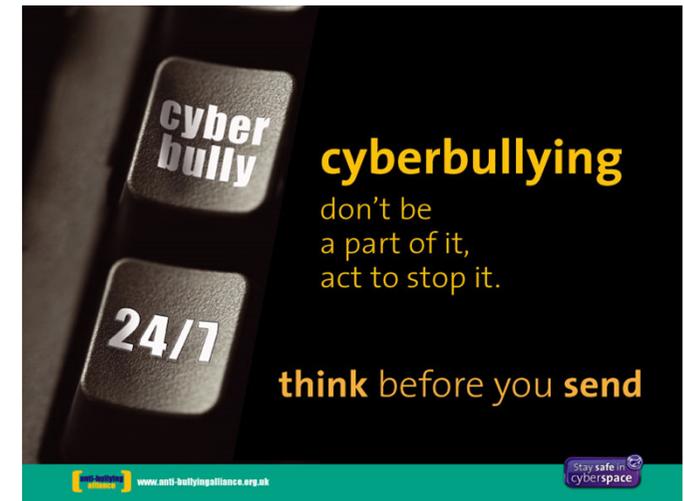


Cyberbullying in schools: cross-cultural issues



Peter K Smith

Goldsmiths, University of London

Anke Görzig, University of West London

p.smith@gold.ac.uk anke.goerzig@uwl.ac.uk

Keele workshop, July 19, 2017

Plan of talk

- Brief history of research
- Definitions
- Prevalence rates; differences between cross-national surveys
- Issues in comparisons
- Differences between countries
- Challenges in cross-national comparisons

