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Adolescents Experiences with Cyberbullying: A Mixed Methods Analysis

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A thesis submitted in partial fulfillment of the requirements for the degree in Master of Arts

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ADOLESCENTS' EXPERIENCES WITH CYBERBULLYING:
A MIXED METHODS ANALYSIS

(Thesis format: Monograph)

by

Nasim Shojayi

Graduate Program in Education

A thesis submitted in partial fulfillment
of the requirements for the degree of
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Abstract

This study investigated gender differences in cyberbullying and the relationship between perpetrators and victims and asked the following research questions: Are there differences in who engages in cyberbullying more often, based on one's gender? Are there differences in perceptions of reporting, when a cyberbully is a friend or stranger? Why or why not, would adolescents report one source over the other? Data was collected from 70 students, ages 16 to 18-years-old (42 females, 28 males), in a public secondary school in Southwestern Ontario. A mixed methodology was utilized. Quantitative data from the Cyberbullying Student Survey was analyzed, and qualitative data from the semi-structured focus groups was collected to obtain a better understanding of the phenomenon. Results indicate that males perceived that females use cyberbullying more often. Females however, held the belief that males and females cyberbully equally, or that cyberbullies are mostly female. Frequency counts suggest that adolescents are equally likely to report and not report cyberbullying by a friend. However, 61% of the sample indicated reporting cyberbullying if the perpetrator is a stranger. Participants also indicated that they were more likely to report cyberbullying behaviours of strangers, than of their friends, due to the fear of retaliation from their friends. Furthermore, among females revenge was perceived as the most common motive to engage in cyberbullying. Implications for students, parents, and school officials regarding prevention are discussed.

Keywords: Cyberbullying, adolescents, gender, friendships, mixed-methods, focus groups, perpetration, reporting, victimization

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Adolescents' Experiences with Cyberbullying: A Mixed Methods Analysis

Given the extensive literature and widely publicized cases of cyberbullying, interest in cyberbullying has recently become extremely widespread (Sugarman & Willoughby, 2013). According to the Youth Risk Behaviour Surveillance Survey (2011), 16% of high school students have been electronically bullied within the last year (*Youth Risk Behavior Surveillance System*, 2013), promoting the importance of cyberbullying research and prevention strategies. The present study aims to extend the literature on cyberbullying by examining gender differences in cyberbullying and the relationship between perpetrators and victims.

Bullying

Bullying is a pervasive issue among young children and adolescents that can take many forms, including verbal (e.g., name calling), physical (e.g., hitting), sexual (e.g., harassment, stalking), and relational (e.g., social isolation). Despite the extensive literature on bullying, the definition of bullying is relatively ambiguous and is often mistakenly defined as aggressive behaviour, neglecting various aspects and forms of bullying (Cuadrado-Gordillo, 2012). Throughout the literature, there has been agreement on three factors that distinguish bullying from aggressive behaviour: repetition of unwanted behaviour, an imbalance of power, and the intent to cause a person physical, social, emotional, or psychological harm (Craig & Pepler, 2007; Cuadrado-Gordillo, 2012; Erling & Hwang 2004; Grigg, 2010; Olweus, 1993; Sugarman & Willoughby, 2013; Tokunaga, 2010). In the past bullying was associated with boys who were often seen as portraying more aggressive behaviour throughout child development. Females on the other hand, were seen as being involved in more subtle and indirect forms of aggression, such as verbal and emotional bullying (Salmivalli & Kaukiainen, 2004; Smith & Sharp, 1994). Recent research suggests (Carbone-Lopez, Esbensen, & Brick, 2010) that this dynamic is still at play,

however involvement in indirect forms of bullying victimization has increased. Although the percentage of bullying in schools decreases as students get older (Eslea & Rees, 2001; Whitney & Smith, 1993), the forms of bullying may become more complex and subtle with increasing age.

Cyberbullying

As technology advances, individuals who are using instant messaging, e-mail, websites (e.g., Twitter, Facebook), text messages, personal digital assistants, or other electronic media, are provided with different ways of communicating with one another, and also a new way of creating relationships. Although different types of technology can be particularly entertaining and efficient, they can also be quite destructive. With an increase in new technology, adolescents are provided with new methods of targeting peers, a form of bullying more commonly known as cyberbullying. Cyberbullying, which is also referred to as online bullying, online harassment, and cyber harassment, occurs when an individual is causing harm toward someone else through the use of an electronic medium (Wade & Beran, 2011). This type of behaviour often occurs in a hostile, intentional, and repetitive manner (Dehue, 2013). Repetition does not necessarily involve only the primary perpetrator, as others may repeat the act of the primary perpetrator, to further target the victim (Slonje, Smith, & Frisén, 2013). In contrast to traditional bullying, cyberbullying can be particularly problematic as it can be done fairly quickly, "anonymously, or through impersonation" (MacKay, 2012, p.39). There are two particular ways in which perpetrators cyberbully: either directly or by proxy (e.g., involving others in the cyberbullying act). The latter approach is often considered as being more severe, as it involves more individuals in the violence (*How cyberbullying works*, n.d.).

According to a national survey (Steeves, 2014) conducted on 5436 students in grades 4

through 11, 99 percent of students have access to the Internet outside of school through portable devices such as cellphones, tablets, and laptops. The most preferred websites that students listed included, YouTube (75% of students), Facebook (57% of students), and Google (31% of students). These websites are free and readily available to the public, and information, whether constructive or destructive, can be posted within minutes to large audiences. Although these websites can be fairly efficient and entertaining, they can also be quite destructive if they are not used appropriately. The survey also found that older students (grades 7 to 11) received less adult supervision when navigating the Internet, compared to younger students (grades 4 to 6) (Steeves, 2014). Given that older students have less supervision online, this may provide students with opportunities to engage in risky online behaviours, including cyberbullying, without parental awareness.

Differences Between Cyberbullying and Traditional Bullying

In order to have a better understanding of cyberbullying and how it affects individuals, it is important to become aware of the process and transformation of traditional bullying. Furthermore, we need to discover and investigate the underlying factors that play a role in cyberbullying in order to create successful intervention programs. Slonje and colleagues (2013) address research findings that explain the factors that differentiate cyberbullying from traditional bullying. These factors include: technological proficiency, the indirect nature of cyberbullying, increased number of bystanders, cyberbullying can spiral to wider audiences, and it may be more difficult to escape from the violence, since certain acts (e.g., posting of a photo) can remain online indefinitely (Smith, 2012). Furthermore, electronic bullying has specific features that differentiate it from traditional forms of bullying, such as its anonymous nature and the ability to use various screen names, which may attract people to engage in this type of bullying, over other

forms of bullying (Kowalski & Limber, 2007). The lack of supervision in adolescent's Internet access is also another risk factor and difference between cyberbullying and traditional bullying (Dehue, 2013). With the release of new forms of technology, researchers have found that there is a digital gap between parents and youth (Wong, 2010), which may provide youth with various ways of engaging in bullying behaviours, without parental awareness.

In examining the role of values and morality within cyberbullying and traditional forms of bullying, Menesini, Nocentini, and Camodeca (2013) found that both cyberbullies and traditional bullies share similar characteristics related to morality, such as a lack of guilt and disobedience. Interestingly, cyberbullying was also related to factors such as power, dominance, and status among peers. Due to the indirect nature of cyberbullying, it is possible that students resort to this type of behaviour as a way of gaining social status and power amongst their peers, rather than through face-to-face contact.

Cyberbullying in Adolescence

Although cyberbullying is less prevalent than traditional bullying (Low & Espelage, 2013; Ybarra, Boyd, Korchmaros, & Oppenheim, 2012), studies have found cyberbullying victimization and perpetration rates to range from 10 to 50 percent (William & Guerra, 2007; Ybarra, Espelage, & Mitchell, 2007). In a recent study that examined online survey reports of 6 to 17 year olds, it was found that 25 percent of youth reported being cyberbullied, while 10 percent reported being bullied online, 7 percent reported being bullied via telephone, and 8 percent reported being bullied through text messaging (Ybarra et al., 2012). Ybarra and colleagues (2012) report that cyberbullying is associated with mental health concerns including depression among youth. In examining 16,799 students experiences with specific types of bullying, Vaillancourt and colleagues (2010) found 19.4 percent involvement in physical

bullying, 36.3 percent involvement in verbal bullying, 28.8 percent involvement in social

bullying, and 9.7 percent involvement in cyberbullying. Although the prevalence of

cyberbullying may be low in comparison to other forms of bullying, the incident is not a rare

event (Vaillancourt et al., 2010), and the harm that is associated with cyberbullying is of great

concern.

According to Hinduja and Patchin (2013), behavioural decisions in adolescence are often

influenced by one's peers. In their research, Hinduja and Patchin (2013) found that students who

reported that their peer groups engaged in cyberbullying, were more likely to report that they had

also been involved in cyberbullying. However, when there were sanctions set in place by parents

or school officials, students' reporting rates differed. In these situations, students were less likely

to report involvement in cyberbullying. Thus, it is evident from these findings that sanctions

from parents and/or school officials can assist in the prevention of cyberbullying (Hinduja

&Patchin, 2013).

Cyberbullying has become a pervasive issue and the effects may be quite harmful,

especially with regard to victims. In examining adolescent victims perceptions of cyberbullying,

Sevcikova, Smahel and Otavova (2012) found that victims perceived the bullying differently

when the attacks were made by unknown, rather than known aggressors. When an unknown

online aggressor made attacks, the victims perceived the attack as harmful. If the online

aggressor was connected to the individual in some way (e.g., went to the same school as the

victim), this also increased feelings of harm. However, victims in these situations also feared a

collective participation in the victimization (e.g., from peers), which may lead to feelings of

vulnerability, powerlessness, and humiliation (Sevcikova et al., 2012).

Cyberbullying and Gender

In examining the role of gender in cyberbullying, research (Ang & Goh, 2010; Li, 2006) has shown that experiences and reports of cyberbullying tend to differ between males and females. Li (2006) found that although males are often the perpetrators of traditional bullying and cyberbullying, female victims are more likely to report incidences of traditional bullying and cyberbullying. In traditional bullying, boys tend to be the aggressors, whereas females tend to be more involved in indirect and relational bullying. Since cyberbullying is fairly indirect, some researchers have even argued that females may be more involved in cyberbullying, compared to their male counterparts, however the technological aspect of cyberbullying may be of more interest to males (Hinduja & Patchin, 2009; Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett, 2008; Smith, 2012). Since females acquire verbal skills more rapidly than their male counterparts, Carbone-Lopez and colleagues (2010) suggest that this may help to explain female's interest and increased use of indirect forms of bullying.

Cyberbullying includes different types of behaviours that can occur through various forms of technology. Hinduja and Patchin (2009) found that males and females engage in different behaviours when cyberbullying. According to the researcher's findings, males were more likely than females to physically threaten their peers, while females were more likely to engage in social bullying (e.g., spreading rumors). The researchers found that in comparison to males, females were more likely to use cyberbullying as a way of obtaining social control over their peers. Due to the indirect and anonymous nature of cyber space, it is possible that females feel more comfortable engaging in bullying behaviours online than through direct attacks (Wolak, Mitchell, & Finkelhor, 2007).

Males and females are also found to be targets of cyberbullying for different reasons. Males are often targeted for their sexual orientation, whereas females are often targets of

cyberbullying due to factors related to, "appearance, sexual promiscuity, and popularity" (Shariff & Churchhill, 2010, p.57). According to Shapka and Law (2013), cyberbullying can be motivated by either proactive or reactive reasons. Proactive aggression occurs intentionally, and is often motivated through perceived rewards (e.g., dominance or status), whereas reactive aggression occurs out of anger, and is often in response to frustration (Ang, Huan, & Florell, 2014; Shapka & Law, 2013). Many researchers have also noted revenge as a common motivate to engage in cyberbullying (Konig, Gollwitzer, & Steffgen, 2010; Ybarra & Mitchell, 2004), along with other factors such as boredom, increasing feelings of pleasure, and to fit in with peers (Baas, de Jong, Menno, & Drossaert, 2013).

Smith (2012) suggests that females engage in cyberbullying behaviours more often than males. The increased use and interest in social networking websites, particularly by females, may be a possible explanation for the gender differences in cyberbullying (Patchin & Hinduja, 2010). Although the research on gender differences in cyberbullying remain inconsistent (Patchin & Hinduja, 2010), Slonje and colleagues (2013) address findings that suggest involvement in cyberbullying starts in adolescence, further suggesting the importance of examining adolescents experiences with cyberbullying (Smith, 2012; Tokunaga, 2010).

The Relationship Between Perpetrators and Victims

Cyberbullying can occur in the context of friendships and among strangers. Although many perpetrators indicate knowing who their target is, most victims are unaware of the perpetrator's identity. Often the duration of online bullying is longer for victims who are targeted by known peers (Ybarra & Mitchell, 2004). These individuals may be more reluctant to report incidences of bullying, or obtaining support because they fear retaliation from peers (Smith & Sharp, 1994). Since online bullying provides perpetrators with a sense of anonymity, bullies are

able to easily target their peers without the fear of being detected. In terms of victimization, Crick and Nelson (2002) found that males were more physically victimized by their peers, whereas females were more relationally victimized by their peers. Vaillancourt and colleagues (2010) found girls to be victimized by their peers at a higher rate, than boys, which further highlights the predictive role of friendships within cyberbullying. When individuals are bullied by their friends, they often "rationalize or minimize the behaviour" in order to maintain the friendship (Mishna, Wiener, & Pepler, 2008, p.568).

