Cyberpesten en stress in school en op het werk: naar een kruisbestuiving tussen verschillende onderzoekstradities

Engl. transl.: Cyberbullying and stress at school and work: towards a cross-fertilization of separate research traditions

# Details

## Year

2014

## Scope

Local

## Countries

Belgium

## Type

Empirical research – Quantitative

## Methodologies

Survey

## Researched Groups

## Other Researched Group

Employees

## Children Ages

## Funder

FWO

## Funder Types

Regional Government

## Has Formal Ethical Clearance

## Consents

* Consent obtained from parents
* Consent obtained from children
* Consent obtained from school officials / principal

## Informed Consent

Consent obtained

## Ethics

Ethical considerations and/or protocol mentioned in the research design

## URL

https://www.uantwerpen.be/en/staff/heidi-vandebosch/research/

## Data Set Availability

Not mentioned

# Goals

This project aims to advance knowledge about cyberbullying (a) within the work context, (in which this phenomenon has rarely been studied so far) and (b) within the context of youngsters (for whom scholars have rarely tested theories about antecedents and consequences). As such, this project will investigate three research questions about the relationship between stress and cyberbullying amongst youngsters and working adults: (1) does stress cause cyberbullying enactment through the ventilation of negative emotions such as anger and frustration (cyberbullying may then be considered maladaptive "externalizing" behavior), (2) does stress cause cyberbullying victimization through withdrawal reactions evoked by negative emotions such as fear (cyberbullying may then be considered maladaptive "internalizing" behavior) and (3) does cyberbullying victimization lead to (additional) stress for the target and to spill-over of this stress (and cyberbullying) to significant others?