Social networking and online self-disclosure as predictors of cyberbullying victimization among children and youth

# Details

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Risks and harms

## Sample

The total sample was thus comprised of 5,581 students (52.4% females) from 34 public schools: primary schools 3rd to 6th grades (n = 3945, 70.7%), middle schools, 7th to 9th grades (n =
1277, 22.9%), and high schools 10th to 12th grades (n = 359, 6.4%).

## Implications For Parents About

Parenting guidance / support

## Implications For Policy Makers About

Creating a safe environment for children online

# Abstract

With mass acceptance and use of social networking sites (SNSs), many people now regularly disclose personal information via SNSs. Self-disclosure on SNSs has been connected to higher incidences of cyberbullying, which is concerning for children and youth who use SNSs. The current research aims to examine Internet and SNS activity, online self-disclosure and the education institution phase as predictors of cyberbullying victimization (CV), among children and youth. It was hypothesized that Internet and SNS activity, online self-disclosure and the
education institution phase predict CV. Data were collected from 5719 primary and secondary Israeli students (51.9% females) during the 2019–2020 school year via online questionnaires. Regression analyses and moderation analysis were conducted to assess the predictability of CV from Internet and SNS activity, online self-disclosure and the education institution phase. Findings indicate that Internet and SNS activity, online self-disclosure and the education institution phase predict CV, both separately and in convergence. Additionally, CV is more prevalent in primary schools compared to secondary schools, and in male students compared to female students. Implications for school programs and guidelines for parents address the predictive factors of CV found. This study expands the knowledge of the impact of Internet and SNS activity and online self-disclosure on CV.

# Outcome

Aizenkot (2020) found that Internet and SNS activity and online self-disclosure predict cyberbullying victimization (CV), both separately and in convergence. The more Internet and SNS activities students are engaged in the more they experience CV, and the more personal details students post on their SNS
profile the more they experience CV. Additionally, Internet and SNS activity predicts CV regardless of the amount of online self-disclosure.
However, as online self-disclosure increases, the relationship between Internet and SNS activity and CV grows stronger. Additionally, in both primary schools and secondary schools there is a positive and significant effect of Internet and SNS activity on CV. That is, the greater the Internet and SNS activity, the more students experience CV. This effect however is stronger in primary schools compared to secondary schools. Lastly, CV is more prevalent in primary schools compared to secondary schools and
in male students compared to female students