In a study conducted by Kowalski and Limber (2007), that examined middle school students experiences with electronic bullying, perpetrators participating in the study reported, "electronically bullying a student in their school, followed by a friend and strangers" (p.26), indicating "friends" role in the perpetration of cyberbullying.

Consequences of Cyberbullying

While there may be differences in the nature and extent of cyberbullying, cyberbullying overall can have a negative impact on an individual's life. Victims of cyberbullying often report feeling frustrated, angry, and depressed (Patchin & Hinduja, 2006). According to Wang, Nansel, and Iannotti (2011), cyberbullied victims specifically, tend to experience high levels of depression. In comparison to other forms of bullying, the researchers further suggest that the distinct nature of cyberbullying (e.g., anonymity) is a possible explanation for higher levels of depression. In some instances, the effects of cyberbullying have become quite severe, leading various adolescents to have suicidal thoughts, attempts, and contemplations (Hinduja & Patchin, 2010; Schenk & Fremouw, 2012). Schenk and Fremouw (2012) found that as a result of victimization, participants felt angry, anxious, paranoid, sad, and stressed. With this research, it becomes evident that the negative outcomes of cyberbullying cannot only be extreme (e.g.,

suicide ideation), but also subtle (e.g., feeling anxious).

In comparison to traditional forms of bullying, some researchers propose that the effects of cyberbullying may be more severe than traditional bullying, due to its distinct characteristics (e.g., anonymity, ability to transfer to wider audiences) (Campbell, 2005; Campbell, Spears, Slee, Butler, & Kift, 2012). According to Campbell and colleagues (2012) research, cybervictims reported higher levels of depression and anxiety, compared to victims who solely experienced traditional forms of bullying. Furthermore, victims who experienced both traditional forms of bullying and cyberbullying experienced the same levels of anxiety and depression as victims who solely experienced cyberbullying, which further highlights the severity and power of cyberbullying (Campbell et al., 2012). Furthermore, the negative effects of cyberbullying may increase among those individuals who are not provided with support from family, peers, and educators. Thus, it becomes increasingly important for parents and educators to discuss cyberbullying in terms of its negative consequences and how it can be prevented.

Reporting Cyberbullying

Students can inform various sources of support about cyberbullying including, trusted adults, peers, school officials, and police. Although the consequences of cyberbullying can be quite alarming, many students are reluctant in reporting their experiences (Li, 2006). Cassidy, Jackson, and Brown (2009) found that student's are reluctant in reporting cyberbullying to school officials due to the belief that school officials are unable to assist with the cyberbullying, and for additional reasons including fear of retaliation from the cyberbully, being labeled negatively by peers (e.g., being called a "rat"), and parents controlling their Internet activities. Reporting peers bullying behaviours may not only lead to retaliation, but it may also impede on the students' desired social status (Chibbaro, 2007). Although some students' avoid informing

school officials about cyberbullying, the pattern is also found between students and trusted adults. Due to fears surrounding the restrictions of online activities, teens often refrain from reporting cyberbullying to parents (Agatston, Kowalski, & Limber, 2007; Cassidy et al., 2009; PREVNet, 2014). Asking for parental assistance is a behavioural decision that is common among younger children (Tokunaga, 2010), and thus unappealing to adolescents. Li (2007) states that some students are not aware that they can report cyberbullying incidents to trusted adults, which may be a problem associated with polices surrounding reporting, rather than the individual.

When considering gender differences in reporting, Li (2006), found that females were more likely to report their cyberbullying experiences than their male counterparts. Since asking for help tends to be frowned upon within masculine gender norms (Good, Dell, & Mintz, 1989), this may be a possible explanation for the decreased reporting rate found among males.

Cyberbullying and Bullying Among Older Populations

Although most research on cyberbullying focuses on younger populations, cyberbullying has also increasingly become evident among older populations (e.g., adults or college/university students). Studies have found that bullying occurs among adults in the workplace (O'Moore, Seigne, McGuire, & Smith, 1998; Quine, 2001), suggesting that bullying is apparent even after adolescence. Bullying in the workplace is often characterized by a power struggle, among employers and employees (Strandmark & Hallberg, 2007). Since workplace bullying can be subtle, it may be difficult to have an open discussion about the consequences of bullying (Dzurec & Bromley, 2012). Among adults bullying often leads to lower levels of job satisfaction, higher levels of anxiety, and depression (Quine, 2001). Thus, it becomes evident that the harmful consequences of bullying can negatively impact the lives of both adults and adolescents.

Purpose of the Present Study

The purpose of the present study was to investigate gender differences in cyberbullying and the relationship between perpetrators and victims. This study aimed to examine adolescents' experiences with cyberbullying because, "adolescence is a time when physical aggression increases in frequency and intensity [and] this period also witnesses a series of abrupt changes in the social lives of youngsters" (Pellegrini & Bartini, 2000, p.700). Examining adolescents' experiences with cyberbullying can provide us with a much richer understanding of how cyberbullying manifests itself in adolescence.

In using a mixed methods approach, the present study examines various aspects of cyberbullying, including students' involvement in cyberbullying, gender differences, reporting behaviours, and motives for cyberbullying. Since the nature of cyberbullying is expanding, utilizing both quantitative and qualitative data may help to provide a much deeper understanding this complex phenomenon. According to Onwuegbuzie and Leech (2004), a mixed methods approach allows, "researchers to be more flexible and holistic" (p.770) in their investigations, thereby allowing a much richer interpretation of findings. Unlike monomethod studies, mixed method approaches fall in the middle of a research design continuum, by highlighting the strengths of both quantitative and qualitative data (Johnson & Onwuegbuzie, 2004), in order to help provide a better understanding of the research findings. The design itself, allows researchers to investigate research questions in depth, without the constraints of monomethod studies (Johnson & Onwuegbuzie, 2004). Essentially, combining both quantitative and qualitative data can help to enhance the theory and overall nature of the research.

Focus groups in particular, provide a deeper understanding of the content being analyzed, and thus a better understanding of the overall phenomenon. One unique aspect of focus groups is that they allow you to collect, "data both from the individual, and from the individual as a part of

larger group" (Massey, 2011, p.21). Although focus group discussions can evoke single responses from individuals, these responses are still important to the overall analyses since they are produced and expressed within the individuals' social context (Hollander, 2004). Furthermore, focus group discussions represent the types of conversations individuals may have in their everyday lives (Hollander, 2004; Lunt & Livingstone, 1996). Through focus groups, participants are able to tell stories and elaborate on their experiences, rather than simply agreeing to pre-assigned responses that are common within quantitative methodology.

Part I Research Question

Are their differences in who engages in cyberbullying more often, based on one's gender?

Hypotheses Part I. Consistent with previous literature on the role of gender and cyberbullying (Carbone-Lopez et al., 2010; Hinduja & Patchin, 2009; Smith et al., 2008; Smith, 2012) that females engage in cyberbullying more often than their male counterparts, it is hypothesized that females use cyberbullying more often than their male counterparts.

Part II Research Question

Are their differences in perceptions of reporting, when a cyberbully is a friend or a stranger? Why or why not, would adolescents report one source over the other?

Hypotheses Part II. In terms of the relationship between the perpetrator and victim, it is predicted that adolescents would be more likely than not to report cyberbullying by a stranger, whereas they would be less likely to report cyberbullying by a friend. This hypothesis is in line with the literature (refer to Cassidy et al., 2009; Smith & Sharp, 1994), which indicates students may be more reluctant to report cyberbullying behaviours of friends due to the fear of retaliation. Mishna and colleagues (2008) also indicate that cyberbullying by peers is often "rationalized or

minimized", for the purposes of maintaining the friendship, which may help to explain students' reluctance in reporting the bullying behaviours of their peers (p.568).

Method

Ethics, Participants, and Recruitment

Ethics were completed and approved on May 1, 2013, by the Faculty of Education Sub-Research Ethics Board for Non-Medical Research Involving Human Subjects, within The University of Western Ontario (Appendix A). Approval is valid until April 30, 2014.

Data was collected from 70 students, ages 16 to 18 (42 female, 28 males), in a public secondary school with approximately 1,000 students from grade 9 to 12 in Southwestern Ontario. Students were recruited by teachers at the secondary school who expressed interested in participating in cyberbullying studies. A parental consent form (Appendix B), youth assent form (Appendix C), and an information letter (Appendix D) were created and provided to teachers, students, and parents of students interested in supporting cyberbullying research. Teachers distributed the forms to their students and returned signed consent forms to the researchers, prior to conducting the research. Researchers collected data on three separate occasions: November 28, 2013 (class period 1, 3, and 4), November 29, 2013 (class period 4) and December 6, 2013 (class period 1 and 3).

Two researchers worked collaboratively with the data set to examine students' experiences with cyberbullying and dating violence. For the purposes of this study, only data in regards to cyberbullying was examined. Participants were asked to complete a brief survey assessing their knowledge on cyberbullying and dating violence. Further information about the participants' ethnicity, race, and SES level, were not known. The present study also included

semi-structured focus groups, which were created and organized by the researchers to help facilitate discussion around both cyberbullying and dating violence.

Measures

      Cyberbullying Student Survey.   The Cyberbullying Student Survey (see Appendix E) was adapted for the purposes of this study. This survey offers a more comprehensive understanding of individual's experiences with cyberbullying and dating violence. The first part of the survey was used to collect demographic information (e.g., age, gender, and grade level). The survey also includes two commonly used definitions of cyberbullying (retrieved from cyberbullying.org) and dating violence (retrieved from loveisrespect.org), to provide students with a more comprehensive understanding of both cyberbullying and dating violence. The survey consists of 10 items that address areas such as student's knowledge of cyberbullying, likelihood of reporting cyberbullying incidents, involvement in cyberbullying, and the relationship between perpetrators and victims. Items on the survey are answered using different types of scales (e.g., "very likely", "likely", and "not likely").

      Focus Group Questions.   Focus group questions (see Appendix F) were used to facilitate discussion on issues surrounding cyberbullying and dating violence. The definitions of both cyberbullying and dating violence, as seen in the Cyberbullying Student Survey, were provided to students during the focus group discussion to help obtain a better understanding of students knowledge surrounding these issues (e.g., Is there anything you would add to the definition? Is there anything you would remove from the definition?). The remainder of the focus group questions focused on student's attitudes and feelings concerning the prevention of cyberbullying (e.g., What do you feel can be done to prevent or stop cyberbullying?), knowledge and understanding of cyberbullying (e.g., How prevalent do you think cyberbullying is?),

the relationship between perpetrators and victims (e.g., When the cyberbully is your friend, what do you do?), reporting of cyberbullying incidences (e.g., How often do you report cyberbullying if it were a friend, boyfriend/girlfriend, stranger, or family member?), awareness of cyberbullying in the media (e.g., What have you seen in the media recently concerning cyberbullying?), conceptualization of cyberbullying, (e.g., What are some examples of minor forms of cyberbullying?), behaviours in reporting bullying (e.g., Why would you be likely to report one source over the other?), gender differences in cyberbullying (e.g., How might girls and guys be cyberbullied differently?), and perceptions around social support (e.g., Why would you be likely to report to one source over the other?). Probing questions were also included as a tool to elicit further discussion, and as a way to obtain specific information from participants.

Procedure

Prior to conducting the focus groups with the high school students, the researchers contacted teachers who were willing to allow their students to participate in the research during class time. Upon approval to access classrooms from Thames Valley District School Board (TVDSB), the researchers arranged a date with the teachers and school officials to conduct the research. During arranged dates, the researchers traveled to the students' classrooms. Teaching administrators had informed students that a brief survey and focus group would be conducted to examine student's knowledge, perceptions, and attitudes of cyberbullying, prior to beginning the research.

Semi-structured focus groups included both female and male participants. Prior to conducting the research, the researchers collected signed consent forms from all students. Students who did not have permission to participate in the present study (e.g., students under 18) were asked not to participate in the study and to engage in a quiet activity. Before beginning the

research, students were also provided with assent forms, a brief statement about cyberbullying and dating violence, and their role in the discussion group (refer to Appendix G). Participants were told that they do not have to participate in any discussion that makes them uncomfortable and that they are free to leave the discussion at any time. After the brief introduction, participants were provided with the Cyberbullying Student Survey, and were asked to take a moment to complete the survey. Students were reminded not to include any names of people they know or disclose any personal information, when answering the items on the survey. Approximately five to seven minutes was provided to students to complete the survey.

Upon completion, the researchers collected the surveys and began the focus group discussion. The discussion was recorded through informal note taking for data collection purposes. Students were reminded not to make any personal disclosures, or use names of people involved in or have experienced cyberbullying, when participating in the focus group discussion. This portion of the study took approximately 30 to 35 minutes to complete. At the conclusion of the group discussion, participants were debriefed and provided with a cyberbullying resource sheet (Appendix H). The researchers also encouraged participants to seek assistance from their school guidance counsellor, teacher, or counselling services, to minimize any discomfort that they may have experienced from participating in the study.

Data Analyses

The present study utilized a mixed methods approach. Data from the quantitative based study on cyberbullying along with the qualitative data from the semi-structured focus groups were used to examine high school students' perceptions regarding cyberbullying victimization and perpetration, gender differences, and the relationship between perpetrators and victims.

Quantitative Data. To examine students' perception of involvement in cyberbullying

by gender, chi-square analyses were conducted. Chi-square analyses were also conducted to examine perceptions of reporting, when a cyberbully is a friend or a stranger.

