

Cyber Bullying Among Adolescents

by

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Cyberbullying Definition by Hinduja & Patchin (2009)

- (1) **Willful**: The behavior has to be purposeful, not accidental; (2) **Recurring**: Bullying displays a pattern of manners, not just one isolated occurrence; (3) **Harm**: The objective must distinguish that harm was imposed; (4) **The utilization of computers, cell phones, and other electronic devices**: Differentiates cyberbullying from traditional bullying.

Methodology

Participants

- 105 adolescents from four secondary school and a primary school participated in this research.
- Data were collected over a period of seven months and these were done after major examinations as not to disrupt their academic activities.
- Online observations (Facebook)
- Participating in youth-risk-online@googlegroups.com

Procedure

- Data were collected using grounded theory procedures described in **Strauss and Corbin (1990, 1998)**
- Why Grounded Theory?
 - To generate or discover a theory (Glaser & Strauss, 1967)
 - To explore essential social relationships and behavior of groups where there has **been little exploration of the phenomenon** that affect individual's lives (Crocks, 2001) so that professional can intervene **with confidence** to help resolve the individual's main concerns (Glaser, 1978).

Procedure

- Data were accumulated and analyzed in **four phases** that differ regarding purpose and data collection strategies (Harry, Sturges, & Klingner, 2005) is summarized in Table 1

