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The Relationship Between Cyberbullying and Health-Risk Behaviors Among High School Students

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The Relationship Between Cyberbullying and Health-Risk Behaviors

Among High School Students

Colleen Halbohn

The College at Brockport State University of New York

THE RELATIONSHIP BETWEEN CYBERBULLYING

Abstract

Cyberbullying is bullying using electronic forms of contact, including the internet and cell phones. This quantitative study is a secondary analysis that explores the relationship between health-risk behaviors and cyberbullying among a Monroe County School District. High school students in the district were issued a local version of the Youth Risk Behavior Survey. Survey items related to cyberbullying, binge drinking, hours of sleep, marijuana use, and other health-risk behaviors were reviewed, and chi squared tests were run in order to determine if relationships between the health-risk behaviors and perpetration of cyberbullying exist in this district. Results indicate that a number of variables are related to the perpetration of cyberbullying and that further research must be done to determine causation and/or potential mediating variables.

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The Relationship Between Cyberbullying and Health-Risk Behaviors

Among High School Students

Introduction

The growing use of social media among American teens is a phenomenon that is grabbing the attention of parents, school staff, faculty, and administrators. Up to 95% of American teens aged 12-17 are using the internet, and 80% of these teens report using social media sites, which are spaces that allow them to interact with others online (Lenhart, Madden, Smith, Purcell, Zickuhr, & Rainie, 2011). Many log on daily and participate in a different dimension of social activity that both mirrors and exaggerates their typical social experiences (Lenhart et al., 2011). The concern arises when teens utilize forms of social media as a means to bully.

Bullying is defined as, "...Aggression intentionally carried out by one or more individuals and repeatedly targeted toward a person who cannot easily defend him- or her-self (Dooley, Pyzalski, and Cross, 2009, p. 182)." Dooley et al. (2009) elaborate on this definition and explain that bullying using electronic forms of contact, including the internet and cell phones, is called "cyberbullying." In this way, teens are deliberately using communication technology in ways intended to threaten or harm others, either physically or psychologically (Roberto, Eden, Savage, Ramos-Salazar, & Deiss, 2014), putting victims at risk for drug use, depression, suicidal ideation, etc. (Goebert, Else, Matsu, Chung-Do, & Chang, 2011). With this research in mind, it is evident that cyberbullying a growing public health concern (Chang et al., 2013).

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Past research has focused on solutions and interventions that inform teachers, administration, families and teens (Cassidy, Faucher, & Jackson, 2013). More specifically, anti-bullying policies, non-punitive approaches and policies, bystander education, and education on the use of communication technology and social media have all been reviewed (Corcoran & McGuckin, 2014). While these approaches do recognize the mental health risks and predictor variables associated with cyberbullying, staff do report needing more training, resources and guidance (Corcoran & McGuckin, 2014). Cyberbully prevention programs also tend to fail to address *when* to intervene since much of the cyberbullying takes place outside of school (Stauffer, Heath, Coyne, & Ferrin, 2012).

Following is a literature review that cites research as it relates to definitions of bullying and cyberbullying, risk factors for victims, and predictor variables for bullies. A review of this literature is necessary in order to understand the importance of the superseding research that focuses on the relationship between health risk behaviors of high school students and instances of cyberbullying. This research is a secondary analysis of the Youth Risk Behavior Survey that has been adapted by the school district. The goal is to increase relevant data for the district to reference and inform cyberbully prevention programs as well as to inspire future investigation of the direction of the relationship between health risk behavior and cyberbullying.

Literature Review

A survey (Lenhart et al., 2011) of teens' experiences of online cruelty, both personally experienced and observed, indicated that while 69% of teens think their peers are "mostly kind" to one another on social network sites, 20% experience their peers as "mostly unkind." The remaining 11% offered the response "it depends." These statistics significantly differ from the 85% of social media-using adults that reported their peers are "mostly kind" to each other on

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social network sites, and the 5% that reported their peers were “mostly unkind,” implicating that teens are more likely to use social media in a negative way than adults. Furthermore, 88% of social media-using teens witnessed their peers being mean or cruel on social networking sites, and 15% of teens reported they have been a target of online cruelty in the last 12 months. These negative interactions online have negative consequences for teens. The same survey indicated that 25% of these teens’ negative interactions resulted in face-to-face confrontation, 22% had an experience that ended a friendship, 13% had an experience that resulted in problems with parents, and 13% were nervous about going to school the next day. Furthermore, 8% of these teens engaged in a physical dispute as a result of negative interactions online, and 6% faced disciplinary action in school (Lenhart et al., 2011). In some cases of intense cyberbullying, victims suffer from pervasive psychological distress and depression, sometimes resulting in self-injurious behavior and even suicide (Pelfrey & Weber, 2013; Schneider, O’Donnell, Stueve, & Coulter, 2012).

These online interactions clearly have the potential to seriously affect teens beyond the scope of the internet. There are personal/social, academic, emotional, psychological, and even physical repercussions of internet cruelty that have the potential to carry over into the physical school setting (Nickerson, Singleton, Schnurr, & Collen, 2014). For instance, Nickerson et al. (2014) point out that school climate is affected by incidences of bullying. Definitions of school climate focus on the perceptions of students and teachers in regards to the quality and character of school life (Nickerson et al., 2014). Instances of bullying on school grounds might have a negative impact on a school’s quality and character. However, cyberbullying involving two or more students from the same school will also ultimately impact the students’ perceptions of safety in school and has the potential to lower attendance rates. Dooley et al. (2009) indicate that,

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in some cases, civil lawsuits have even been filed against the school, indicating the importance for school staff, faculty and administrators to be knowledgeable about cyberbullying. This idea of “policing” and monitoring the activity of students on the internet has created confusion related to the “home-school divide” (Corcoran & McGuckin, 2014). Corcoran and McGuckin (2014) note that the teacher respondents reported ‘Dealing with issues that originate outside the school,’ and were unsure of how to address the overlap between the school environment and internet interactions. Furthermore, the teachers believed that addressing cyberbullying should fall on the parents (Corcoran & McGuckin, 2014).