Qualitative Data. The focus group component of the study was used to provide in-depth information regarding student's perceptions, feelings, and experiences with cyberbullying, which may have been lost using primarily quantitative methodology. Data was collected through informal note taking, and was carefully analyzed by each of the researchers to help maintain consistency and reliability. All responses to the focus groups items were organized into one document that separated participants' responses according to gender (refer to Appendix I). Responses were carefully read by each researcher in order to find major themes and/or concepts, and quotes from participants that reflected major themes and/or concepts were noted. Concepts, topics, and/or phrases that reflected the research questions were highlighted and grouped together. Themes and/or concepts were found while examining the items individually, as well as amongst all of the items combined together.

Results

Participant Characteristics

Data was collected from 70 students in one high school within Southwestern Ontario, with participants' ages ranging from 16 to 18-years-old. Information in regards to SES, ethnicity, and race were unknown.

Of the sample, 28.6% indicated being cyberbullied, 78.6% indicated knowing someone who has been cyberbullied, and 38.6% indicated having stopped a cyberbullying incident. A series of chi-square tests were conducted to examine gender differences in cyberbullying. There were no differences with respect to gender in terms of females or males being cyberbullied, X^2 (1) = 2.92, p = .59 (see Table 1) and stopping a cyberbullying incident, X^2 (1) = 1.91, p = .17 (see

Table 2). There was a trend toward a gender difference in knowing someone who has been

cyberbullied, X^2 (1) = 3.18, p = .07, with 30 females and 25 males reporting knowing someone

who has been cyberbullied (see Table 3).

Table 1

Reported Frequencies of Cyberbullying Experiences

Have you ever been cyberbullied?	Male n (%)	Female n (%)
No	19 (67.9)	31 (73.8)
Yes	9 (32.1)	11 (26.2)
Total	28 (40.0)	42 (60.0)

Table 2

Reported Frequencies of Stopping a Cyberbullying Incident

Have you ever stopped a cyberbullying incident?	Male n (%)	Female n (%)
No	15 (53.6)	28 (66.7)
Yes	13 (46.4)	14 (33.3)
Total	28 (40.0)	42 (60.0)

Table 3

Reported Frequencies of Knowing Someone who has Been Cyberbullied

Do you know anyone who has been cyberbullied?	Male n (%)	Female n (%)
No	3 (10.7)	12 (28.6)
Yes	25 (89.3)	30 (71.4)
Total	28 (40.0)	42 (60.0)

Quantitative Data Analyses

      Involvement in Cyberbullying.   Sixty percent of the sample indicated that they

believe that females use cyberbullying more often. Due to low cell counts, a chi-square test could

not be conducted to test the hypothesis that females use cyberbullying more often than their male

counterparts. As can be seen in Table 4, only one male and no females reported believing that

males use cyberbullying more often than females.

Table 4

Frequency of Cyberbullying Perpetration by Gender

Who uses cyberbullying more often?	Male n (%)	Female n (%)
Males use cyberbullying more often	1 (3.6)	0 (0.0)
Females use cyberbullying more often	21 (75.0)	21 (50.0)
Same	6 (21.4)	21 (50.0)
Total	28 (40.0)	42 (60.0)

      To further explore other potential differences based on gender, analyses were rerun using

only females and same predicted frequencies. The chi-square test indicated that males perceive

that females use cyberbullying more often than males, X^2 (1) = 5.32, p = .02. Females however, were equally likely to believe that female's cyberbully, or that it is the same.

Reporting Cyberbullying. Chi-square analyses were conducted to test the hypothesis that adolescents would be likely to report cyberbullying behaviours from a stranger, but not their friends. The analyses revealed that adolescents would be equally likely to report or not report a friend who cyberbullied them, X^2 (1) = .23, p = .63. For cyberbullies who were strangers, there was a marginally significant difference in adolescents perceptions of how likely they would be to report, X^2 (1) = 3.66, p = .06, with more being likely to report, than not report a stranger (see Table 5).

Table 5

Reported Frequencies for Reporting Cyberbullying

How likely are you to report cyberbullying, if the perpetrator is a:	Likely n (%)	Not likely n (%)
Friend	33 (47)	37 (53)
Stranger	43 (61)	27 (39)

Motives for Cyberbullying. Chi-square analyses revealed that 83.3% of females reported that the motive for cyberbullying was revenge, as compared to 46.4% of males, X^2 (1) = 10.62, p < .001. There were no significant differences with respect to prank, X^2 (1) = 3.05, p = .08; accident, X^2 (1) = .19, p = .66; not really harmful, X^2 (1) = .65, p = .42; and emotionally distressed, X^2 (1) = .04, p = .84 (see Table 6).

Table 6

Reported Motives for Cyberbullying by Gender

Motives for Cyberbullying	Gender	No n (%)	Yes n (%)
Prank	Male	13 (46.4)	15 (53.6)
	Female	11 (26.2)	31 (73.8)
Accident	Male	25 (89.3)	3 (10.7)
	Female	36 (85.7)	6 (14.3)
Revenge	Male	15 (53.6)	13 (46.4)
	Female	7 (16.7)	35 (83.3)
Not really harmful	Male	12 (42.9)	16 (57.1)
	Female	14 (33.3)	28 (66.7)
Emotionally distressed	Male	16 (57.1)	12 (42.9)
	Female	23 (54.8)	19 (45.2)
Other	Male	21 (75.0)	7 (25.0)
	Female	34 (81.0)	8 (19.0)

Prevention Strategies. When considering prevention strategies, 58.6% of the sample reported that discussion with peers could stop individuals from cyberbullying. Fifty-one percent of the sample also believed that the media could help to stop individuals from cyberbullying. Students also reported that discussion with adults such as parents (48.6%), teachers (45.7%), and other adults within the community (27.1%), could help to prevent cyberbullying incidents. Only a small portion of the sample (n = 18), reported that Public Service Announcements (PSA's) could assist in the prevention of cyberbullying (25.7%). Seventeen participants reported that nothing could be done to prevent cyberbullying (24.3%). Refer to Table 7 for frequency counts.

Table 7

Reported Frequencies for Prevention of Cyberbullying

What can stop individuals from cyberbullying	Yes n (%)	No n (%)
Discussion with peers	41 (58.6)	29 (41.4)
Discussion with parents	34 (48.6)	36 (51.4)
Discussion with teachers	32 (45.7)	38 (54.3)
Discussion with a(n) Adult(s) in your community	19 (27.1)	51 (72.9)
School assemblies	20 (28.6)	50 (71.4)
The media	36 (51.4)	34 (48.6)
Public service announcements (PSA's)	18 (25.7)	52 (74.3)
Nothing	17 (24.3)	53 (75.7)

Chi-square analyses revealed that there is no significant difference with respect to what males and females believe can stop cyberbullying. In terms of peers, X^2 (1) = 2.84, p = .09; parents, X^2 (1) = 1.61, p = .20; teachers, X^2 (1) = .15, p = .70; adults in community, X^2 (1) = .77, p = .38; school assemblies, X^2 (1) = .29, p = .59; the media, X^2 (1) = 2.8, p = .09; PSA's, X^2 (1) = 3.2, p = .07; and nothing X^2 (1) = 1.6, p = .21. Refer to Table 8 for frequency counts.

Table 8

Reported Frequencies for Prevention of Cyberbullying by Gender

What can stop individuals from cyberbullying?	Gender	No n (%)	Yes n (%)
Discussion with peers	Male	15 (53.6)	13 (46.4)
	Female	14 (33.3)	28 (66.7)
Discussion with parents	Male	17 (60.7)	11 (39.3)
	Female	19 (45.2)	23 (54.8)
Discussion with teachers	Male	16 (57.1)	12 (42.9)
	Female	22 (52.4)	20 (47.6)
Discussion with a(n) Adult(s) in your community	Male	22 (78.6)	6 (21.4)
	Female	29 (69.0)	13 (31.0)
School assemblies	Male	21 (75.0)	7 (25.0)
	Female	29 (69.0)	13 (31.0)
The media	Male	17 (60.7)	11 (39.3)
	Female	17 (40.5)	25 (59.5)
Public Service Announcements	Male	24 (85.7)	4 (14.3)
	Females	28 (66.7)	14 (33.3)
Nothing	Male	19 (67.9)	9 (32.1)
	Female	34 (80.9)	8 (19.1)

Qualitative Data Analyses

Semi-structured focus groups were developed to help gather a better understanding of adolescents' experiences with cyberbullying. Specifically, the data obtained from the focus groups provides greater awareness of the phenomenon from the students' perspectives and also corresponds with the literature. A total of six focus groups were conducted within one high school in Southwestern, Ontario with 70 students (42 females, 28 males) in grade 12, with ages

ranging from 16 to 18-years-old. Two researchers conducted the groups, ranging from 11 to 12 participants, within a classroom setting where a teacher was present. One researcher generated the discussion, while the other researcher used a laptop to record the students' responses. Items for the discussion addressed area's of cyberbullying such as victimization, perpetration, reporting behaviours, prevention, the relationship between perpetrators and victims, gender differences in cyberbullying, and perception of support. A careful examination of the students' responses revealed numerous themes:

Theme 1: When is a joke really cyberbullying?

Participants in the study were provided with a recent definition of the term cyberbullying. An analysis of the focus group transcripts revealed that cyberbullies might not necessarily have the intention of causing harm. Students stressed that sometimes the intent may be for humorous purposes. Students explained that cyberbullying among peers could be perceived as harmless or humorous. Participants also proposed other terms and concepts to be included in the definition of cyberbullying, including "chirping" (insulting someone), the intent to gain, and social networking. Some statements that reflect these thoughts are listed below:

"Sometimes you are targeted without the intent to harm. They just want to be funny" (female, gr.12)

"It's changed. A lot of people used to do it for status…when people get older it's more casual joking" (male, gr.12)

"Sometimes it's not the intention to make them upset. Some people can take it another way, while some people will see it as a joke" (female, gr.12)

"It shouldn't ever be, but I think sometimes people think they're just friends and they're buddies, so they can't hurt them" (female, gr.12)

Theme 2: Victim's know when they are being targeted by a cyberbully

Participants stressed the distinction between cyber-victimization and cyberbullying within the group discussion. Participants explained that cybervictims are harassed online and the bullying is continuous and repeated over a long period of time, leading victims feeling, hurt, offended, embarrassed, uncomfortable, and inferior. In the group discussion, students depicted cyber-victimization as a result of spreading rumours, posting negative comments (i.e., through social media websites), posting images on the Internet, and making comments without the person's permission. Early in the discussion, a student explained that cyberbullies are often unaware that they are engaging in cyberbullying behaviours. When participants were asked, what do you have to do to be a cyberbully, various behaviours were mentioned including, harassing an individual through an electronic device, intentionally hurting feelings, singling out an individual, and humiliating them. Students also described traits associated with a cyberbully, including feeling dominant and being satisfied by the outcomes. Statements below are reflective of students' views:

"If the person is offended by it, then they are obviously feeling victimized" (female, gr.12)

"If you humiliate them, single them out, and embarrass them" (male, gr.12)

"If rumours are being spread about them, and they are not aware of it" (male, gr.12)

Theme 3: A victim may engage in cyberbullying behaviours as a form of revenge or self-defense

Early in the group discussion, participants provided reasons why cybervictims may be perpetrators of cyberbullying. The most frequent responses that were provided were revenge and self-defense. More specifically, participants conceptualized revenge seeking behaviours as a form of self-defense. Among female participants, teasing was described as a form of revenge

seeking. Participants conceptualized retaliating behaviours as a way of tormenting the perpetrator. An analysis of the focus group transcripts also revealed that the anonymity provided in the online realm, makes retaliating behaviours more readily achievable. Some statements are listed below:

"It can be mix between revenge and self defense. If someone says something to harm you, you might want to put them in their place" (female, gr.12)

"Well it's the Internet; there's going to be some sort of retaliation" (male, gr.12)

"Revenge; They may want the other person to feel what they are feeling" (female, gr.12)

"It may be a way to get back at the person" (female, gr.12)

"YouTube and Facebook, where you have user names and where you can be anonymous, and you can retaliate" (female, gr.12)

Theme 4: The prevalence of cyberbullying is evident within the media

An analysis of the focus group transcripts also revealed students awareness of cyberbullying throughout the media. Participants readily named popular music icon, Miley Cyrus, Toronto mayor Rob Ford, as well as cyberbullying victimization cases regarding Amanda Todd and Rehtaeh Parsons.

"Everyone's bashing Miley Cyrus" (female, gr.12)

"Amanda Todd, and all the videos on YouTube that have the cue cards" (female, gr.12)

A response made by a grade 12 male student described how cyberbullying is portrayed within the media. He explained that the media is selective in the types of cases that they report on. He also explained that cases where individuals were successful in recovering from cyberbullying incidents are often ignored or unreported.

"Only if it is insanely bad, [for example] if someone commits suicide, this is all we hear about.

