephine for their support and love. My nieces and nephews, I pray that I provided you with an example to follow in achieving all your dreams. To all my friends who supported me by offering to take care of my daughter or taking me out to dinner or just asking, "Are you Dr. Pennington yet?" Your words pushed me to achieve this goal. In closing, I want to be remembered not for the number of degrees that I achieved but that I leave this world better than I found it.

My dissertation committee Dr. William Flora (chair); Dr. Donald Good (methodologist); Dr. Angelia Lewis, and Dr. Bethany Flora assisted me in achieving this goal. Dr. Bill Flora, thank you for providing me feedback and support not only through the dissertation process but also from the beginning of my program. Dr. Good, thank you for the feedback for the dissertation. Dr. Angela Lewis, thank you for the encouraging words and pushing me through the process. Dr. Bethany Flora, thank you for providing me with examples for how to conduct research studies.

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## CHAPTER 1

### INTRODUCTION

As society continues to embrace cyber life including smart phones, tablets, social media websites, and texting, issues that come with the conveniences of technology must be addressed. One area associated with teenage cyber life is bullying. As the means of teenage communication have shifted, so have specific elements in the nature of bullying. Cyberbullying has emerged as a serious issue in our schools. Cyberbullying, a repetitive aggressive action toward another individual through communication such as email, text messages, or social media websites (Kowalski, Schroeder, Genuetti, & Lattanner, 2014). Current research (e.g. Kowalski et al., 2014; Ybarra & Mitchell, 2004) indicates an increase in the number of students who report being victims of cyber bullying. During the 2007 school year, 60% of all reported bullying incidents were cyber bullying incidents against middle and high school adolescents (National Center of Education Statistics, 2010). Approximately 40% of bullying incidents are linked to instant messaging (Mishna, Cook, Gadilla, Daciuk, & Solomon, 2010). The United States Department of Education reported that 75 % of cyberbullying incidents occurred in middle and high school (National Center of Education Statistics, 2011). According to Goldweber, Waasdrop, and Bradshaw (2013), African American female adolescents reported being bullied at a significantly higher rate than Caucasian female adolescents.

Research indicates that cyberbullying results in higher levels of depression than traditional bullying victims (Kurokawa, 2010). In regard to the impact of cyberbullying, Espelage (2013) found that African American male cyberbullying victims exhibited depressive symptoms at a significantly higher rate compared to other ethnicities. The effects of cyberbullying can range from poor academic performance to damage of an individual's

psychological state. As a result, the victims' daily academic routines are disrupted which impacts their academic performance. Even though cyberbullying can occur in any environment, adolescent victims reported their perpetrators were usually individuals they met at school. This is concerning because adolescents tend to view schools as safe and secure locations free from harassment (Sampson, 2008).

Wang, Iannotti, and Nansel (2009) indicated that African American students were victims of cyberbullying at a higher rate than Caucasian students. Also Wang et al. (2009) determined that African American females were victims of cyberbullying incidents at a higher rate than Caucasian and African American males. Regardless of this study, the preponderance of evidence indicates that African American female students are more often the victim of cyberbullying than their male counterparts.

In order to properly understand cyberbullying, one must understand traditional bullying, frequency of cyberbullying incidents, and the impact of cyberbullying incidents on the victims. Traditional bullying is like cyberbullying in that individuals are utilizing power to intimate other individuals (Brighi, Guarini, & Melotti, 2012). With cyberbullying on the increase, frequencies of bullying incidents are increasing among all children. Increases are especially notable for middle school and high school students because of the accessibility of social media network sites to adolescents. A clear connection exists between the reduction of traditional bullying and an increase in cyberbullying (Lester, Cross, & Shaw, 2012; Perren & Gutwiller, 2013). A clear connection exists between the reduction of traditional bullying and an increase in cyberbullying. Finally, cyberbullying has an impact on its victims. When determining the predictors of traditional bullying and cyberbullying, Brighi et al. (2012) determined that low self-esteem was a predictor of traditional bullying for females and loneliness was a predictor of bullying for males.

Bauman, Toomey, and Walker (2013) found that cyberbullying incidents occurred more frequently among female students. However, the literature is not consistent; other researchers (e.g. Brown & Demaray, 2014; Yilmaz, 2011) found that male students reported being victims of cyberbullying at a significantly higher rate than female students. The studies revealed that the evidence is mixed with Yilmaz, (2011) stating the prevalence of cyberbullying victimization occurs at a significantly higher rate among African American females, and Brown and Demaray (2014) stating that the prevalence of cyberbullying victimization occurs at a significantly higher rate among African American males than African American females. Also, Hinduja and Patchin (2013) reported cyberbullying incidents among students occur at a rate of 73% compared to traditional bullying.

#### Statement of the Problem

Studies have been conducted by various researchers regarding the prevalence of cyberbullying (e.g. Bauman, 2010; Cassidy, Jackson, & Brown, 2009; Chang et al., 2013). Hinduja and Patchin (2013) found a prevalence among Caucasian female adolescents as victims. The occurrence of cyberbullying incidents were particularly prevalent among high school students (Mishna et al., 2010). In regard to the prevalence of cyberbullying incidents among African American adolescents, Kowalski (2008) conducted research on the occurrence of cyberbullying incidents comparing ethnicities but not by age or gender. The results of this research study was that Caucasian students reported being victims of cyberbullying occurrences at a significantly higher rate compared to other ethnicities. This research study will analyzed ex post facto data related to the frequency of cyberbullying acts against middle and high school students were central to this study. This study compared the rate of cyberbullying incidents

among African American female middle school students to other students based on age, gender, and ethnicities.

### Research Questions

The following research questions and corresponding null hypotheses were developed to address the purpose of the study:

Research Question 1: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female middle school students?

Research Question 2: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female middle school students?

Research Question 3: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male middle school students?

Research Question 4: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and African American male middle school students?

Research Question 5: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic male middle school students?

Research Question 6: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female high school students?

Research Question 7: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and African American female high school students?

Research Question 8: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female high school students?

Research Question 9: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male high school students?

Research Question 10: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and African American male high school students?

Research Question 11: Is there a difference in the frequency of cyberbullying between African American female middle school students and Hispanic male high school students?

Research Question 12: Is there a significant difference in the frequency of direct cyberbullying between middle school students and high school students?



Research Question 13: Is there a significant difference in comparing the frequency of direct cyberbullying between males and females?

Research Question 14: Is there a significant difference in the frequency of indirect cyberbullying between middle school students and high school students?

Research Question 15: Is there a significant difference in comparing the frequency of indirect cyberbullying between males and females?

The research questions listed above have three identified independent variable which were ethnicity, gender and level of school. The ethnicity groups identified were African American, Caucasian and Hispanic. The levels of schooling were middle school and high school. There were two dependent variable identified in the research question which were indirect cyberbullying and direct cyberbullying.

#### Definitions of Terms

The following terms are defined for the purpose of this study.

1. *Bullying*: Repeated aggression against another individual which causes physical, emotional, or mental harm (Olweus, 1992).
2. *Cyberbullying*: The use of technology to harass another person on a continuing basis (Kowalski & Limber, 2013).
3. *Direct Cyberbullying*: Cyberbullying that occurs and is available for public view (Cheng et al., 2011).
4. *High School Students*: students ages 15-17 years old (Pew Research Center, 2010)

5. *Indirect Cyberbullying*: Cyberbullying that occurs between two individuals but is not available for public view (Cheng et al., 2011)
6. *Middle School Students*: students ages 12-14 years old (Pew Research Center, 2010)
7. *Social Network Sites*: Web based tools that allow individuals to communicate public or private messages to a group of individuals through specific sites such as but not limited to: Facebook, Instagram, Twitter, and Vine (Boyd & Ellison, 2007).
8. *Texting*: Composing on a mobile device (e.g. cell phone, iPod, iPad) to communicate a message between one or more individuals (Mishna et al. 2010).

#### Limitations and Delimitations

This study is limited by the reliability and validity of the ex post facto data (McMillian & Schumacher, 2010). The reliability, validity, and sampling are out of the control of the researcher. The researcher was not able to determine the reliability of the data beyond what the Pew Research Center had conducted utilizing the Quancept system. Also, the researcher was not able to conduct analysis of the validity of the survey questions to ensure they were appropriate for the population being studied. In regard to the sampling of the data, specific variables were excluded because they were not included in the data. Also, the questions reporting if a student was Hispanic was not pure which could impact the results of the study. In studies conducted by Hinduja and Patchin, (2010), Hoff and Mitchell (2009), and Schenk and Fremouw (2012) the research focused on the impact of cyberbullying on the victims. This impact included psychological, academic performance, and an increase in suicide attempts amongst adolescents. The psychological impact as determined by Hoff and Mitchell (2009) was low self-esteem and depression. Student who reported being victims of cyberbullying also

experienced an increase in absences from school which impacted their academic performance (Schenk & Fremouw, 2012). Finally, Hinduja and Patchin (2010) reported that adolescents who were cyberbullying victims were more likely to attempt suicide compared to adolescents who were not cyberbullying victims.

Delimitations are the components that the researcher has selected not to include in the study. These components included the types of research studies included in the literature review, the ethnicities excluded from the sample, and statistical analysis not conducted based on the research questions. The components were selected because the researcher chose not to explore those areas based on the focus of the study. Also, the researcher elected to not include research studies regarding the following ethnicities: Asian, Pacific Islander, and Bi-Racial. The aforementioned ethnicities were also excluded from the sample because the researcher focused on cyberbullying incidents among other ethnic groups. The ethnic groups that were the focus of this research were African American, and comparing the prevalence of cyberbullying incidents to Caucasian and Hispanic students.

### Overview of the Study

The purpose of this study was to examine the prevalence of cyberbullying incidents among African American female middle school students compared to Caucasian male and female middle and high school students; African American male middle school students; African American female high school students and Hispanic male and female middle and high school students. The literature included in this dissertation provides information regarding traditional bullying, cyberbullying, and the theoretical framework for this study. The researcher analyzed ex post facto data. The components of the data that were analyzed include the following

demographic information: ethnicity, gender, and age. Moreover, there was information provided regarding adolescent behavior while utilizing technology.

## CHAPTER 2

### LITERATURE REVIEW

The purpose of this chapter is to provide a context for the study utilizing research on cyberbullying and traditional bullying. The review of literature is a summary of current findings regarding the prevalence of cyberbullying based on age, ethnicity, and gender. The review begins with the description of the nature of traditional bullying, cyberbullying, and the linkage between traditional bullying and cyberbullying. The review of current literature relates both cyberbullying victims and perpetrators to a social ecological framework. In addition, this chapter provides information regarding the prevalence of cyberbullying and the impact of prevention and intervention programs. The chapter concludes with a discussion regarding the legal aspects of cyberbullying.

#### The Nature of Traditional Bullying

Traditional bullying is the intention to harm with power inequity and repetition of an act (Goldsmid, 2014; Smith, del Barrio, & Tokunaga, 2013; Vaillancourt et al., 2008). Aggressive behavior displayed by an individual with the intent to harm another individual has been added to the general definition of traditional bullying (Hunter, Boyle, & Warden 2007; Olweus 2010). Power inequity is defined as the imbalance of power between the perpetrator and the victim. The perpetrator exhibits more power over the victim (Rose, Espelage, Aragon, & Elliott, 2011). Power inequity is identified in bullying incidents toward students with disabilities; as they are more likely to be victims of bullying than students without disability (Rose et al., 2011). Other factors that contributed specifically to adolescents bullying other students were differences in physical size and body image (Goldsmid, 2014). An example of physical bullying

is when an individual or group of individuals assault another individual through hitting, kicking, or taking and damaging the victim's property on a repetitive basis. Djuric and Cvetkovic (2011) determined that gender was a factor in traditional bullying acts with males reporting being bullies at a greater rate than females (Lajoie et al., 1997). Male adolescents between the ages of 13-15 years old were physical bullies at a significantly higher rate than female adolescents (Carbone-Lopez, Esbensen, & Brick, 2010).

While intent to harm, power inequalities, and repetitive acts are central to understanding traditional bullying, both student and educator understanding of bullying varies. Traditional bullying incidents are viewed differently based on student and educator perspectives (Hunter et al. 2007). For example, middle school students identified traditional bullying as an imbalance of power, non-provocation, and non-repetitive action (Gao & Li, 2012; Jones, 2014). Instruction in bullying definitions will assist adolescents in identifying components of traditional bullying appropriately, when assessing incidents of bullying (Madsen, 1996; Maunder, Harrop, & Tattersall, 2010). Moreover, once students are educated specifically on the three central components of traditional bullying, they are more likely to recognize bullying incidents accurately. When students are able to properly identify bullying actions they can seek assistance in addressing the situation (Harrop & Tattersall, 2010).

During the late 1990s and early 2000s accounts of bullying indicated that both female and male adolescents reported being victims of bullying incidents at the same rate (Atlas, 1998; Naylor et al., 2006). Female adolescents constituted the highest proportion of bullying victims in the United States at 68 % in 2007 (Bradshaw, O'Brennan, & Sawyer, 2008). Bullying incidents are more predominate in urban communities; 82 % of the sample population reported being a victim of bullying and residing in urban areas. Urban communities have a higher concentration

of minority students (Dulmas, Sowers, & Theriot, 2006). Therefore, it is understandable that African American female adolescents reported being bullied at a significantly higher rate compared to Caucasian female adolescents (Goldweber et al., 2013).

Factors that contribute to students becoming physical bullies include substance abuse, violent behavior, limited outlets for physical activity, and low sense of coherence or lack of skills for dealing with stressful situations (Litwiller & Bausch, 2013). Roman and Taylor (2013) suggest that students with limited ability to participate in physical activities during the day, such as P.E. and/or recess, have increases in bullying behavior. Physical bullying can also result from adolescent responses to difficult and stressful situations. An adolescent who lacks coping skills will deal with stressful situations by physically attacking another adolescent (Garcia-Moya, Suominen, & Moreno, 2014). Adolescents identified with the aforementioned behaviors were 67% more likely to become physical bullies compared to adolescents who were not identified with these behaviors (Perlus et al. 2014).

Verbal bullying is a form of traditional bullying focusing on intent to harm others. Verbal bullying is a repeated act of verbalizing negative comments about an individual to another individual or a group of people (Lajoie et al., 1997). Female adolescents were more likely to be verbal bullies at 45 % compared to males at 29.3 % (Wang, Iannotti, & Luk, 2012). 52 % of all incidents are reported as verbal bullying incidents (Vieno, Gianluca, & Santinello, 2011). Middle school students were more likely to bully verbally compared to high school students.

According to Holt, Turner, and Exum (2014), self-control and poverty were causes of adolescents becoming verbal bullies. Self-control is the adolescent's inability to make effective decisions regarding pertinent aspects of their lives (Holt et al., 2014). In addition, low social and

economic status is the conditions in which adolescents reside on a daily basis where they lack clothing, food, or shelter. Frisen, Holmqvist, and Oscarsson (2008) found that physical appearance was reported as the main characteristic about which students were verbally bullied. As an example of verbal bullying, female adolescents primarily discuss the victim's physical traits and their choice of clothing. If adolescents did not wear specific name brands or the trending style they were more likely to be ostracized by their peers (Lajoie et al., 1997). Adolescents who are overweight or obese experience verbal bullying because of their physical appearance (Janssen, Craig, Boyce, & Pickett, 2004).

Power inequity is relational bullying, which is defined as an individual, "convincing their fellow peers to exclude or reject a certain person or people, and cutting the victims off from their social connections" (Lajoie et al., 1997, p. 25). Relational bullying includes but is not limited to name calling, teasing, and mocking from peers. Dukes, Stein, and Jazmin (2009) determined that relational bullying has long term effects on victims' behaviors and attitudes. Due to the nature of relational bullying, there is a higher rate of embarrassment, shame, and unhappiness on the part of the victim. Pessimism is prevalent among victims of relational bullying, because they lack hope and confidence. Relational bullying victims are reported to have the tendency to see only the worst in the situation because of their constant teasing (Meland, Rydning, Lobben, Breidablik, & Ekeland, 2010). Relational bullying should not be confused with creating relationships with peers because relational bullying is based on a physical factor associate with the bullying victim (Schafer, Werner, & Crick, 2002). Other factors that were reported which causes relational bullying were the cyberbullying victim's behavior, clothes, background, and sexual orientation (Frisen et al. 2008).



The occurrence of relational victimization severely impacts the creation of positive friendships among adolescents (Ayoama, Saxon, & Fearon, 2011). Relational victimization is more prevalent among adolescent females compared to adolescent males (Dukes et al., 2009; Scheithauer, Hayer, & Petermann, 2006). Ayoama, Saxon and Feron (2011) determined that victims of cyberbullying exhibited difficulty in creating and maintaining positive peer relationships. An example of the possible outcome of relational bullying is the school shootings at Columbine in 1999 (Larkin, 2009). Bullying incidents were first discussed in the news media after the school shooting at Columbine High School in Colorado. The two students that were responsible for this act reported being the victims of daily bullying by their peers. In response to this incident and others that occurred during the 1990's, bullying laws were introduced into legislation. The laws provided the school district personnel with guidance regarding how to address bullying issues (Kowalski et al., 2006).

### The Nature of Cyberbullying

Like traditional bullying, the motivation for cyberbullying is power inequity, which is the ability to control another individual (Campbell, Slee, Spears, Butler, & Kift, 2013; Gorzig & Kjartan, 2013). In 2001, the term "cyberbullying" was coined to mean harassment by students utilizing e-communication vehicles (Bauman et al., 2013). Cyberbullying is an electronic form of bullying and affects students worldwide (Agosto, Forte, & Magee, 2012; Schneider, O'Donnell, Stueve, & Coulter, 2012; Shaw & Cross, 2013). Cyberbullying is repetitive aggressive acts conducted by an individual or group of individuals targeted at another individual or group of individuals utilizing communication devices with the intent to cause harm and power inequity (Kowalski et al., 2012; Strom & Strom, 2008). Sharif (2005) expanded the definition of cyberbullying with regard to types of cyberbullying. The types of cyberbullying include cyber

harassment, flaming, exclusion, and outing. Cyberbullying and cyber harassment are terms utilized interchangeably to discuss constant harassment of a person through the utilization of technology (Beran, Rinaldi, Bickman, & Rich, 2012; Noor, 2004) The legal definition of harassment is “a course of conduct directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose or words, gestures, and actions which tend to annoy, alarm and abuse another person” (Black’s Law Dictionary, 2009, p. 15). Cyber harassment is repetitive acts targeted at one individual (Beran et al. 2012). Cyber harassment occurs more often in public forums such as chat rooms and discussion boards (Black’s Law Dictionary, 2009). Unlike flaming, where cyberbullying incidents occur in public forms, cyber harassment occurs in private forums, such as text messages to a specific individual; moreover, cyber harassment tends to last for longer periods of time than does flaming (Beran et al., 2012). Flaming is defined as a negative interaction between two or more individuals through information and communication technology devices (Willard 2007). Chat rooms and discussion groups are the most common format utilized in this form of cyberbullying. When a series of negative interactions occur, it is defined as a flame war. The occurrence of flaming incidents increased during 2009 due to adolescents’ increased utilization of social media network websites (Moor, Heuvelman, & Verleur, 2010). Outing and trickery are two cyberbullying avenues that work simultaneously (Kowalski, Limber, & Agatston, 2012). In outing, personal information is shared online without the owner’s consent. In addition, trickery occurs when the perpetrator tricks the victim into revealing private information. Kowalski et al. (2012) defined exclusion as where the perpetrator deliberately excludes the victim from specific online websites and encourages other adolescents to also exclude the victim. Adolescents yearn for inclusion in a social group; when they are excluded it is considered social death (Kowalski et al., 2008).