Table 1: 4 Phases of Data Collection

Table 1

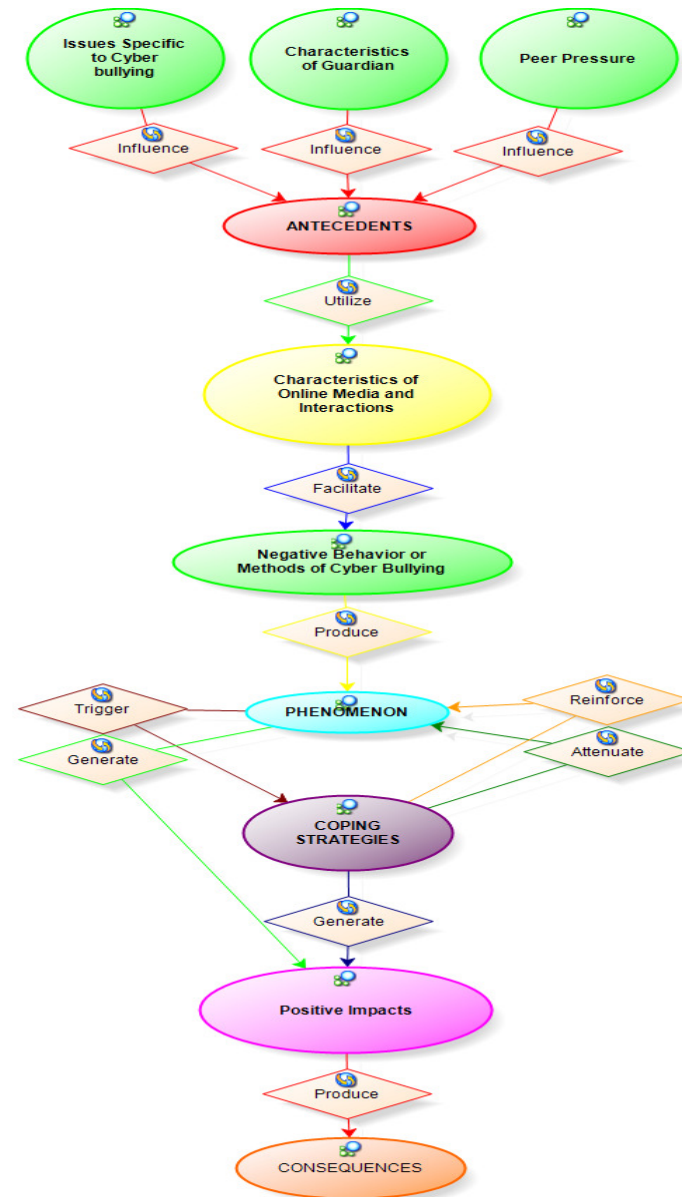
Four Phases in Data Collection

Phase	Coding	Purpose	Participants
1	Open	Identify codes within categories for further analysis	30 individuals and 11 in focus groups
2	Axial	Explore codes in detail; relate codes to one another to construct themes	9 individuals And 4 in focus groups
3	Selective	Construct preliminary paradigm model and discuss themes in relation to model; Establish story line that integrates paradigm model	31 in focus groups
4	Selective	Test, validate and explicate paradigm model until saturated; identify emergent Principles consistent with paradigm model; conduct member checks.	20 in focus groups

Main Themes and Subthemes of Cyberbullying



Paradigm Model of Cyberbullying



CRITERIA INFLUENCING THE ANTECEDENTS

Issues Specific to Cyberbullying

- Viral in Nature
- Permanence of Expression
- Limitless victimization or Infinite Audience
- Anonymity

Negative Behavior or Methods of Cyberbullying

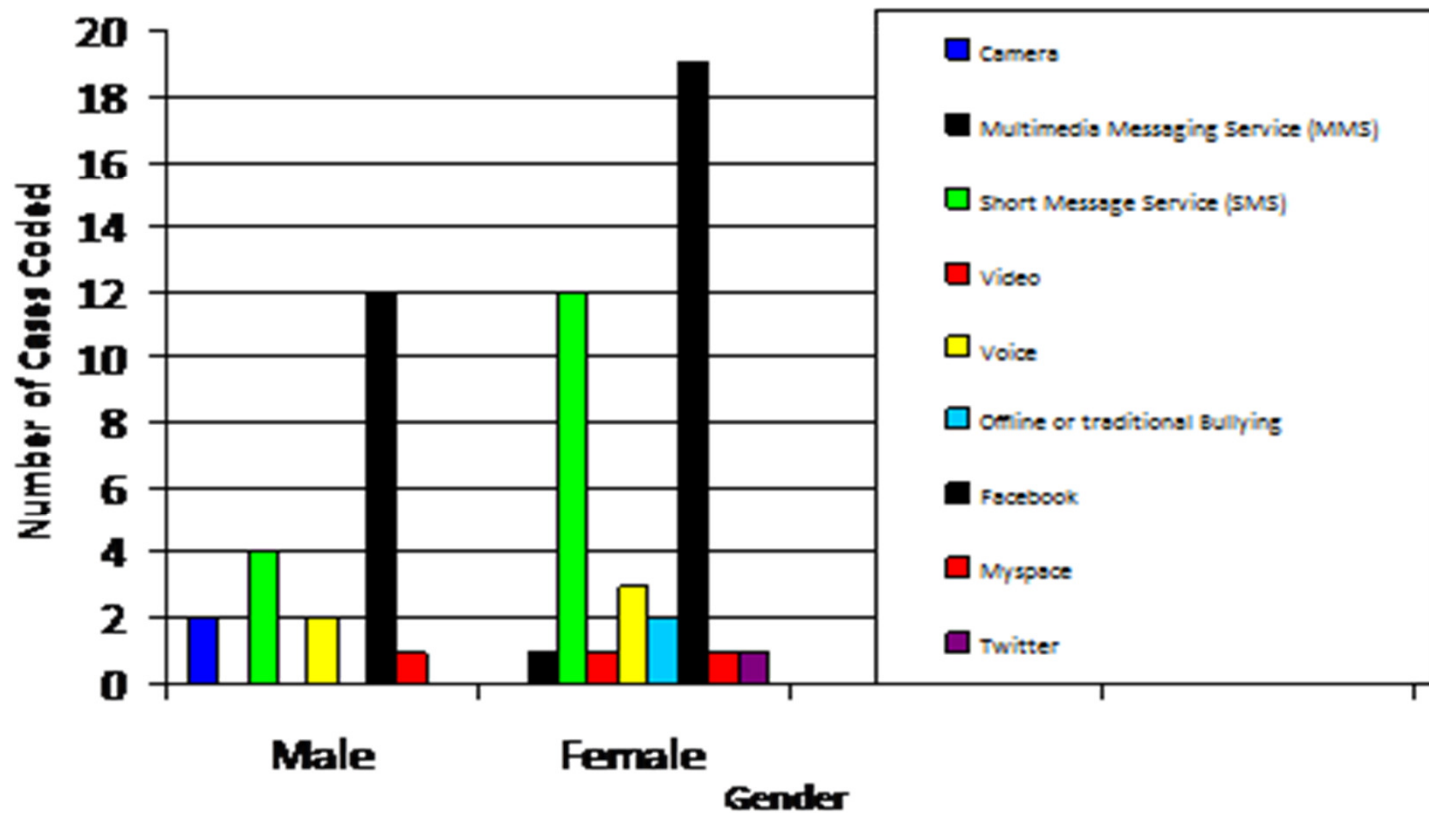
1. Identity Theft
2. Flamming
3. Happy Slapping
4. Sexting
5. Cyberstalking
6. Trolling
7. Exclusion
8. Photoshopping