When it is not response provoking, for example [if] someone was cyberbullied to an extreme

extent, but [was] able to recover from it, it will not be in the news, even though that's what

should be in the news, because that's what happens more often. The non-response provoking

ones are more reflective of what actually happens, and those are ignored'' (male, gr.12)

In the focus group discussion, participants also explained the high prevalence rate of

cyberbullying. Participants explained that although cyberbullying occurs "often" and is "very"

prevalent, people are often unaware that they are engaging in cyberbullying behaviours. Students

also touched on social media groups, such as "Cutest Teen" and websites such as, Facebook and

Youtube, when describing the prevalence rate of cyberbullying. Below are some examples:

"I feel like it happens a lot more often then people are aware of, and no one really does

anything" (female, gr.12)

"It is more common than everyone thinks, but it is not reported as often" (male, gr.12)

"I think it's pretty common, because people don't have the guts to say it in person" (male, gr.12)

"I think a lot of the time we don't think it's cyberbullying" (female, gr.12)

"[The social media group] 'Cutest Teen'; there's so many things like this, and people just

cyberbully. All the comments [like] go kill yourself [and in] some pictures they're naked. Not

that you're asking for it, but they're bullying themselves, you're asking for the attention in some

way. The site was set up for cyberbullying" (Female, gr.12)

Theme 5: Making threats is a severe form of cyberbullying

The group discussion allowed students to differentiate between minor and severe forms

of cyberbullying. Participants considered posting of on an online photo, teasing, and name-

calling, as minor forms of cyberbullying. A response from a grade 12 female student touched on

the nature of cyberbullying, and addressed how nothing can be perceived as minor for victims of

cyberbullying.

"Nothing is really minor if you're the one being bullied" (female, gr.12)

The focus group transcripts revealed making threats as the most prominent response in regards to severe forms of cyberbullying. The second most prominent response was the idea of sending nude photos through a mobile device. Additional forms of severe cyberbullying that students discussed included, black mailing, anonymity, physical aggression, and constant cyberbullying. Below are some reflected statements:

"Threatening someone would be severe" (male, gr.12)

"Sending nude photos" (male, gr.12)

"When someone 'sexts' a photo, and sends it around" (female, gr.12)

"Anything where you are anonymous that is major" (female, gr.12)

A response from a female grade 12 student touched on how a student's mental state can heighten the severity of a cyberbullying incident. The student explained that the severity of a cyberbullying incident varies depending on the individual being targeted. She also mentioned that cyberbullying is more severe amongst victims who are already experiencing mental health concerns, such as depression.

"It depends on that person being targeted. If you're already depressed and someone's nagging on you, it is more severe" (female, gr.12)

Another thought provoking response from a female student in grade 12 addressed how the effects of cyberbullying can be quite severe, leading individuals to suicide, similar to what is found within the literature. This student initially discussed how being cyberbullied as a result of your sexuality, may lead victims to suicide. However as the discussion progressed, she mentioned that any severe form of cyberbullying might lead victims to suicide, a statement that

was made based on her knowledge regarding cyberbullying incidents.

"If someone was gay, and was being bullied for their sexuality, this could lead to suicide. But again, I think anything severe could lead to suicide, because that has happened before" (female, gr.12)

Participants also discussed the severity of cyberbullying within friendship relationships. More specifically, students readily explained reasons for how cyberbullying can become severe within this particular type of relationship. Participants touched on the notion of isolation, loneliness, lack of trust, safety, emotional pain, and lack of stability, as elements that illustrate the severity of cyberbullying in friendship relationships. Students also explained that when cyberbullying experiences take control over one's life, it is an indication that cyberbullying has become severe within the friendship. Some examples are listed below:

"Any kind of cyberbullying is severe enough between friends, if it's affecting the friendship. When it's unstable or it has to conclude, that's a severe case" (male, gr.12)

"When it starts controlling your life and it's all you think about" (female, gr.12)

"When the other person is feeling bad about themselves, feeling alone, [and] when it's offending the person" (female, gr.12)

Theme 6: Cyberbullying occurs primarily amongst females, but there are gender differences in the types of cyberbullying

Focus groups participants primarily believed that females engaged in more cyberbullying acts compared to their male counterparts. Participants also believed that females are more involved in cyberbullying in friendship relationships, than males. Statements that reflect these thoughts are listed below:

"Females. Guys deal with it face-to-face" (male, gr.12)

"Females. Girls are a lot wordy, [and] they would hide behind a computer, whereas guys would fight it out" (female, gr.12)

"In friendships, more females" (female, gr.12)

An analysis of the focus group transcripts also revealed gender differences in the types of cyberbullying individuals engaged in. Students explained that females engage in more indirect forms of bullying, including teasing and name-calling, whereas males engage in more physical forms of cyberbullying. When teasing occurs amongst males, participants explained that males are targeted based on their sexual orientation. Participants also mentioned that females gang-up on one another, and have support from their peers while engaging in cyberbullying behaviours. Some examples include:

"I feel like girls tease more. [They] make fun of clothing or how you act. If you have one Facebook post of a picture, and you don't look good, they will comment and say you don't look good" (female, gr.12)

"Two guys end up in a fight, but then the next time you see them, it's over" (male, gr.12)

"[When a male bullies a male] it's more physical" (male, gr.12)

"Girls would also gang up [on each other] and then your friends support you, whether they agree with you or not" (female, gr.12)

When considering the role of gender in cyberbullying, participants provided different responses depending on who was involved in the cyberbullying incident. If the cyberbullying incident was between females, participants believed that the bullying would involve more indirect forms of aggression through name-calling and teasing. When participants were asked to consider how males cyberbully one another, student's readily explained that males engage in

more physical aggression. Participants also discussed that cyberbullying between a male and a female, can involve both emotional and physical aggression. When considering how females cyberbully males, students discussed that males sexual orientation is often what is targeted. Some examples are listed below:

"[When a female bullies a female] it's more words, than physical stuff" (female, gr.12)

"[When a male bullies a male] it's more physical" (male, gr.12)

"[When a male bullies a female] it can be both physical and emotional" (male, gr.12)

"Guys really get called gay" (male, gr.12)

"They target their sexual orientation" (male, gr.12)

Theme 7: It's easier to report strangers, than it is our friends

The focus group transcripts also revealed themes in regards to participants reporting behaviours when the perpetrator is a friend or a stranger/acquaintance. Participants reported ignoring their friends bullying behaviours, due to the fear of retaliation or receiving a negative reaction from their peers, yet easily reporting a stranger's bullying behaviours. Example statements are listed below:

"It would be easier to say it to a stranger than my friend because I don't want my friend to be mad at me. But with a stranger, it doesn't matter because they don't know you" (female, gr.12)

"I would try to tell them in the nicest way I can, probably just drop hints, and hope they pick up on the fact, I probably won't be completely straight up with them, because the chances are they will cyberbully me" (female, gr.12)

"If it's a stranger, I would abrupt and straight up" (male, gr.12)

"You would report it if someone is a stranger because you're not close to them" (female, gr.12)

"A stranger you won't feel as bad if you report them, but a friend you would" (female, gr.12)

When students were asked which sources of support would they report cyberbullying incidents to, including parents, police, peers, and teachers, the analysis reveled mixed ideas; however the most common response was reporting to someone you trust. Students explained that who they report incidents of cyberbullying too might also depend on the type or severity of the cyberbullying experienced. Listed below are statements that reflect these findings:

"Sometimes you might report it to someone you feel most comfortable with. But then sometimes, you may report it to someone whose actions may have more of an effect for example a principle or guidance counsellor" (male, gr.12)

"Someone they trust more would be easier to talk too about the person" (female, gr.12)

"If it was serious enough and continuous, you may have to go to the police to end the problem faster" (male, gr.12)

"It depends, like sexting and nude photos is something you don't want to tell your parents, so you go to the police. So it depends what the bullying is about" (female, gr.12)

Theme 8: Further education and awareness may help to prevent cyberbullying incidents

Students suggested that further education on cyberbullying could help to prevent cyberbullying incidents. For example, school assemblies and public service announcements were suggested as approaches to learning more about cyberbullying. Students also explained that learning about the emotional and physical effects of cyberbullying, as well as what to do when witnessing a cyberbullying incident, are topics that could aid in the prevention of cyberbullying. Some examples are listed below:

"Further education on the topic; educating people on what to do if they see it happening" (male, gr.12)

"Learning about the physical and emotional damage could help" (female, gr.12)

Discussion

Purpose and Major Findings

The purpose of the present study was to investigate gender differences in cyberbullying, and the relationship between perpetrators and victims. It was predicted that females engage in cyberbullying more often than their male counterparts, and that adolescents would be more likely than not to report cyberbullying by a stranger, whereas they would be less likely to report cyberbullying by a friend. Quantitative and qualitative techniques were employed to help address the research questions. Although there were no significant differences with respect to gender in terms of males and females being cyberbullied, more than a quarter of the sample reported being victims of cyberbullying, suggesting that cyberbullying is not a rare event. The literature (e.g., Vaillancourt et al., 2010; *Youth Risk Behavior Surveillance System*, 2013) indicated that the prevalence rate of cyberbullying is low, in comparison to traditional forms of bullying. In the present study however, a sufficient percentage of students indicated being cyberbullied. Since, cyberbullying has been difficult to define (Dooley, Pyzalski, & Cross, 2009), students' experiences with cyberbullying may have gone underreported. In the present study, students were provided with the most recent definition of cyberbullying, as well as an opportunity to add or remove components of the definition to better fit their experiences. This component of the study allowed us to obtain a much richer understanding of students' experiences with cyberbullying.

More than three quarters of the present sample also reported knowing someone who has been cyberbullied, further suggesting that cyberbullying has become a growing problem. In the focus group discussions, students readily discussed stories of individuals who had experienced

cyberbullying. Since students were engaging in these discussions around their peers, there may have been a response bias, where students engaged in socially desirable responding. Students may have been in fact discussing their own experiences with cyberbullying, but referring to it as someone else's experiences, in order to be socially accepted by their peers.

   Perceptions of Involvement.   The Cyberbullying Student Survey provided insight into adolescents' perceptions of cyberbullying. Due to low cell counts chi-square analyses could not be conducted to test the hypothesis that females engage in cyberbullying more often than their male counterparts. The focus group discussions however, allowed us to address this research question, and understand students' views more thoroughly. Consistent with the literature (refer to Ang & Goh, 2010; Hinduja & Patchin, 2009; Smith et al., 2008; Smith, 2012), participants in the focus groups reported that females engage in cyberbullying more often than their male counterparts, through indirect means (e.g., name calling, teasing). Since the nature of cyberbullying in itself is very similar to relational aggression (e.g., threats, blackmailing, name calling, spreading rumours), which in the past had been associated with females, it is not surprising that cyberbullying has gained more interest among females than males. Due to the impersonal and anonymous nature of cyberbullying (Li, 2006), it is also possible that females feel more comfortable engaging in this type of bullying, compared to face-to-face bullying.

   Today, females have been reported as showing more interest in social networking websites, than males (Smith, 2012), which may also help to explain their increased involvement in cyberbullying. These types of websites allow individuals to interact with one another, through posts and sharing of photos. Since social networking websites attract large audiences, individuals are able to hide behind electronic screens and target others, without being detected. Some have even considered social networking websites to be the most favored method of "Mean Girl"

cyberbullies (Aftab, n.d.), in comparison to other cyberbullying mediums (e.g., cellphones or instant messaging). This favored approach may present females with further opportunities to engage in cyberbullying behaviours. According to Hinduja and Patchin (2009), females often engage in cyberbullying as a way of obtaining control over their peers. Since the online realm allows individuals a sense of anonymity, females may feel a sense of superiority and control over victims, which may be a possible explanation for their increased involvement in cyberbullying. Participants mentioned status as another reason for why students may engage in cyberbullying. This is consistent with the literature (Menesini et al., 2013), which suggests that status, among other factors to be related to cyberbullying. It is possible that students resort to this type of behaviour as a way of gaining social status amongst their peers. This may be particularly true for individuals who have lower social status among peers. These individuals may believe that cyberbullying may help them to fit in with particular peer groups.

The focus group discussions also revealed additional information in regards to the types of bullying males and females engage in. Participants revealed that males are more likely to engage in direct forms of aggression (e.g., physical bullying). This finding is also apparent within the literature, which states that direct forms of aggression are primarily found among males, than their female counterparts (Carbone-Lopez et al., 2010; Salmivalli & Kaukiainen, 2004; Smith & Sharp, 1994). Since males have been found to engage in direct forms of aggression (Hinduja & Patchin, 2009), this may also help to explain their decreased involvement in cyberbullying, compared to their female counterparts. Participants also discussed that males are cyberbullied based on their sexual orientation, a common contributing factor within male victims cyberbullying experiences (Shariff & Churchhill, 2010).

Relational aggression, which is often associated with females, and cyberbullying are also

very similar. For example, relational aggression and cyberbullying are both perpetuated in an indirect manner, with the intent to harm another. Since females seem to prefer more indirect forms of aggression, in comparison to face-to-face aggression (Li, 2006; Salmivalli & Kaukiainen, 2004; Smith & Sharp, 1994), electronic bullying would then be another alterative for expressing their anger, which may help to explain their increased involvement in cyberbullying.

Perceptions of Reporting. Consistent with the hypothesis regarding the relationship between the perpetrator and victim, more than half of participants indicated that they would report cyberbullies who were strangers. However, adolescents indicated they were equally likely to report and not report the bullying behaviours of their friends. Among adolescents who believe that cyberbullying is unacceptable, it may be easier for them to report the bullying behaviours of their friends. Having strong social supports also helps to encourage reporting behaviours, without the fear of retaliation.

However, among adolescents who fear retaliation from their friends or are concerned about maintaining their friendships, it may become challenging for them to report the bullying behaviours of their friends. In the focus groups, participants discussed ignoring their friends bullying behaviours, but readily reporting the bullying behaviours of strangers. Students may be rationalizing or minimizing the bullying behaviours of their friends, for the purpose of maintaining the friendship (Mishna et al., 2008; Smith & Sharp, 1994). Students who are bullied by friends may also feel that they need the friendship and may continue the relationship, "because for them the benefits may outweigh the negatives" (Mishna et al., 2008, p.552). Despite the friendship's aggressive nature, students' reluctance in reporting cyberbullying by friends may also be due to believing that the friendship will help to protect them from further victimization

(Hodges & Perry, 1999). Students' fear of a collective response to cyberbullying by other peers (Sevcikova et al., 2012) may also prevent them from reporting the bullying behaviours of their peers.