“Traditional”/In-School Bullying Versus Cyberbullying

“Traditional”/in-school bullying encompasses both physical and social acts of harming another student (i.e. pushing and shoving, stealing lunch money, isolating and rejecting, etc.; Dooley et al., 2009). Cyberbullying, however, happens through the use of an electronic medium (i.e. the internet, cell phone, altered photographic images, etc.; Chang et al., 2013; Dooley et al., 2009). Prevalence rates for the two forms of bullying differ across cultures. For instance, a study of Ontario students’ grades 7-12 found that more students were victims of in-school bullying (25.2%) than cyberbullying (17.4%; Sampasa-Kanyinga, Roumeliotis, & Xu, 2014). However, Chang et al. (2013) found that more Taiwanese students had been involved in cyberbullying (33%) than in-school bullying (25%). While prevalence rates may or may not vary across cultures, studies do indicate that electronic forms of bullying are on the rise, and that the internet further supports the use of social bullying. For instance, a study of 6th-10th grade students in the United States indicates that in the past two months students have been victims and/or have bullied other students at least once in a number of ways: physically (20.8%), verbally (53.6%), socially (51.4%), and electronically (13.6%; Chang et al., 2013). While these results do indicate

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prevalence rates for the different forms of bullying, they do not indicate the roles that students play in bullying scenarios.

Roles. In order to more closely examine the roles that students play in bullying scenarios, Chang et al. (2013) surveyed 72,327 10th grade students in Taiwan. Respondents could report experiences as either perpetrators (bullies), the victims, or both (bully-victims). Results showed that in the last year roughly 25% of the students had been involved in a scenario of in-school bullying; 8.2% had been victims; 10.6% had bullied; and 5.1% had been bully-victims. Results also indicated that more than 33% of the students had been involved in cyberbullying and/or cybervictimization; 18.4% of the students had been cyberbullied (cybervictim); 5.8% had cyberbullied others (cyberbully); and 11.2% had both cyberbullied others and had been cyberbullied (cyberbully-victim). These results indicate that while there were more bullies in school, the internet hosted twice as many victims and bully-victims than the school setting. This also suggests that the internet offers a setting in which victims are more comfortable retaliating, creating a cycle in which those who have been cyberbullied then become cyberbullies themselves (cyberbully-victims). Anonymity, which is further discussed later in this review, could be part of what drives these statistics.

Victim overlap between in-school bullying and cyberbullying. In order to examine the degree of overlap between the two forms of victimization, Schneider et al. (2012) looked further into victims' experiences. 20,460 Boston-area youth in grades 9-12 completed anonymous pencil and paper surveys in order to gather information regarding students' experiences of cyberbullying victimization and in-school bullying victimization in the last 12 months. Results indicated that roughly one third of all students were victims of bullying in one form or another: 6.4% were victims of cyberbullying only; 16.5% were victims of in-school bullying only; and

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9.4% were victims of both in-school and cyberbullying. The results of this study provide evidence of a substantial overlap between the population being victimized online and the population being victimized through in-school bullying, suggesting further research be done in order to understand why these victims are being targeted.

The relationship between in-school bullying and cyberbullying. Kwan and Skoric (2013) examined how cyberbullying, specifically on Facebook, is related to in-school bullying among 13-17 year old students in Singapore. In general, school bullying was more prevalent than Facebook bullying, with 84.5% and 59.4% of students reporting at least one incidence of victimization in the last year respectively. Additionally, 71.4% of the students admitted to engaging in at least one form of school bullying in the last year, while 56.9% admitted to engaging in at least one incidence of Facebook bullying within the last year. The results of this study also have important inferences for the relationship between school bullying/victimization and Facebook bullying/victimization. They indicate that being involved in school bullying is positively related to being involved in Facebook bullying ($r = .56, p < .001$) as well as to being victimized on Facebook ($r = .28, p < .001$). Results also indicate that being a victim in school is positively related to victimization on Facebook ($r = .48, p < .001$) as well as being a Facebook bully ($r = .33, p < .001$). It is important to keep in mind that there are major cultural variations between Singapore and the United States, As a result, the experiences of teens in Singapore in-school and on social media may be different than teens in America.

Together, the results of these studies suggest that while there are some discrepancies regarding the prevalence of in-school bullying versus cyberbullying (especially cross-culturally), there are some definitive statistics regarding the relationship between the two. Firstly, there are higher bully-victim rates in cyberbullying than in-school bullying. Secondly, there is a

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significant population overlap in the victims of in-school bullying and cyberbullying that must be further explored. Finally, there is a positive relationship between in-school bullying and cyberbullying, as well as being victimized in school and online.

Cyberbullying, depression, and suicide

As cyberbullying becomes an increasing concern for the high school population, so do the associated mental health complications. A study by Goebert, Else, Matsu, Chung-Do, and Chang (2011) found that cyberbullying victimization was a predictor of negative mental health consequences. This study determined that cybervictims are approximately 2.5 times more likely to binge drink and use marijuana, are 2 times as likely to show signs of depression, and are 3-4 times more likely to attempt suicide than nonvictims. 56.1% of the sample of youth in this study reported having been cyberbullied in the last year, meaning that over half of this population was at risk for negative mental health consequences. If this holds true on a global scale, over half of the world's youth could be at risk for negative mental health consequences as a result of cyberbullying. This shocking hypothesis does not even include other factors, such as poverty, war, environmental pollution, etc.

Additional research supports these findings and further delves into the mental health issues associated with interaction effects between traditional in-school bullying and cyberbullying. For instance, both cyberbully-victims and in-school-bully-victims are significantly more likely to have lower self-esteem and higher rates of depression than students who are either solely victims or solely bullies (Chang et al., 2013). Studies that focus on the victimization of students have found that cybervictims report higher levels of distress than in-school victims, but distress is highest among victims of both cyberbullying and in-school bullying, which is associated with high rates of depressive symptoms, suicidal ideation, plans,

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and attempts among middle and high school students (Sampasa-Kanyinga et al., 2014; Schneider et al., 2012). There is evidence that depression fully mediates the relationship between cyberbullying and suicidal ideation, plans, and attempts (Bauman, Toomey, and Walker, 2013; Sampasa-Kanyinga et al., 2014), which shows the importance of addressing depression in this population in an effort to prevent risk of subsequent suicidal behavior.

Predictor Variables Associated With Cyberbullying

Additional research regarding the likelihood that a student will perpetuate cyberbullying focuses on predictor variables such as anonymity, risky behaviors, academic achievement, victimization through traditional bullying, gender, age, peer norms, adult influence and supervision, and the frequency and scope of technology use (Allen, 2012; Griesel, Finger, Bodkin-Andrews, Craven, & Yeung, 2012; Hinduja & Patchin, 2013; Kwan & Skoric, 2013; Roberto et al., 2014; Strom & Strom, 2005; Zhou et al., 2013).