7

Emerging Themes of Cyberbullying

1. The Permanence of Expression of Facebook

Prevalent Online Media Utilized by Informants - Coding by Gender



2. Six Characteristics of the Perpetrators

- According to the victims interviewed, they described six types of perpetrators;
 1. A coward in real life but courageous in cyber space,
 2. Introverted,
 3. Hot-tempered,
 4. Snobbish or arrogant,
 5. Naughty,
 6. well-mannered offline but nasty when online.

3. The Positive Impacts

- For bullies:
 - cyberbullying brings them **satisfaction** (M = 55%, F = 45%) and courage (M = 31%, F = 69%) after the deed was accomplished. Therefore, the researcher ironically considers these as the positive impacts of cyberbullying.
- For victims:
 - The informants mentioned that they were **proud** and **pleased** when cyberbullying was successfully overcome after the right coping strategy or strategies was/ were implemented.

4. The Supporting Actors

- Apart from the perpetrators, victims and bystanders, there were two other 'actors' with connection in cyberbullying behaviour:
 - The instigators
 - The supporters of cyberbullying.
- Previous literature has been paying attention only to the perpetrators and victims of cyberbullying.

5. The Lack of Nonverbal Communication

- The perpetrators will not know **the extent of severity** of their wrongdoings.
- Victims will not be able **to express their depression, resentment, humiliation**, et cetera when facial or nonverbal expression is not present during cyberbullying. Emoticon alone is not enough.
- Messages will often **be misinterpreted** when the receiver tries to construe the meaning via their own analysis that is frequently influenced by the receiver's present contexts and conditions.

6. The Types of Online “Friends” Added on Social Networks

1. Individuals with **genuine information** which are the victim’s own friends;
2. Individuals who are strangers but with **sincere intention** to be friends with the victim and therefore provide real information in their social network accounts;
3. Strangers **with fake identities with unhealthy intentions** towards the victim;
4. Individuals who are **well-known** to the victim but provide fake identities in order to do harm.

7. The Unending Bullying

- Many cyberbullying experts suggest that to meet the term bullying, the act of bully must be **repetitive**.
- However, the researcher put forward that although the act of bullying occur only once, sometimes the harassing material uploaded **lingers forever in cyber space** for anyone to download or forward it to others – thus may be stressful to the victims.

The worrying trend of CYBERBULLICIDES

- Since October 7th 2003 until October 10th 2012 **the reported case** of cyberbullicides all over the world are staggering **34 cases**.
- **2013 – 6 cases of cyberbullicides**
- The latest case of cyberbullicide was on 10th of September 2013 – Rebecca Sedwick age 12.

(Nancy Willard – youth-risk-online@googlegroups.com)

**CYBER BULLYING
AFFECTS REAL LIVES !**

THANK YOU