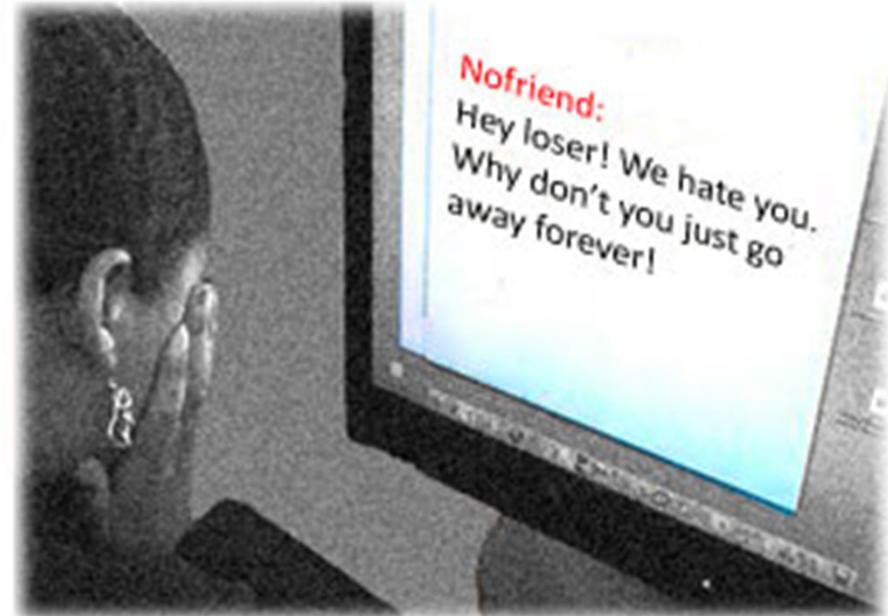


Figure 1 - Number of cyber bullying articles by year of publication