Anonymity and other risky behaviors. Anonymity on social media includes the use of a fake screen name or the use of no name at all, depending on the type of social media. In this way, bullies cannot be identified, and they avoid responsibility for their misconduct, thus reducing the fear of getting caught and being punished. Additionally, the lack of face-to-face conduct with the victim permits the bully to avoid seeing the distress that they are causing, therefore reducing the likelihood that they will feel regret, sympathy, or compassion toward the victim (Strom & Strom, 2005). This use of anonymity is considered risky online behavior (Kwan & Skoric, 2013). Other risky behaviors that are predictive of cyberbullying perpetration are substance use, cigarette use, behavioral issues in school (accounted for by suspensions or detentions at school), and prior counts of assault (Roberto et al., 2014). With this in mind, it stands to reason that Zhou et al. (2013) also found that students with lower academic achievement are more likely to be

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perpetrators of cyberbullying than students with better academic achievement. This literature suggests that students in these studies with documented behavioral issues may have additional factors that lead to poor grades and poor decision-making, such as risky-behaviors and cyberbullying perpetration. Students with higher academic achievement may have any number of factors that influence decision-making, including positive adult role models. Future research should include qualitative data sets to better understand this topic.

Prior victimization, gender, and age. As previously described, prior victimization is another predictor variable of cyberbullying perpetration. Students who have experienced both traditional and cyber victimization are more likely to perpetrate online bullying than those students who have not been victims (Roberto et al., 2014; Zhou et al., 2013). Gender is another predictor variable that has been studied. Existing literature has determined that males are more likely to be involved in cyberbullying both as perpetrators and victims (Zhou et al., 2013). However, when looking specifically at texting, female students tend to report more hostile text messaging encounters than male students (Allen, 2012). Griezel et al. (2012) further explored gender, grade, and gender by grade interaction effects as predictor variables of cyberbullying. The results of this study confirm previous findings that males engage in and are the victims of traditional bullying (i.e. physical and verbal forms) more often than females, However, these findings further contributed to the literature by showing no significant gender differences among social forms of bullying, including cyberbullying. Additionally, despite the findings of most research that claim bullying rates peak in the beginning of high school years, Griezel et al. (2012) showed that seniors in high school have a higher involvement in verbal bullying than juniors. It is speculated that this may be due to physical size differences at this age and the need to use foul language in an effort to establish dominance and maturity.

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Peer and adult influences. Hinduja and Patchin (2013) studied the extent to which peers, parents, and educators influence cyberbullying behaviors of adolescents. Results indicate that teen perpetration of cyberbullying is associated with perceptions of peers behaving similarly and the likelihood that an adult would discipline them for engaging in cyberbullying. This means that teens who believed their friends were engaging in cyberbullying are more likely to engage in cyberbullying as well, and that responsible students who believed the adults in their lives would punish them for cyberbullying are less likely to participate. Other studies show support for the positive effects of increased parental and teacher monitoring as well as restricting the scope of online activity (Roberto et al., 2014; Zhou et al., 2013).

Teens are increasingly using social media (Lenhart et al., 2011). As a result, there is a growing concern for those involved in cyberbullying, and the burden is being placed on school faculty, staff, and administration to address them (Schneider et al., 2012). In addition to the positive relationship between in-school bullying and cyberbullying (Kwan & Skoric, 2013), this review also notes that there is a substantial overlap between in-school victims and victims of cyberbullying (Schneider et al., 2012). The literature also indicates that victims of cyberbullying are at an increased risk for substance use, depression, low self-esteem, self-injurious behavior, suicidal ideation, and suicide attempts (Chang et al., 2013; Goebert et al., 2011; Schneider et al., 2012). A review of the predictor variables for cyberbullies suggests anonymity, risky behaviors, low academic achievement, prior victimization, gender, age, peer norms, adult influence, and frequency and scope of internet use as risk factors for engaging in cyberbullying (Griezel et al., 2012; Hinduja & Patchin, 2013; Roberto et al., 2014; Zhou et al., 2013).

The existing literature that addresses cyberbullying is limited due to the novelty of the phenomenon. As previously stated, social media is a fairly new platform on which teens interact,

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and it is growing fast with 80% of teens aged 12-17 utilizing social media in 2011 (Lenhart et al., 2011). It is also important to recognize that this review is not a comprehensive examination of all existing literature regarding cyberbullying. Additionally, the literature that was reviewed acknowledges limited participation, making representation of the entire social media-using teen population difficult. The literature also calls into question reliability and validity of the results, especially: cultural differences, construct validity of the surveys and questionnaires, honesty and memory of the participants (social desirability), as well as the use of technology to acquire data.

Future research should continue to investigate teen use of communication technology as well as the predictor variables of cyberbullying and the effects of cyberbullying on victims. Researchers should also focus on the effectiveness of different cyberbullying prevention programs that have already been implemented through the use of quantitative measures, as opposed to the perceptions of school faculty. Additionally, the literature reviewed here focuses on one-time investigations at research sites. Longitudinal studies should be conducted in order to address effectiveness of cyberbullying prevention programs over time.

Conclusion

A review of the literature indicates the importance of cyberbullying prevention programs in schools in order to reduce rates of cyberbullying and to protect the victims from the array of negative side effects that accompany victimization. Negative side effects include health-risk behaviors and negative mental health consequences (i.e., depression, suicidal ideation, etc.). These are important to note given that depression has been found to mediate relationship between cyberbullying and suicidal ideation, plans, and attempts (Bauman, Toomey, and Walker, 2013; Sampasa-Kanyinga et al., 2014). Accurately informing cyberbullying prevention programs

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may be essential for creating an effective program that decreases the instances of cyberbullying and provides support for both the victims and the bullies.

This study moves from the literature and begins to investigate whether there is a relationship between cyberbullying (actively being the bully online, via phone, etc.) and other health-risk behaviors (as defined by the Center for Disease Control) among high school students. Health-risk behaviors include carrying a weapon, smoking cigarettes, using other forms of tobacco, binge drinking alcohol, smoking marijuana, using hallucinogens, not using a condom during sexual intercourse, and sleeping very few hours of sleep on average a night. The aim is to discover which health-risk behaviors are related to student experiences with cyberbullying and provide the district with this information to inform cyberbullying prevention programs. Furthermore, the researcher hopes to create the foundation on which future cyberbullying research can build, possibly with qualitative data related to causation and ideas for effective prevention and education.

