Threats Among the “Always-On” Generation: Cyberbully Identification in a Secondary School in the United Kingdom

# Keywords

* Cyberbullying
* bullying
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* self-rating
* peer-rating

# Details

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## Topics

Risks and harms

## Sample

239 adolescents aged between 11 and 16 years, attending a secondary school in the UK

## Implications For Parents About

Parental practices / parental mediation

## Implications For Educators About

Digital citizenship

## Implications For Policy Makers About

Creating a safe environment for children online

# Abstract

The current study adds to the growing research into the modern phenomenon of cyberbullying,
which can threaten the psychological, psychosocial, and physical health of children and young
people. The relationship between traditional bullying and cyberbullying was examined by
means of self and peer report measures. The sample consisted of 239 adolescents aged between
11 and 16 years, attending a secondary school in the UK. Participants completed an online
questionnaire regarding their involvement and their peers’ perceived involvement in both
traditional bullying and cyberbullying. Correlational analysis showed a moderate/strong
correspondence between peer nominations of young people identified as traditional bullies and
cyberbullies. A strong relationship was found between self-report of cyberbullying and selfreport
of cyber-victimization, suggesting that victims of cyberbullying are also likely to be
perpetrators. This parallels research into traditional bullying and indicates a transfer of the
traditional bully/victim category into the cyberworld. Age and gender differences were
analyzed usingMANOVA. Younger participants were rated by peers as being more involved in
traditional bullying than older participants, yet no age differences were found in involvement in
cyberbullying. With regard to gender, peer nomination indicated that males were more likely to
be engaged in traditional bullying and cyberbullying than females. Agreement between
individuals and peers regarding who was involved in both bullying and victimization
(traditional and cyber) was weak/moderate. This suggests that cautions should operate and
sole reliance on student self-report measures in the identification of cyberbullies should
be avoided.

# Outcome

"there
was a weak correlation between self-reports of traditional
bullying and self-reports of cyberbullying. One explanation
is that this may be due to the stigma associated with being
labeled or considering oneself as a bully (traditional or
cyber). Additionally, it could have to do with different
personal beliefs as to what constitutes bullying behavior,
with the possibility that students regard cyberbullying
differently to traditional bullying.... Peer nomination of traditional bullying reported a
moderate/strong correlation with peer nomination of
cyberbullying.... Data analysis reported a strong
correlation between peer nomination of victims of
traditional bullying and peer nomination of cyber-victims... Strong correlations were also found between self-reports
of cyberbullying and self-reports of cyber-victimization....Strong correlations were also found between self-reports
of cyberbullying and self-reports of cyber-victimization." (Gallagher and Dunsmuir, 2014: 6).