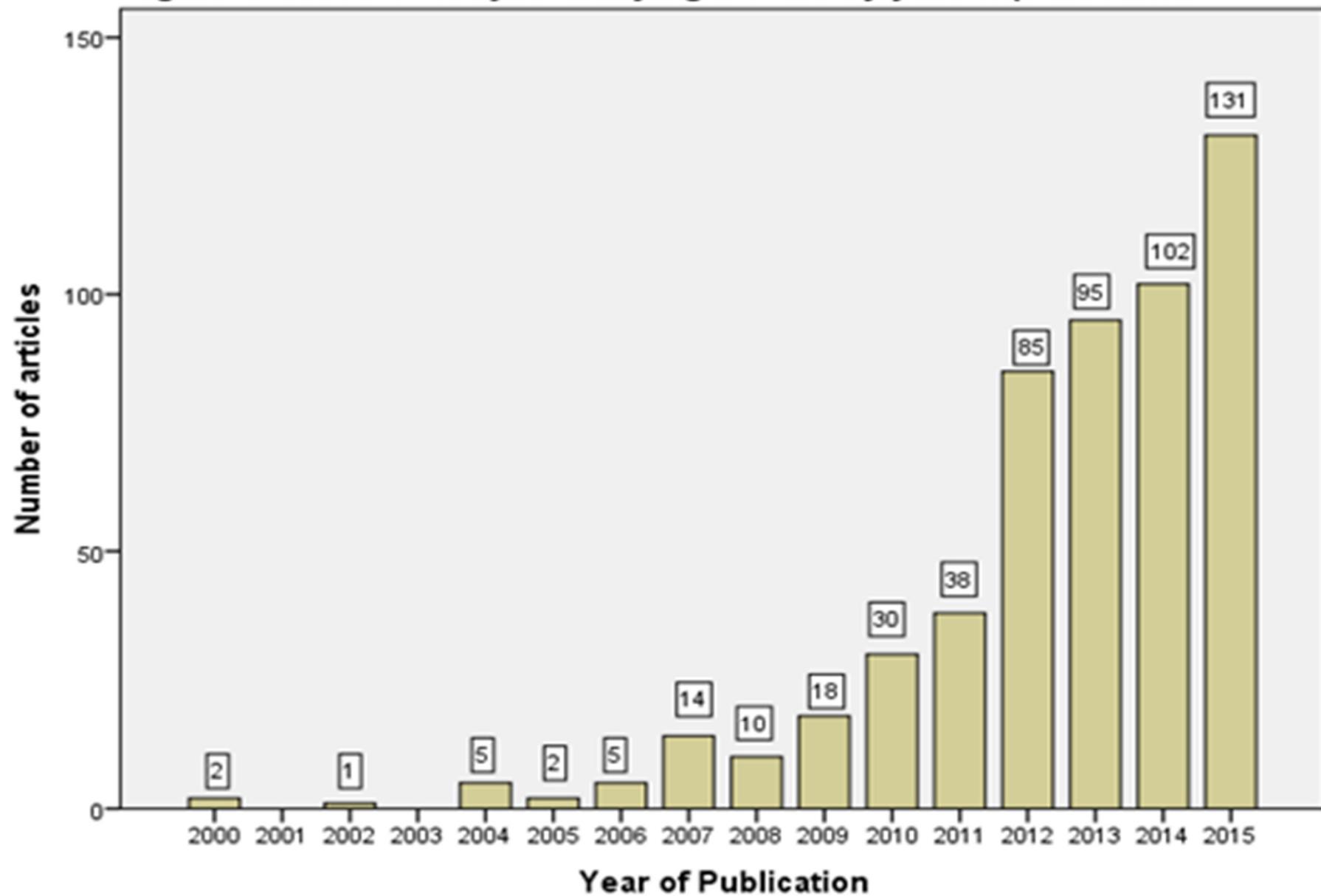
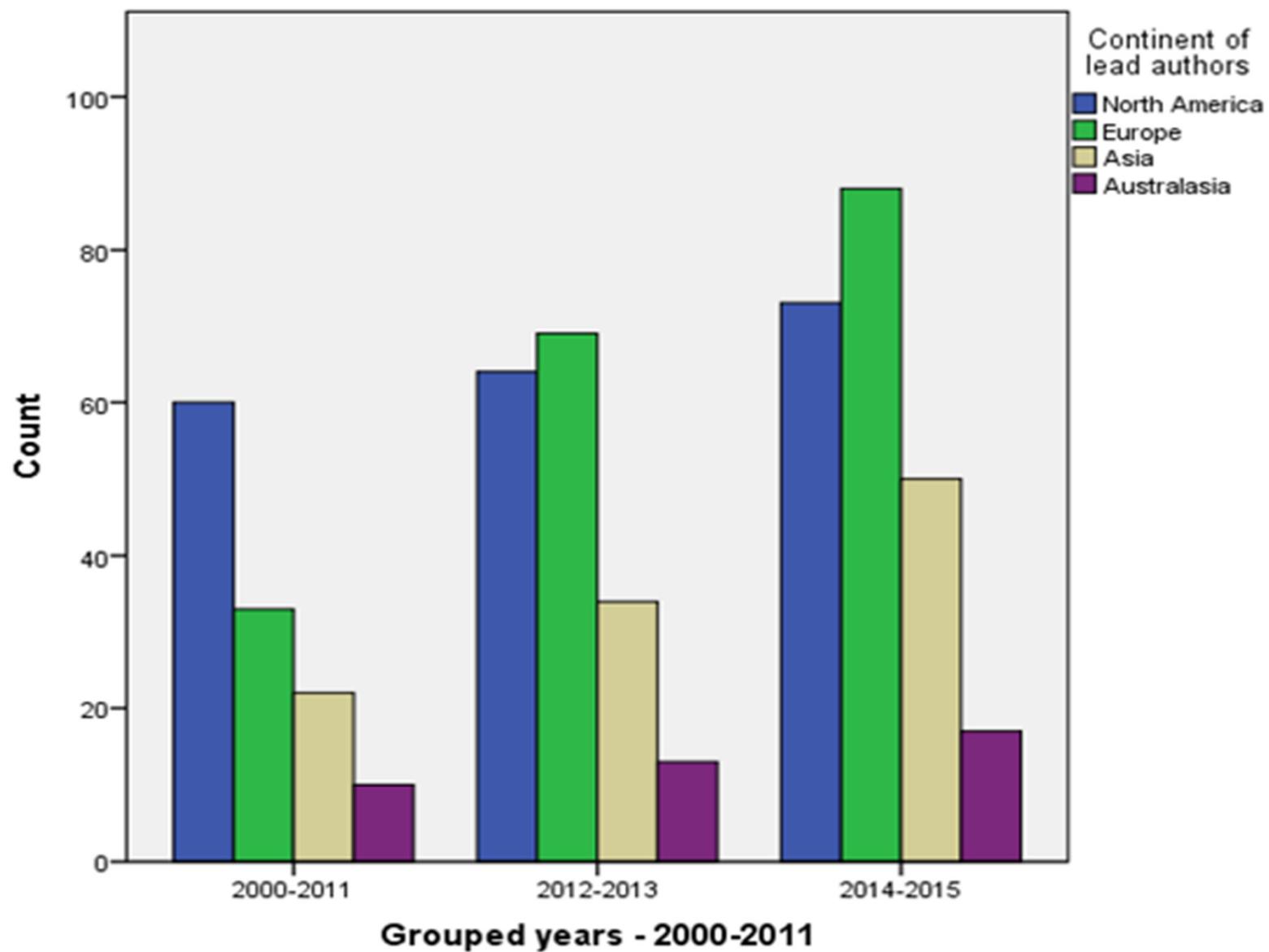