Methods

Setting

Students from a Western New York School District were surveyed during the 2014-2015 school year. The community itself is a combined residential, rural and industrial suburb of Rochester located to the east of the city. The district encompasses 51 square miles and has approximately 43,000 people – approximately 10,000 of which are students who are served by the system schools. As of the 2010 census, the racial makeup of the town was 83.44% White alone, 5.20% Black or African American alone, 0.28% American Indian or Alaskan Native alone, 5.69% Asian alone, and 0.13% Native Hawaiian and Other Pacific Native alone. Hispanic or Latino of any race were 5.22% of the population. 1.82% were some other race alone, and

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3.45% were two or more races. The population by gender as of 2010 was 52.81% female and 47.19% male. The median income for a household in this district was \$58,746 as of 2000, with about 2.5% of families and 3.9% of the population being below the poverty line.

Participants

The sample included both of the mainstream high schools within the district as well as the alternative high school, which is located in one of the two secondary school buildings. The data includes self-reported responses of 2,190 students from the 2014-2015 school year who identified as both female ($n = 1105$; 50.5%) and male ($n = 1041$; 47.5%), as well as “Other” ($n = 29$; 1.3%). The students were in grades 9 ($n = 605$; 27.6%), 10 ($n = 558$; 25.5%), 11 ($n = 516$; 23.6%), and 12 ($n = 496$; 22.6%). Racial and ethnic groups included: White/Caucasian ($n = 1901$; 86.8%), Black or African American ($n = 137$; 6.3%), Hispanic or Latino ($n = 132$; 6.0%), Asian ($n = 110$; 5%), American Indian or Alaska Native ($n = 58$; 2.6%), and Native Hawaiian or other Pacific Islander ($n = 24$; 1.1%). Academic achievement of the respondents were as follows: Mostly A’s ($n = 1017$; 46.4%), Mostly B’s ($n = 781$; 35.7%), Mostly C’s ($n = 217$; 9.9%), Mostly D’s ($n = 55$; 2.5%), Mostly F’s ($n = 23$; 1.1%), Unsure ($n = 72$; 3.3%), and None of these grades ($n = 13$; 0.6%). The students were also asked which of the following best described their current living situations: With your parent(s) or legal guardian ($n = 2124$; 97.0%), Staying with a relative or friend ($n = 17$; 0.8%), In a motel or hotel ($n = 13$; 0.6%), In a car, park, public place, bus, or train station ($n = 12$; 0.5%), In an abandoned building ($n = 8$; 0.4%), In an emergency shelter or transitional shelter ($n = 4$; 0.2%), In a campground or a trailer park that doesn’t have heat or running water ($n = 1$; 0.0%). Eleven students (0.5%) chose not to answer this question.

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Instrument

The data set used in this secondary analysis comes from the Youth Risk Behavior Survey (created by the Center for Disease Control) that a Monroe County school district modified for the purposes of their own research. The survey is administered by the CDC every two years at national, state, and local school levels in order to assess the prevalence of health-risk behaviors among school-age students. It monitors six types of health-risk behaviors that contribute to the leading cause of death and disability among youth and adults, including: behaviors that contribute to unintentional injuries and violence, sexual behaviors that contribute to unintended pregnancy and STDs (HIV infection), alcohol and other drug use, tobacco use, unhealthy dietary behaviors, and inadequate physical activity. The writer contacted the Coordinator of Health and Wellness for the school district to acquire student responses.

Specific topics addressed in the district's adaptation of the Youth Risk Behavior Survey include violence, electronic bullying and safety, texting/emailing while driving, sleeping habits, mental health, tobacco and other drug use, alcohol use/drinking and driving, sexual risks, nutrition, physical activity/sedentary behavior, preventive health, assets, and parental/adult influences. There are a total of 124 questions with multiple answers from which to choose. Some items allow only one response, while others say "Choose ALL that apply." (See Appendix A.)

Procedure

Students were given laptops during their health classes and logged into Survey Monkey to complete the survey that the district had modified from the CDC's original version. The students were given two health classes (two 55-minute intervals) to complete the survey. Results were recorded anonymously and assigned respondent ID numbers for organization. The results

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were saved in an Excel Spreadsheet and are currently being used by the district to inform parents of student behavior and direct the creation of educational seminars relevant to student needs.

As previously stated, the researcher contacted and met with the Coordinator of Health and Wellness and was given permission to use the responses for research purposes. The data was imported to SPSS and recoded.

Data Analysis and Management

Twelve of the 124 questions from the survey were selected by the researcher for assessment. They addressed the following topics: forms of bullying experienced (victimization), perpetrating cyberbullying, carrying a weapon, smoking cigarettes, use of chewing tobacco, binge drinking alcohol, smoking marijuana, using hallucinogens, not using a condom during sexual intercourse, sleeping very few hours of sleep on average a night, and understanding of the Dignity for All Students Act. These topics were chosen at the researcher's discretion based on previous knowledge obtained from the literature review. Chi Squared tests for independence were calculated in order to determine if relationships exist between specific health-risk behaviors and cyberbullying in the school district.

The writer received IRB approval from the Institutional Review Board at SUNY Brockport before conducting this analysis.

Results

Forms of Bullying

Students were asked, "In the past year, what form of bullying have you experienced? (Choose ALL that apply)." 654 students (29.8%) reported "Verbal," 306 students (14.0%) reported "Electronic (Cyberbullying)," 222 students (10.1%) reported "Intimidation," 135

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students (6.2%) reported “Physical,” 97 students (4.4%) reported “Abuse,” and 1,424 students (65%) reported “I was not bullied.”

A follow up question asked, “During the past year, have you ever been electronically bullied? (Another student has teased, threatened, or spread rumors about you through texting, emails, YouTube, gaming systems, or social networking websites like Facebook, Twitter, Vine, YikYak, ask.fm, Tumblr, Instagram, blogs, Snapchat, etc.)” Responses to this question differed slightly from the previous question regarding multiple forms of bullying. 392 students (17.9%) responded “Yes” to being electronically bullied, and 1,734 students (79.1%) responded “No.”