Sociologists explain social death as the human instinct to be included in a group; this occurrence is most important during adolescence during the years of physical development (Whitehead, 2001). Naylor, Cowie, Cossin, de Bettencourt, and Lemme (2006) determined that adolescents did not define social exclusion as bullying. Social exclusion occurs when an adolescent is intentionally ignored by one or a group of adolescents (Madsen, 1996; Maunder et al., 2010). Social exclusion is considered a form of bullying based on repetitive acts with the intent to cause psychological harm (Madsen, 1996)

Masquerading and impersonation are terms used interchangeably to describe an adolescent posing as other adolescents (Trolley, 2006). Perpetrators may also pose as the victim and send inappropriate messages to the victim's friends, causing conflicts between the victim and their friends. In some cases, the perpetrator hacked the victim's social media networking sites or email accounts and posted erroneous comments. Kowalski, Limber, and Agatston (2012) indicated that females are more likely to spread rumors about each other through electronic communication devices compared to males. Additionally, Li (2007) indicated that 60% of female adolescents were cyberbullying victims whereas 50% of adolescent males were cyberbullying victims. Female adolescents are likely to be victims of cyberbullying acts due to the increased utilization of such as cell phones, computers, and iPods (Bauman et al., 2013).

The National Center of Education Statistics (2010) reported that cyberbullying incidents increased 73% between the years of 2007 and 2009. In 2011, 75% of cyberbullying victims were adolescents (National Center of Education Statistics, 2013). The increase in cyberbullying incidents from 2007, 2010, and 2015 are outlined below in Figures 1, 2 and 3. Figure 1 provides a visual depiction of cyberbullying incidents that occurred in 2007 among 1963 middle school students in a southern state; 17% reported being victims of cyberbullying incidents (Hindju &

Patchin, 2007). Figure 2 provides a visual depiction of cyberbullying incidents that occurred in 2010 among 4441 middle and high school aged students in a southern state; 20% reported being a victims of cyberbullying incidents. Figure 3 provides a visual depiction of cyberbullying incidents that occurred in 2015 among 457 middle school students in a Midwestern state; 34.4% reported being a victim of cyberbullying incidents. Jose, Kljakovic, Scheib and Notter (2012) indicated older adolescents reported being victims of cyberbullying incidents at a higher rate than younger adolescents.

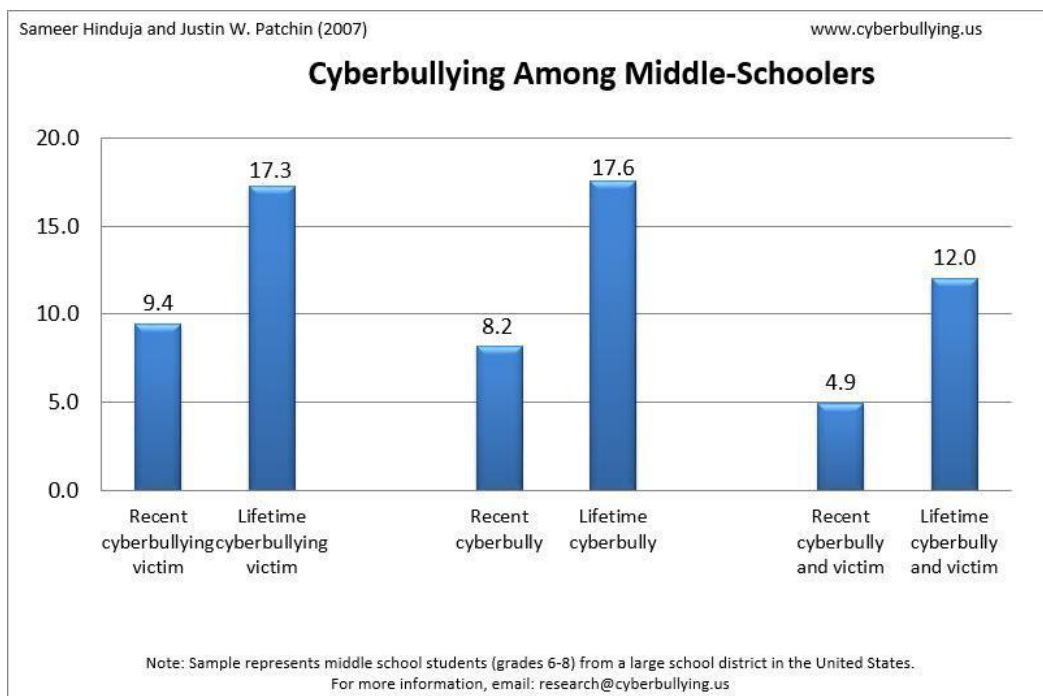
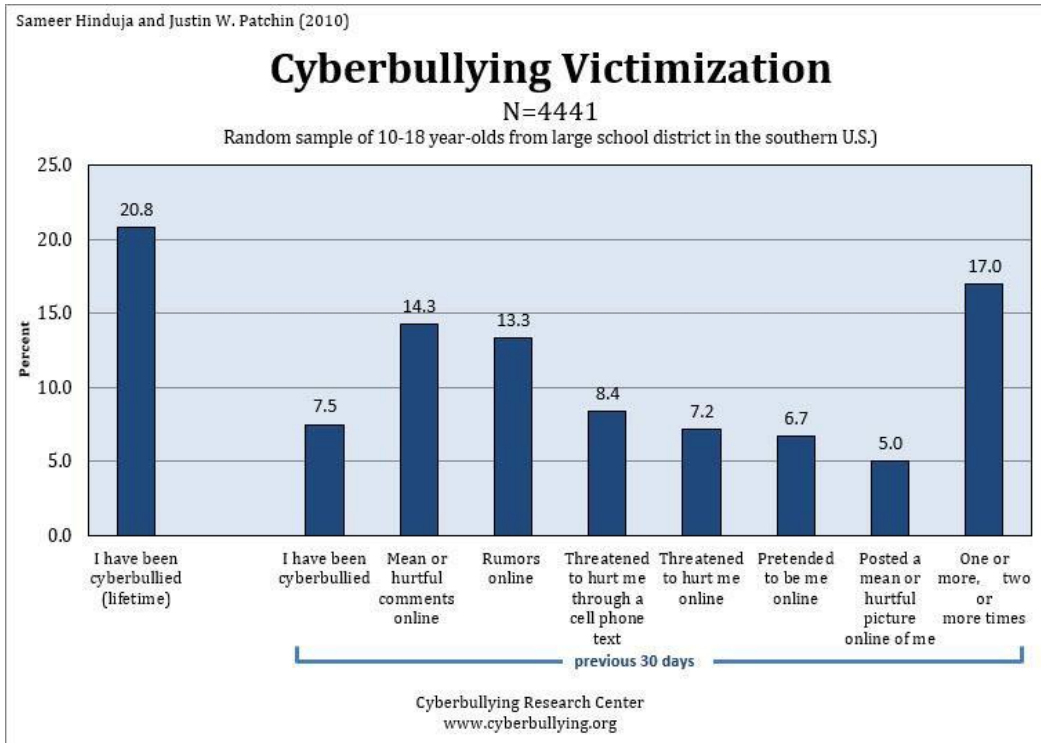
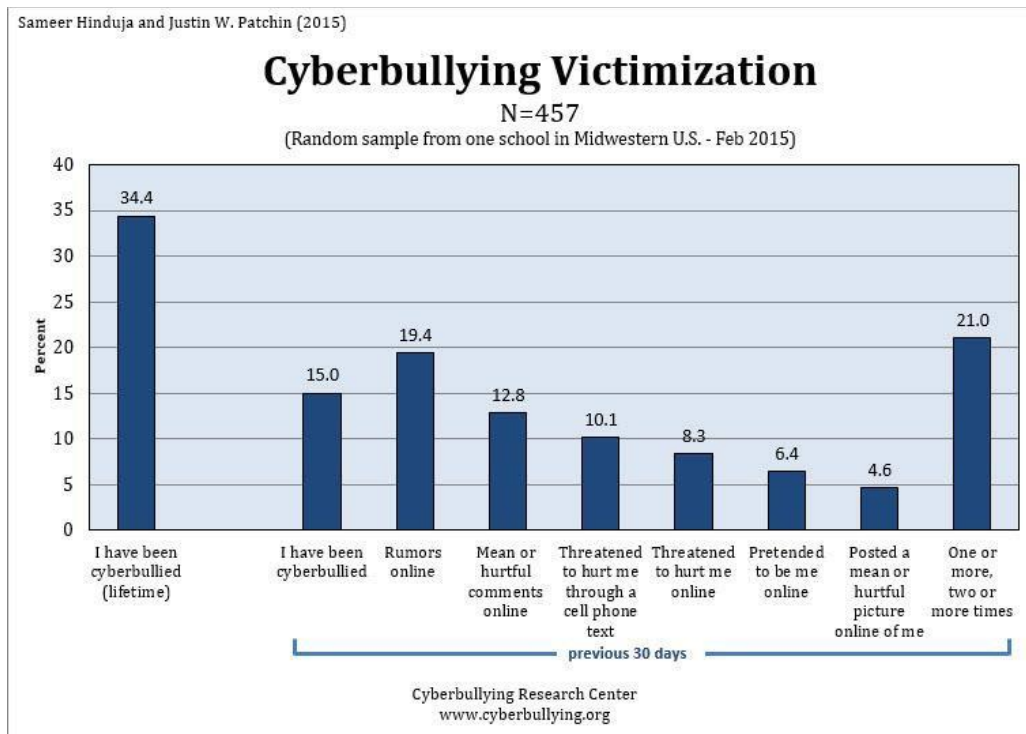


Figure 1: Frequency of middle school cyberbullying victims, 2007. Reprinted from: Cyberbullying Research Center, 2007, retrieved from <http://cyberbullying.org/statistics>



*Figure 2: Frequency of cyberbullying, 2010 Reprinted from: Cyberbullying Research Center, 2010, retrieved from <http://cyberbullying.org/statistics>*



*Figure 3:* Frequency of cyberbullying, 2015. Reprinted from: Cyberbullying Research Center, 2015, retrieved from <http://cyberbullying.org/statistics>

Access to electronic devices such as cell phones and computers, provide students a way to harass their peers on a repeated basis (Barboza, Schiamberg, Oehmek, & Korzeniewski, 2009). Cyberbullying victims struggle with avoiding their bullies because of the accessibility of technology (Kowalski, 2008). Adolescents utilizing social media websites on a daily basis reported a higher rate of cyberbullying compared to adolescents utilizing social media websites on an inconsistent basis (Juvonen & Gross, 2008). The increase in technology usage among adolescents is a contributing factor to cyberbullying incidents (Mishna et al., 2010; Slonje & Smith, 2008). As a result of widely accessible technology, cyberbullying is an emerging issue.

The availability of cyberspace and social media networking sites created a medium for adolescents to become victims of online peer bullying (Dempsey, Sulkowski, Nichols, & Storch,

2009). Social media network websites serve as an avenue for teens to express themselves in various forms. For example, students can post videos on YouTube or Vine and messages on Facebook, Instagram, or Twitter for a large group of individuals to view and provide feedback. Social media websites emerged in the 1990s during the creation of the internet. Yahoo and AOL (American Online) created social media networking websites where individuals could connect with others via the internet (Kite, Gable, & Filippelli, 2010). As of 2013, there were over 200 active social media network sites, with over ten million members, and thousands of new members signing up each day (Whittaker & Kowalski, 2015).

Social media websites such as Facebook, Twitter, YouTube, LinkedIn, Vine, and Instagram are utilized by adolescents on a daily basis. Facebook, with over 900 million users, is the most commonly utilized social media network site (Whittaker & Kowalski, 2015). With regard to African American adolescents, Boyd (2007) stated, “they are just as likely to join the site as white teens” (p. 211). Ahn (2011) analyzed the frequency of social media network usage by adolescents utilizing a national dataset. The researcher found that 48.7% of female adolescents reported daily utilization of social media network sites. Of these cases, 35% were Caucasian and 65% were African American. In regard to the locations of teens accessing the social media networks, 40% reported accessing the social media networks at school and 60% outside the home. Increased usage of social media networking websites among adolescents is linked to an increase of cyberbullying incidents (Yilmaz, 2011). Mishna et al. (2010) determined that approximately 40% of cyberbullying incidents occurred when cyberbullying perpetrators utilized social media network websites. The availability of cyberspace and social media networking sites created a medium for adolescents to become victims of online peer bullying (Dempsey, Sulkowski, Nichols, & Storch, 2009).

Cyberbullying incidents are divided into two categories: direct bullying and indirect bullying. Direct cyberbullying involves one individual sending threatening or harmful messages to another individual (Willard, 2007). Direct cyberbullying can occur utilizing the following communication vehicles: instant messages, email, internet gaming, texts, blog posts, and social media conversations. Indirect cyberbullying is the act of posting derogatory photos or comments utilizing internet vehicles such as blogs, social media network sites, and chat rooms by an individual about another individual. Adolescents who post derogatory comments or images where other adolescents can view it are seeking attention from their peers.

The forms of cyberbullying that exist include both directly and indirectly the following: “flaming, harassment, denigration masquerading outing, and trickery” (Trolley et al., 2006, p. 13). Electronic communication methods are blogs, chat rooms, internet gaming, social media websites, emails, text messages, and instant messages. For example, an exchange of text messages where one individual is repeatedly ostracizing another individual due to physical characteristics would be viewed as cyberbullying based on the definition provided by Kowalski et al (2012). If that same individual repeatedly posts inappropriate comments on Facebook, that could also be viewed as cyberbullying because other individuals are able to view the comments (Bauman, Cross, & Walker, 2012). Kite et al. (2010) indicated that 40% of the adolescents who utilize social media networking sites on a daily basis reported being victimized on a daily basis. The causes of cyberbullying victims in middle school and high school were due to the accessibility of social media networks, school violence, and the use of drugs (Djuric & Cvetkovic, 2011; Yilmaz, 2011). According to Smith et al. (2008), ownership of cell phones and email accounts contributed to the increase of cyberbullying among older female adolescents. Middle school female adolescents discerned bullying via social media networking sites to be



more severe compared to high school female adolescents. High school female adolescents reported that bullying incidents occurred more frequently via text messages (Aoyama, Saxon, & Fearon, 2011).

According to Kowalski et al. (2008), denigration, masquerading (intimidation), outing, and trickery are the three cyberbullying avenues utilized primarily through social media networking sites. Denigration is displayed in various forms including posting harmful messages about another individual on social media networking sites. Robson and Witenberg (2013) also postulated that cyberbullying victimization is a vindictive act involving posting harmful messages or photos about another individual, which occurred more frequently against adolescent females compared to adolescent males. Altering photos posted on social media networking sites is another form of denigration. Kowalski et al. (2008) found that adolescents reported creating videos and audio messages where they made derogatory comments about adolescents; it was also reported that this information was posted online for others to view. Another example of denigration is posting of photos. One incident that was reported was altering a photo of a female adolescent where she looked pregnant and posting it on a publically viewed social media network website for others to view (Kowalski et al., 2012)

### Traditional Bullying and Cyberbullying

Due to an increase of cyberbullying nationally, efforts are being made to determine the connection between traditional bullying and cyberbullying. During the beginning of the 21<sup>st</sup> century, the use of online social communication technology was spreading, which provided an additional area for student bullying (Hinduja & Patchin, 2014). Jose, Kljakovic, Scheib, and Notter (2011) indicated that cyber bullying victims frequently were also victims of traditional bullying. Traditional bullying and cyberbullying are very similar, with the essential difference

being the method of delivery of bullying actions. This difference was clarified by Storm and Storm (2008) which clarified that cyberbullying includes the utilization of information and communication technology. Adolescents who were victims of traditional bullying were significantly more likely to become victims of cyberbullying (Shaw & Cross, 2012). Hay and Meldrum (2010) found that the impact of traditional and cyberbullying on victims resulted in the same self-harming or suicidal ideations. Cyberbullying and traditional bullying incidents impact the victims' psychological health negatively with an increase in low self-esteem and depression (Smith, Mahdavi, Carvalho, Fisher, Russel, & Tippett, 2008). Gofin and Avitzour (2012) indicated that female victims of traditional and cyberbullying reported similar feelings of helplessness, loneliness, and also found attending school to be a frightening experience.

Kowalski, Morgan, and Limber (2008) revealed that the connection between traditional bullying and cyberbullying occurs more frequently with females than males. When determining the occurrence of cyberbullying and traditional bullying researchers Erdur-Baker (2010) and Griezeli, Finger, Bodkin-Andrews, Craven, and Yeung, 2012 indicated that female students were more often victims of cyberbullying and males were more often victims of traditional bullying. Although there are differences in the reporting of cyber bullying incidents and traditional bullying incidents between genders, Wang, Nansel, and Iannotti (2010) indicated that both middle and high school students female or male are more likely to be victims of some form of cyberbullying than they are to be victims of traditional bullying..

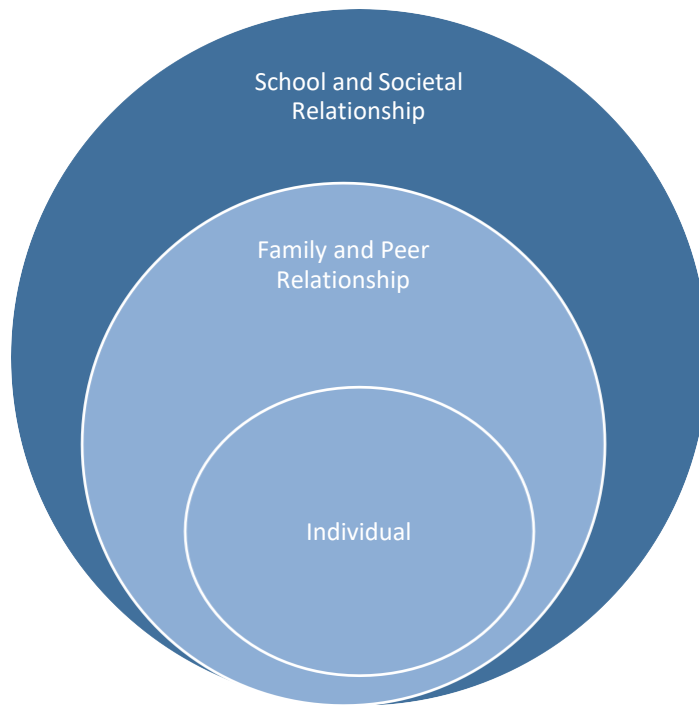
A clear difference between cyberbullying and traditional bullying is the ability of the victim to avoid places where bullying occurs. "The absence of time and space restrictions on cyberbullying makes it very difficult to escape. No longer can the victim retreat to the safe haven of the home to feel protected from the aggression. E-mails and text can arrive at any time and

Internet postings can be viewed around the clock” (Bauman, 2011, p. 19). Shariff (2008) stated, “The medium of cyberspace simply provides an avenue for expression of the message, there is no difference regarding the message compared to traditional bullying” (p. 30). The objectives of traditional bullying and cyberbullying are similar, an intent to harm another individual; the delivery method for each is a difference which makes cyberbullying a more proximally damaging activity in the life of the victim.

### A Conceptual Framework for Cyberbullying

The social ecological theory provided a framework for understanding contributing factors of cyberbullying as it relates to African American adolescents and peer victimization. “Hence, to realistically address cyberbullying behavior an ecological framework would need to target the ecological, cognitive, and psychosocial risk and protective factors that can be regulated or mediated at the individual, family, peer, online and community levels, as well as recognize the seamless online/offline social context of young people's lives and the means by which they engage with others in online contexts” (Cross, Barnes, Papageorgiou, Hadwen, Hearn, & Lester, 2015, p. 110). Social ecological theory is the impact of environmental factors on the development of an individual’s socializing behaviors (Patton, Hong, Williams, & Allen-Meares, 2013). For example, African American adolescents were more likely to be victims of peer aggression because of their rearing in high violence neighborhoods (Patton et al., 2013). Cross et al. (2015) described four areas of a framework related to cyberbullying incidents among adolescents. The four areas were: (a) biological and physical aspect of individual, (b) family relationships, (c) peer relationships, and (d) school and societal relationships. The four areas together form a social ecological framework for understanding cyberbullying. Therefore, the

social ecological framework, adapted from Cross et al. (2105) has only three areas as demonstrated in Figure 4.