Figure 2. - Continent of lead author by grouped years



DEFINITIONS

- **AGGRESSION:** *intent to cause harm*
- **CYBER-AGGRESSION:** *intent to cause harm using mobile phones or the internet*



- **BULLYING:** *repeated aggressive acts, carried out by a group or individual, against someone who cannot easily defend themselves, - or 'a systematic abuse of power'.*
- **CYBERBULLYING** *repeated aggressive acts, carried out by a group or individual, against someone who cannot easily defend themselves - using mobile phones or the internet*



Challenges in defining cyber-bullying: using traditional criteria in cyber domain

Imbalance of power: normal 'physical strength' or 'numbers' do not apply – BUT greater ICT skills, and anonymity (or if not anonymity, then conventional criteria may still be relevant)

Repetition: a single perpetrator act may be viewed or passed on many times by others – so different aspects of repetition in cyberbullying.

Prevalence in different countries

- Cyber-victimisation rates ranging between 1% and 72% !! (Kowalski et al. 2014; Tokunaga, 2010; HBSC 2013/14)
- Most 20%-40% (Aboujaoude et al., 2015), average of 24% (Hinduja & Patchin, 2012)
- Lower rates for thoroughly designed survey studies: 3-4% (HBSC 2013/14), or 6% (Livingstone, Haddon, Görzig, & Ólafsson, 2011) or 9% (NCES, 2013)
 - around 20% for *one-off* occurrences and around 5% for *repeated* incidences (Smith, 2015)
 - Issue of repetition in definition and measurement

DIFFERENCES BETWEEN COUNTRIES

Cyber-bullying Victimization



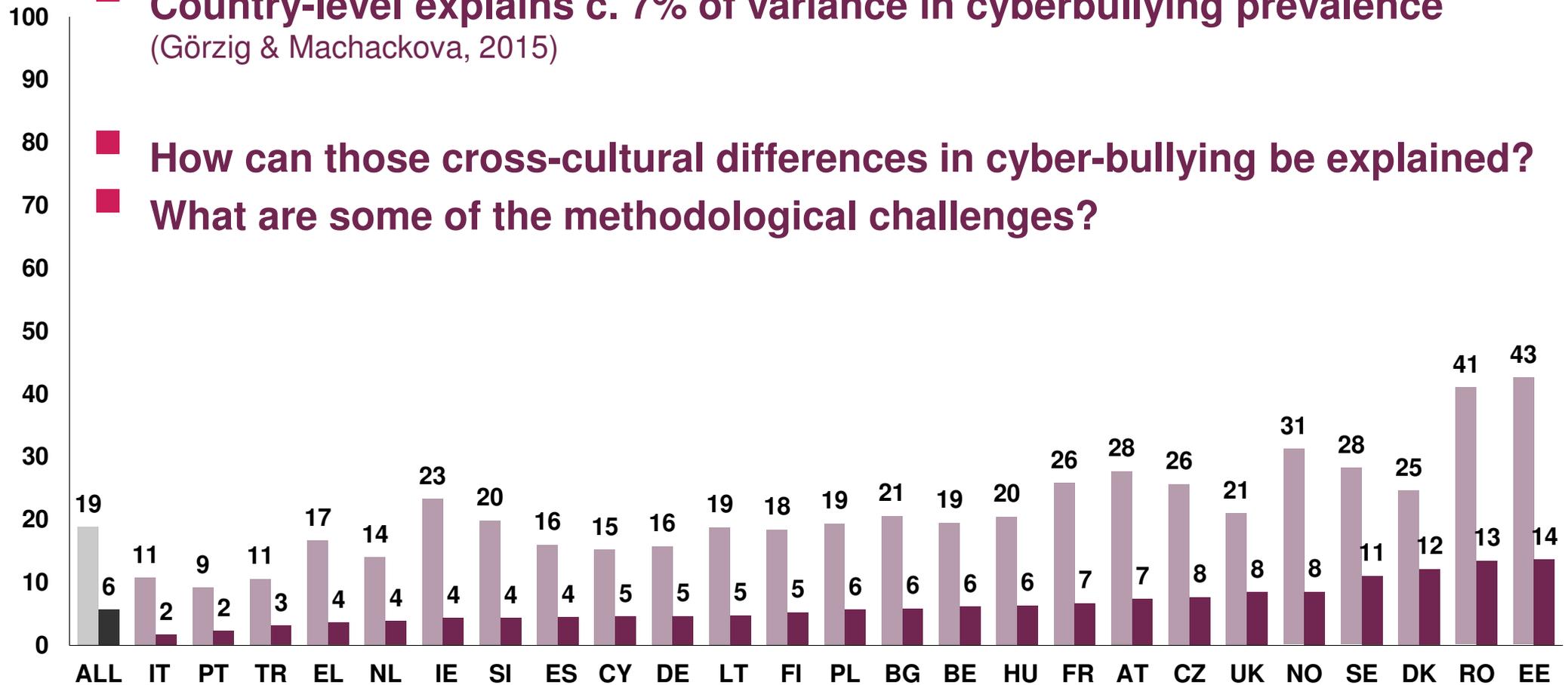
EU KIDS ONLINE (2010)

- Prevalence estimates range from 2% to 14% across 25 countries (Livingstone, Haddon, Görzig & Ólafsson, 2011)

- Country-level explains c. 7% of variance in cyberbullying prevalence (Görzig & Machackova, 2015)

- How can those cross-cultural differences in cyber-bullying be explained?