Considering the previous two questions, a reported 14.0-17.9% of the students in this district have been cyberbullied in the past year.

In addition to cybervictimization, perpetrating cyberbullying was also assessed. Students were asked, “In the past year, how many times have you used cell phone, text messaging, or the Internet to harass or embarrass someone you were mad at?” 1,723 (78.7%) reported “Never,” 165 students (7.5%) reported “1 time,” 98 students (4.5%) reported “2 times,” 63 students (2.9%) reported “3 to 5 times,” 64 students (2.9%) reported “6 or more times,” 15 students (0.7%) reported “In the past year, I did not go on the Internet AND I did not use a cell phone.” 62 students (2.8%) did not respond. These responses indicate that at least 17.8% of the high school students in this district have perpetrated at least one instance of cyberbullying in the last year.

Furthermore, only 47.1% of students reported understanding what the Dignity for All Students Act is.

The following sections assesses a particular health-risk behavior and its relationship to being a cyberbully (the cyberbully being the 17.8% of the students surveyed who reported at least once instance of being a cyberbully in the last year).

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Carrying a Weapon

Students were asked, “During the last 30 days, on how many days did you carry a weapon such as a gun, knife, or club?” 1,927 students (88%) said they had not carried a weapon at all in the last 30 days. 242 students (11.1%) responded that they had carried some sort of weapon in the last 30 days. 21 students (1%) did not respond.

Of the 242 students who did carry weapons, 48 students (2.2%) carried a weapon for just one day, 46 students (2.1%) carried a weapon for 2 or 3 days, 23 students (1.1%) carried a weapon for 4 or 5 days, and 125 students (5.7%) carried a weapon for 6 or more days.

There was a statistically significant relationship between perpetrating cyberbullying in the last year and carrying a weapon in the last 30 days among this population of high school students. $X^2(1, n=2125) = 24.35, p < .001$. A post hoc procedure revealed that those students who reported carrying a weapon in the last 30 days were two times less likely to cyberbully than those not carrying a weapon in the last 30 days.

Smoking Cigarettes

Students were asked, “During the past 30 days, on how many days did you smoke cigarettes?” 2,009 students (91.7%) reported that they had not smoked a cigarette(s) on any of the last 30 days. 141 students (6.4%) reported that they had smoked a cigarette(s) on at least one of the last 30 days. 40 students (1.8%) did not respond.

Of the 141 students who did smoke cigarettes in the last 30 days, 33 (1.5%) reported smoking on 1-2 days, 20 (0.9%) reported smoking on 3-5 days, 14 (0.6%) reported smoking on 6-9 days, 15 (0.7%) reported smoking on 10-19 days, 13 (0.6%) reported smoking on 20-29 days, and 46 (2.1%) reported smoking on all 30 days.

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There was a statistically significant relationship between perpetrating cyberbullying in the last year and smoking cigarettes in the last 30 days among this population of high school students. $X^2(1, n=2120) = 66.65, p < .001$. A post hoc procedure revealed that those students who reported perpetrating cyberbullying at any point in the last year were more likely to smoke cigarettes in the last 30 days than those who did not report perpetrating cyberbullying.

Chewing Tobacco

Students were asked, “During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?” 2,077 students (94.8%) reported that they had not used any form of chewing tobacco on any of the last 30 days. 77 students (3.5%) reported that they had used some form of chewing tobacco on at least one of the last 30 days. 36 students (1.6%) did not respond to this question.

Of the 77 students who reported that they had used some form of chewing tobacco on at least one of the last 30 days, 24 (1.1%) reported using it on 1-2 days, 9 (0.4%) reported using it on 3-5 days, 7 (0.3%) reported using it on 6-9 days, 7 (0.3%) reported using it on 10-19 days, 9 (0.4%) reported using it on 20-29 days, and 21 (1%) reported using it on all of the last 30 days.

There was a statistically significant relationship between perpetrating cyberbullying in the last year and using some form of chewing tobacco in the last 30 days among this population of high school students. $X^2(1, n=2124) = 51.71, p < .001$. A post hoc procedure revealed that a positive relationship exists between using chewing tobacco and cyberbullying – the more a student uses, the more likely they are to perpetrate cyberbullying.

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Alcohol Consumption (5 or more drinks: Binge Drinking)

Students were asked, “During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?” 1,803 students (82.3%) responded that they did not have 5 or more drinks of alcohol in a row on any of the last 30 days. 327 students (15%) reported that they did have 5 or more drinks of alcohol in a row in the last 30 days. 60 students (2.7%) did not respond to this question.

Of the 327 students who reported that they did have 5 or more drinks of alcohol in a row in the last 30 days, 109 (5%) reported consuming 5 or more drinks in a row on 1 of the last 30 days, 87 (4.0%) reported consuming 5 or more drinks in a row on 2 of the last 30 days, 77 (3.5%) reported consuming 5 or more drinks in a row on 3-5 of the last 30 days, 24 (1.1%) reported consuming 5 or more drinks in a row on 6-9 of the last 30 days, 11, (0.5%) reported consuming 5 or more drinks in a row on 10-19 of the last 30 days, and 19 (0.9%) reported consuming 5 or more drinks in a row on 20 or more of the last 30 days.

There was a statistically significant relationship between perpetrating cyberbullying in the last year and consuming 5 or more drinks of alcohol in a row in the last 30 days among this population of high school students. $X^2(1, n=2102) = 96.57, p < .001$. A post hoc procedure revealed that a positive relationship exists between cyberbullying and binge drinking among students in this district, and, generally, the more days the students binge drink, the more likely they are to cyberbully.

Marijuana Use

Students were asked, “During the past 30 days, how many times did you use marijuana?” 1,533 students (70%) reported not have using marijuana at all in the last 30 days. 362 students

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(16.5%) reported using marijuana at least one time in the last 30 days. 295 students (13.5%) did not respond to this question.

Of the 362 students who did respond to this question, 111 (5.1%) reported using marijuana 1-2 times in the last 30 days, 117 (5.3%) reported using marijuana 3-9 times in the last 30 days, 81 (3.7%) reported using marijuana 10-19 times in the last 30 days, and 3 (2.4%) reported using marijuana 20-39 times in the last 30 days.

There was a statistically significant relationship between perpetrating cyberbullying in the last year and using marijuana in the last 30 days among this population of high school students. $X^2(1, n=1876) = 101.70, p < .001$. A post hoc procedure revealed that those who do cyberbully were over 8 times more likely to use marijuana at some point in the last 30 days than those who did not cyberbully.