When victims are targeted by known peers, the duration of the bullying is often perceived to be longer (Ybarra & Mitchell, 2004). Student's reluctance in reporting their friends cyberbullying behaviours may also be due to believing that the bullying will eventually stop, and that they will be able to maintain their friendships. Since adolescence is a time of developmental maturity, students may believe that it is more socially acceptable to address the cyberbullying behaviours of their friends on their own, rather than reporting the incident.

In the focus group discussions, students also mentioned that cyberbullying might not always involve the intent to harm, but rather the intention may be for humorous purposes, particularly among peers. Therefore, students' reluctance in reporting the cyberbullying behaviours of their peers may be due to perceiving the incident as harmless. Since relationships between close friends and strangers differ in their quality and level of intimacy, this may also be a possible reason as to why students feel more comfortable in reporting the cyberbullying behaviours of strangers, than of their friends.

Revenge and Cyberbullying.   Consistent with the literature (Hinduja & Patchin, 2009; Konig et al., 2010; Ybarra & Mitchell, 2004), the present study found revenge to be the most common motive among females for engaging in cyberbullying. The ability to remain anonymous or unidentifiable within the cyber realm provides individuals with a sense of power and control (Konig et al., 2010). Thus, females may engage in revenge-like behaviours as a way of regaining control over their lives. In the focus group discussions, students explained revenge as a way of punishing the perpetrator (e.g., "You might want to put them in their place"), and

highlighted the ways in which you can anonymously engage in revenge through cyberbullying (e.g., through unidentifiable screen names). In fact, Kowalski and Limber (2007) suggest that the ability to use unidentifiable screen names is what often attracts individuals to this type of bullying. Given that cyber space provides this sense of anonymity, individuals may resort to this type of bullying to seek revenge amongst their bullies, without the fear of being detected. Cyber-revenge may also be of particular interest among those individuals who also fear face-to-face contact with their aggressor. In this way, individuals are able to practice assertiveness-like skills, without confrontation and the worry of being singled out and judged by others, particularly their peers.

Since cyberbullying can spiral to large audiences, individuals may also engage in cyber-revenge as a way of regaining their social status. That is, engaging in cyber-revenge may be perceived as more socially acceptable than simply ignoring the issue. It is important to note that one's peers may also reinforce or pressure the cyber victim to seek revenge (Konig et al., 2010). When punishing the cyberbully in front of peers, individuals can not only regain a sense of control over their lives, but they can also demonstrate a sense of dominance around their peers. The problem is that adolescents may engage in cyber-revenge with the intention of defending themselves, but later find that they enjoy this sense of power they have over others (Aftab, n.d.).

Although the motive "prank" was not statistically significant (only marginally significant), frequency reports show that most females (n = 35) and a reasonable number of males (n =15) reported, "prank" as a common motive for cyberbullying. This data is reflective of the focus group discussions, in which students indicated that cyberbullying might not always involve the intent to harm, but rather the intention may be for humorous purposes, particularly among friends.

Prevention of Cyberbullying. Although there were no significant differences with respect to what males and females perceive can prevent cyberbullying, students in the focus group discussions reported that further education and awareness might help in the prevention of cyberbullying (e.g., PSA's and school assemblies). Interestingly, this finding was inconsistent with the quantitative data, which suggests that only 25.7% of the sample believed that PSA's could help in the prevention of cyberbullying, and 28.6% considered school assemblies as a useful prevention strategy. Since teachers were present while the focus groups were being conducted, this may have led students to engage in socially desirable responding. When examining the frequency counts, it appears that the majority of students (n = 41) perceive discussion with peers (58.6% of the sample) and parents (48.6% of the sample) as useful prevention strategies. However, further research should be conducted to examine which prevention strategies are most helpful for adolescents. It may be important for future research to also include a section in the Cyberbullying Student Survey, that would allow students to express their opinions in writing of what they believe can prevent cyberbullying.

Strengths

One of the major strengths of this study is evident through its use of both qualitative and quantitative data. In utilizing the strengths of both qualitative and quantitative methodology, this research provides a much richer understanding of students' experiences with cyberbullying. The quantitative data obtained from students' responses to the cyberbullying survey provides comprehensive information regarding student's knowledge of cyberbullying, likelihood of reporting cyberbullying incidents, involvement in cyberbullying, and the relationship between perpetrators and victims. The qualitative data that was obtained through the semi-structured focus groups, not only expanded on the results of the quantitative data, but it also helped to

provide greater insight into the topic and students' experiences with cyberbullying.

The researcher, as well as colleagues who had previously expressed interest in cyberbullying research, carefully modified and developed the focus group and survey items. Using previously developed measures, allowed the researcher to include items that could address the gaps in the literature. Further, the open-ended nature of the focus group items, provided students with an opportunity to elaborate on their experiences, rather than simply providing a rating.

The definition of cyberbullying is constantly evolving. Students were provided with an extensive and recent definition of cyberbullying, during the survey component of the study and focus group discussion, to allow students to draw on their experiences relating to the most recent definition of cyberbullying. Students were also provided with an opportunity to add or remove aspects of the definition. This component of the study, allows researchers to understand the phenomenon from the students perspectives, and to adapt the definition accordingly. For example, students used terms such as "chirping" and "creeping" (similar to stalking someone) that were not a part of the cyberbullying definition used in the present study. It may be of interest for future research to include these terms in the definition of cyberbullying to help mirror the type of language that is used by adolescents.

Limitations

Although there are strengths associated with the present study, there are a few limitations to consider. The data obtained in this study, was primarily in regards to high school students, whose experiences with cyberbullying may not generalize to other populations. Given the importance of cyberbullying research, it may be of interest for future researchers to examine the nature of cyberbullying across different age groups and ethnic and cultural groups, in order to

obtain a richer understanding of the phenomenon. Furthermore, the sample size of the present study included fewer male participants (n = 28), than female participants (n = 42), and may not have sufficiently addressed male students' experiences with cyberbullying. Increasing the sample size may help to address the gender gap and improve the reliability of the results.

The testing context itself may have also influenced participants' level of comfort during the focus group component of the study. Although teachers did not participate in the focus group, their presence during the focus groups may have prevented or influenced students' responses. Future research may address this limitation by conducting the focus groups primarily with students, and within a location that is both comfortable and inviting (e.g., school gymnasium).

As participants were asked to self-report their own behaviours, this may have led to a response bias where students engaged in socially desirable responding. Further, students may have been reluctant in discussing their personal involvement or knowledge of cyberbullying around their peers or the researchers, due to the fear of being judged or losing social status. To help control for this type of response bias, future researchers can create an environment that is inviting, and nonjudgmental for students. Researchers could also encourage students to participate at their own comfort level, to help lessen the anxiety that may be associated with participating in the discussion around their peers.

The male-female dichotomy that was used to measure gender differences may also pose a limitation within this study. Although it is common to consider gender differences within cyberbullying research (Li, 2006; Ang & Goh, 2010), not all students explicitly identify is either male or female. To enhance the generalizability of the results, it may be of interest of future research to examine the attitudes, opinions, and behaviours of individuals from different gender groups.

Furthermore, with an increase in new forms of technology, research findings on cyberbullying can be easily outdated. Thus, it is important for researchers in this field to not only familiarize themselves with new forms of technology, but also understand how students are utilizing them. Familiarity and awareness of new forms of technology can help to reduce communication barriers, and enable students to communicate more effectively and with ease.

Implications for Adults and Students

As evident in the literature, and from the results of this study, cyberbullying is a growing problem within the lives of individuals. With new forms of technology, adolescents are provided with a different platform to target or victimize peers. Parents, school officials, and even students play a role in the prevention of cyberbullying. Parents for example, can educate their children at a young age to make safe and responsible use of technology. Having an open-discussion with youth, can allow youth to feel comfortable in approaching their parents, when faced with obstacles or difficulties in their lives. It may also be beneficial to ask youth in a nonjudgmental manner, if they have ever been involved in a cyberbullying incident, or what their plan is, when faced with a cyberbullying incident, both individually and within groups. Having this discussion can not only help build trust between the parent and the child, but it could also allow youth to think about the topic, receive clarification, and have an opportunity to ask questions. Furthermore, it is important that parents regularly monitor their children's Internet activities either informally (e.g., participating with children in activities) or formally (e.g., setting rules or guidelines for internet use) (Hinduja & Patchin, 2013), while also keeping up-to-date with new forms of technology.

Teens in particular may exhibit certain emotions such as irritability and distress (PREVNet, 2014) that can serve as a starting point for parent-child discussions. Recent

cyberbullying cases can also be a way to start conversations with teens around what is considered appropriate within the online realm (PREVNet, 2014). Since most teens refrain from discussing cyberbullying with parents due to fears surrounding the restriction of technology (Agatston et al., 2007; Cassidy et al., 2009; PREVNet, 2014), it is important for parents to not only discuss safe use of technology, but also reassure their teen(s) that they can seek support from them or other trusted adults when found in these types of situations. It is also important for parents to help teens understand the consequences of cyberbullying, and the effects it may have on others.

School officials such as guidance counsellors and teachers also play a vital role in the prevention of cyberbullying. All schools should have policies surrounding anti-bullying, and sanctions set in place for cyberbullying behaviours. Setting sanctions for cyberbullying behaviours allows students to understand the severity cyberbullying, both on-campus and off-campus. Teachers can also inform students that the online realm is not private, while also providing information and guidance on safe use of technology. School officials can also educate youth on the consequences and legal implications of cyberbullying and safe communication practices through various lesson plans that are offered within the Royal Canadian Mounted Police website. For example the lesson plan for students in grade 11 to 12 titled, *Cyberbullying and Digital Harassment – Conflict, Consequences, Citizenship* (Royal Canadian Mounted Police, 2013), is an educational lesson plan that helps to educate youth on the consequences of cyberbullying and the practice of safe communication. It may be useful for teachers to also include a discussion around positive relationships and friendships. This will provide students within an opportunity to reflect on their own relationships, and ask questions to elicit a much richer understanding of the phenomenon.

School officials can also promote a reporting atmosphere (e.g., in class discussions or through anti-bullying campaigns), where students can feel comfortable addressing their concerns. It is also important that school officials make it their responsibility to inform students about anonymous ways of reporting or discussing cyberbullying, for example through "Stop A Bully" or "Kids Help Phone".

The present study found that the majority of students consider their peers as an important resource for the prevention of cyberbullying. With this knowledge, schools should encourage students to work with their peers to address cyberbullying in a way that matters to them. For example, peer groups can be created to provide individuals with an environment to express their concerns or experiences, without judgment. Students can also take on leadership roles within their school environment to help promote positive relations and inclusion. Through such efforts, individuals can not only learn about the safe use of technology, but also build support groups that would include their peers. In the present study, students mentioned that they were less likely to report their friend's cyberbullying behaviours, due to the fear of retaliation. With this knowledge, it is important for students to develop strong support systems to help address cyberbullying and related-concerns. Students also need to be aware of the individuals they can approach, when faced with a cyberbullying dilemma. To help with prevention, students can take the Stop Cyberbullying Pledge to help commit to the end of cyberbullying (Aftab, n.d.). The pledge begins with the, "WiredSafety Bill of Rights" (Aftab, n.d.), and its main purpose is to empower students to take a more active role within the cyber realm.

Friends of victims, also play a vital role in the prevention of cyberbullying. Parry Aftab, a lawyer and expert in cyberbullying and cybercrime, considers bystanders as "facilitators" of cyberbullying. Aftab states that "facilitators" encourage cyberbullying, and that cyberbullies rely

on them to validate their behaviours. She recites a quote by Martin Luther King, Jr. that touches on the importance of friends in the prevention of cyberbullying: "In the end, we will remember not the words of our enemies, but the silence of our friends" (Aftab, n.d.). Therefore, it is important that students understand their role in the prevention of cyberbullying, both individually and within peer groups. Overall, the prevention of cyberbullying takes a group effort from parents, school officials, and students. Individuals need to be aware of the positive and negative aspects associated with the use of technology. Continuous support from adults and peers will help prevent cyberbullying from evolving.

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Appendix A

Ethics Approval Notice

Western Education
WESTERN UNIVERSITY
FACULTY OF EDUCATION
USE OF HUMAN SUBJECTS - ETHICS APPROVAL NOTICE

Review Number:	1304-1
Principal Investigator:	Peter Jaffe
Student Name:	
Title:	*Adolescents' experiences with cyberbullying and dating violence: A mixed methods analysis.*
Expiry Date:	April 30, 2014
Type:	Faculty
Ethics Approval Date:	May 1, 2013
Revision #:	
Documents Reviewed & Approved:	Western Protocol, Letter of Information & Consent, Resources

This is to notify you that the Faculty of Education Sub-Research Ethics Board (REB), which operates under the authority of the Western University Research Ethics Board for Non-Medical Research Involving Human Subjects, according to the Tri-Council Policy Statement and the applicable laws and regulations of Ontario has granted approval to the above named research study on the date noted above. The approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the REB's periodic requests for surveillance and monitoring information.