*Figure 4:* Conceptual framework for cyberbullying, adapted from “A social-ecological framework for understanding and reducing cyberbullying behaviors” Reprinted from: Cybersubstantia, 2015, retrieved from <https://cybersubstantia.wordpress.com/>

#### Biological and Physical Aspect of the Individual

According to Bauman et al. (2013) the biological and physical aspect of an individual might associate them with being victims of cyberbullying. Biological characteristics of callous and impulsive behavior, depression, and lack of social skills including lack of empathy and moral disengagement have been related to cyberbullying and to the way an individual utilizes the

internet (Kokkinos, Antoniadou, & Markos, 2014; Lazurus, Barkoukis, Ourda, & Tsorbatzoudis, 2013; Twyman, Saylor, Taylor, & Comeaux, 2010). Additional biological characteristics of manipulation, remorselessness, and impulsiveness have been identified in perpetrators of cyberbullying (Slonje & Smith, 2012). Students who were frequent users of the internet demonstrated hyperactivity and limited prosocial behavior. Hyperactive students would make inappropriate comments on social media websites regarding their peers because they lacked the prosocial behaviors which informed them that such a decision was not kind (Chang et al., 2013; Sourander et al., 2010) In regard to the physical aspect of an individual, Frisen et al. (2008) indicated that students with abnormal physical appearances such as being tall or being perceived as unattractive were more often victims of bullying. Cyberbullying victims' behavior, clothes, background, and sexual orientation were also cited as reasons for victimization. Despite the characteristics associated with biological and physical bullying victimization, individual age is associated with victimization rates. Students 12 to 13 years old reported cyberbullying incidents at a significantly lower rate compared to students 14 to 20 years old (Slonje & Smith, 2008). This finding was different than the findings of Jang, Song, and Kim (2008), which revealed that older adolescents reported being victims of cyberbullying incidents at a higher rate than younger adolescents. Also, Wright, Burnham, Inman, and Ogorchock (2009) and Varjas, Henrich, and Meyers (2009) suggested that older adolescents ages 13-17 years old are cyberbullying victims at a lower rate compared to younger adolescents ages 11-12 years old. Finally, gender is a biological phenomenon as female students reported being victims of cyberbullying incidents at a significantly higher rate compared to male students (Wang et al., 2009). Adolescents, regardless of ethnicity, are likely to experience cyberbullying as a victim or perpetrator (Hinduja & Patchin, 2008).

Cyberbullying incidents can impact the psychological health of adolescents (Perren, Dooley, Shaw, & Cross, 2010); moreover, there is a negative correlation between their psychological state and overall academic performance (Beran & Li, 2007). Smith et al. (2008) found that cyberbullying has a negative impact on the self-esteem of victims. Cyberbullying is an overt risk factor in adolescent depression (Bauman et al., 2013). Cyberbullying victims experience depression and substance abuse at a significantly higher rate than non-cyberbullying victims (Gamez-Guadix, Orue, Smith, & Calvete, 2013). Depressive symptoms are sad feelings, feelings of worthlessness, lack of positive feeling, and lack of motivation. More specifically, mental health issues that adolescents experienced were depression, isolation, and suicidal ideation as a result of being a cyberbullying victim (Gamez-Guadix et al., 2013). Bauman et al. (2013) reinforced this position by indicating that depressive symptoms occur in cyberbullying victims more than in victims of other forms of bullying. Not only does cyberbullying cause depression but also causes anxiety and isolation (O’Keefe & Clark-Pearson, 2011). Based on higher victimization percentages associated with female adolescents, Bannink, Broeren, van de Looik-Jansen, de Waart, and Raat (2014) concluded that female adolescent cyberbullying victims are more likely to experience mental health issues.

When cyberbullying victims attempt to utilize coping strategies to deal with the stressors of victimization, it often leads to an increase in depressive symptoms. In 2009, depression in cyberbullying victims was linked to suicidal ideation (Bonanno, 2013). Suicidal tendencies and self-harm behaviors occur among adolescents who are cyberbullying victims at a higher rate of 33.9% compared to non-cyberbullying victims at a rate of 13.6% (Schneider et al., 2012). Cyberbullying victims disclosed they had suicidal thoughts and attempted suicide at higher rates

than non-cyberbullying victims (Hindjua & Patchin, 2010). According to Klomek, Sourander, and Gould (2010), bullying in childhood could lead to suicide in adolescents.

### Family and Peer Relationships

Adolescents who lived in an environment of violence and poverty are more likely to become victims of cyberbullying (Nickerson et al., 2014). Adolescents whose family annual income was less than \$35,000 were 80% more likely to experience bullying compared to adolescents whose family annual income exceeded \$35,000. Arslan, Savaser, Hallett, and Balci (2012) determined that a higher percentage of adolescent African Americans live at or near poverty than other ethnicities. As a result of this, there is a greater association of cyberbullying victimization with African American students. Lack of parental support during the formative years was determined to be a predictor of cyberbullying victimization, with 70% of adolescent cyber bullying victims having poor parental support at young ages (Arslan et al., 2012; Floros, Siomos, Fisoun, Dafouli, & Geroukalis, 2013; Hinduja & Patchin, 2013). Parent neglect has been aligned with cyberbullying victimization (Dehue, Bolman, Vollink, & Pouwelse, 2012).

Parents who are involved in their child's daily activities will be more likely to recognize cyberbullying incidents and take actions to help prevent them in the future. The solution offered by Flores et al. (2013) was that when parents monitored their children's internet usage and provided parameters of appropriate use, adolescents were less likely to participate in cyberbullying acts. The possibility of disciplinary actions by parents have decreased the likelihood of adolescents becoming cyberbullying victims. "Growing up in a hostile, cold, and punitive household will not eliminate the possibility of a child becoming a decent, caring, responsible person; however, such an environment will significantly reduce the chances of it

happening” (Coloroso, 2003, p. 15). Feinberg and Robey (2010) provided the impact of cyberbullying on adolescents:

The emotional harm that may result from cyberbullying is significant. Victims of face-to-face bullying often experience depression, anxiety, school failure, and school avoidance. Targets of cyberbullying suffer equal in not greater psychological harm because the hurtful information is available to the public 23 hours a day. (p. 2)

Lajoie et al. (1997) referred to specific characteristics that a bullying victim might exhibit which can easily be identified by the educator. The characteristics included how the victims walk, body posture and eye contact. For example, bullying victims walk slowly without purpose, while looking down. The body posture of the bullying victim is slumped over and lacking confidence. Bullying victims rarely make eye contact when speaking with individuals. “The victim’s behaviors and emotional states may make them vulnerable to bullying. The results of bullying incidents targeting adolescent’s increases their issues with low self-esteem, depression, anxiety and loneliness, which may increase their vulnerability to bullying” (Swearer, Song, Cary, Eagle, & Mickelson, 2001, p. 101). The reason was because of the psychological impact that cyberbullying had on their self-esteem. As middle school adolescents are victims of cyberbullying incidents it leaves them feeling emotionally scarred. It affects their ability to appropriately socialize in public settings (Ortega, Elipe, Mora-Merchan, Calmaestra, & Vega, 2015). There are various cynical emotions that are displayed including: anger towards peers, anxiety in social setting, and isolation from peers (Yilmaz, 2011).

### School and Societal Relationships

Researchers and educators have engaged in an effort to comprehend the impact of cyberbullying on the school system. The creation of intervention/prevention programs and the implementation of legal consequences for perpetrators identified by the school would decrease



cyberbullying incidents (Juvonen & Gross, 2008). In order for school administrators to address the issue of cyberbullying, they must first have an understanding of the relationship between the neighborhood and school. Adolescents who did not experience family support at school have been reported to be 70 % more likely to become victims of bullying (Shetgiri, Lin, Avila, & Flores, 2012). A contributing factor as determined by Varjas et al. (2009), was lack of school safety in urban schools. Barboza et al. (2009) indicated that lack of parental involvement, low academic expectations from parents, and exposure to violent television shows were all factors that could be associated with bullying behaviors. Adolescents who witness aggression either in their home or neighborhood have a tendency of being a victim of bullying (Coloroso, 2003). Kaczynski, Mundy, and Green (2013) determined that cyberbullying incidents occurred more frequently among urban African American students compared to Caucasian students due to the exposure of violence in their neighborhood.

The creation of intervention/prevention programs and the implementation of legal consequences for perpetrators identified by the school would decrease cyberbullying incidents (Juvonen & Gross, 2008). In regard to identifying cyberbullying actions, Wright et al. (2009) created virtual scenarios to assist educators in properly identifying cyberbullying incidents. By addressing cyberbullying incidents immediately the participants were able to provide the students who were experiencing cyberbullying. Educators are responsible for the safety of their students and should investigate situations when a student exhibits bullying victim behaviors. If an adolescent exhibits any of the following behaviors then actions need to be taken to ensure the situation is resolved. “Bullying victim behaviors and characteristics include but are not limited to the following: (1) torn clothing, (2) bruises, cuts or scratches, (3) loner, (4) high absenteeism, (5) withdrawn.” (Lajoie et al., 1997, pp. 22-23).

Beale and Hall (2007) recommended that the student code of conduct policies are updated to include consequences for cyberbullying. Additional recommendations were the integration of cyberbullying lessons into the general education curriculum and conducting parental workshops to discuss cyberbullying (Beale & Hall, 2007). A professional development workshop conducted at schools addressing cyberbullying should include all the school personnel not just the teachers. Gillespie (2006) indicated that legal solutions may also be sought as a means for addressing cyberbullying in schools, and prosecuted under the Protection and Harassment Act of 1997.

When school district administrators implement the Tinker standard regarding cyberbullying incidents, they create a balance between the student's first amendment rights and providing a safe learning environment. The Tinker standard allows students to express themselves in a school setting without consequences unless it violates another students' rights (Diamanduros, Downs, & Jenkins, 2008). The use of the Tinker standard regarding cyberbullying incidents would limit the prosecution power of the legal systems against cyberbullies, which allows students to express themselves without the threat of litigation. Therefore, Brown, Jackson, and Cassidy (2006) urged school districts personnel to implement a policy that addresses cyberbullying incidents that occur at school and home. The creation of the school policies regarding cyberbullying would be a collaborative effort with the school district administrators, parents, students, and local law enforcement. The input from these four entities would ensure that every aspect of cyberbullying is addressed. In 2007, there were five states that had cyberbullying laws: Arkansas, Idaho, Iowa, South Carolina, and Washington. In 2014, the number of states had increased to 20 states (Hinduja & Patchin, 2014). Even though only 20 states have laws that specifically address cyberbullying, 49 states, including Washington D.C.,

require school policies that address cyberbullying. Four states, including Washington D.C., require that schools have specific sanctions regarding cyberbullying incidents; 12 states and Washington D.C. have laws regarding cyberbullying occurring off school property (Hinduja & Patchin, 2014). In 2009, the federal government proposed mandates regarding cyberbullying incidents on and off school grounds (Stanbrook, 2014). School district administrators are responsible for the education and safety of students. With the emerging of cyberbullying incidents among students, school district administrators must be equipped with the knowledge regarding the legislation and policies of cyberbullying (Kowalski et al., 2008).

The theoretical framework regarding the occurrence of cyberbullying was the three components of the social ecological framework. According to Patton et al. (2013), the social ecological framework components including the biological and physical aspects of an individual, were an identifying factor regarding African American adolescents and the occurrence of cyberbullying incidents. Nickerson, Singleton, Schnurr, and Collen (2014) utilized social-ecological perspective of the peers and family relationships and the impact of the frequency and effects of cyberbullying and found that girls reported experiencing cyberbullying at a higher rate than boys. The previous research provided an overview of the social and ecological framework of cyberbullying occurrences regarding the biological and physical aspects of an individual, family, and peer relationships.

Adolescents who experience cyberbullying, which manifests into psychological and physical ailments, no longer feel safe in school. The reason that this is pertinent is due to the students exhibiting different methods for dealing with cyberbullying. Twyman et al. (2010) suggested that students who experience cyberbullying as victims also have a propensity for absenteeism due to the negative experiences related to the harassment. Furthermore, adolescents

who lack motivation struggle with completing classwork assignments (Perren et al., 2010). Cyberbullying is viewed in some school districts as incidents that occur at home (Gross, Juvonen, & Gable, 2002). School district administrators reported being limited in their control over cyberbullying that occurs off school property. Due to this limitation school district administrators struggle with discipline perpetrators (Bargh, McKenna, & Fitzsimons, 2002). Student reported being cyberbullied at school on a regular basis even though school districts have implemented internet blocking of all social media websites and limited the utilization of cell phones during the school day (Li, 2006).

Educators can identify the occurrence of cyberbullying incidents through various means such as having the students complete an anonymous questionnaire to having an open door policy where the student feels comfortable discussing cyberbullying incidents. Kowalski, Limber, and Agatston (2012) provided examples of cyberbullying that educators can use as identifiers to ensure they are addressing the current issues. Those examples of cyberbullying are, "I've heard of people going into chat rooms and picking on one person." "I know someone who posted pictures of different people and they were just making fun of them." "This one girl had the password to her Facebook stolen and they put up all these bad pictures and stuff on it." (p. 125). Schenk and Fremouw (2011) provided coping strategies for cyberbully victims taught by school personnel. Guidance Counselors and Social Workers aided students in addressing the suicidal thoughts and actions. The coping strategies taught were informing and avoidance. Cyberbullying victims would deal with cyberbullying by reporting the incidents to adults. Another form of coping was avoiding, where the cyberbullying victim would avoid the cyberbullying bullying by not attending school. Cyberbullying can occur on and off of school property so schools must partner with the community to ensure the issues are being properly addressed (Marees, 2012).

The locations where cyberbullying can occur in the community is after school programs located in the school, or local non-profit organization site because of the availability of computers and other technology advice. Community organizations must implement prevention and intervention programs comparable to school programs to ensure they are addressing the same causes of cyberbullying (Kowalski et al. 2012) Also, the prevention and intervention programs will provide victims with the support to address psychological and academic challenges caused by cyberbullying (Cassidy, Brown, & Jackson, 2012).

The three components regarding social ecological framework of cyberbullying incidents were the biology and physical aspects of an individual, peer and family relationship, and societal and school environmental relationship. The framework provided an outline for how each component relates to the occurrence of cyberbullying incidents. The research included in the aforementioned section focused more on cyberbullying victims. The research also provided a detailed synopsis about the impact of cyberbullying on each component of the social ecological framework.

### Chapter Summary

This chapter provided an overview of literature focused on cyberbullying. An overview regarding the nature of traditional bullying, including the definition and types of bullying, was provided in this chapter. In regard to cyberbullying, the definition and the forms of direct and indirect cyberbullying were provided. There were research studies regarding the linkage between traditional bullying and cyberbullying. The theoretical framework regarding the impact of cyberbullying incidents on the victim, peer relationship, family relationships, and school and home environment concluded the overview of the literature.

## CHAPTER 3

### METHODOLOGY

In this chapter, the researcher will provide the research design and methodological procedures utilized for this study. The research design for this study was an ex post facto non-experimental design, which is defined as “investigating whether one more pre-existing conditions caused subsequent differences in the groups of subjects” (McMillian & Schumacher, 2010, p. 224). The research design for the original study was a quasi-experimental design. Creswell (2009) defined quasi-experiment “as the procedure when participants are not randomly assigned” (p. 155). Due to the nature of cyberbullying, the researcher utilized the assigned groups designated by the Princeton Survey Associates researchers in this case. A drawback to utilizing a quasi-experimental design is the potential of threats to the validity of the original study conducted by Pew Research Center. Information regarding the validity and reliability of the instruments utilized in the original study is located in this chapter. The researcher utilized the ex post facto design standard of adequacy created by McMillian and Schumacher (2010) to evaluate the information included in the dataset. The ex post facto design of standard adequacy provided the researcher with guidance when deciding if the research questions for this study could be answered.

The dataset utilized for this study was collected by Princeton Survey Associates. The research design selected for the study includes information regarding the process for obtaining the ex post facto data. The researcher used 2011 data from the Pew Research Center because it was the only pertinent nationwide dataset publically available. This chapter will also include information regarding the questionnaire utilized by the original researcher. The chapter will conclude with a detailed description regarding the data analysis procedures. The researcher

contacted Pew Research Center to request access to the data, and the center provided raw data in an SPSS and excel files. The Pew Research Center also provided the researcher with samples of instruments utilized to collect the data.

### Research Questions and Null Hypotheses

The following research questions and corresponding null hypotheses were developed to address the purpose of the study:

Research Question 1: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female middle school students?

H<sub>0</sub>1: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female middle school students.

Research Question 2: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female middle school students?

H<sub>0</sub>2: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female middle school students.

Research Question 3: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male middle school students?

H<sub>0</sub>3: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male middle school students.

Research Question 4: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and African American male middle school students?

H<sub>0</sub>4: There is not a significant difference in the frequency of cyberbullying between African American female middle school students to African American male middle school students.

Research Question 5: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic male middle school students?

H<sub>0</sub>5: There is not a significant difference in the frequency of cyberbullying between African American female middle school students to Hispanic male middle school students.

Research Question 6: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female high school students?

H<sub>0</sub>6: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female high school students.

Research Question 7: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and African American female high school students?

H<sub>0</sub>7: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and African American female high school students.



Research Question 8: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female high school students?

H<sub>0</sub>8: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female high school students.

Research Question 9: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male high school students?

H<sub>0</sub>9: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male high school students.

Research Question 10: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and African American male high school students?

H<sub>0</sub>10: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and African American male high school students.

Research Question 11: Is there a difference in the frequency of cyberbullying between African American female middle school students and Hispanic male high school students?

H<sub>0</sub>11: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic male high school students.

Research Question 12: Is there a significant difference in the frequency of direct cyberbullying between middle school students and high school students?

H<sub>0</sub>12: There is not a significant difference in the frequency of direct cyberbullying between middle school students and high school students.

Research Question 13: Is there a significant difference in comparing the frequency of direct cyberbullying between males and females?

H<sub>0</sub>13: There is a not significant difference in comparing the frequency of direct cyberbullying between males and females.

Research Question 14: Is there a significant difference in the frequency of indirect cyberbullying between middle school students and high school students?

H<sub>0</sub>14: There is not a significant difference in the frequency of indirect cyberbullying between middle school students and high school students.

Research Question 15: Is there a significant difference in comparing the frequency of indirect cyberbullying between males and females?

H<sub>0</sub>15: There is a not significant difference in comparing the frequency of indirect cyberbullying between males and females.

### Sample

The participants in this study were located throughout the United States, including Alaska and Hawaii. The demographics regarding the participants were 402 males and 397 females, 398 adolescents ranged in age from 12-14 years old, and 401 adolescents from 15-17 years old. The ethnicities were represented by 503 Caucasian adolescents, 97 African American adolescents, 144 Hispanic adolescents, and 55 adolescents who identified as “other.” Access to

technology, either via computer or smartphone, on a regularly basis was the main criteria for participation in the study. The data utilized in this study were collected by The Pew Research Center Internet and American Life organization through a three-part, multi-modal study that included a nationally representative random-digit-dial telephone survey of teens and parents. The Princeton Data Sources researcher conducted a random digit dial telephone survey utilizing land line and cell phones.

Leinhardt, Madden Smith, Purcell, Zickuhr, and Raine (2011) provided a three stage weighting process utilized to select the participants for the original study. The three weighting processes were the Sampwt process, Phone Use Adjustment or PUA process, and the parents and students demographics. SAMPWT process is ratio of the sample size divided by the sample size which corrects the disproportionation in the survey responses. Phone use adjustments were utilized to correct the probability of a participant being selected twice to participate in the study because they had a landline and a cell phone. The United States Census Bureau's 2010 annual social and economic supplement considerations were utilized to ensure the participants in the original study matched the nation's demographic physiognomies.

#### Instrumentation

The Teens and Digital Citizenship Survey 2011 used by the Pew Research Center for the original study was the instrument utilized to collect data regarding adolescents and their behavior when using the internet. The survey consisted of two separate questionnaires, one parent questionnaire and one student questionnaire. The parent and student questionnaires were created by the Princeton Data Source, LLC for the sole purpose of collecting data to explore teens and their online behavior. The parent and students questionnaires were adapted from earlier versions created by the Princeton Data Source, LLC in 2007 which addressed the adolescents and the

behaviors they exhibit while using the internet. The earlier questionnaires were revised to reflect current trends in social media and accessibility to technology.

