Comparing cyberbullying and school bullying among school students: Prevalence, gender, and grade level differences

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## Sample

The current study included 465 participants (136 boys and 329 girls), all of them were junior high
and high school students in Israel. Their ages ranged from 7th to 12th grade, with
343 (73.8%) adolescents in junior high school and 122 (26.2%) in high-school. The
participants were recruited via Facebook (FB) advertisements. Volunteer participants
downloaded the questionnaire through an online link.

# Abstract

Recent technological developments have added cyberspace as part of adolescents’
social milieu. Bullying, which is prevalent in adolescents’ social environment,
also takes place in cyberspace, although it is believed to have a more potent
and harmful effect. A study of cyberbullying and FtF bullying could elucidate critical
implications for children, educators, and policymakers. The present study examined
cyberbullying and school bullying among 465 junior-high and high-school students
(136 boys and 329 girls) in Israel, through an online survey. Findings revealed that the
phenomenon of cyberbullying is less prevalent than school bullying. In the majority
of cases in cyberspace, the identity of the cyber bully was known to the victim and
the audience. According to the findings, in cyberspace, boys tended to bully more
often than did girls; no correlation was found between gender and victim or gender
and audience. The implications of these findings are discussed in the context of online
communication theory.

# Outcome

In the current study (Lapidot-Lefler Dolev-Cohen, 2015) it was found that higher means found for FtF bullying than for cyberbullying, in most cases, regardless of the respondent’s role— bystander, a victim, or a bully—the adolescents were familiar with the cyberbullying participants (62–76 %). In the other cases, they were either unfamiliar with the cyberbullying participants (20–25 %), or knew some participants and were unfamiliar with others (4–17 %). Significant differences were found in the rate of anonymous cyberbullying for bystanders and victims. for bystanders, bullying scenes more frequently involved participants who were known to the bystanders or a combination of both known and anonymous participants. For victims, bullying frequently involved both known and anonymous bullies