During the course of the research, no deviations from, or changes to, the study or information/consent documents may be initiated without prior written approval from the REB, except for minor administrative aspects. Participants must receive a copy of the signed information/consent documentation. Investigators must promptly report to the Chair of the Faculty Sub-REB any adverse or unexpected experiences or events that are both serious and unexpected, and any new information which may adversely affect the safety of the subjects or the conduct of the study. In the event that any changes require a change in the information/consent documentation and/or recruitment advertisement, newly revised documents must be submitted to the Sub-REB for approval.

2012-2013 Faculty of Education Sub-Research Ethics Board

Dr. Alan Edmunds	Faculty of Education (Chair)
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Dr. Kevin Watson	Faculty of Music, Western Non-Medical Research Ethics Board *(ex officio)*

The Faculty of Education   Faculty of Education Building
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Appendix B

Parent/Guardian Consent Form

Study: Adolescents' Experiences with Cyberbullying and Dating Violence: A Mixed Methods Analysis

_____ I DO NOT want my child to participate in this survey

Parent Name (Print) _____

Student Name (Print) _____

Parent Signature _____

Date _____

Appendix C

Assent Form

Study: Adolescents' Experiences with Cyberbullying and Dating Violence: A Mixed Methods Analysis

I have read the letter of information, have had the nature of the study explained to me and I agree to participate in the study. All questions have been answered to my satisfaction.

_____   _____

Your name (please print)   * Signature

_____

Date

Appendix D

Parent/Guardian Information Form

Study: Adolescents' Experiences with Cyberbullying and Dating Violence: A Mixed Methods Analysis

Program Description and Procedure

Students are invited to participate in a research project being conducted with the Thames Valley District School Board. We are seeking your agreement to for your child participate in a research study, as described below.

Study Procedures

Students will be asked to complete a short survey on their knowledge of cyberbullying and dating violence. Furthermore, students will also be asked to participate in a focus group during regular school hours, which will take approximately 45 minutes to complete. Students will participate in a discussion among their peers within a classroom/cafeteria setting. There will be questions about their understanding of dating violence and cyberbullying experiences, factors related to victimization and perpetration, and help seeking and reporting implications. The information will be recorded through informal note taking, which will later be translated in to major themes and trends.

Privacy and Confidentiality

The information collected will be used for research purposes only, and student's names would not be used in any publication or presentation of the study
s. All information collected for the study will be kept confidential. The completed hardcopy materials will be stored in a cabinet in Dr. Jaffe's locked office, and the data files will be secured with password protection on the researchers' computer until May 1, 2014, at which point they will be destroyed. The data files will also be retained on a password-protected computer in his office for at least seven years from the conclusion of the study (April 1, 2014) or from the date of this study's publication, in accordance with American Psychological Association ethical standards. Student names on consent forms will be kept separate from the other information that they provide. At the end of the study we will shred any papers with their name on it. The information will only be reported in terms of group findings.

Risks, Benefits and Voluntary Participation

There are no known risks to participating in this study. However, it is possible students might feel uncomfortable or embarrassed about answering questions in the focus group. Students will not be required to answer any question that makes them uncomfortable. The researchers will provide students with information on cyberbullying and dating violence at the end of the focus group. If students do experience distress, they reminded to talk to the researchers, who will provide students with information on community supports and/or supports within the school that they can access. Discussions will centre on students general opinions about cyberbullying rather than disclosures about individual experiences with other students in their class or school. Students are reminded to respect the confidentiality of their peers in the focus group by not

repeating personal information outside of the group.

Additional Information:
    This letter is yours to keep. If you have any questions about this research that are not answered in these Information Sheets, please ask them. In addition, if you have any questions in the future, you may contact the study investigators at the telephone numbers given on the first page.

If you DO NOT want your child to complete this survey, please fill out the form below and return it to your child's school, by October 20<u>th</u>, 2013.

Thank-you

Appendix E

Cyberbullying Student Survey

The following brief survey was designed in order to gain more insight into individual's views and experiences of cyberbullying. It will address several areas of cyberbullying experiences including your thoughts on seeking assistance and improving your overall school climate.

You will need approximately 5-10 minutes to complete this survey. Your participation in this study is completely voluntary and you may withdraw at any time.

Your answers will be kept confidential and will not be shared. Therefore, we ask that you be completely honest when answering the questions. Do not write your name on the survey.

Thank you for your time and assistance.

Gender:
_____ Male
_____ Female

Grade: _____

Age: _____

Please read this definition carefully before completing this survey.

Cyberbullying "Cyberbullying, which is also referred to as cyberharassment, cyberstalking, and online bullying, is when a person is threatened, harassed, humiliated, embarrassed or otherwise targeted by another person on the Internet, interactive and digital technologies or mobile phones. This type of behaviour can occur among friendships, acquaintances, or strangers, and its often done in a repetitive manner" (cyberbullying.org).

Dating relationships: "We define 'dating' as two people in an intimate relationship. The relationship may be sexual, but it does not have to be. It may be serious or casual, straight or gay, monogamous or open, short-term or long-term. Some of the most commonly used words to describe dating are: going out, seeing each other, hanging out, dealing, and friends with benefits" (loveisrespect.org).

How likely are you to report cyberbullying, if the perpetrator is:
Please select one response for each statement.

	Very likely	Likely	Not Likely
Friend			
Stranger			
Acquaintance			
Boyfriend/Girlfriend			
Ex-Boyfriend/Girlfriend			
Other			

Are you more likely to be involved in cyberbullying if…?
Please select one response for each.

	Very likely	Likely	Not Likely
One of your friends is cyberbullying			
A group of your friends is cyberbullying			
Your Boyfriend/Girlfriend is cyberbullying someone else			

Which of the following people have talked to you about cyberbullying before?
Please check all that apply.
____Your Peers
____Your Teachers
____Your Parents
____The Police
____Adults in your Community
_____ Your boyfriend/girlfriend
_____ No one

Who uses cyberbullying more often? Please check one response.
_____Boys
_____Girls
_____Same

Have you ever been cyberbullied? Please check one response.
____ Yes
____ No

Do you know anyone who has been cyberbullied? Please check one response.
____ Yes
____ No

Have you ever stopped a cyberbullying incident?
__Yes
__No

What are the most common motives for cyberbullying? Please check all that apply.
____Prank
____Accident
____Revenge
____Not really harmful (i.e., "isn't a big deal")
____Emotionally distressed
____Other: _____

What can stop individuals from cyberbullying? Please check all that apply.
____Discussion with Peers
____Discussion with Parents
____Discussion with Teachers
____Discussion with a(n) Adult(s) in your community
____School assemblies
____The media
____Public Service Announcements (PSA's)
____Nothing

Rate seriousness of the following:
1= Not serious 2 = neutral   3= serious   4=Very serious
   1. Spreading rumors about someone online ____
   2. Spreading inappropriate pictures online (e.g., nude photos) ____
   3. Boyfriend/Girlfriend wanting to constantly know your whereabouts ____
   4. Ex-Boyfriend/Girlfriend wanting to constantly know your whereabouts ____
   5. "Creeping" someone on a social networking site, everyday ____

Appendix F

Focus Group Questions

Repeat definitions:
Cyberbullying: which is also referred to as cyberharassment, cyberstalking, and online bullying, is when a person is threatened, harassed, humiliated, embarrassed or otherwise targeted by another person on the Internet, interactive and digital technologies or mobile phones. This type of behaviour can occur among friendships, acquaintances, or strangers, and its often done in a repetitive manner and the intent is to harm" (cyberbullying.org).

What do think about this definition?
- Probing question: Is there anything you would add to the definition? Is there anything you would remove from the definition?

Dating relationships: "We define "dating" as two people in an intimate relationship. The relationship may be sexual, but it does not have to be. It may be serious or casual, straight or gay, monogamous or open, short-term or long-term. Some of the most commonly used words to describe dating are: going out, seeing each other, hanging out, dealing, and friends with benefits" (loveisrespect.org).

What do think about this definition?
- Probing question: Is there anything you would add to the definition? Is there anything you would remove from the definition?

o If someone is a victim of cyberbullying, why would they also be a perpetrator of cyberbullying?
- Probing question: Would it be a form of retaliation/revenge?
o How does someone know they are cyberbullying? What do you have to do to be a cyberbully? What makes someone a cyber-victim?

o Why would you be likely to report to one source over the other?
- Probing question: Which sources would you be more likely to report to? Parents, teachers, police, friends/peers?
- Probing question: What should a victim do if they have experienced or are experiencing cyberbullying?
o What do you feel can be done to prevent or stop cyberbullying?
- Probing question: What do you think your school can do? What about your parents or your teachers?
o What have you seen in the media recently concerning cyberbullying?
o What are some examples of minor forms of cyberbullying?
- Probing question: What are some examples of severe forms of cyberbullying?
o When might cyberbullying be a way of just joking around?

- o How might girls and guys be cyberbullied differently?
  - Probing question: How might cyberbullying be different if a girl bullies another girl, if a girl bullies a guy, if a guy bullies another guy, or if a guy bullies a girl?
- o When a friend is a cyberbully, what do you do?
  - Probing question: If an acquaintance or stranger is a cyberbully, what do you do?
- o Do you think cyberbullying occurs within intimate relationships?
  - Probing question: if so, at which point in the relationship do you think it is most likely to occur.
- o Who do you think is most likely to cyberbullying, males or females?
  - Probing question: In friendships, dating?
- o What are the possible reasons to cyberbullying in a relationship?
  - Probing question: What are the possible motives?
- o At what point do think cyberbullying becomes severe?
  - Probing question: Within friendships, within dating relationships
- o How prevalent do you think cyberbullying is?
- o When cyberbullying does happen, what are the most common excuses?
  - Probing question: control, jealousy, revenge, accident, meant as harmless
- o How often do you report cyberbullying if it were a friend, boyfriend/girlfriend, stranger, or family member?
- o At what point does cyberbullying happen within a dating relationship?
  - Probing question: Beginning, middle, end of relationship

Appendix G

Focus Group Script

- *Enter classroom → Nasim and Katherine*
- "Hello everyone, [state our names], we are from Western University, in the Masters of Education, Counselling Psychology program

- HIGH SCHOOL STUDENTS: Research showed that within the Thames Valley District School Board, cyberbullying seems to be an issue, and although survey data was collected it may not necessarily mean the same thing to everyone. We want student's views on the issues of cyberbullying and we would appreciate it if you would share your thoughts and feelings with us, but don't feel like you have to share. And if at any point you would like to leave, please feel free to do so. If you don't already know:

  Cyberbullying, which is also referred to as cyberharassment, cyberstalking, and online bullying, is when a person is threatened, harassed, humiliated, embarrassed or otherwise targeted by another person on the Internet, interactive and digital technologies or mobile phones. This type of behaviour can occur among friendships, acquaintances, or strangers, and its often done in a repetitive manner" (cyberbullying.org).

  Dating relationships: "We define "dating" as two people in an intimate relationship. The relationship may be sexual, but it does not have to be. It may be serious or casual, straight or gay, monogamous or open, short-term or long-term. Some of the most commonly used words to describe dating are: going out, seeing each other, hanging out, dealing, and friends with benefits" (loveisrespect.org).

- "Before we start, we would appreciate it if you would all take a minute to fill out a brief questionnaire asking for your thoughts on cyberbullying"
  - *Allow class to take a few minutes to complete questionnaire. Once completed collect*

    from each student and begin focus group discussion questions

Appendix H

Resource Sheet

CYBERBULLYING AND DATING VIOLENCE:

Name of Study: Adolecents Experiences With Cyberbullying and Dating Violence: A Mixed methods Approach

RESOURCES
Who can you go to when you need help or have questions?

- ✓ Parents
- ✓ Teachers
- ✓ Guidance counsellors
- ✓ Trusted peers
- ✓ Trusted community members
- ✓ Police and other authority members

OTHER RESOURCES

- Kids Help Phone: 1-800-668-6868
  – www.kidshelphone.ca

- Stop-A-Bully (Safe and Anonymous)
  –www.stopabully.ca

- Cyberbullying
  – www.cyberbullying.ca

- Wired Safety
  -- www.wiredsafety.org

- Teen Abuse, the hotline: 1-800-799-7233
  -- www.thehotline.org

Safety Tips for Socializing Safely

- Never give out personal information (e.g., home phone number, address, school location

- Do not post pictures or videos that are violent or humiliating

- Do not respond to unknown emails, text messages, Facebook messages etc.