Demographic information included in the parent survey was age, gender, race, and accessibility to internet in the home. The parent information collected during the interview determined if their children were appropriate for the study. The parent questionnaire was a 20 item document in which an interviewer asked the parent each closed ended question. The adolescent questionnaire was a 23 item document in which an interviewer asked the adolescent each closed ended question. Internet usage, technology accessibility, and inappropriate behavior displayed on the internet were the key components on the adolescent questionnaire. The parent and students questionnaires were adapted from earlier versions created by the Princeton Data Source, LLC in 2007 which addressed the adolescents and their behaviors exhibit while using the internet. The earlier questionnaires were revised to reflect current trends in social media and accessibility to technology. The parents and participants were provided the opportunity to opt out of the original study at any time without being penalized by informing the interviewer at any time during the interview.

Princeton Data Sources, the parent company of Princeton Survey Research Associates International, conducts assessments of the parent and student questionnaires by inputting the information into the Quancept software ([www.princetondatasource.com](http://www.princetondatasource.com)). Quancept is a software created by IBM for the purpose of determining the validity and reliability of a questionnaire. Teens and Online Behavior Survey results were entered into the Quancept software on a daily basis and utilized the text analytics which addressed ambiguities in the questionnaires. The software also determined if the questionnaires were appropriate for the selected population and addressed the research study as determined by the Pew Research Center.

The Pew Research Center (2011) provides information regarding the validity and reliability of their questionnaires and data collection.

When asking closed-ended questions, the choice of options provided, how each option is described, the number of response options offered and the order in which options are read can all influence how people respond. In most circumstances, the number of answer choices should be kept to a relatively small number – typically four or five – especially in telephone surveys. Psychological research indicates that people have difficulty keeping more than this number of choices in mind at one time. (p. 2)

The Pew Research Center determined that telephone surveys have traditionally been conducted only by landline telephone. However, now that almost half of Americans have a cellphone but no landline telephone service, more surveys are including interviews with people on their cellphones. For certain subgroups, such as young adults, Hispanics and African Americans, the cell only rate is even higher. Research has shown that as the number of adults who are cell only has grown; the potential for bias in landline surveys that do not include cellphone interviews is growing. (p. 1)

McMillian and Schumacher (2009) provided the criteria for determining the validity and reliability of ex post facto data. The criteria was to review the ex post facto data to ensure the correct number of cases exist, the correct number of variables, and the correct scheming of the variables. The purpose was to ensure the ex post facto data addressed the research questions for this study. The identifiers and coding process utilized in the original data were evaluated to ensure the correct coding was utilized when determining age, gender, and ethnicity.

### Data Collection

Prior to contacting Pew Research Center to request access of their dataset, the researcher completed and submitted Form 129 to the IRB committee at East Tennessee State University. The IRB committee reviewed Form 129 submitted by the researcher and determined that this research study was exempt from the IRB process due to the utilization of ex post facto data. The IRB committee approved my study and determined it was ex post facto data. Currently, there is a comprehensive dataset available from the Pew Research Center regarding adolescents and cyberbullying incidents.

As stated in the introduction section of this chapter, this study utilized data collected by the Princeton Survey Associates on behalf of Pew Research Center. The full descriptions of the data set and data gathering process can be accessed via the following link:

<http://www.pewinternet.org/2011/11/09/teens-kindness-and-cruelty-on-social-network-sites/>.

The data for this study were from the *Teens and Online Behavior*. The data were provided to the researcher via online transfer from the Pew Internet and American Life Project, which is a component of the Pew Research Center, a nonprofit organization that conducts research studies regarding issues impacting society.

The Pew Research Center's *Internet & American Life Project* in partnership with the Family Online Safety Institute administered national surveys regarding technology and adolescents. The Family Online Safety Institute (FOSI) is an international organization dedicated to educating adolescents and families about online safety. FOSI identified the research area for the Pew Research Center. Of the participants contacted, parents of 799 adolescents verbally consented to their child participating in the study. Princeton Data Source, LLC conducted interviews from April 19 - July 1, 2011 in the continental United States. The researchers contacted households through random digit dial and obtained information regarding internet use and the online experiences among adolescent's ages 12-17 years old. The survey was conducted in both English and Spanish. Interviewers were provided a script to follow when they contacted the parents and the participants via telephone (see Appendix C). The margin of error for the full sample was  $\pm 5$  percentage points. The margin of error for the 623 teen social network site users was  $\pm 6$  percentage points. Parents were initially contacted to obtain consent for their adolescent to participate in the research study. At a later date, the interviewers contacted the adolescents after they had received verbal consent from the parents to participate in the study. The parent information collected during the parent interview determined if the child was appropriate for the

study. The researcher contacted Pew Research Center via their website to request the use of their dataset for the purpose of this study. Once the researcher completed the request form (Appendix B), the dataset was downloaded to the researcher's computer via a zip drive.

### Data Analysis

Data were analyzed using a series of chi square of independence tests to address the research questions for this study. The chi square analysis indicated if observed frequencies are significantly different than expected frequencies of cyberbullying incidents. Independent variables regarding the frequency of cyberbullying incidents included age, gender, and ethnicity. The age of the participants was divided into the group categories of ranges of 12-14 years old and 15-17 years old. The gender categories were male and female. The ethnicities were African American, Hispanics, and Caucasian. The dependent variable in each research question was the occurrence of cyberbullying incidents. All data were analyzed at the .05 level of significance.

### Chapter Summary

This chapter provided an overview of the methodological procedures for this study. The research design was a step by step process specific to this research study of using ex post facto data. Secondly, the research questions and null hypotheses were derived from the main focus of this research study. Specifically, the research questions focused on the occurrence of cyberbullying incidents based on age, gender, and ethnicity. Thirdly, the components of the instrumentation utilized in the original study were discussed in great detail and included information regarding Princeton Survey Research Associates who created and administered the questionnaire. Fourthly, the data collection of the original data was discussed and included information regarding the randomly selected phone interviews with parents and adolescents. Finally, the chapter concluded with a discussion regarding the data analysis that the researcher

will utilized for this study. The final chapter will provide a detail overview of the results for this study.



## CHAPTER 4

### FINDINGS

The purpose of this study was to examine the prevalence of cyberbullying incidents among African American female middle school students compared to Caucasian male and female middle and high school students; African American male middle school students; African American female high school students and Hispanic male and female middle and high school students. The United States Department of Education reported that 75 % of cyberbullying incidents occurred in middle and high school (National Center of Education Statistics, 2012), which was a motivating factor in the researcher selecting this topic. The researcher utilized a dataset to evaluate the frequency of cyberbullying on a national level. The high level of cyberbullying incidents indicates that focused efforts toward prevention are needed.

In this chapter, the results of the analysis of data will be provided and related to the eleven research questions and eleven null hypotheses. The demographics distribution of the sample are represented in the data presented in Tables 1, 2, and 3. Specific demographic categories and representative percentages of data are as follows: Of the 737 participants in this study, 50% were females, 49% were males, 53% were Caucasian, 21% were Hispanic and 19% were African American. Other ethnic categories, such as Native American, Pacific Islander, and mixed race constituted 7% of the sample, but were not included in this study. The breakdown of ages were 14% were 12 years old, 14% were 13 years old, 17% were 14 years old, 17% were 15 years old, 18% were 16 years old, and 21% were 17 years old.

Table 1.

*Ethnicity of Participants*

Ethnicity	Frequency	Percent
Caucasian	390	53
Hispanic	155	21
Black or African-American	141	19
Native American, Pacific Islander, and mixed race	51	7
Total	737	100

Table 2.

*Age of Participants*

Age	Frequency	Percent
12	104	14.1
13	103	14.0
14	123	16.7
15	123	16.7
16	132	17.9
17	152	20.6
Total	737	100.0

Table 3.

*Gender of Participants*

Gender	Frequency	Percent
Male	361	49.0
Female	376	51.0
Total	737	100.0

Results

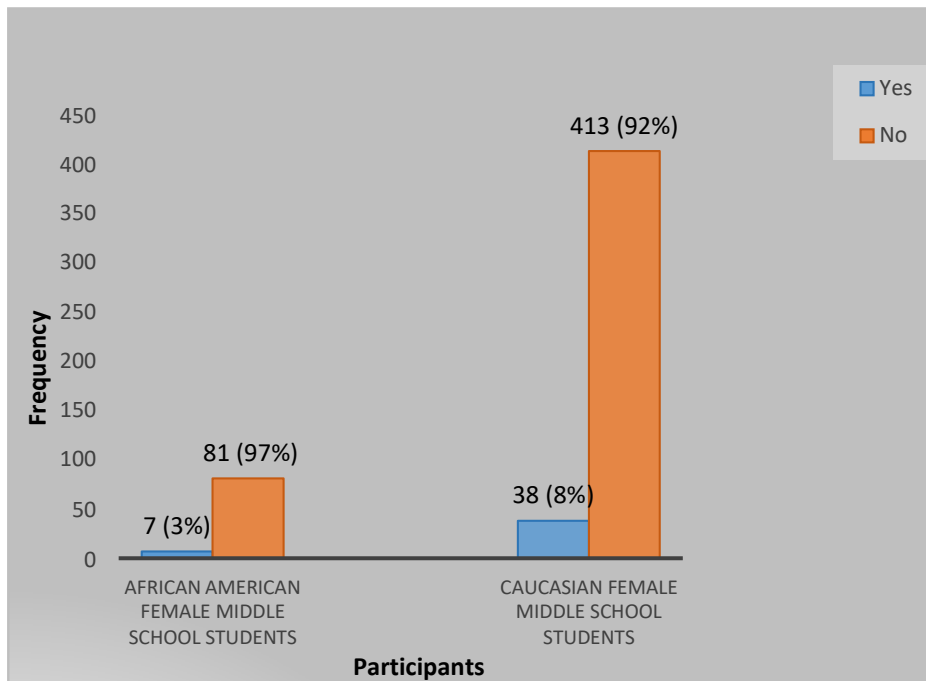
Research Question 1

Research Question 1. Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female middle school students?

H<sub>0</sub>1: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female middle school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than Caucasian female middle school students. The two variables were identified participants (African American and Caucasian female middle school students) and the frequency of cyberbullying incidents. The two variables were found to be significantly related, Pearson  $\chi^2(1, N=639) = 4.48, p = .034, \text{Cramer's } V = .084$ . Therefore, the null hypothesis was rejected. There were 3% of African American female middle school students; 8% of Caucasian female middle school students, who reported being victims of cyberbullying incidents. The results revealed that there was a significant difference in the frequency of cyberbullying incidents based on the

ethnicity of African American middle school age students. Caucasian middle school students reported a higher occurrence in frequency of cyberbullying incidents compared to African American middle school students. Figure 5 displays the frequency of cyberbullying incidents of African American female middle school students and Caucasian female middle school students.



*Figure 5:* Frequency of cyberbullying incidents of African American and Caucasian female middle school students

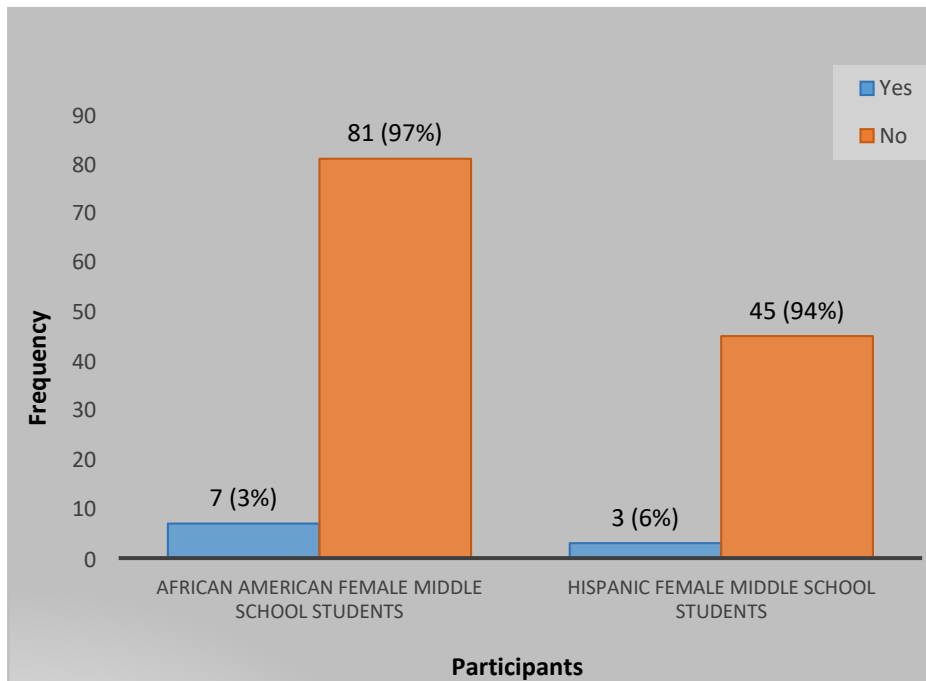
### Research Question 2

Research Question 2. Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female middle school students?

H<sub>0</sub>2: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female middle school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than

Hispanic female middle school students. The two variables were identified participants (African American and Hispanic female middle school students) and the frequency of cyberbullying incidents. The two variables were not found to be significantly; Pearson  $\chi^2$  (1, N= 237) = .6, p =.062, Cramer's V=.126. Therefore, the null hypothesis was not rejected. There were 3% of African American female middle school students and 6% of Hispanic female middle school students who reported being victims of cyberbullying incidents. Even though the p value was close to .05. The occurrence of cyberbullying incidents was not significantly different between African American female middle school students and Hispanic female middle school students. Figure 6 displays the frequency of cyberbullying incidents of African American female middle school students and Hispanic female middle school students.



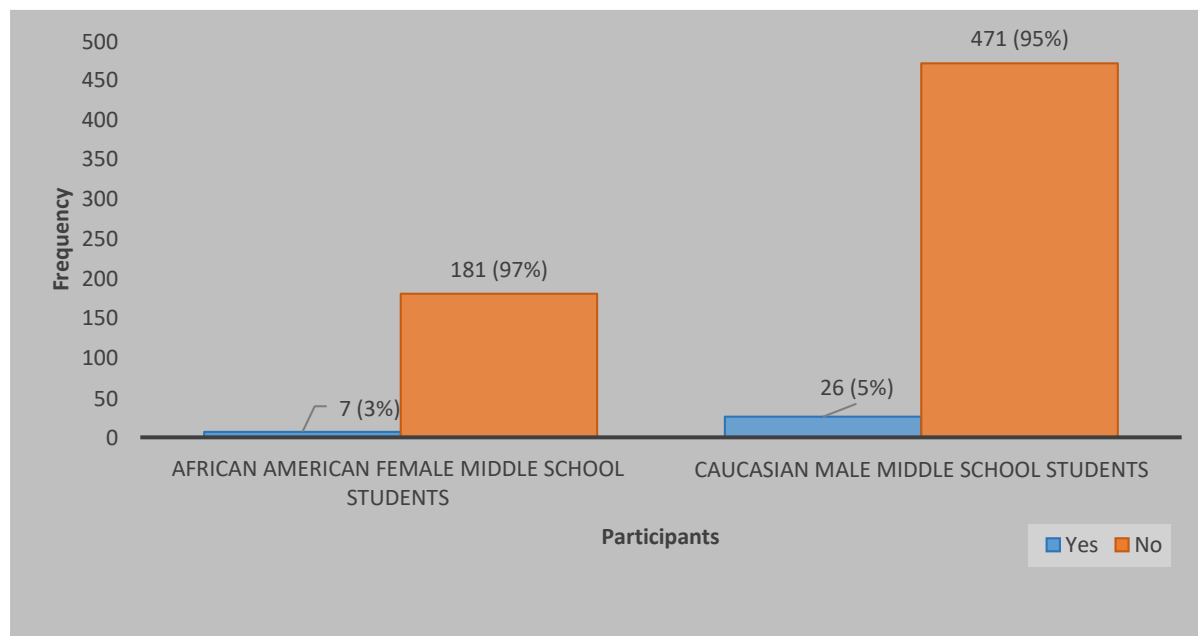
*Figure 6:* Frequency of cyberbullying incidents of African American and Hispanic female middle school students

### Research Question 3

Research Question 3. Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male middle school students?

H<sub>0</sub>3: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male middle school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than Caucasian male middle school students. The two variables were identified participants (African American female middle school students and Caucasian male middle school students) and the frequency of cyberbullying incident. The two variables were found to be significantly related, of Pearson  $\chi^2(1, N= 685) = 11.97, p = .001, \text{Cramer's } V = .132$ . Therefore, the null hypothesis is rejected. There were 3% of African American female middle school students and 5% of Caucasian male middle school students who reported being victims of cyberbullying incidents. The results indicate that there was a significant difference in the frequency of cyberbullying incidents when comparing African American female middle school students to Caucasian male middle school students. Caucasian male middle school students reported the frequency of cyberbullying incidents at a higher rate when compared to African American female middle school students. Figure 7 displays the frequency of cyberbullying incidents of African American female middle school students and Caucasian male middle school students.



*Figure 7:* Frequency of cyberbullying incidents of African American female middle school students and Caucasian male middle school students

#### Research Question 4

Research Question 4. Is there a significant difference in the frequency of cyberbullying between African American female middle school students and African American male middle school students?

H<sub>0</sub>4: There is not a significant difference in the frequency of cyberbullying between African American female middle school students to African American male middle school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than African American male middle school students. The two variables were identified participants (African American female middle school students and African American male middle school students) and the frequency of cyberbullying incident. The two variables were found not to be

significantly related, of Pearson  $\chi^2$  (1, N= 279) = 3.42, p =.062, Cramer's V= .112 Therefore, the null hypothesis was not rejected. Even though the p value was close to .05. There were 3% of African American female middle school students and 0% African American male middle school students who reported being victims of cyberbullying incidents. The results revealed that there was not a significant difference in the frequency of cyberbullying incidents when comparing African American female middle school students to African American male middle school students. Figure 8 displays the frequency of cyberbullying incidents of African American female middle school students and African American male middle school students.

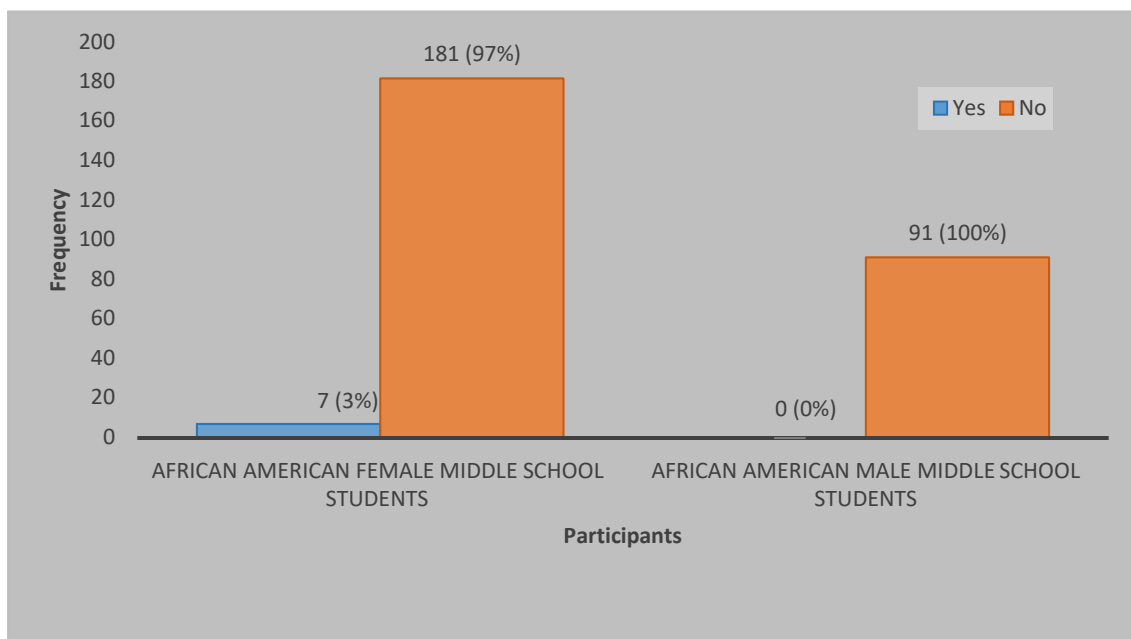


Figure 8: Frequency of cyberbullying incidents of African American female middle school students and African American male middle school students

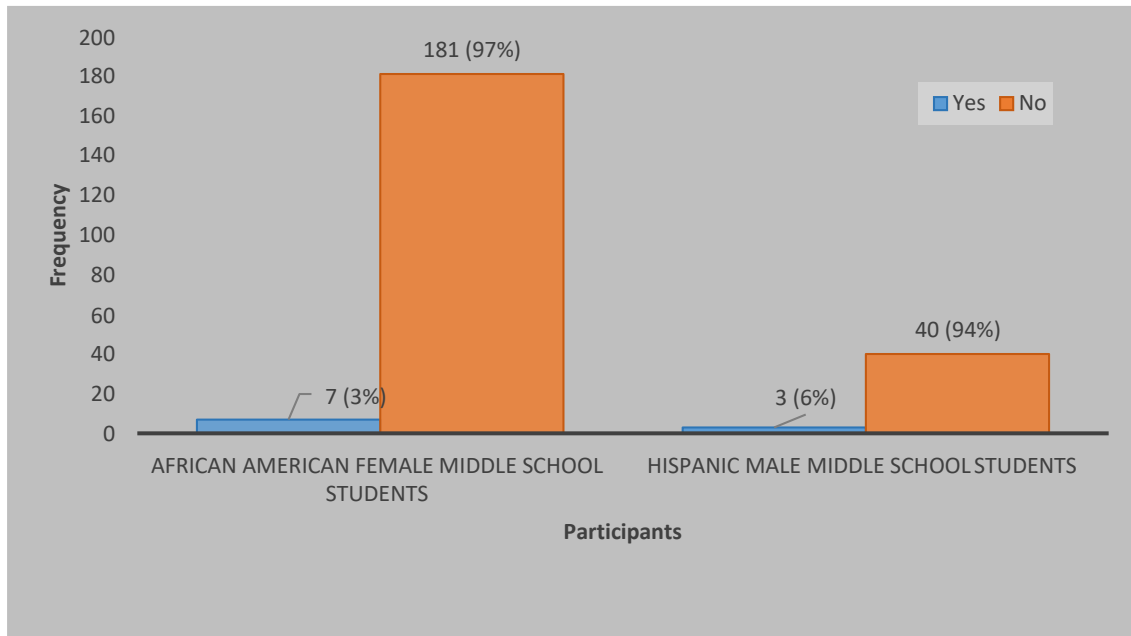
Research Question 5

Research Question 5. Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic male middle school students?