Hallucinogenic Drugs

Students were asked, "During your life, how many times have you used hallucinogenic drugs, such as LSD, acid, PCP, angel dust, mescaline, salvia, or mushrooms?" 2,009 students (91.7%) reported never having used a hallucinogenic drug. 125 students (5.7%) reported using hallucinogenic drugs at some point in their lives. 56 students (2.6%) did not respond to this question.

Of the 125 students who have used hallucinogenic drugs, 59 (2.7%) have used them 1 or 2 times, 23 (1.1%) have used them 3-9 times, 12 (0.5%) have used them 10-19 times, 5 (0.2%) have used them 20-39 times, and 26 (1.2%) have used them 40 or more times.

There was a statistically significant relationship between perpetrating cyberbullying in the last year and using hallucinogenic drugs at some point in a student's life among this population of high school students. $X^2(1, n=2111) = 99.46, p < .001$. A post hoc procedure

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revealed that those students who have used hallucinogenic drugs at any time in their lives were more likely to cyberbully than those who had not used hallucinogenic drugs at any time in their lives.

Safe versus Unsafe Sex

Students were asked, “The last time you had sexual intercourse, did you or your partner use a condom?” 1,487 students (67.9%) responded “I have never had intercourse.” 418 students (19.1%) said yes, and 219 (10.0%) said no. 66 students (3.0%) did not respond to this question.

There was a statistically significant relationship between perpetrating cyberbullying in the last year and safe sex among this population of high school students. $X^2(2, n=2106) = 131.07, p < .001$. A post hoc procedure revealed that generally, students who have had sex are more likely to cyberbully than those students who have not had sex. Furthermore, students who did not use a condom during the last time they had sexual intercourse were more likely to cyberbully than those students who did use a condom during the last time they had sexual intercourse.

Hours of Sleep

Students were asked, “On an average school night, how many hours of sleep do you get?” 657 students (30.0%) reported sleeping an average of 7 hours on an average school night. 506 students (23.1%) reported sleeping an average of 6 hours on an average school night. 386 students (17.6%) reported sleeping an average of 8 hours on an average school night. 276 students (12.6%) reported sleeping an average of 5 hours on an average school night. 172 students (7.9%) reported sleeping an average of 4 or less hours on an average school night. 94 students (4.3%) reported sleeping an average of 9 hours on an average school night, and 35

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students (1.6%) reported sleeping an average of 10 or more hours on an average school night. 64 students (2.9%) did not respond to this question.

There was a statistically significant difference between perpetrating cyberbullying in the last year and the average number of hours slept per school night among this population of high school students. $X^2(6, n=2119) = 36.86, p < .001$. A post hoc procedure revealed that of those who cyberbullied, those who slept an average of one hour on an average school night were the most likely to perpetrate, followed by those who slept an average of seven hours on an average school night.

Discussion

This study is a secondary analysis that aims to assess the relationships between cyberbullying and health-risk behaviors as reported by 2,190 students at a Western New York school district. The results of 8 health-risk behaviors are listed above and compared to rates of perpetrating cyberbullying among the student population. Additionally, cybervictimization and knowledge/understanding of the DASA was assessed. The following sections offer an elaboration of each of the results sections.

Forms of Bullying

Cyberbullying is defined as bullying using electronic forms of contact, including the internet and cell phones (Dooley et al., 2009). Fourteen percent of students reported having been cyberbullied in the last year. When the school elaborated on the definition in the survey and explained cyberbullying as, "...Teased, threatened, or spread rumors about you through texting, emails, YouTube, gaming systems, or social networking websites like Facebook, Twitter, Vine, YikYak, ask.fm, Tumblr, Instagram, blogs, Snapchat, etc." the percentage of high school students in this district who reported having been cyberbullied went up to 17.9% from 14.0% (when forms of social media were not included in the definition of cyberbullying). This may

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indicate that students do not even know how to identify if or when they are being cyberbullied unless a specific definition is provided for them. Furthermore, 17.8% of the high school students in this district reported having perpetrated at least one instance of cyberbullying in the last year.

As reported in previous literature (Chang et al., 2013; Roberto et al., 2014; Zhou et al., 2013), being a victim of cyberbullying is a risk factor for becoming a cyberbully. The statistics in this district mirror that of past research, as 9.5% of students in this study had an overlap of being both a cybervictim and a cyberbully. This means over half of the students who cyberbully (17.8%) have been the victims of cyberbullying as well. This data supports previous literature regarding cybervictimization as a risk factor for perpetrating cyberbullying.

Additionally, only 47.1% of students reported knowing what the Dignity for All Students Act is. That means over half of the high school students in this district did not understand the law that is intended to create a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. The law also requires instruction in civility, citizenship, and character education in order to expand concepts of tolerance and respect for others, including: different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. Furthermore Boards of Education are required to include language addressing The Dignity Act in their codes of conduct. Even still, half of the high school student population in this district did not understand the DASA.

Carrying a Weapon

Carrying a weapon in the last 30 days is the one variable that differed from the writer's expectations. Based on the literature by Roberto et al. (2014) that links prior counts of assault to perpetrating cyberbullying, it was hypothesized that carrying a weapon would be positively

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correlated to perpetrating cyberbullying. However, those students who reported carrying a weapon in the last 30 days were two times less likely to have reported perpetrating cyberbullying in the last year than those students who did not carry a weapon. While the data cannot offer definitive reasons for why this may be, it should be noted that those students who carried weapons also reported living in less safe environments (i.e., shelters, bus or train stations, etc.), and probably had less/no access to online media due to their resources. For example, this may mean that a homeless student who feels unsafe may choose to carry a weapon for protection. This same homeless student who is carrying a weapon probably does not have the means (i.e., a smart phone or access to free wifi) to log into social media and cyberbully.

Further data may support this hypothesis. Of the students who reported carrying a weapon in the last 30 days, 125 students, or 5.7% of the participants, reported carrying a weapon for 6 or more days. A majority of these same students reported being homeless, living in a hotel, living with one parent, or living with family friends.

Smoking Cigarettes

According to Roberto et al. (2014), another risky behavior that is predictive of cyberbullying perpetration is cigarette use. The results of the current study support the existence of such a relationship and provide support for the writer's hypothesis. Among this population of high school students, those students who reported smoking cigarettes in the last 30 days were more likely to cyberbully in the last year than those students who did not report smoking cigarettes in the last 30 days.