- Do not retaliate, report incidences of violence and bullying

- Treat others with respect

Appendix I

All Focus Group Responses Combined

Repeat definitions:

Cyberbullying: which is also referred to as cyberharassment, cyberstalking, and online bullying, is when a person is threatened, harassed, humiliated, embarrassed or otherwise targeted by another person on the Internet, interactive and digital technologies or mobile phones. This type of behaviour can occur among friendships, acquaintances, or strangers, and its often done in a repetitive manner and the intent is to harm" (cyberbullying.org). *What do think about this definition? Probing question: Is there anything you would add to the definition? Is there anything you would remove from the definition?*

- ▪ Girl: "Sometimes you are targeted, without the intent to harm, they just want to be funny"
- ▪ Girl: "sometimes if your in a relationship… your partner can get a little crazy and do those things"
- ▪ Girl: "remove intent"
- ▪ Girl: I don't think its necessarily always an intent to harm the person
- ▪ Girl: I don't think its necessarily repetitive, it can be one instance
- ▪ *Boy: I don't think stalking should be in there…your not causing any harm*
- ▪ Boy: I say it's a pretty good definition. It is with the intent to harm and intent to gain, someone will go out of their way to go after the person. Its mostly for a personal gain
- ▪ Boy: add chirping
- ▪ Boy: adding social networking
- ▪ Boy: I don't think cyber-stalking should be included in the definition. People creep on Facebook all the time

Dating relationships: "We define "dating" as two people in an intimate relationship. The relationship may be sexual, but it does not have to be. It may be serious or casual, straight or gay, monogamous or open, short-term or long-term. Some of the most commonly used words to describe dating are: going out, seeing each other, hanging out, dealing, and friends with benefits" (loveisrespect.org). *What do think about this definition? Probing question: Is there anything you would add to the definition? Is there anything you would remove from the definition?*

- ▪ Girl: "I'm not sure if hanging out would classify as dating..,to me that would be friends"
- ▪ Girl: a guy can ask you to hang out...but the intent is that you are not 'hanging out'
- ▪ Girl: friends with benefits is not dating...your only there for one thing
- ▪ Boy: sometimes its not clear… one person can think your dating...another person can think your friends with benefits

- Girl: "when its says straight or gay – some people are gender queer so its hard to identify what their relationship is"
- Girl: friends with benefits, not a dating relationship, its more based on transacting than actual intimacy
- Boy: I don't know anyone who would say "dealing"...Its more "wheeling"
- Girl: take out dealing
- Boy: When I hear I think of drug dealing
- Boy: add wheeling
- Girl: remove dealing, not really friendly
- Boy: add "dealt with"
- Boy: add wheeling
- Girl: add wheeling

○ *If someone is a victim of cyberbullying, why would they also be a perpetrator of cyberbullying? Probing question: Would it be a form of retaliation/revenge?*
- Girl: it can be mix between revenge and self defense – so if someone says something to harm you …you might want to put them in there place
- Girl: they think there just like teasing.. so they think can do it to others because they think its okay
- *Girl: retaliation*
- *Girl: revenge, they may want the other person to feel what they are feeling*
- Girl: it may be a way to get back at the person, or out of jealousy maybe the person is getting more friends, so trying to put them down, to make them look bad
- Boy: usually the person evokes the other person...you have to be doing something that pisses them off
- Girl: I disagree (boy comment), they could just be jealous. I know situations where people talk to you and you've never talk to them (e.g., call you a slut)
- Boy: well it's the Internet, there's going to be some sort of retaliation.
- Girl: people are doing it so they just don't care
- Girl: there trying to defend themselves
- Boy: defending someone else

○ *How does someone know they are cyberbullying? What do you have to do to be a cyberbully? What makes someone a cybervictim?*
- Boy: one of the big problems is half the time people do it, they don't know they are doing it
- Girl: repeated over long period of time
- Boy: spreading rumours
- Boy: intentionally harming their feelings
- Boy: they have to continuously do it
- *Cybervictim:*

- Girl: Constantly nagged on technology
- Girl: you can be cyberbullied one time…it doesn't have to constant…one thing can totally affect you in totally big way
- Girl: cybervictim – inferior, confortable
- Boy: (cyber victim) – picture being passed around
- Boy: If rumours are being spread about them, and they are not aware of it.
- Girl: when people say something without another persons permission
  - Girl: know – if something is said, or posted about someone negative
  - Girl: know- sometimes its not the intention to make them upset, some people can take it another way, some people will see it as a joke other mays no
  - Boy: you kind of have to harass them through an electronic device (cyberbullying)
  - Boy: if its meant to hurt the other person, its bullying
  - Girl: if the person is offended by it, there obviously feeling victimized
  - Boy: when someone chirps you online
  - Boy: what your getting from other people, could start to effect your outside life.
  - Boy: when they are beginning to be satisfied by the outcomes
  - Boy: when you begin to feel dominate
  - Boy: (how does someone know) - if you humiliate someone, single them out, embarrass them
  - Girl: (cyberbully) make them feel bad about their image
- *Why would you be likely to report to one source over the other?*
  - *Probing question: Which sources would you be more likely to report to? Parents, teachers, police, friends/peers?*
    - Boy: sometimes you might report to someone you feel most comfortable with…but then sometimes you may report to someone whose actions may have more of an effect (e.g., principle or guidance counsellor)
    - Girl: I feel like I may be embarrassed to be involved in the cyberbullying. Me personally, I may talk to someone who I am not acquainted with…tell them what's going on and then have nothing to do with it
    - Girl: it depends like sexting and nude photos…its something you don't want to tell your parents…so you go to the police – so it depends what the bullying is about
    - Girl: you feel more comfortable around a person, you trust them
    - Boy: someone they trust more would be easier to talk about the person

- Boy: if it was serious enough and continuous, so you may have to go to the police, to end the problem faster
- Girl: if its not that serious you may tell a friend, so you have someone to tell
- Boy: unlike a lot instances, cyberbullying can involve someone who is anonymous or complete stranger, which could be difficult to deal with. Parents and teachers may not have a lot of involvement in that. It could be harder to deal with the online world, than when it happens at school
- Girl: you may not want to report it to police, because you don't want to make a huge deal
- Boy: you may want to say it someone who your not involved with everyday, so you don't have to reminded of the incident over and over
- Boy: you may feel comfortable with those people
- Boy: I think if you escalate it too much, you make it worse. Say like if you went to the police, they would say "why did you have to go to the cops"
- Boy: you may be more comfortable
- Boy: if you know somebody that's like higher up (e.g., principle), they have more authority to do something about it

- *Probing question: What should a victim do if they have experienced or are experiencing cyberbullying?*
  - Girl: talk to someone
  - Girl: tell a friend
  - Girl: talk to someone they trust…so they don't feel isolated and alone…so they help them get through it
  - Girl: guidance
  - Girl: should report it
  - Girl: maybe if they don't want to talk to a parent, they could go talk to a friend about it

- o *What do you feel can be done to prevent or stop cyberbullying?*
  - *Probing question: What do you think your school can do? What about your parents or your teachers?*
  - Boy: probably a more active contributions by peers…like standing up when it happens instead of glancing by
  - Girl: separation when your online
  - Boy: further education on the topic; educate people on what to do if they see it happening. It someone is the bully maybe there is something behind that (e.g., problems at home)

- Girl: we need more public service announcements…like statistics to see how serious it is
- Girl: maybe there can be an anonymous hotline
- Girl: if people were more aware of the different forms of cyberbullying…when I think of cyberbullying I think of people on Facebook chirping to an extreme.
- Girl: When I think of cyberbullying...I think of twitter…when they sub tweet.. Tweeting about the person…but not to the person. Even if its not about somebody, people can take it as its about them, even if its not about them
- Girl: I think they should educate people, but not in a way where you parent say its bad to do this, maybe approach it student to student
- Girl: I think kids need to see the effects of how it hurts people afterwards
- Girl: learning about the physical and emotional damage could help
- Boy: I think the police is the best one, cause that actually has consequences.
- Girl: assemblies (emotional ones, actual stories of people) may help about cyberbullying, they make an impact
- Boy: make the consequences more aware…if you choose to cyberbully or make fun of someone, there's a possibility to go to jail.
- Boy: I don't think so
- Boy: I know of a couple of organization that are throwing commercials about it on TV, and those are reminding everyone about it. You may be doing something your not realizing
- Boy: parents, start talking to their children at a young age
- Boy: I don't really think you can stop it. There's always going to be that one person who ends up doing it again.
- Girl: I agree
- Girl: get rid of all your social networks (e.g., twitter)
- Boy: I think they should spread awareness on the privacy settings on social media
- Boy: you can't stop it, no matter what is done

o *What have you seen in the media recently concerning cyberbullying?*
- Girl: nothing
- Girl: I haven't seen any really
- Girl: Amanda Todd
- Girl: a movie: Cyber bully
- Girl: Amanda Todd
- Girl: you hear about the victims, like the extreme cases
- Girl: Retya Parsons
- Girl: there's a kid that I went to school with, who comments on everyone's stuff, he threatens everyone to fight them, and he keeps doing it
- Girl: Amanda Todd, all videos on YouTube that have the cue-cards
- Boy: Only if it's insanely bad, if someone commits suicide this is all we hear about. When its not response provoking (e.g., someone cyberbullied to an extreme extent but able to recover from it), it wont be in the news, even though that's what should be in the news because that's what happens more

often. The non-response provoking ones are more reflective of what actually happens, and those are ignored.

- Boy: Miley Cyrus
- Girl: everyone bashing Miley Cyrus
- Girl: the Rob Ford thing it is everywhere

o *Some examples of minor forms of cyberbullying?*
- Girl: chirping – nagging someone but its not a joke
- Girl: comment on a photo that is mean or harsh
- Girl: say if you had a rough night before and someone posts your picture…and they just do it because they think its funny.
  Girl: minor teasing someone online for how they look and dress
- Girl: severe maybe "slut" or "whore"
- Boy: minor – liking a negative comment (e.g., Facebook)
- Girl: minor – re-tweeting something mean
- Girl: girls who are at each other
- Girl: comments on a photo (I see your boobs you slut)
- Boy: when someone says I'll fight you
- Boy: calling someone a loser
- Girl: getting called "slut"
- Girl: nothing is really minor if you're the one being bullied

o *Probing question: What are some examples of severe forms of cyberbullying?*

- Girl: when someone sext's a photo and sends it
- Girl: when someone is in tears and fearing for their life
- Boy: when your blackmailing someone…kind of like sexting
- Girl: severe - when people tell you to harm yourself
- Girl: severe - anything where you are anonymous that is major
- Girl: severe – trending is mean
- Boy: sending pictures around
- Boy: saying death threats
- Girl: making up really bad rumours that are not true (e.g., drugs)
- Girl: going around saying someone is pregnant
- Boy: when it happens constantly
- Girl: a whole group of people on one person, ganging up
- Girl: Physically hurting someone
- Boy: when post a YouTube link for a video
- Girl: sending a photo is severe
- Boy: retaliation would be severe
- Boy: putting more than 10 seconds of effort into it could be severe
- Boy: certain rumours would be considered severe
- Boy: threatening someone would be severe
- Girl: it depends on that person being targeted, if you're already depressed and someone's nagging on you its more severe.
- Boy: threatening someone

- Boy: sending nude pictures
- Girl: threats
- Boy: threats
- Girl: if someone was gay, and being bullied for their sexuality, could lead to suicide. But again, I think anything severe could lead to suicide, because that has happened before.

o *When might cyberbullying be a way of just joking around?*
  - Girl: it shouldn't ever be…but I think sometimes people think they're just friends and there buddies so they can't hurt them
  - Girl: when you say no offence… but…
  - Boy: if you have a BBM group so joking with your friends on it
  - Girl: when its friend to friend e.g., "your looking a little slutty today, winking face", you won't take this seriously because you know your friends
  - Boy: when its just to your good friend
  - Girls: sometimes people don't realize their actually offending someone. A friend keep poking fun at you and not realize their bullying you
  - Girl: I think if your good friends with someone it could be harmless
  - Girl: if the other person is okay with it
  - Boy: when your friend posts a picture, and you say it looks goofy
  - Boy: when the guys are just chirping each other
  - Girl: maybe if someone posted an embarrassing photo, and the person who posted it thinks its funny
  - Boy: between friends if they one friend thinks its funny, but the other doesn't
  - Boy: on Facebook when someone tags you in a photo that you don't want to be tagged in

o *How might girls and guys be cyberbullied differently?*
  - Probing question: How might cyberbullying be different if a girl bullies another girl, if a girl bullies a guy, if a guy bullies another guy, or if a guy bullies a girl?
  - Girl: for girls its like a revenge thing...and guys I don't know if it happens
  - Girl: I feel like girls tease more…make fun of clothing or how you act… if you have one Facebook post of a picture and you don't look good, they will comment and say you don't look good
  - Girl: Contest last weekend on Facebook called "cutest teen" if you had a bad photo there was so many comments…It was so horrible the comments…and it hurts the people"
  - Girl: I feel like for guys… I'm not a guy…but I feel like for guys its more joking…guys are more physical…Girls are more catty…they don't want to say it to each others face
  - Girl: Guys want to meet up and fight…but girls make a super mean tweet and make it a secret
  - Girl: girls are slut shamed…the way they look is humiliated…they want to make you undesirable
  - Girl: with girls they always get a bunch of people...they team up on the person

- Girl: I think guys target their 'muchonis'
- Boy: there is more of ganging up factor with guys
- Girl: girls would also gang up and then your friends support you *whether they agree with you or not*
- Girl: if a girl where to say a girl is slutty, I think there is huge difference between that then when a guy says that to a girl
- Boy: I think its worse when a guy bullies a girl (or vice versa) than when a girl bullies a girl
- Girl: girls can bash each other on the same things cause their girls (e.g., they can call each other sluts, but you can't call a guy that), whereas when guys bash girls that might not be in their territory
- Girl: If a guy bullies a girl – its something about that, that just bothers me, its abuse basically
- Boy: (to previous comment), it can be the same for guys too
- Boys: two guys end up in a fight...then the next time you see them its over
- Girls: girls hold grudges
- Boys: differences in the content of what they fight about (girls/guys)
- Girl: guys keep it between themselves whereas girls get their group of friends
- Boy: girls take a lot of things to heart, it's the whole world to them
- Boy: it falls on to gender cliché, for example if a guy bullies someone for lacking in manly characteristics, or if a female says you don't have this female characteristics
- Girl: to us a guy bullying a girl is worse, we would want to think it's the same, girl bullying guy is bad too, but it's not
- Girl: girls are more sneaky, and I feel like guys get over it
- Boy: women are commonly known as holding grudges more easily

Girl and girl
- Boy: girls usually call each other sluts
- Boy: I feel like girls use a lot of demeaning words
- Boys: girls hold grudges
- Girl: more words, than physical stuff
- Girl: words like your fat