H<sub>05</sub>: There is not a significant difference in the frequency of cyberbullying between African American female middle school students to Hispanic male middle school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than Hispanic male middle school students. The two variables were identified participants (African American female middle school students and Hispanic male middle school students) and the frequency of cyberbullying incident. The two variables were found to not be significantly different, of Pearson  $\chi^2(1, N= 231) = .217, p = .064, \text{Cramer's } V = .057$ . Therefore, the null hypothesis was not rejected. Even though the p value was close to .05. There were 3% of African American female middle school students and 6% of Hispanic male middle school students who reported being victims of cyberbullying incidents. The results revealed that there was not a significant difference in the frequency of cyberbullying incidents when comparing African American middle school female students to Hispanic male middle school students. Figure 9 displays the frequency of cyberbullying incidents of African American female middle school students and Hispanic male middle school students.



*Figure 9:* Frequency of cyberbullying incidents of African American female middle school students and Hispanic male middle school students

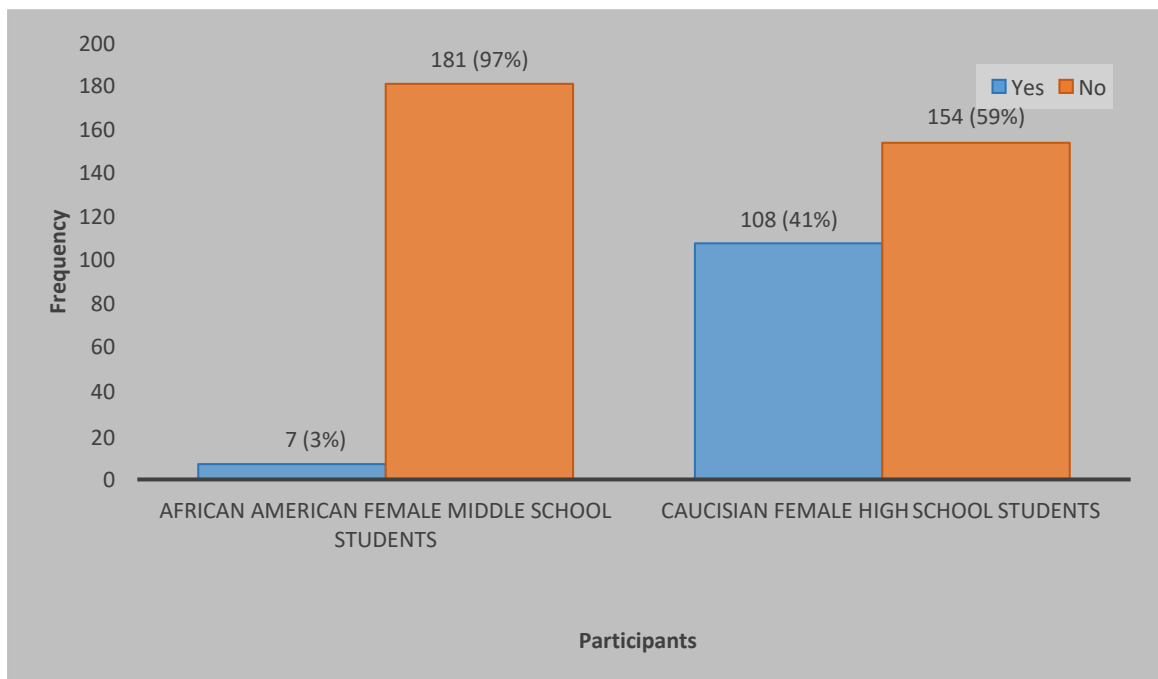
### Research Question 6

Research Question 6. Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female high school students?

H<sub>06</sub>: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian female high school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than Caucasian female high school students. The two variables were identified participants (African American female middle school students and Caucasian female high school students) and the frequency of cyberbullying incident. The two variables were found to be significantly related, of

Pearson  $\chi^2(1, N=443) = 1.53, p < .001$  Cramer's  $V = .111$ . Therefore, the null hypothesis was rejected. There were 3% of African American female middle school students and 41% of Caucasian female high school students who reported being victims of cyberbullying incidents. The results revealed that there was a significant difference in the frequency of cyberbullying incidents when comparing African American female middle school students to Caucasian female high school students. Caucasian middle school student reported a higher occurrence in frequency of cyberbullying incidents compared to African American middle school students. Figure 10 displays the frequency of cyberbullying incidents of African American female middle school students and Caucasian female high school students.



*Figure 10:* Frequency of cyberbullying incidents of African American female middle school students and Caucasian female high school students

### Research Question 7

Research Question 7. Is there a significant difference in the frequency of cyberbullying between African American female middle school students and African American female high school students?

H<sub>0</sub>7: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and African American female high school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than African American female high school students. The two variables were identified participants (African American female middle school students and African American female high school students) and the frequency of cyberbullying incident. The two variables were found not to be significantly related to the frequency of cyberbullying, of Pearson  $\chi^2(1, N=339) = .014, p = .905$ , Cramer's  $V=.102$ . Therefore, the null hypothesis was not rejected. There were 3% of African American female middle school students and 3% of African American female high school students who reported being victims of cyberbullying incidents. The results revealed that there was not a significant difference of the frequency in cyberbullying incidents when comparing African American female middle school students to African American female high school students. Figure 11 displays the frequency of cyberbullying incidents of African American female middle school students and African American female high school students.

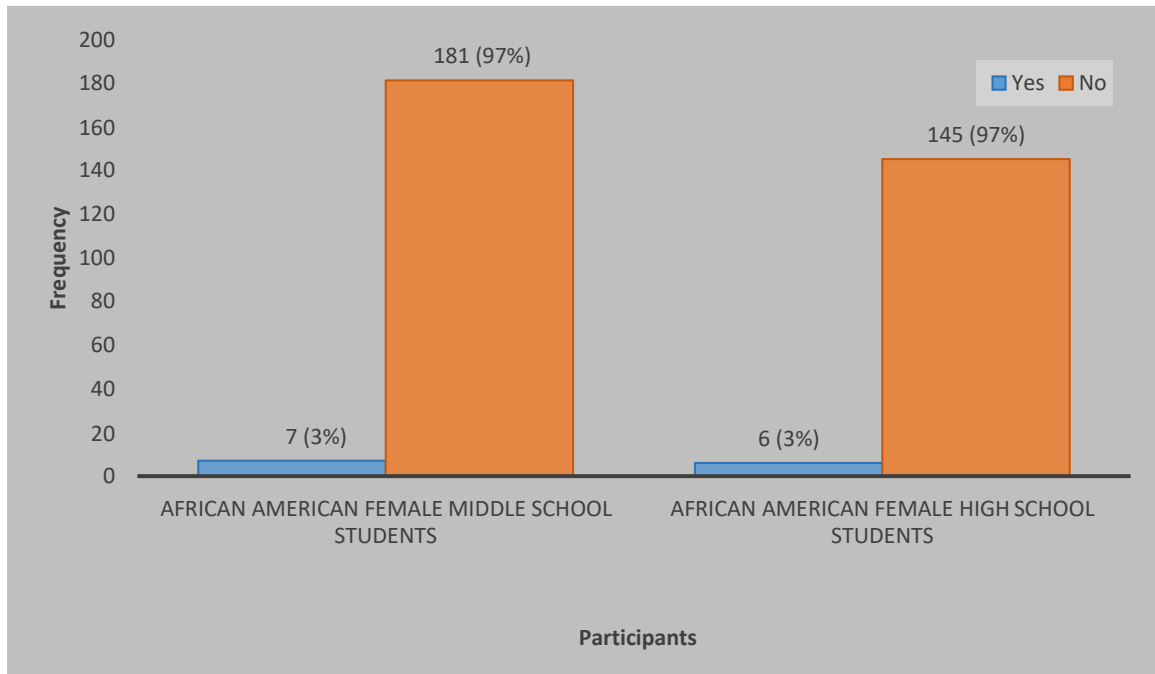


Figure 11: Frequency of cyberbullying incidents of African American female middle school students and African American female high school students

Research Question 8

Research Question 8: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female high school students?

H08: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic female high school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than Hispanic female high school students. The two variables were identified participants (African American female middle school students and Hispanic female high school students) and the frequency of cyberbullying incident. The two variables were found to not to be significantly related to the frequency of cyberbullying incidents, of Pearson  $\chi^2$  (1, N=205) = .063, p =.802,

Cramer's  $V=.039$ . Therefore, the null hypothesis was not rejected. There were 3% African American female middle school students and 28% of Hispanic female high school students who reported being victims of cyberbullying incidents. The results revealed that there was not a significant difference in the frequency of cyberbullying incidents when comparing African American female middle school students to Hispanic female high school students. Figure 12 displays the frequency of cyberbullying incidents of African American female middle school students and Hispanic female high school students.

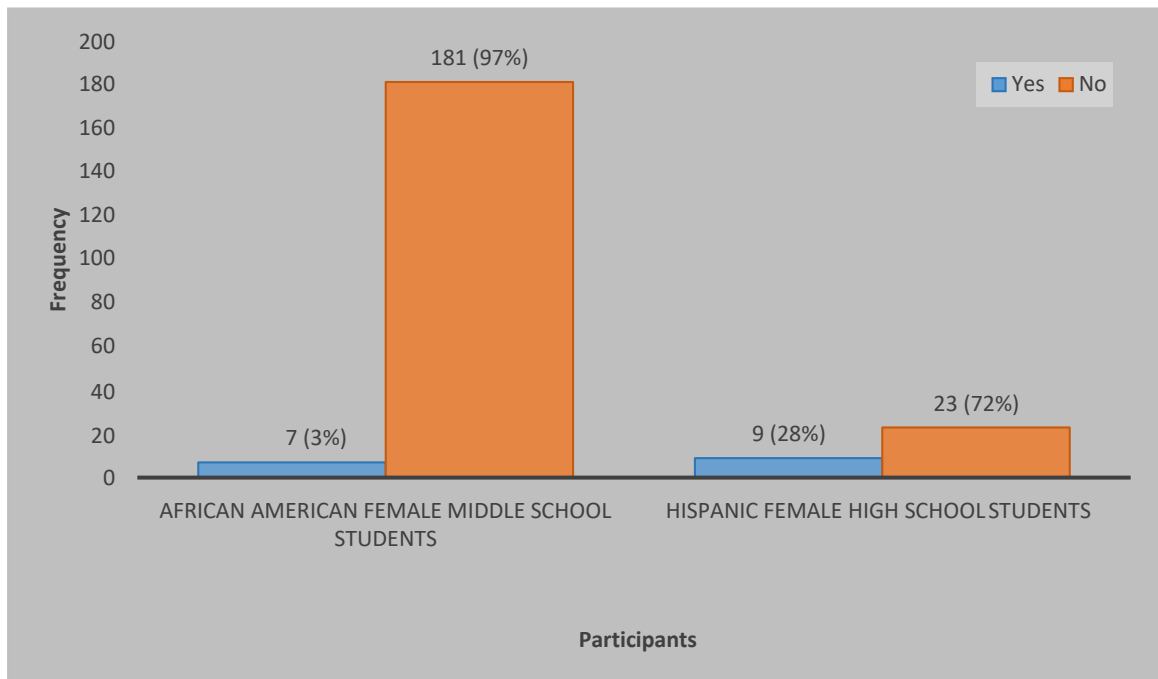


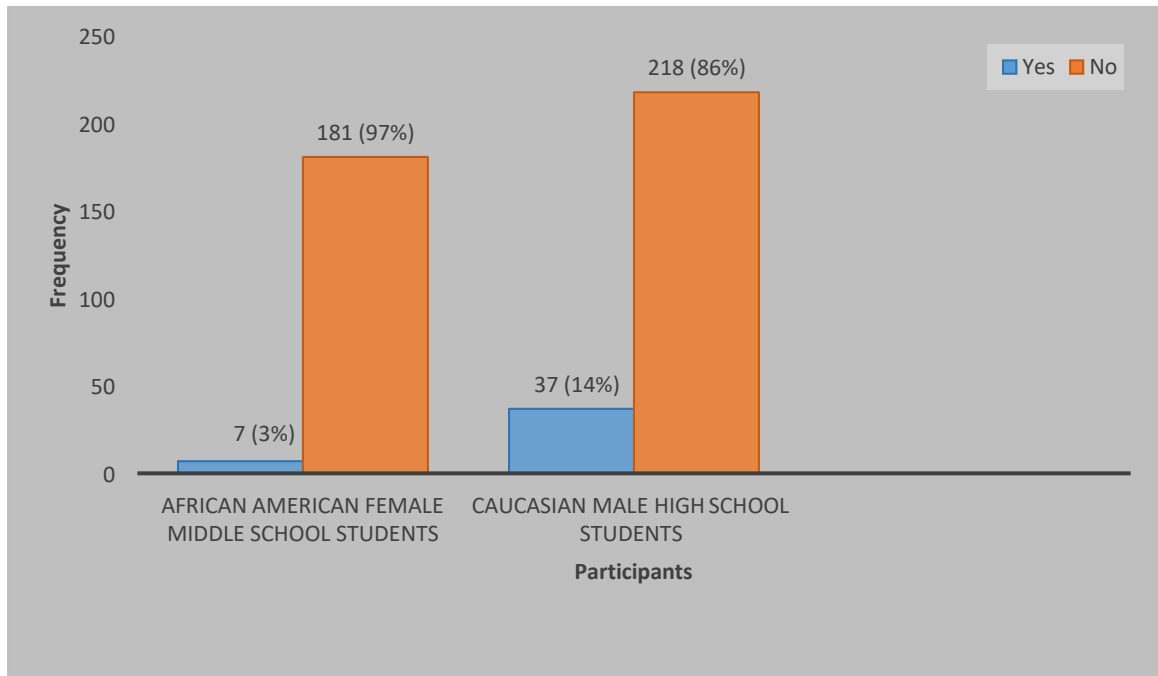
Figure 12: Frequency of cyberbullying incidents of African American female middle school students and Hispanic female high school students

### Research Question 9

Research Question 9: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male high school students?

H<sub>09</sub>: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Caucasian male high school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than Caucasian male high school students. The two variables were identified participants (African American female middle school students and Caucasian male high school students) and the frequency of cyberbullying incident. The two variables were found to be significantly related to the frequency of cyberbullying incidents, of Pearson  $\chi^2 (1, N=443) = 1.53, p < .001$  Cramer's  $V = .111$  Therefore, the null hypothesis was rejected. There were 3% of African American female middle school students and 14% of Caucasian male high school students, who reported being victims of cyberbullying incidents. The results revealed that there was a significant difference in the frequency of cyberbullying incidents when comparing African American female middle school students and Caucasian male high school students. Caucasian male high school students reported the frequency of cyberbullying incidents at a higher rate when compared to African American female middle school students. Figure 13 displays the frequency of cyberbullying incidents of African American female middle school students and Caucasian male high school students.



*Figure 13: Frequency of cyberbullying incidents of African American female middle school students and Caucasian male high school students*

Research Question 10

Research Question 10: Is there a significant difference in the frequency of cyberbullying between African American female middle school students and African American male high school students?

H<sub>0</sub>10: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and African American male high school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than African American male high school students. The two variables were identified participants (African American female middle school students and African American male high school students) and the frequency of cyberbullying incident. The two variables were found to be



significantly related to the frequency of cyberbullying incidents, of Pearson  $\chi^2(1, N=439) = 4.585, p = .032$ , Cramer's  $V = .102$ . Therefore, the null hypothesis was rejected. There were 3% of African American female middle school students and .07% of African American male high school students who reported being victims of cyberbullying incidents. The results revealed that there was a significant difference in the frequency of cyberbullying incidents when comparing African American female middle school students to African American male high school students. African American female middle school students reported the frequency of cyberbullying incidents at a higher rate when compared to African American male high school students.

Figure 14 displays the frequency of cyberbullying incidents of African American female middle school students and African American male high school students.