Although 91.7% of students reported not smoking in the last month, students who smoked all 30 days made up 2.1% ($n = 46$), the second highest response category. More students smoked every day in the last month than students who smoked just 1 or 2 times (1.5%; $n = 33$).

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This seems to indicate that more students are chronic smokers than are just beginning to try cigarettes, at least in that month.

Research shows that students may be using cigarette smoking as a coping mechanism (i.e., stress management) and avoiding addressing the related issues or concerns (CDC, 2014). This health-risk behavior is worth monitoring, as it has negative effects on physical health and is linked to other risky behaviors, such as cyberbullying. Furthermore, educating students on the detrimental effects of smoking cigarettes on the body through real-life visuals and developmentally appropriate group sessions may cut down the likelihood that students will become chronic smokers. Effective group session conversations should include topics such as "...Motivation, stress management, the effects of smoking, preparing to quit, relapse prevention, dealing with peer pressure, media awareness, support networks, and healthy lifestyles" (CDC, 2014).

Chewing Tobacco

Given the research on the relationship between smoking cigarettes and cyberbullying (Roberto et al., 2014), the researcher hypothesized that use of chewing tobacco would also be positively correlated to perpetrating cyberbullying. The results of this study support that hypothesis. Although 2,077 students (94.8%) reported not using chewing tobacco on any of the last 30 days, 77 students (3.5%) did report use of chewing tobacco. The students that did report use of chewing tobacco were more likely to perpetrate cyberbullying than those students that did not use chewing tobacco in the last 30 days.

These findings may be similar to the results regarding smoking cigarettes. Chewing tobacco may be what these students are using for stress management. Group sessions similar to

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what was described above in the smoking session should be considered for implementation in the high schools in order to reduce the use of chewing tobacco.

Alcohol Consumption (5 or more drinks: Binge Drinking)

The CDC defines binge drinking as occurring when a man consumes 5 or more drinks and when a woman consumes 4 or more drinks in about 2 hours (CDC Online, 2015). The CDC also reports that about 90% of the alcohol consumed by youth under the age of 21 in the United States is in the form of binge drinking. For the purposes of this study, the question, “During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?” assesses binge drinking among this population of high school students.

On the whole, students who reported binge drinking on any number of the last 30 days were more likely to report perpetrating cyberbullying in the last year than students who did not report binge drinking in the last 30 days. This supports the writer’s hypothesis that the health-risk behavior “binge drinking” would be correlated to perpetrating cyberbullying.

327 of these students (15%) reported that they did binge drink in the last 30 days, with the highest number of students ($n = 109$; 5%) being on one day of the last 30 days, and the second highest number of students ($n = 87$; 4%) being two of the last 30 days. Students were not asked to indicate how, when, where, or with whom the binge drinking occurred, but this information could have been helpful in determining under what circumstances these students are consuming. For instance, qualitative data regarding alcohol consumption could inform the district offices if students are getting alcohol from parents, if students are hosting house parties (with or without parent knowledge and consent), and if large numbers of students are gathering and consuming together.

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Beyond the risk of consuming alcohol and its relationship to perpetuating cyberbullying, the risks are high for having teens, or any age group for that matter, consuming alcohol unmonitored. A study by Young, Grey, Abbey, Boyd, and McCabe (2008) documents the prevalence rates of as well as the characteristics of alcohol-related sexual assault among middle and high school students (7th-12th grade; $n = 1,037$). Findings indicate that alcohol was involved in 12-20% of the assault cases. Additionally, for females, 6% reported having alcohol in their systems during a sexual assault at home, while 29% of females reported having alcohol in their systems at parties or someone else's home. Furthermore, these assaults against females were more likely to involve physical force when alcohol was involved than when alcohol was not involved.

While this study does focus on the relationship between health-risk behaviors and the perpetration of cyberbullying, it is evident that these health-risk behaviors, such as consuming alcohol, are related to other dangerous behaviors as well. With this in mind, it is imperative that these students are educated about these correlations.

Marijuana Use and Hallucinogenic Drugs

Roberto et al. (2014) also notes that substance use is a risky behavior predictive of cyberbullying perpetration. Both marijuana use in the last 30 days and hallucinogenic drug use at any point in the students' lives were linked to perpetuating cyberbullying among this population of high school students. This data supports both previous literature and the researcher's hypothesis that certain health-risk behaviors are linked to cyberbullying perpetration.

Results indicated that students who did report perpetrating cyberbullying in the last year were 8 times more likely to have used marijuana at all in the last 30 days than those who did not report perpetrating cyberbullying in the last year. Furthermore, the frequency at which students

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used marijuana differed from the frequency at which students used cigarettes and chewing tobacco. For example, 111 (5.1%) and 117 (5.3%) students used marijuana 1-2 times and 3-9 times in the last 30 days respectively, while 81 (3.7%) used marijuana 10-19 times and 3 (2.4%) used marijuana 20-39 times. This information indicates that students did not use marijuana as frequently as tobacco in the last 30 days. This may also mean that cigarettes are more likely to be used for coping than marijuana.

Rates for hallucinogenic drugs at any point in a student's life differed from marijuana use in the last 30 days in a way that suggests more students find hallucinogenic drugs appealing enough to try more times. This assumption may simply be a result of the length of time over which the uses were being reported. However, the data is as follows: 59 students (2.7%) reported use of hallucinogenic drugs only once or twice or twice in their lifetime, and 26 students (1.2%) reported use 40 or more times in their lifetime. The most frequent use for using hallucinogenic drugs (26 students using 40 or more times in their lifetime) was roughly half of the least frequent use of hallucinogenic drugs (59 students using 1 or 2 times in their lifetime). This differs greatly from the results of marijuana use in which the most frequent use (3 students using 20 to 39 times in the last 30 days) was only 2.7% of the least frequent use (111 students using only 1 or 2 times in the last 30 days). It is assumed by the writer that students find hallucinogenic drugs to be more enticing in a way that creates a higher retention rate of users. Again, this may just be a function of the length of time.