Girl and Guy
- Boy: they target their sexual orientation

Boy and boy
- *Boy: more physical*

Guy and girl
- *Boy: it can be both physical and emotional*
- *Girl: it hurts*

- Girls: a lot of name calling
- Boy: guys really get called "gay"
- Girl: guys fight it out, but girls dragged out, they take it to that extra mile
- Guy bully girl – boy: I think people would step in more
- Girl bullying a guy – boy: nobody ever thinks of that, its not common to report that. If guys are getting bullied by a girl they are perceived weaker

o *When a friend is a cyberbully, what do you do?*
- Girl: you just brush it off…it depends how close you are…if your close, you say she's totally kidding...you may talk to someone but probably not
- Girl: you may confront your friend to say stop doing that, you hope they would stop it
- Girl: were more nervous for hurting their feelings…we don't want them to be mad at us for calling them out
- Boy: it's a little tougher to identify…you don't expect to find your friend in those situations
- Boy: its different for guys and girls. For some girls, if your friend hates someone, so do you…but guys they look the other way on it…I know you should tell them to stop, but the reality is you look the other way
- Girl: It would be easier to say it to a stranger than my friend.. Cause I don't want my friend to be mad at me, but with a stranger it doesn't matter, cause they don't know you
- Girl: I feel as if I tell them, they may bully me…or flip it on me(my friend) Girl: I feel like you should talk to them only one –on one
- Girl: your probably not likely to report it
- Girl: depends how serious it is, you may say back off, but if its online you probably wont
- Girl: I would try to tell them in the nicest way I can, probably just drop hints, and hope they pick up on the fact, I probably won't be completely straight up with them, because the chances are they will cyberbully me
- Girl: stop being their friend
- Boy: tell them off for being a cyberbully
- Girl: friend stranger, is still mean
- Boy: it all depends on the severity. If its something minor I would just leave it. But if its severe I would talk to someone about it, either them or someone else
- Boy: with a friend you can be upfront with them and if there a good friend to you they will take what your saying with reason.
- Boy: we do nothing
- Boy: smack them, tell them to smarten up, and confront them, but it depends how bad it was.
- Girl: probably ignore it

o *Probing question: If an acquaintance or stranger is a cyberbully, what do you do?*
- Girl: you would report it if someone is a stranger because you're not close to them
- Girl: if a stranger was bullying your friend you would stand up for your friend. But when your friend is bullying someone else you may not say anything. It would be harder.
- Girl: when it's a stranger I would report it, its easier
- Boy: if it's a stranger I would abrupt and straight up
- Girl: probably more likely to tell someone, if it's a stranger

- Boy: confront them, I would be stern about it

o *Do you think cyberbullying occurs within intimate relationships?*
- Probing question: if so, at which point in the relationship do you think it is most likely to occur.
  - Girl: kind of a month after if you tell them a secret and they have this advantage over you
  - Girl: after your sexual with them…they might pressure you. Or after they have evidence of you guys being sexual...hey can use this against you to do more things
  - Girl: knowing their whereabouts all the time
  - Girl: after you break up, you may call each other bad names
  - Girl: maybe if the relationship gets sexual, boy or girl may pressure each other
  - Girl: if they had a say in how you looked (e.g., telling you need to change), that would be bullying
  - Girl: Yes, all the time, all of it, or maybe when there is jealousy going on, or cheating
  - Girl: once they have them wrapped around their finger, your feelings are so attached you cant drop them off, that's when it could happen
  - Girl: girls are usually more jealous [e.g., like what you doing, where are you] (implying control over their partner)
  - Girl: they can cyber-stalk you or harass you in general
  - Boy: if it's a possessive factor, like 'lets see where have you been', its like the commanding aspect of it
  - Boy: it could be pressured, you could be spending a lot of time on the internet and pressuring them to do stuff
  - Boy: sending pictures happens
  - Girl: happens when they break up
  - Girl: I think it could happen
  - Girl: maybe not so much when they are in the relationship, but maybe after they break up it would be worse
  - Boy: girls don't notice it when they are in the relationship, but afterwards they might
  - Girl: before the relationship it could happen

o *Who do you think is most likely to cyberbullying, males or females?*
- Male and female Females more likely to cyberbully
- Girl: females
- Girl: females- were vicious creature
- Girl: guys aren't afraid of the consequences, but girls would hide from it, we don't want to deal with it
- Boy: likely both
- Girl: even if your weak, it could be both
- Boy: females more

- Girl: females more
- Girl: Females, girls are a lot wordy, they would hide behind a computer, where as guys would fight it out
- Boy: Females, guys deal with it face to face

o *Probing question: In friendships, dating?*

- Girl: for friendships it can be girl or boy but for dating it can be either, and boys in dating
- Girl: in relationship somewhat males
- Girl: I see a lot of guys bullying girls after they break up, as a way of dealing with it () no one wants you, she's gross
- Girl: In friendship more females
- Girl: in dating – if someone is dating and another person is involved the girl in the relationship will be mean to the other girl involved
- Girl: girls in friendships
- Boy: males in dating relationships after they break-up
- Girl: if your dating the girl would yell, and the boy would take it
- Boy: in friendships I think its girls
- Girl: in a relationship it would be the guy

o *What are the possible reasons to cyberbullying in a relationship?*
- Probing question: What are the possible motives?
- Guy: some people get really defensive...when there talking to someone else they loose it
- Girl: jealousy
- Girl: maybe if your partner cheats
- Girl: need for control
- Girl: may bully if they don't respect privacy
- Girl: if you give them your password they may bully
- Girl: I think guys in relationships might share stuff and you don't think they would.
- Girl: bully to be dominate in the relationship…to prove a point
- Girl: insecurity
- Girl: jealousy
- Girl: needing to feel superior
- Girl: feeling wanted in general
- Boy: jealousy
- Girl: just because
- Girl: attachment, maybe you know that person won't leave, so you feel like you wont leave, and you can do whatever, I guess that's a control thing, maybe to manipulate them
- Boy: after a fight
- Girl: if they cheated on the person
- Girl: if they do something the other person doesn't like drugs they can start bullying the person)

- Girl: you wont have sex with me, so you bully them into it, like ' no one else will have sex with you'
- Boy: boredom
- Boy: belief is a big one, especially religious beliefs.
- Boy: in a relationship they may try things that is beyond friendships
- Girl: jealousy or suspicion
- Boy: it could also be based on those who surround themselves with
- Girl: they are angry
- Girl: they are mad they lost that person
- Boy: jealousy
- Boy: maybe someone is a homophobic and they bully someone who is homosexual
- Boy: I feel like a lot of bullies do it to make themselves feel better about themselves

o *At what point do think cyberbullying becomes severe?*
- Probing question: Within friendships, within dating relationships
- Girl: friendships – the moment you become really isolated
- Girl: friendships – when it starts controlling your life…and its all you think about
- Boy: I think controlling works for relationships…when you feel like you have to watch all your actions to please your partner… so there not mad at you
- Girl: friendships and dating - when the trust is gone
- Girl: dating – when you feel like you have no privacy anymore
- Girl: when someone doesn't feel safe in either relationships
- Girl: when you feel bad, in either relationships
- Boy: when every day life is effected- in either relationships
- Girl – friendships, when the other person is feeling bad about themselves, feeling alone, when its offending the person
- Girl – dating, when it becomes abusive, when there's threats
- Boy: any kind of cyberbullying is severe in enough between friends if its affecting the friendship where its unstable or it has to conclude that's a severe case
- Boy: in a relationship if it begins to affect personally security, or when they are focused on their partner and no one else.
- Friendships: boy: at the end of not getting along with that person
- Dating: girl: when one person is controlling/following them on Facebook
- Girl: I think its always severe, its always important to do something about it
- Boy: dating – when your scared to talk to each other face to face because you'll think it'll continue
- Boy: friend- once it starts hurting your feelings
- Girl: friend – once its posted in school and everyone knows about it

o *How prevalent do you think cyberbullying is?*
o Girl: very

- o Girl: I feel like it happens a lot more often then people are aware of…and no one really does anything
- o Girl: I feel like people are more aware (e.g., on Facebook) but if its between two friends…no one would really care as much…because its between the two people
- o Girl: more prevalent when new technology is introduced
- o Boy: I think it happens a lot more than people know…there's more statistics…Its like a wow factor
- o Girl: I feel like when you see it happening in a friendship you don't want to step in…because you'll leave it be…you don't want to get involved in something your not apart of
- o Girl: a lot
- o Girl: I think a lot of the time we don't think its cyberbullying
- o Boy: constantly
- o Girl: YouTube and Facebook, you have user names where you can be anonymous, and you can retaliate
- o Boy: not very
- o Boy: I think its pretty common, because people don't have the guts to say it person
- o Girl: "cutest teen" – there's so many things like this, and people just cyberbully, all the comments go kill yourself, some pictures (there naked), not that you're asking for it, but they're bullying themselves, you're asking for the attention in some way. The sight was set up for cyberbullying
- o Boy: it could depend on the type of social media cite you are on. Its rather big, a lot of people may not know they are doing it
- o Boy: all the time
- o Girl: I think it happens a lot
- o Boy: more common than everyone thinks, but its not reported as often
- o Girl: over the internet its harder to stop

- o *When cyberbullying does happen, what are the most common excuses?*
  - ▪ Probing question: control, jealousy, revenge, accident, meant as harmless
  - ▪ Boy: I didn't mean too
  - ▪ Girl: I was just joking…its not serious.. I was kidding
    Status:
  - ▪ Boy: its changed…a lot of people used to do it for status to put them before it.. but when people get older its more casual joking
  - ▪ Girl: I feel like I saw it a lot more in grade 9 to find each other in the social hierarchy
  - ▪ Girl: in grade 12 your more comfortable you don't need to gain status, you don't feel like you need to compete for status
  - ▪ Girl: in grade 12 you realize it doesn't matter what people think of you.. you feel more free (e.g., you don't have to be with these people later)
  - ▪ Girl: it was just a joke, I was kidding
  - ▪ Girl: I was drunk
  - ▪ Girl: it was just a prank

- Girl: its called a sense of humour, this one comes up a lot
- Girl: no offence but…this comes up a lot.
- Girl: they said something to me, so I'm just saying something back to them
- Girl: it was just a joke, wasn't being serious
- Boy: I was drunk
- Girl: they think there just joking and not taking it seriously
- Boy: I did it for the "lawl"
- Boy: cause I'm right and there wrong
- Boy: it could be plain ignorance
- Girl: they could do it to get back at someone (e.g., retaliation)
- Boy: they deserved it
- Boy: revenge
- Boy: "she was texting my boyfriend"
- Girl: they didn't mean it
- Girl: I thought it was a joke
- Boy: It was a joke

o *How often do you report cyberbullying if it were a friend, boyfriend/girlfriend, stranger, or family member?*
  - Girl: if it was family...I would probably keep in the family...unless it was like death threats...and close friends I would keep it in the group of friends.. I wouldn't want it to spread because of repercussions
  - Girl: I have a bad habit of reporting it...I kind of try to mediate it better...but it may be better to get an adult involved. With a stranger you wont know how there handling it so you have to report it...but with a friend you have a idea of how there handling it
  - Girl: I feel like you don't report it for all of them, until its too late
  - Girl: if it was in the family, like say it was a sibling, I feel like you wouldn't go to the police, you may tell your parents, and same with your friends, you gather up all your friends and have a chat, and say you know that's not right stop it, but you wouldn't tell teachers
  - Girl: if someone is saying all these rude things in relationship, you may be quicker to report it
  - Girl: you may end the relationship before it escalates
  - Girl: if someone was cyberbullying you, you keep the information to close people, like family, you wouldn't want it to get out
  - Girl: friend, not very often
  - Girl: Boyfriend/girlfriend – I would confront them about it first
  - Girl: acquaintance I would probably confront them my self, ask what they have against me, and try to be the bigger person.
  - Boy: if its someone else relationship, I wouldn't report it
  - Boy: severity matters
  - Boy: if one of my family members was being cyberbullied I would have more motive to report it, we live together.
  - Boy: I think the less of relationship you have with a person, the less you are likely to report it. I don't see people going out of their way to report strangers

- Girl – friend- probably not very often, you don't want them to be mad at you
- Boy- friend- if you can deal with it your self, you should. Most people can get their friends to stop
- Boy: same thing, you don't want to report them
- Boy: stranger- confront them first
- Girl: but a stranger you wont feel as bad if you report them, but a friend you would
- Girl: family member I would tell my parents

o *At what point does cyberbullying happen within a dating relationship?*
- Probing question: Beginning, middle, end of relationship
- Girl: end
- Girl: at the end – it could be more intense when someone is still holding on to the other person.. at the end of a relationship that's when issues arise
- Girl: end of relationship, once your done you hate each other, you want to get them back
- Girl: I say middle and end, it can still be going on
- Girl: middle of relationship could be where jealousy sets in
- Girl: beginning, maybe because your getting to know the person
- Girl: depends on the person
- Boy: I think its in different forms in those periods. I think it would include negativity and hatred.
- Girl: when it ends and if they haven't been together for a while
- Boy: at the end, when things fall to 'shit'
- Girl: it might not be the end, it could just be a rough patch in the relationship
- Girl: probably at the end, because you're angry they broke up with you, or they cheated on you.
- Boy: its often when the relationship begins to decay. It could be because they want control and power.
- Girl: beginning or end, but in the middle the other person would not want to break up

Curriculum Vitae

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