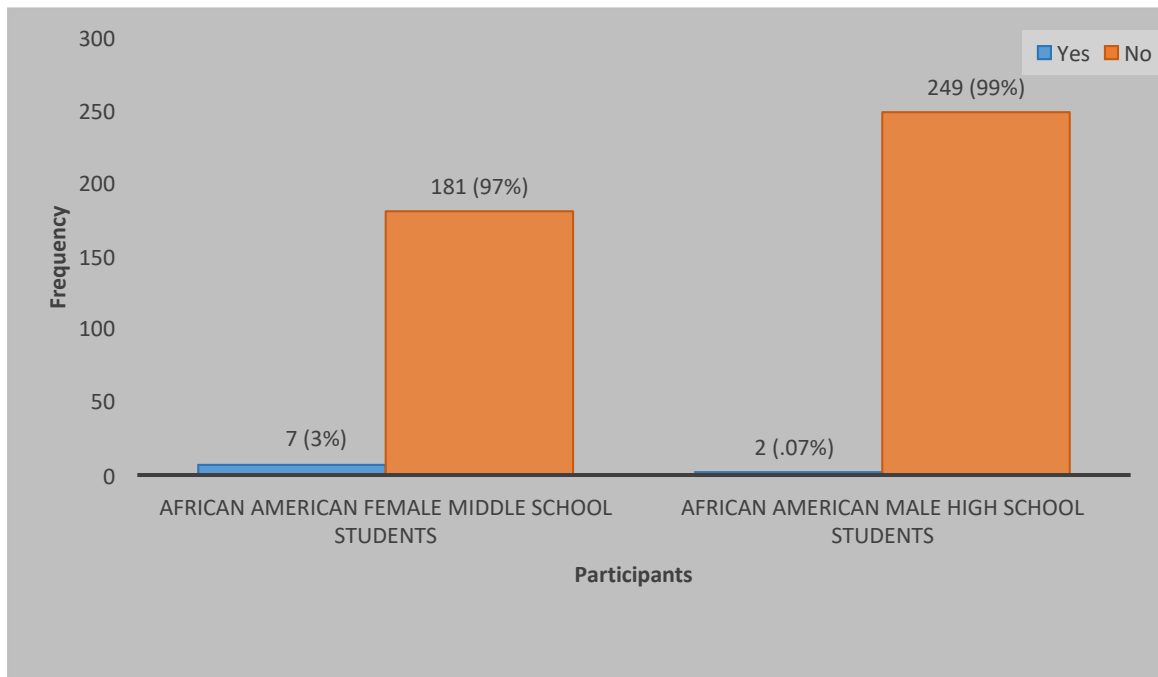


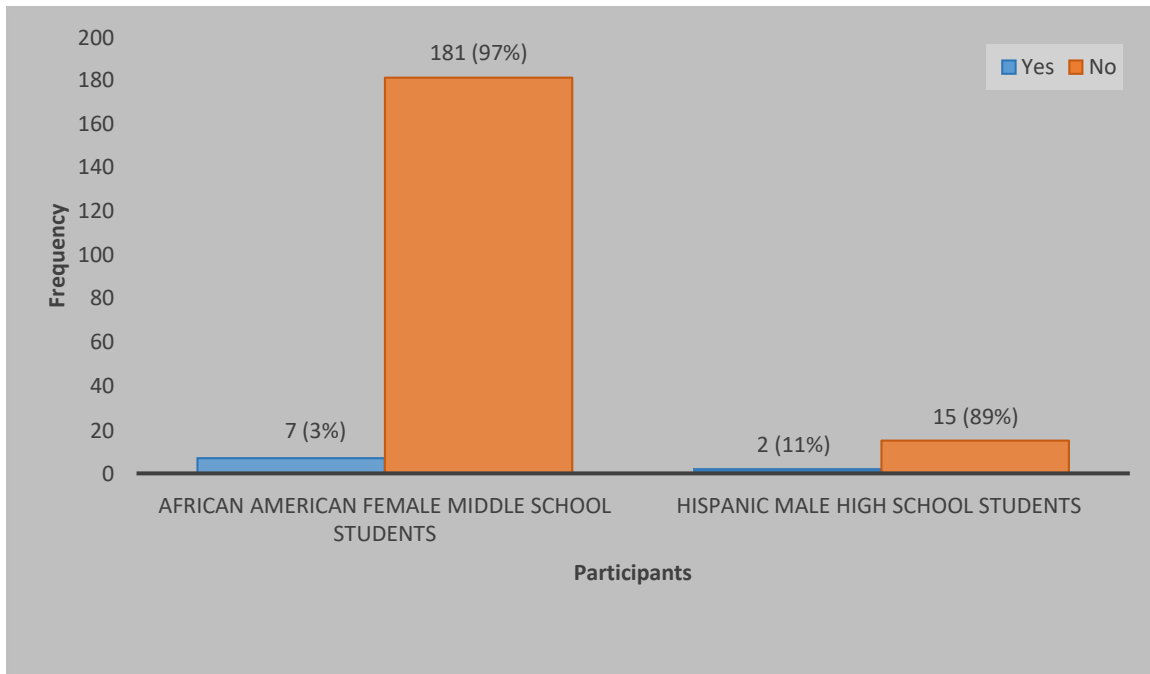
Figure 14: Frequency of cyberbullying incidents of African American female middle school students and African American male high school students

### Research Question 11

Research Question 11: Is there a difference in the frequency of cyberbullying between African American female middle school students and Hispanic male high school students?

H<sub>0</sub>11: There is not a significant difference in the frequency of cyberbullying between African American female middle school students and Hispanic male high school students.

A two way contingency table analysis was conducted to evaluate whether African American female middle school students experience cyberbullying at higher frequencies than Hispanic male middle school students. The two variables were identified participants (African American female middle school students and Hispanic male high school students) and the frequency of cyberbullying incident. The two variables were found not to be significantly related to the frequency of cyberbullying incidents, of Pearson  $\chi^2(1, N=205) = .063, p = .802$ , Cramer's  $V = .039$ . Therefore, the null hypothesis was not rejected. There were 3% of African American female middle school students and 11% of Hispanic male high school students who reported being victims of cyberbullying incidents. The results revealed that there was a not significant difference in the frequency of cyberbullying incidents when comparing African American female middle school students to Hispanic male high school students. Figure 15 displays the frequency of cyberbullying incidents of African American female middle school students and Hispanic male high school students.



*Figure 15: Frequency of cyberbullying incidents of African American female middle school students and Hispanic male high school students*

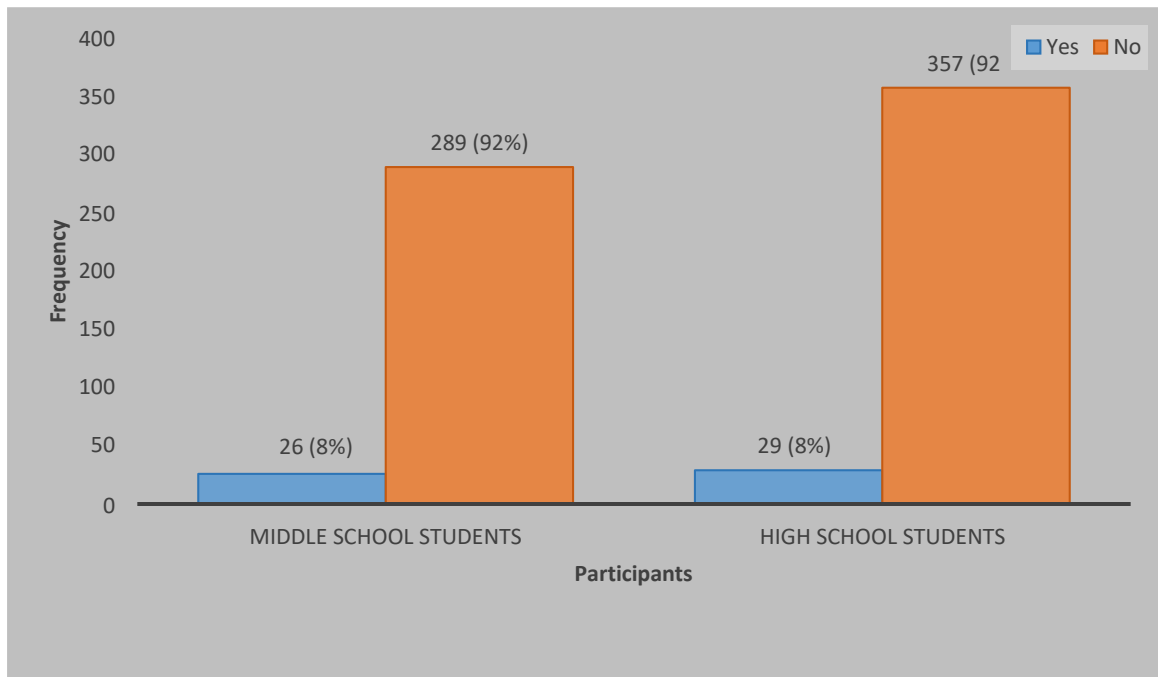
### Research Question 12

Research Question 12: Is there a significant difference in the frequency of direct cyberbullying between middle school students and high school students?

H<sub>0</sub>12: There is not a significant difference in the frequency of direct cyberbullying between middle school students and high school students.

A two way contingency table analysis was conducted to evaluate whether middle school students experience direct cyberbullying at higher frequencies than high school students. The two variables were identified participants (middle school students and high school students) and the frequency of direct cyberbullying incident. The two variables were found not to be significantly related to the frequency of cyberbullying incidents, of Pearson  $\chi^2$  (1, N=701) = .132, p = .717, Cramer's V=.00018. Therefore, the null hypothesis was not rejected. There were 8% of middle school students and 8% of high school students who reported being victims of

cyberbullying incidents. The results revealed that there was not a significant difference in the frequency of direct cyberbullying incidents when comparing middle school students to high school students. Figure 16 displays the frequency of direct cyberbullying incidents of middle school aged students and high school aged students.



*Figure 16:* Frequency of direct cyberbullying incidents of middle school and high school students

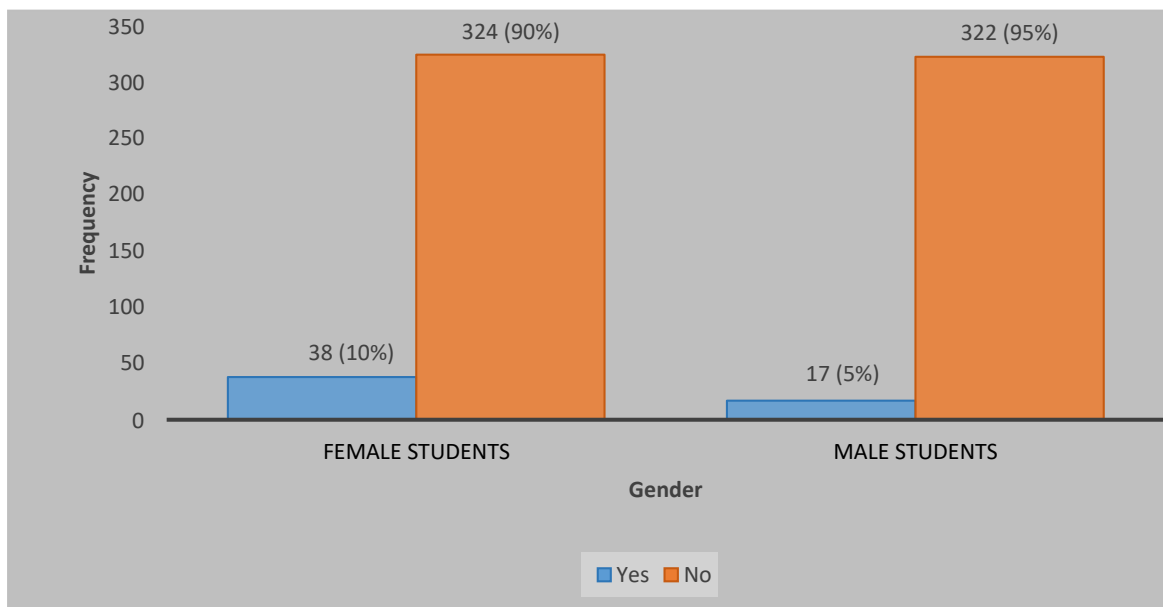
### Research Question 13

Research Question 13: Is there a significant difference in comparing the frequency of direct cyberbullying between female adolescents and male adolescents?

H<sub>0</sub>13: There is a not significant difference in comparing the frequency of direct cyberbullying between female adolescents and male adolescents.

A two way contingency table analysis was conducted to evaluate whether female adolescents experience direct cyberbullying at higher frequencies than male adolescents. The two variables were identified participants (male adolescents and female adolescents) and the

frequency of cyberbullying incident. The two variables were found to be significantly related to the frequency of cyberbullying incidents, of Pearson  $\chi^2(1, N=701) = 7.27, p = .007$ , Cramer's  $V = .010$ . Therefore, the null hypothesis is rejected. There were 5% of males and 10% of females who reported being victims of cyberbullying incidents via social media. The results revealed that there was a significant difference in the frequency of direct cyberbullying incidents when comparing female adolescents to male adolescents. Female students reported a higher occurrence in frequency of direct cyberbullying incidents compared to male students. Figure 17 below displays the frequency of direct cyberbullying incidents of male and female students.



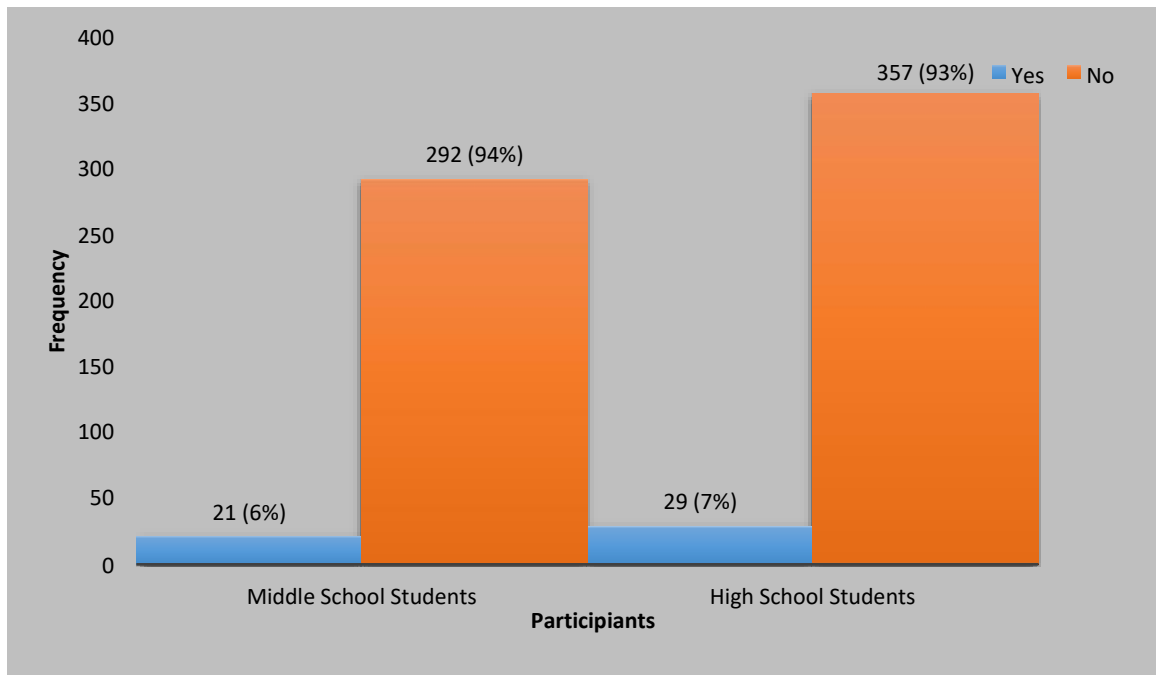
*Figure 17: Frequency of direct cyberbullying incidents of male and female students*

#### Research Question 14

Research Question 14: Is there a significant difference in the frequency of indirect cyberbullying between middle school students and high school students?

H<sub>0</sub>14: There is not a significant difference in the frequency of indirect cyberbullying between middle school students and high school students.

A two way contingency table analysis was conducted to evaluate whether middle school students experience indirect cyberbullying at higher frequencies than high school students. The two variables were identified participants (middle school students and high school students) and the frequency of cyberbullying incident. The two variables were found not to be significantly related to the frequency of indirect cyberbullying incidents, of Pearson  $\chi^2 (1, N=701) = 2.62, p = .453$ , Cramer's  $C = .0037$ . Therefore, the null hypothesis is not rejected. There were 6% of middle school students' ages 12-14 years old and 7% of high school students' ages 15-17 years old. The results revealed that there was not a significant difference of the frequency of indirect cyberbullying incidents when comparing middle school students to high school students. Figure 18 below displays the frequency of indirect cyberbullying incidents of middle and high school students.



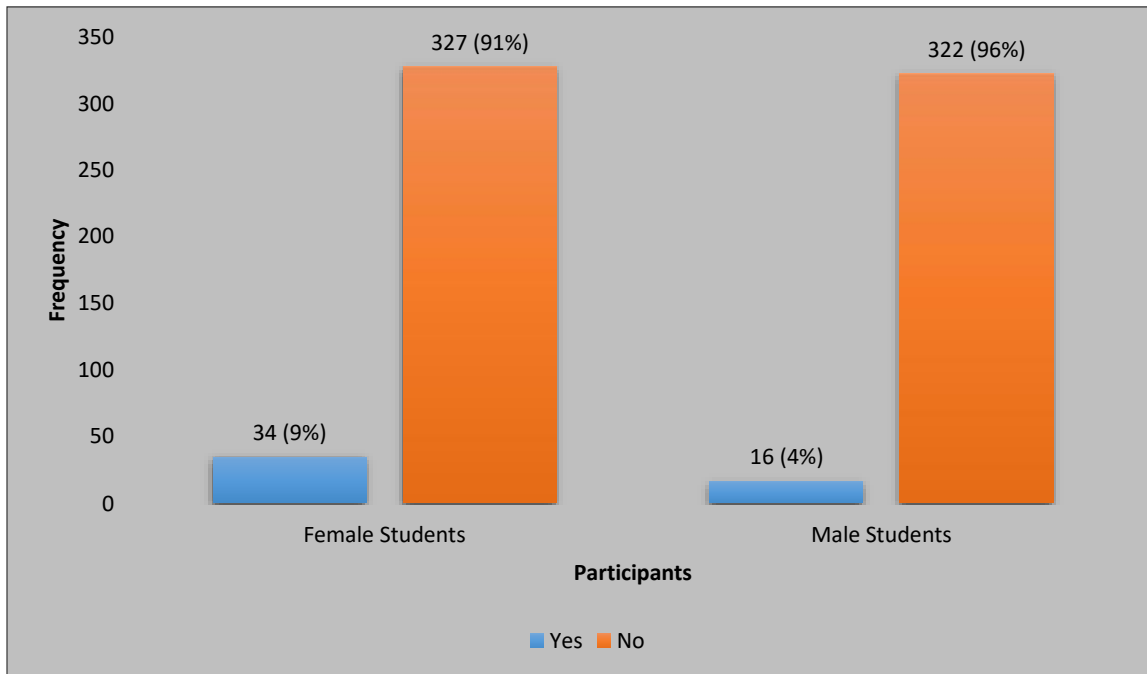
*Figure 18:* Frequency of indirect cyberbullying incidents of middle and high school students

### Research Question 15

Research Question 15: Is there a significant difference in the frequency of indirect cyberbullying between males and females?

H<sub>0</sub>15: There is a not significant difference in comparing the frequency of indirect cyberbullying between males and females.

A two way contingency table analysis was conducted to evaluate whether female adolescents experience indirect cyberbullying at higher frequencies than male adolescents. The two variables were identified participants (male adolescents and female adolescents) and the frequency of indirect cyberbullying incident. The two variables were found not to be significantly related to the frequency of indirect cyberbullying incidents, of Pearson  $\chi^2(1, N=701) = 7.77, p = .05$ , Cramer's  $V=.011$ . Therefore, the null hypothesis was rejected. There were 4% of males and 9% of females who reported being victims of cyberbullying incidents. The results revealed that there was a significant difference in the frequency of indirect cyberbullying incidents when comparing female adolescents to male adolescents. Female adolescents reported the frequency of indirect cyberbullying at a higher rate than male adolescents. Figure 19 displays the frequency of indirect cyberbullying incidents of male and female students.



*Figure 19: Frequency of indirect cyberbullying incidents of female and male students*

In conclusion, this Chapter 4 included the results from 737 male and female middle and high school participants' old from three ethnicity groups: African American, Caucasian, and Hispanic. The study included fifteen research questions and fifteen null hypotheses.



## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Chapter 5 is a summary of the research study; it also contains conclusions based on the results of the research questions and recommendations for school administrators. The purpose of this study was to examine the prevalence of cyberbullying incidents among African American female middle school students. Especially, this study compared African American middle school students to Caucasian and Hispanic adolescents in middle school and high school.

Cyberbullying, a repetitive aggressive action toward another individual through communication vehicles such as email, text messages, or social media websites (Kowalski et al.) has emerged as the most prevalent form of bullying in schools. Direct cyberbullying is cyberbullying that occurs and is available for public viewing through social media websites (Cheng et al., 2011). Indirect cyberbullying is cyberbullying that occurs between two individuals but excluded from public view through text messages.

#### Conclusion

The purpose of this study was to examine the prevalence of cyberbullying incidents among African American female middle school students compared to Caucasian male and female middle and high school students; African American male middle school students; African American female high school students and Hispanic male and female middle and high school students. Cyberbullying, a repetitive aggressive action toward another individual through communication vehicles such as email, text messages, or social media websites (Kowalski et al., 2014). The following are the conclusions of this study.

1. There was a significant difference in the frequency of cyberbullying incidents between African American female middle school students and Caucasian female middle school students. There were 3% of African American female middle school students; 8% of Caucasian female middle school students, who reported being victims of cyberbullying incidents. However, Wang et al. (2009) indicated that African American female students were victims of cyberbullying at a higher rate than Caucasian female students. Therefore, these results contradicted what was found in the literature.
2. There was a not a significant difference in the frequency of cyberbullying incidents between African American female middle school students and Hispanic female middle school students. There were 3% of African American female middle school students and 6% of Hispanic female middle school students who reported being victims of cyberbullying incidents. Hinduja and Patchin (2008) indicated that Adolescents regardless of ethnicity are likely to experience cyberbullying as a victim. Therefore, the results support the research found in the literature.
3. There was a significant difference in the frequency of cyberbullying incidents between African American female middle school students and Caucasian male middle school students. There were 3% of African American female middle school students and 5% of Caucasian male middle school students who reported being victims of cyberbullying incidents. Naylor et al. (2006) indicated that African American females and Caucasian male adolescents experience cyberbullying at the same rate. Therefore, these results contradicted research found in the literature.