Safe versus Unsafe Sex

Results concerning safe versus unsafe sex were twofold. Firstly, the students who reported having sex were more likely to cyberbully than students who reported never having had sex. Secondly, of all the students who have had sex, those who reported not using a condom

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(either personally or their partner) during their last encounter were more likely to perpetrate cyberbullying than those students who did use a condom during their last experience with sexual intercourse. These results confirmed the hypothesis that unsafe sex and cyberbullying have a positive relationship.

Furthermore, these results most clearly depict the degrees-of-riskiness potentially affecting perpetration of cyberbullying. For example, students who have had sex are more likely to cyberbully than those students who have not had sex. This result supports the hypothesis that a health-risk behavior is related to perpetrating cyberbullying. Beyond that, the students who have had sex and did not use protection the last time they had sex were more likely to perpetrate cyberbullying than those students who have had sex and did use protection the last time they had sex. This indicates that students who opted for the riskier option (unsafe sex) were more likely to be a cyberbully.

Upon viewing these results, the writer began to consider decision-making abilities of these adolescents as a possible mediating factor for the relationship between health-risk behaviors and cyberbullying.

Hours of Sleep

Finally, the researcher hypothesized that students who slept less hours were more likely to cyberbully. The researcher considered that unsupervised nighttime use of the internet and cell phones may contribute to increased rates of cyberbullying as well as irritability as a result of being tired. However, results showed that students who reported sleeping an average of ten or more hours on an average school night were almost as likely as those who reported sleeping an average of just four or less hours on an average school night. One possible reason for this result that the writer considered is that students who are showing signs of depression may be sleeping

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more often (or less often, but this assumption aims to address the result that students who slept 10 or more hours a school night were almost as likely as students who slept 4 or less hours a school night) and also perpetrating cyberbullying as a method of coping. Research cited in the literature addresses the relationship between cyberbullying and mental health as well as the evidence for prior victimization being a risk factor for cyberbully perpetration.

Conclusion

As previously stated, the existing literature that addresses cyberbullying is limited due to the novelty of the phenomenon. Social media is a fairly new platform on which teens interact, and it is growing fast (Lenhart et al., 2011). Data indicates that 80% of teens aged 12-17 were utilizing social media in 2011 (Lenhart et al., 2011). That means that the majority of adolescents have an online presence and must recognize the responsibilities and consequences that come with that. However, as the survey assessed, teens are using this platform and other types of communication technology to tease, harass, threaten, and/or spread rumors. Some of these technologies include: texting, emails, YouTube, gaming systems, and social networking websites like Facebook, Twitter, Vine, YikYak, ask.fm, Tumblr, Instagram, blogs, Snapchat, etc.

Previous literature focuses on types of bullying, the roles teens play in cyberbullying scenarios, depression and suicide as they relate to cyberbullying, and predictor variables of cyberbullying. Along the lines of predictor variables, this research focuses on the health-risk behaviors that are correlated to cyberbullying in a specific district. The data shows that smoking cigarettes, chewing tobacco, consuming alcohol, using marijuana and hallucinogenic drugs, and having unsafe sex are all positively related to instances of perpetrating cyberbullying. This means that students who report these health-risk behaviors were also most likely to report being a cyberbully in the last year. Contrary to the researcher's hypothesis, the students who reported

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carrying a weapon in the last 30 days were less likely to report cyberbullying than those students who reported not carrying a weapon in the last 30 days. Finally, the students who reported sleeping the most average hours and the least average hours per school night were the most likely to cyberbully in the last year. That means those who slept an average of either one hour or seven hours on an average school night were reportedly the most likely to cyberbully.

The results from this district beg the question, “What links cyberbullying and health-risk behaviors?” The researcher hopes that assessing these specific behaviors and reviewing the relationships will add to the existing literature and provide the groundwork necessary for qualitative data that addresses the “Why?”

Limitations

It is important to recognize that this research is not a comprehensive examination of health-risk behaviors and cyberbullying. Limited participation makes representation of the entire social media-using teen population difficult. The reliability and validity of the results may also be questioned, as cultural differences, construct validity of the survey, honesty and memory of the participants (social desirability), as well as the use of technology to acquire data must all be taken into account.

Implications for Future Research

In the future, qualitative research on this topic may be more fitting to assess student-reasoning and possible causation for both health-risk behaviors and cyberbullying. Researchers may ask, “Are decision-making skills and abilities at the root of it all?” Adolescents are developmentally immature relative to adults in terms of biology, cognitive abilities, and emotional and social domains (Guarnera, Nagel, & Reppucci, 2016). For instance, adolescents are usually more impulsive, more vulnerable to peer pressure than adults, and more likely to take

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risks (Guarnera, Nagel, & Reppucci, 2016). Furthermore, adolescents are less able to weigh present benefits against future consequences (Guarnera, Nagel, & Reppucci, 2016). When paired with their still-developing cognitive domain, adolescents are likely to have short-sighted decision-making (Guarnera, Nagel, & Reppucci, 2016). As a result, adolescents are more likely than adults to engage in risky sexual practices and reckless driving (Guarnera, Nagel, & Reppucci, 2016).

Final Point

The researcher hopes that the school district will take this data into account and conduct further research on the topic. Furthermore, the researcher hopes to inspire reevaluation of the anti-bullying and anti-cyberbullying campaigns and education in order to lower rates of bullying and cyberbullying. Hopefully these outcomes will also improve the chances of students to succeed academically, emotionally, and socially. Additionally, the researcher suggests group work that addresses decision-making skills to decrease not just cyberbullying, but other health-risk behaviors, such as binge drinking and tobacco use, that pose serious risks to student health and safety.

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Appendix A

2015 Webster CSD - High School Youth Risk Behavior Survey

Youth Risk Behavior Survey - 2015

YOUR HONESTY IS IMPORTANT TO US!!
WE VALUE YOU AND YOUR VOICE.
THIS SURVEY IS CONFIDENTIAL.
YOU CANNOT BE IDENTIFIED

How do we utilize the data?

- *Develop programs to prevent health risk behaviors among youth and promote healthy behavior
- *Utilize data for Kindergarten to 12th grade Health Classes
- * Communicate results to our community to address health issues
- * Set goals and promote special programs... Tobacco - Sexuality - All High-Risk Behavior - Asset Building - Anti-Bullyig
- * Advocate for YOU and ALL youth
- * Set direction for Chemical Prevention Advisory Council (CPAC) and involve our youth in decisions and actions

THANK YOU FOR HELPING YOUR WEBSTER COMMUNITY!!!