4. There was no significant difference in the frequency of cyberbullying incidents between African American female middle school students and African American male middle school students. There were 3% of African American female middle school students and no African American male middle school students who reported being victims of cyberbullying incidents. Wright and et al. (2009) indicated that African American female middle school students reported experiencing cyberbullying incidents at a higher rate than African American male middle school students. Therefore, the results contradicted the research found in the literature.
5. There was no significant difference in the frequency of cyberbullying incidents between African American female middle school students and Hispanic male middle school students. There were 3% of African American female middle school students and 6% of Hispanic male middle school students who reported being victims of cyberbullying incidents. Arslan et al. (2012) indicated that African American female middle school students reported being cyberbullying victims compared to other minority groups of adolescents. Therefore, the results contradicted the research in the literature.
6. There was a significant difference in the frequency of cyberbullying incidents between African American female middle school students, Caucasian female high school students, African American female high school students, and Hispanic female high school students. There were 3% of African American female middle school students and 41% of Caucasian female high school students who reported being victims of cyberbullying incidents. African American adolescents are more likely to be victims of peer aggression based on the impact of their violent environment

(Patton, Hong, Williams, & Allen-Meares, 2013). Kaczynski, Mundy, and Green (2013) reported that cyberbullying incidents occurred more frequently among African American students compared to Caucasian students. A contributing factor, as determined by Varjas et al. (2009), was lack of school safety in urban schools. These results contradicted the research in the literature conducted on age and occurrence of cyberbullying incidents based on ethnicity.

7. There was no significant difference in the frequency of cyberbullying incidents between African American female middle school students and African American female high school students. There were 3% of African American female middle school students and 3% of African American female high school students who reported being victims of cyberbullying incidents. Varjas et al. (2009) indicated that African American female middle school students reported being cyberbullying victims at a higher rate than African American female high school students. Therefore, the results contradicted the research in the literature.
8. There was no significant difference in the frequency of cyberbullying incidents between African American female middle school students and Hispanic female high school students. There were 3% African American female middle school students and 28% of Hispanic female high school students who reported being victims of cyberbullying incidents. Arslan et al. (2012) indicated that African American female middle school students reported being cyberbullying victims compared to other minority groups of adolescents. Therefore, the results contradicted the research in the literature.

9. There was a significant difference in the frequency of cyberbullying incidents between African American female middle school students and Caucasian male high school students, African American male high school students, and Hispanic male high school students. There were 3% of African American female middle school students and 14% of Caucasian male high school students, who reported being victims of cyberbullying incidents. Erdur-Baker (2010) and Griezel et al. (2012) indicated that female students were victims of cyberbullying and males were victims of traditional bullying. Female adolescents are victims of cyberbullying at a higher rate than their male counterparts. Kaczynski, Mundy, and Green (2013) determined that cyberbullying incidents occurred more frequently among African American students compared to Caucasian students. A contributing factor as determined by Varjas et al. (2009), was lack of school safety in urban schools. Therefore, these results contradicted the research found in the literature.
10. There was a significant difference in the frequency of cyberbullying incidents between African American female middle school students and African American male high school students. There were 3% of African American female middle school students and .07% of African American male high school students who reported being victims of cyberbullying incidents. Patton et al. (2013) indicated that all African American adolescents regardless of their age or gender are more likely to be cyberbullying victims. Therefore, this is a contraction to the research in the literature.
11. There was not a significant difference in the frequency of cyberbullying incidents between African American female middle school students and Hispanic male high

school students. There were 3% of African American female middle school students and 11% of Hispanic male high school students who reported being victims of cyberbullying incidents. Arslan, et al. (2012) indicated that African American female middle school students reported being cyberbullying victims compared to other minority groups of adolescents. Therefore, the results contradicted the research in the literature.

12. There was not a significant difference in the frequency of direct cyberbullying incidents based on the age of the students. There were 8% of middle school students and 8% of high school students who reported being victims of cyberbullying incidents. Jang et al. (2008) revealed that older adolescents reported being victims of cyberbullying incidents at a higher rate than younger adolescents. This contradicted what was found in the literature that Cyberbullying incidents occurred more frequently among middle school students, and there was a decrease in cyberbullying incidents as students entered high school (Hu, Fan, Zhang, & Zhou, 2013). However, Jose, Kljakovic, Scheib and Notter (2012) indicated older adolescents reported being victims of cyberbullying incidents at a higher rate than younger adolescents.

Therefore, the results contradicted what was found in the literature.

13. There was a significant difference in the frequency of direct cyberbullying incidents based on gender. There were 5% of males and 10% of females who reported being victims of cyberbullying incidents via social media. Female adolescents are more likely to be victims of cyberbullying acts due to the increased utilization of computers

(Bauman et al, 2013). These results were consistent with the research in the literature and the occurrence of cyberbullying incidents based on gender.

14. There was not a significant difference in the frequency of indirect cyberbullying incidents based on age groups of students. There were 6% of middle school students' ages 12-14 years old and 7% of high school students' ages 15-17 years old. Wright et al. (2009) and Varjas et al. (2009) also suggested that older adolescents ages 13-17 years old are cyberbullying victims at a lower rate compared to younger adolescents ages 11-12 years old. The results of this research question contradicted the research in the literature conducted on age and occurrence of cyberbullying incidents based on age.
15. There was a significant difference in the frequency of indirect cyberbullying incidents based on gender of the students. There were 4% of males and 9% of females who reported being victims of cyberbullying incidents. High school female adolescents reported that bullying incidents occurred more frequently via text messages (Aoyama, Saxon, & Fearon, 2011). These results was consistent with the research in the literature on gender and the occurrence of cyberbullying incidents.

#### School District Policy Change Recommendations

The results of this study will provide school district administrators with pertinent information about populations that need to be educated regarding prevention of cyberbullying. These four recommendations that school districts can implement: (a) requiring intervention and prevention programs be implemented as early as third grade (b) requiring digital citizenship instruction in all grade levels (c) providing school based counseling for victims, and (d) tougher

school policies on bullying incidents. Because of the surge of cyberbullying in middle school, intervention and prevention programs should be included in the daily curriculum in middle school. The prevention and intervention programs should focus on the areas specific to that particular school. For example, if students in an urban setting are bullied via text message instead of social media websites then the prevention and intervention programs should focus on text messages. The prevention and intervention programs should provide students with the education regarding how to effectively deal with inappropriate text messages.

In creating prevention and intervention programs, areas to consider include digital citizenship technology, access to technology, and schools and social media. Digital citizenship technology is teaching students proper etiquette when utilizing social media websites. One area that school administrators can educate teachers is on effective methods for utilizing technology in the classroom. Most schools block social networking sites from school Wi-Fi; these findings suggest that this is an appropriate act. School districts should create parallel programs for cyberbullying and in person bullying to ensure they are providing a safe environment for all students.

Also, early counseling for victims should be available in middle school. The purpose of this counseling would be to address psychological concerns for the victims. The counseling services should either be provided by school personnel or referred to a mental health practitioner. In discussing the option of providing counseling to students, the process should be a collaboration between the school personnel including the school administrator, teacher, guidance counselor, parent, and the student. The counseling sessions should focus on the specific needs of the individual students with progress of the sessions being reported to the parents so they are



aware of any additional concerns. Even though the study revealed that less cyberbullying incidents occur in high school, counseling services should continue to be offered.

Finally, school districts should implement a school policy for cyberbullying victimizations that occurs on and off school property. The school policies should include specific consequences including expulsion from school, but support should also be provided to the perpetrator to determine the cause of their actions.

### Recommendations for Future Research

Cyberbullying incidents among adolescents are on the rise due to the increase accessibility of technology among adolescents. Based on the results of this study, additional research should be conducted regarding cyberbullying and adolescents. The three areas of research are: analyzing other ethnicities and cyberbullying victimization not included in this study; determine the psychological impact on cyberbullying victims; expand the gender category to include transgender adolescent and the occurrence of cyberbullying. This study analyzed the frequency of cyberbullying incidents among three ethnicity groups: African American, Caucasian and Hispanic. Future research could include the frequency of cyberbullying incidents among Asian, Pacific Islander, Native American and Two or more races. The future research question that can be analyzed is comparing African American adolescents to other minority groups. Also, the frequency of cyberbullying incidents among Caucasian adolescents compared to the all minority groups. The impact of cyberbullying victimization on the adolescent's psychological wellbeing should be evaluated. Another research area is adolescents who identify as transgender. The gender category should be expended to include the frequency of cyberbullying incidents among transgender adolescents. Also, future research areas are

identifying the perpetrators. If the research is able to identify the perpetrators then school districts can provide address the reason why adolescents participate in cyberbullying against other adolescents.

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# APPENDIX A: REQUEST FORM FOR DATA

April 19-July 14, 2011 – Teens and Online Behavior | Pew Research Center <http://www.pewinternet.org/datasets/july-2011-teens-and-online-behavior/>

NUMBERS, FACTS AND TRENDS SHAPING YOUR WORLD

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## PewResearchCenter

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RESEARCH AREAS

JULY 1, 2011

### April 19-July 14, 2011 – Teens and Online Behavior

Our 2011 teens survey contains data about teens' experiences online and perceptions of the online climate.

Instructions for Downloading (<http://www.pewinternet.org/instructions-for-downloading-datasets/>)

*\* required fields:*

*Name:	Yvette Pennington
Title:	
*Organization/Institution:	East Tennessee State University
Address:	
City:	
State/Province:	
Zip:	
Country:	
*Daytime Phone:	6782214605
*Email:	penningtony@goldmail.etsu.edu
Please describe your research project or how you plan to use the data.	Disseratation

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APPENDIX B: PARENT QUESTIONNAIRE

**PARENT QUESTIONNAIRE**

START TIMING MODULE 2

PSEX **RECORD PARENT SEX (DO NOT ASK)**

- 1 Male
- 2 Female

(READ TO ALL PARENTS) Now onto a different topic...

**ASK IF PARENT HAS CELL PHONE (Q2b=1 or ADULT SAMPLE=Cell):**

P1 Do you ever send or receive text messages on your cell phone?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF PARENT IS INTERNET USER (Q1a=1 or Q1b=1):**

P2 Do you ever use an online social networking website like LinkedIn or Facebook?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

(READ TO ALL PARENTS) And now I have some questions about your [AGE]-year old child...

**ASK ALL PARENTS:**

P3 Does your child have a cell phone?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL PARENTS:**

P4 Does your **[AGE]**-year old (boy/girl) use the internet, either on a computer or a cell phone?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK PARENTS OF TEENS WHO USE THE INTERNET (P4=1):**

P5 Does this child use an online social network like Facebook or MySpace?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF PARENT AND TEEN USE SNS (P2=1 and P5=1):**

P6 Are you friends with or otherwise connected to this child on an online social network?

- 1 Yes
- 2 No
- 3 Child and parent use different networks **(VOL.)**
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF PARENT IS INTERNET USER (Q1a=1 or Q1b=1):**

P7 Do you ever check to see what information is available online about your child?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**There are no questions P8 thru P10.**

Don't need all this blank space.

**(READ TO ALL PARENTS)** Still thinking about your **[AGE]**-year old child...



**ASK PARENTS OF TEENS WHO USE THE INTERNET (P4=1):**

PCOMBO Have you ever talked with your [AGE]-year old (boy/girl) [INSERT; RANDOMIZE]?  
How about [INSERT NEXT ITEM]?

- a. To suggest ways to use the internet safely
- b. To suggest ways to behave towards other people online
- c. To discuss what (he/she) has been doing on the internet
- d. To discuss what kinds of things should and should not be shared online

**CATEGORIES**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK PARENTS OF TEENS WHO HAVE A CELL PHONE OR USE INTERNET (P3=1 or P4=1):**

P11 Still thinking about your child's use of technology... Have you ever [INSERT IN ORDER]?

**ASK a & b IF PARENTS OF TEENS WHO USE THE INTERNET (P4=1):**

- a. Used parental controls or other means of blocking, filtering or monitoring your child's online activities
- b. Checked which websites your child visited

**ASK c IF PARENTS OF TEENS WITH CELL PHONES (P3=1):**

- c. Used parental controls to restrict your child's use of their cell phone

**CATEGORIES**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK PARENTS OF TEENS WHO USE THE INTERNET (P4=1):**

P12 As far as you know, in the past 12 months, has your child seen or experienced something on the internet that has bothered (him/her) in some way? **[IF NECESSARY, PROMPT: For example, something that made (him/her) feel uncomfortable or upset, or feel that (he/she) shouldn't have seen it?]**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

There is no P13.

**ASK PARENTS OF TEENS WHO HAVE A CELL PHONE OR USE INTERNET (P3=1 or P4=1):**

P14 The internet and cell phones can play various roles in people's lives. How would you rate the job the internet and cell phones do at each of the following? (First,/Next,) how about **[INSERT; RANDOMIZE]**?

**[READ FOR FIRST ITEM, THEN AS NECESSARY:** Would you say internet and cell phones do an excellent, good, fair or poor job?]

- a. Connecting your child to friends and family
- b. Helping your child be more independent
- c. Connecting your child to information

**CATEGORIES**

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Poor
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL PARENTS:**

P15 In addition to the ways the internet and cell phones are useful for teens like yours, some have concerns about technology. For each of the following, please tell me how concerned, if at all, you are about these issues. (First,) what about... **[INSERT; RANDOMIZE]**?

**[READ FOR FIRST ITEM, THEN AS NECESSARY:** Are you very, somewhat, not too or not at all concerned?]

- a. Your child's exposure to inappropriate content through the internet or cell phones
- b. Your child's internet or cell phone use taking time away from face to face interactions with friends or family
- c. How teens in general treat each other online or on their cell phones

**CATEGORIES**

- 1 Very concerned
- 2 Somewhat concerned
- 3 Not too concerned
- 4 Not at all concerned
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**END TIMING MODULE 2**

START TIMING MODULE 3

[DEMOGRAPHICS]

(READ TO ALL PARENTS) Just a few more questions for statistical purposes only...

**ASK ALL PARENTS:**

AGE What is your age? *{PIAL Trend}*

- \_\_\_\_\_ years (**RECORD EXACT AGE 18-96**)
- 97 97 or older
- 98 Don't know
- 99 Refused

**ASK ALL PARENTS:**

MAR Are you currently married, living with a partner, divorced, separated, widowed, or have you never been married?

- 1 Married
- 2 Living with a partner
- 3 Divorced
- 4 Separated
- 5 Widowed
- 6 Never been married
- 7 Single (VOL.)**
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL PARENTS:**

EDUC What is the last grade or class you completed in school? (**DO NOT READ, BUT CAN PROBE FOR CLARITY IF NEEDED**) *{PIAL Trend}*

- 1 None, or grades 1-8
- 2 High school incomplete (grades 9-11)
- 3 High school graduate (grade 12 or GED certificate)
- 4 Technical, trade or vocational school AFTER high school
- 5 Some college, no 4-year degree (includes associate degree)
- 6 College graduate (B.S., B.A., or other 4-year degree)
- 7 Post-graduate training/professional school after college (toward a Masters/Ph.D., Law or Medical school)
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL PARENTS:**

HISP Are you, yourself, of Hispanic or Latino origin or descent, such as Mexican, Puerto Rican, Cuban, or some other Latin American background? *{PIAL Trend}*

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL PARENTS:**

RACE What is your race? Are you white, black, Asian, or some other race?

**IF R SAYS HISPANIC OR LATINO, PROBE:** Do you consider yourself a WHITE (Hispanic/Latino) or a BLACK (Hispanic/Latino)? **IF R DOES NOT SAY WHITE, BLACK OR ONE OF THE RACE CATEGORIES LISTED, RECORD AS "OTHER" (CODE 6)** *{PIAL Trend}*

- 1 White
- 2 Black or African-American
- 3 Asian or Pacific Islander
- 4 Mixed race
- 5 Native American/American Indian
- 6 Other **(SPECIFY)**
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL PARENTS:**

INC Last year -- that is in 2010 -- what was your total family income from all sources, before taxes? Just stop me when I get to the right category... **(READ 1-9)** *{PIAL Trend}*

- 1 Less than \$10,000
- 2 \$10,000 to under \$20,000
- 3 \$20,000 to under \$30,000
- 4 \$30,000 to under \$40,000
- 5 \$40,000 to under \$50,000
- 6 \$50,000 to under \$75,000
- 7 \$75,000 to under \$100,000
- 8 \$100,000 to under \$150,000
- 9 \$150,000 or more
- 98 **(DO NOT READ)** Don't know
- 99 **(DO NOT READ)** Refused

**ASK ALL PARENTS:**

MODEM3 At home, do you connect to the internet through a dial-up telephone line, or do you have some other type of connection, such as a DSL-enabled phone line, a cable TV modem, a wireless connection, a fiber optic connection such as FIOS (F-EYE-os) or a T-1? *{Spring Tracking 2009}*

- 1 Dial-up telephone line
- 2 DSL-enabled phone line
- 3 Cable modem
- 4 Wireless connection (either AirCard, "land-based" or "satellite")
- 5 Fiber optic connection
- 6 T-1 connection
- 7 Other (SPECIFY, MAKE SURE NOT ONE OF ABOVE)**
- 8 **(VOL.)** No computer at home
- 9 **(VOL.)** Computer at home not connected to internet
- 98 **(DO NOT READ)** Don't know
- 99 **(DO NOT READ)** Refused

**ASK IF ADULT LANDLINE SAMPLE AND PARENT DOES NOT HAVE CELL PHONE (Q2b=2,8,9) AND CHILD DOES NOT HAVE A CELL PHONE (P3=2,8,9):**

P16 Does anyone in your household have a working cell phone? *{PIAL trend; QL1HH}*

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL ADULT CELL PHONE SAMPLE:**

P17 Now thinking about your telephone use... Is there at least one telephone INSIDE your home that is currently working and is not a cell phone? *{QC1}*

- 1 Yes, home telephone
- 2 No home telephone
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF DUAL REACHED ON LANDLINE PHONE [(ADULT LANDLINE SAMPLE AND (Q2b=1 OR P16=1 OR P3=1)) OR (DUAL REACHED ON CELL (P17=1))]:**

P18 Now thinking about your telephone use... Of all the telephone calls that you and other people in your household receive, are **[READ AND ROTATE OPTIONS 1 AND 3—KEEP 2 ALWAYS IN THE MIDDLE]**? {Q12HH/QC2HH}

- 1 All or almost all calls on a cell phone
- 2 Some on a cell phone and some on a regular home phone
- 3 All or almost all calls on a regular home phone
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL PARENTS:**

RZIPCODE What is your zip code?

\_\_\_\_\_ **ENTER 5-DIGIT ZIPCODE**

99999 Don't know/Refused

- 1 **[ENTER FULL NAME]** – INTERVIEWER: PLEASE VERIFY SPELLING
- 2 **[ENTER MAILING ADDRESS]**
- 3 **[City]**
- 4 **[State]**
- 5 **[Confirm Zip code]**
- 9 Respondent does not want the money **(VOL.)**

**END TIMING MODULE 3**

**START TIMING MODULE 4**

**ASK IF PARENT=1,2:**

P19 Those are all the questions I have for you. We would also like to get your child's opinion on some of the things we've been talking about.

May I please speak with your **[AGE]**-year old **[son/daughter]** now?

**[INTERVIEWER: If R says "No" and if necessary, clarify whether that means "child not currently available" or "refuses to let child be interviewed"]**

- 1 Yes **[CONTINUE TO P20]**
- 2 Child not available **[SCHEDULE CALLBACK]**
- 3 No **[TERMINATE/SECOND ATTEMPT TO CONVINC PARENT]**

**PLACE ON SAME SCREEN WITH P19:**

**[INTERVIEWER: IF PARENT ASKS WHO IS SPONSORING SURVEY, READ:**

This survey is sponsored by a non-profit organization, the Pew Research Center's Internet and American Life Project. **[IF NEEDED:** A report on this survey will be issued by the Pew Internet Project in a few months and you will be able to find the results at its web site, which is www.pewinternet.org (w-w-w dot pew internet dot org).]

**ASK IF P19=1:**

**P20 INTERVIEWER NOTE: PARENTS SHOULD NOT STAY ON THE PHONE DURING THE CHILD INTERVIEW. CODE OUTCOME BY OBSERVATION.**

**IF A PARENT SAYS THEY WANT TO LISTEN, READ:** In our experience, it's easier for kids to answer our questions if they can answer privately and confidentially. For parents who are concerned, we usually suggest that they sit in the room with their child while the interview is taking place. Is it okay for us to talk with your child privately now?

- 1** Interview teen, Parent NOT on phone **[CONTINUE TO TEEN INTERVIEW]**
- 2** Interview teen, Parent on phone **[CONTINUE TO TEEN INTERVIEW]**

**ASK IF P19=2:**

**PNUM1** Would this phone number be the best one to call back to reach your child or is there another number that would be better to reach (him/her)?

- 1** Yes, this is best number
- 2** No, use another number
- 9** **(DO NOT READ)** Refused **[SKIP TO PNUM4]**

**ASK IF PNUM1=2:**

**PNUM2** And what is the best telephone number to reach (him/her) on?

- 1** **[ENTER 10-DIGIT NUMBER, INCLUDING AREA CODE; READ BACK TO R FOR ACCURACY]**
- 9** **(DO NOT READ)** Refused **[SKIP TO PNUM4]**

**ASK IF PNUM2=1:**

PNUM3 Is this a landline phone at home, the child's cell phone or another number?

- 1 Home landline
- 2 Child's cell
- 3 Another number
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused



APPENDIX C: STUDENT QUESTIONNAIRE

**TEEN QUESTIONNAIRE**

**START TIMING MODULE 5**

KSEX **RECORD TEEN SEX (DO NOT ASK)**

- 1 Male
- 2 Female

**END TIMING MODULE 5**

**START TIMING MODULE 6**

**IF PARENT INTERVIEW IS COMPLETED**

**WHEN CHILD IS ON THE PHONE, READ:**

**[IF NECESSARY, READ:** Hello, my name is \_\_\_\_\_ and I am calling for Princeton Survey Research.]

We are conducting a short survey about things you do every day, from using the Internet to school activities and talking with friends. Your opinions are very important to us. And there are no right answers or wrong answers. Everything you say is completely confidential: we will not use your name in any way **[IF PARENT NOT ON PHONE (P20=1), INSERT:** and we will not share your answers with anyone, including your parents]. **[IF NECESSARY and UNDER 16:** We have talked to one of your parents on **[INSERT PARENT INTERVIEW DATE]** and they have given us permission to talk to you.]

(READ TO ALL TEENS) Here's my first question...

**ASK ALL TEENS:**

KLISTEN **INTERVIEWER: CODE BY OBSERVATION – Parent listening to teen interview or not (DO NOT ASK)**

- 1 Parent NOT listening on phone
- 2 Parent on phone

**ASK ALL TEENS:**

K1a Do you use the internet, at least occasionally, for example on either a computer or a cell phone? *{PIAL modified Trend}*

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL TEENS:**

K1b Do you send or receive email, at least occasionally? *{PIAL Trend}*

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ONLINE TEENS (K1a=1 or K1b=1):**

K2 Overall, how often do you use the internet — several times a day, about once a day, 3-5 days a week, 1-2 days a week, every few weeks, or less often? *{PIAL Trend}*

- 1 Several times a day
- 2 About once a day
- 3 3-5 days a week
- 4 1-2 days a week
- 5 Every few weeks
- 6 Less often
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL TEENS:**

K3 As I read the following list of items, please tell me if you happen to have each one, or not. **[IF PNUM3=2 OR TEEN CELL SAMPLE, INSERT FOR FIRST ITEM: Just to confirm...]** Do you have...**[INSERT IN ORDER]**? Next, do you have **[INSERT NEXT ITEM]**? *{PIAL Trend}*

- a. A cell phone... or a Blackberry, iPhone or other device that is also a cell phone  
**[Follow-up with K3a\_1 and K3a\_2 before continuing]**
- b. A desktop or laptop computer  
**[Follow-up with K3b\_1 before continuing]**

**CATEGORIES**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK TEENS WHO HAVE A CELL PHONE (K3a=1):**

K3a\_1 Is that a smartphone or not... or are you not sure?

- 1 Yes, smartphone
- 2 No, not a smartphone
- 8 Not sure/Don't know
- 9 **(DO NOT READ)** Refused

**ASK TEENS WHO HAVE A CELL PHONE (K3a=1)**

K3a\_2 Can you use your cell phone to send or receive text messages?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK TEENS WHO DO NOT HAVE A COMPUTER (K3b=2)**

K3b\_1 Is there a computer that you can use at home?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL TEENS:**

K4 In the last 30 days, have you used the internet on **[INSERT IN ORDER]**? Next, have you used the internet on **[INSERT NEXT ITEM]** **[IF NECESSARY: in the last 30 days]**? *{mod. PIAL Trend 2009}*

- a. A cell phone
- b. A desktop or laptop computer
- c. A game console
- d. An M-P-3 player or i-Pod
- e. A tablet computer or i-Pad

**CATEGORIES**

- 1 Yes
- 2 No
- 3 I don't have this device/Does not apply to me
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK TEEN INTERNET USERS (K1a=1 or K1b=1):**

K5 We're interested in the kinds of things you do when you use the internet. Not everyone has done these things. Please just tell me whether you ever do each one, or not. Do you ever...**[INSERT; RANDOMIZE]**? *{PIAL Trend}*

- a. Use an online social networking site like MySpace or Facebook
- b. Use Twitter
- c. Have a video chat conversation with other people using applications like Skype, Googletalk or iChat *{new}*
- d. Stream video live to the internet for other people to watch
- e. Record and upload videos

**ASK TEEN CELL PHONE USERS (K3a=1):**

- f. Use a service on your cell phone like Foursquare or Gowalla to "check in" to certain locations or share your location with friends? *{new}*

**CATEGORIES**

- 1 Yes
- 2 No, do not
- 3 **(DO NOT READ)** Cannot do that/Don't know how to do that
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL TEENS:**

K6 Do you ever play video games, on a computer, or on a game console or a portable device like a cell phone? *{mod. PIAL Trend PARENT Q from Gaming survey}*

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK TEENS WHO TEXT (K3a\_2=1)**

K7 On an average day, about how many text messages do you send and receive on your cell phone? **[OPEN-END] [IF R cannot say/doesn't know, enter 998, or refused, enter 999, THEN ASK K7a]** *{PIAL Trend 2009}*

- \_\_\_\_\_ **[ENTER EXACT NUMBER OF TEXT MESSAGES, RANGE 0-499]**
- 500 500 or more
  - 998 Don't know/Can't say/Could not guess
  - 999 Refused

**ASK IF K7=998,999:**

K7a Well, on an average day, would you say you send and receive... **(READ 1-7)** *{PIAL Trend 2009}*

- 1 No text messages on your cell phone
- 2 1 to 10 text messages
- 3 11 to 20
- 4 21 to 50
- 5 51 to 100
- 6 101 to 200 (OR)
- 7 More than 200 text messages a day
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

There is no K8.

END TIMING MODULE 6

## START TIMING MODULE 7

### ASK FORM 1 TEENS:

K9F1 Thinking about all the different ways you socialize or communicate with friends... About how often do you **[INSERT; ASK ITEMS a-b FIRST IN ORDER, THEN RANDOMIZE]** – every day, several times a week, at least once a week, less than once a week, or never? Next, about how often do you **[INSERT NEXT ITEM]**? *{PIAL Trend}*

**[READ AS NECESSARY:** Every day, several times a week, at least once a week, less than once a week, or never?]

- a. Spend time with friends IN PERSON, doing social activities outside of school
- b. Talk to friends on a landline or home telephone

#### **ASK c OF TEENS WHO TEXT (K3a\_2=1)**

- c. Send text messages to each other

#### **ASK d OF TEEN CELL PHONE USERS (K3a=1):**

- d. Talk to friends on your cell phone

#### **ASK e-f OF TEEN INTERNET USERS (K1a=1 or K1b=1):**

- e. Exchange instant messages with friends
- f. Exchange email with each other

#### **ASK g OF TEEN SNS OR TWITTER USERS (K5a=1 OR K5b=1):**

- g. Exchange messages through social networking sites like MySpace or Facebook

### CATEGORIES

- 1 Every day
- 2 Several times a week
- 3 At least once a week
- 4 Less than once a week
- 5 Never/Do not do this/Cannot do this
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

### ASK FORM 2 TEENS:

K9F2 Thinking about all the different ways you socialize or communicate with people in your life... About how often do you **[INSERT; ASK ITEMS a-b FIRST IN ORDER, THEN RANDOMIZE]** – every day, several times a week, at least once a week, less than once a week, or never? Next, about how often do you **[INSERT NEXT ITEM]**? *{PIAL Trend}*

**[READ AS NECESSARY:** Every day, several times a week, at least once a week, less than once a week, or never?]

- a. Spend time with people IN PERSON, doing social activities outside of school
- b. Talk to people you know on a landline or home telephone

#### **ASK c OF TEENS WHO TEXT (K3a\_2=1)**

- c. Send and receive text messages

#### **ASK d OF TEEN CELL PHONE USERS (K3a=1):**

- d. Talk to people you know on your cell phone

#### **ASK e-f OF TEEN INTERNET USERS (K1a=1 or K1b=1):**

- e. Exchange instant messages

f. Exchange email with each other

**ASK g OF TEEN SNS OR TWITTER USERS (K5a=1 OR K5b=1):**

g. Exchange messages through social networking sites like MySpace or Facebook

**CATEGORIES**

- 1 Every day
- 2 Several times a week
- 3 At least once a week
- 4 Less than once a week
- 5 Never/Do not do this/Cannot do this
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**END TIMING MODULE 7**

**SNS SECTION**

**START TIMING MODULE 8**

**READ TO ALL TEENS:** Now, on another subject...

**ASK IF SNS OR TWITTER USER (K5a=1 OR K5b=1):**

K10 On which social networking site or sites do you have an account? **[PRECODED OPEN-END; ACCEPT UP TO 5 RESPONSES]** *{PIAL modified TREND REP MAN}*

- 1 Facebook
- 2 MySpace
- 3 My yearbook
- 4 Twitter
- 5 Youtube
- 6 Tumblr
- 7 Flickr
- 8 Google Buzz
- 9 UStream
- 10** Other **(SPECIFY)**
- 88 Don't have my own profile on a social networking site
- 98 Don't know
- 99 Refused

**ASK IF SNS OR TWITTER USER (K5a=1 OR K5b=1):**

K11 We'd like to know some of the specific ways you use social networking sites. Do you ever... **[INSERT; RANDOMIZE]**? {PIAL modified Trend 2009}

- a. Post comments to something a friend has posted
- b. Send private messages to a friend within the social networking site
- c. Send instant messages to or chat with a friend through the social networking site
- d. Tag people in posts, photos or videos
- e. Post a status update
- f. Post a photo or video
- g. Play a game on a social networking site {new}

**CATEGORIES**

- 1 Yes
- 2 No
- 3 **(VOL.)** Can't do this on my social network/Cell phone
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF SNS OR TWITTER USER (K5a=1 OR K5b=1):**

K12 About how often do you visit social networking sites? **(READ 1-6)** {PIAL TREND 2006}

- 1 Several times a day
- 2 About once a day
- 3 3 to 5 days a week
- 4 1 to 2 days a week
- 5 Every few weeks (OR)
- 6 Less often
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF SNS OR TWITTER USER (K5a=1 OR K5b=1):**

K13 Thinking about the profile you use most often... Is your profile set to public so that everyone can see it... is it partially private, so that friends of friends or your networks can see it... or is it private, so that only your friends can see?

- 1 Public
- 2 Partially private
- 3 Private (friends only)
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused



**ASK IF K13=2,3:**

K13b On your private profile, do you limit what certain friends can and cannot see, or can all your friends see the same thing?

- 1 Limit what certain friends can see
- 2 All friends see the same thing
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK TEEN INTERNET USERS (K1a=1 or K1b=1):**

K14 Have you ever decided not to post something online because you were concerned that it might reflect badly on you in the future?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**END TIMING MODULE 8**

**START TIMING MODULE 9**

**(READ IF SNS OR TWITTER USER: K5a=1 OR K5b=1):** Now I have some questions about how people act on social networking sites...

**ASK IF SNS OR TWITTER USER (K5a=1 OR K5b=1):**

KDIG1 Overall, in your experience, are people your age mostly KIND or mostly UNKIND to one another on social networking sites?

- 1 People are mostly kind
- 2 People are mostly unkind
- 3 Depends **(VOL.)**
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF SNS OR TWITTER USER (K5a=1 OR K5b=1):**

KDIG2 When you're on a social networking site, how often do you see people being mean or cruel... frequently, sometimes, only once in a while or never? *{Modification of PIAL gaming TREND 2008}*

- 1 Frequently
- 2 Sometimes
- 3 Only once in a while
- 4 Never
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF SNS OR TWITTER USER (K5a=1 OR K5b=1):**

KDIG3 In the past 12 months when you have been on a social networking site, has anyone been mean or cruel to you?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF KDIG2=1,2,3:**

KDIG4 When people act mean or cruel on social networking sites, how often have you seen other people **[INSERT IN ORDER]**... frequently, sometimes, only once in a while or never? How often have you seen other people **[INSERT NEXT ITEM]**? *{Modified PIAL gaming TREND 2008}*

**[READ AS NECESSARY: Frequently, sometimes, only once in a while or never?]**

- a. Tell the person to stop being mean or cruel
- b. Defend the victim who is being harassed
- c. Join in the harassment
- d. Just ignore what is going on

**CATEGORIES**

- 1 Frequently
- 2 Sometimes
- 3 Only once in a while
- 4 Never
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF KDIG2=1,2,3:**

KDIG5 And how about you? How often have you **[INSERT IN ORDER]**?

**[READ FOR FIRST ITEM THEN AS NECESSARY:** Frequently, sometimes, only once in a while or never?]

- a. Told the person to stop being mean or cruel
- b. Defended the victim who is being harassed
- c. Joined in the harassment
- d. Just ignored what is going on

**CATEGORIES**

- 1 Frequently
- 2 Sometimes
- 3 Only once in a while
- 4 Never
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF KDIG2=1,2,3:**

KDIG6 When you've seen or experienced someone being cruel or mean online, have you ever looked for or asked someone for advice about what to do?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF KDIG6=1:**

KDIG7 Who or what did you turn to for advice? Was it a friend, a brother or sister, a parent, a teacher, a website, or someone or something else?

- 1 Friend or peer
- 2 Brother, sister or cousin
- 3 Parent
- 4 Teacher
- 5 Website
- 6 Someone or something else? **(SPECIFY)**
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF KDIG6=1:**

KDIG7b Would you say the advice you got was helpful... or not helpful... or did it not make any difference?

- 1 Yes, advice was helpful
- 2 No, advice was not helpful
- 3 Made no difference
- 4 **(VOL.)** Looked/Asked for advice but didn't find/receive it
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK IF SNS OR TWITTER USER (K5a=1 OR K5b=1):**

KDIG8 Have you, personally, ever had an experience on a social networking site that **[INSERT; RANDOMIZE]**? *{NEW}*

- a. Resulted in a face to face argument or confrontation with someone
- b. Caused a problem with your parents
- c. Resulted in a physical fight with someone else
- d. Ended your friendship with someone
- e. Made you feel closer to another person
- f. Made you feel nervous about going to school the next day
- g. Got you in trouble at school
- h. Made you feel good about yourself

**CATEGORIES**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**END TIMING MODULE 9**

**PARENTAL MEDIATION, COMPUTING ENVIRONMENT & LEARNING SECTION**

**START TIMING MODULE 10**

**ASK TEEN INTERNET USERS OR HAVE A CELL PHONE (K1a=1 OR K1b=1 OR K3a=1):**

**K15 Who or what has been the BIGGEST influence on what you think is appropriate or inappropriate when you are using a cell phone or going online? Was it a parent, a brother or sister, friends, a classmate, someone or something else, or has no one influenced you? [ACCEPT UP TO 3 RESPONSES] *{PIAL TREND 2000}***

- 1 Parent
- 2 Brother or sister
- 3 Friends
- 4 A classmate
- 5** Someone/Something else (**SPECIFY**)
- 6 No one
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK TEEN INTERNET USERS OR HAVE A CELL PHONE (K1a=1 OR K1b=1 OR K3a=1):**

KCOMBO Have your parents ever talked with you about **[INSERT; RANDOMIZE]**? How about **[INSERT NEXT ITEM]**?

- a. Ways to use the internet and cell phones safely
- b. Ways to behave towards other people online or on the phone
- c. What you do on the internet or your cell phone
- d. What kinds of things should and should not be shared online or on a cell phone

**CATEGORIES**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK TEEN INTERNET USERS OR HAVE A CELL PHONE (K1a=1 OR K1b=1 OR K3a=1):**

K16 As far as you know, have your parents ever done any of the following things? Have they ever **[INSERT IN ORDER]**?

**ASK a & b OF TEEN INTERNET USERS (K1a=1 or K1b=1):**

- a. Used parental controls or other means of blocking, filtering or monitoring your online activities
- b. Checked which websites you visited

**ASK c OF TEEN SNS USERS (K5a=1 or K5b=1):**

- c. Checked your profile on a social networking site

**ASK d OF TEEN CELL PHONE USERS (K3a=1):**

- d. Used parental controls to restrict your use of your cell phone

**CATEGORIES**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL INTERNET USERS OR HAVE A CELL PHONE (K1a=1 OR K1b=1 OR K3a=1):**

K17 Have you EVER received advice about how to use the internet and cell phones responsibly and safely from any of these people or places? What about from...**[INSERT; ASK a-d FIRST IN ORDER, then RANDOMIZE e-j, ASK k ALWAYS LAST]**?

**[READ AS NECESSARY:** Have you ever received advice about how to use the internet and cell phones responsibly and safely from this source?]

- a. Your parents
- b. A brother, sister, or cousin
- c. An older relative like an aunt, uncle or grandparent
- d. A friend or school mate
- e. A teacher or another adult at school
- f. A youth or church group leader or coach
- g. A librarian
- h. Websites
- i. Television, radio, newspapers or magazines
- j. A company that provides your internet or cell phone service
- k. Someone or somewhere else? **(SPECIFY)**

**CATEGORIES**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**END TIMING MODULE 10**

**IDENTITY MANAGEMENT/NEGATIVE EXPERIENCES**

**START TIMING MODULE 11**

**ASK TEEN INTERNET USERS (K1a=1 OR K1b=1):**

K18 Have you ever said you were older than you are so you could get onto a web site or sign up for an online account, such as for email or a social networking site? *{PIAL TREND 2000}*

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK TEEN INTERNET USERS (K1a=1 OR K1b=1):**

K19 Have you ever shared one of your passwords with a friend or a boyfriend or girlfriend?

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL TEENS:**

K20 In the past 12 months, have you been bullied **[INSERT IN ORDER]**? How about **[INSERT NEXT ITEM]**? **[READ AS NECESSARY:** Have you been bullied this way in the past 12 months?] *{Ybarra, 2010}*

- a. In person
- b. By phone call – that is, on a landline or cell
- c. By text message
- d. Online **[IF NECESSARY, READ:** such as through email, a social networking site or instant messaging]

**CATEGORIES**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**ASK ALL TEENS:**

K21 Have you ever experienced or done any of the following? (First,) have you ever **[INSERT IN ORDER]**? *{PIAL Trend 2009}*

- a. Sent a sexually suggestive nude or nearly nude photo or video of yourself to someone else
- b. Received a sexually suggestive nude or nearly nude photo or video of someone else you know

**CATEGORIES**

- 1 Yes
- 2 No
- 8 **(DO NOT READ)** Don't know
- 9 **(DO NOT READ)** Refused

**END TIMING MODULE 11**

Need page break.

## VITA

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