- What are some of the methodological challenges?



DIFFERENCES BETWEEN CROSS-NATIONAL SURVEYS

Two sources of large-scale survey data on cyber victim rates, cross nationally, all using pupil self-report:

- **EU KIDS ONLINE** given in 25 European countries in 2010.
- **HEALTH BEHAVIOUR IN SCHOOL-AGED CHILDREN (HBSC)** given every 4 years in about 42 countries; cyber questions included in latest, 2013-14, survey.
- [n.b. GLOBAL SCHOOL HEALTH SURVEY (**GSHS**), TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (**TIMSS**), and OECD/**PISA** (2015) all give victim rates, but not specifically cyber victim.

EU KIDS ONLINE

Examples of surveys questions

(VERSION FOR 11-16 YEARS OLD)

SECTION B

EVERYONE ANSWER THESE QUESTIONS

PLEASE READ: Sometimes children or teenagers say or do hurtful or nasty things to someone and this can often be quite a few times on different days over a period of time, for example. This can include:

- teasing someone in a way this person does not like
- hitting, kicking or pushing someone around
- leaving someone out of things

When people are hurtful or nasty to someone in this way, it can happen:

- face to face (in person)
- by mobile phones (texts, calls, video clips)
- on the internet (e-mail, instant messaging, social networking, chatrooms)

112. Has someone acted in this kind of hurtful or nasty way to you in the PAST 12 MONTHS?

PLEASE TICK ONE BOX ONLY

- | | | | |
|---|-------------------|--------------------------|----------------------------|
| A | Yes | <input type="checkbox"/> | } Go straight to section C |
| B | No | <input type="checkbox"/> | |
| C | Don't know | <input type="checkbox"/> | |
| D | Prefer not to say | <input type="checkbox"/> | |

How did it happen...

ONLY ANSWER THE QUESTIONS ON THIS PAGE IF SOMEONE HAS DONE HURTFUL OR NASTY THINGS TO YOU IN THE LAST 12 MONTHS

EVERYONE ELSE GO TO STRAIGHT TO SECTION C

113. How often has someone acted in this kind of way towards you in the PAST 12 MONTHS?

PLEASE TICK ONE BOX ONLY

- | | | |
|---|-------------------------------|--------------------------|
| A | Every day or almost every day | <input type="checkbox"/> |
| B | Once or twice a week | <input type="checkbox"/> |
| C | Once or twice a month | <input type="checkbox"/> |
| D | Less often | <input type="checkbox"/> |
| E | Don't know | <input type="checkbox"/> |

115. At any time during the last 12 months has this happen on the internet?

PLEASE TICK ONE BOX ONLY

- | | | | |
|---|------------|--------------------------|-------------------------------|
| A | Yes | <input type="checkbox"/> | Answer questions on next page |
| B | No | <input type="checkbox"/> | } Go straight to section C |
| C | Don't know | <input type="checkbox"/> | |

HBSC

We say a student is being bullied when another student, or a group of students:

- say or do nasty and unpleasant things to him or her
- when a student is teased repeatedly in a way he or she does not like
- when he or she is deliberately left out of things

But **it is not bullying when** two students of about the same strength or power argue or fight. It is also not bullying when a student is teased in a friendly and playful way

‘How often have you been a victim of cyberbullying through someone sending mean instant messages, wall-postings, emails and text messages, or had created a website that made fun of you?’

Example of survey question incl. *time frame*:

Item box 3

MQ41 How often have you been bullied at school in the past couple of months?

- I have not been bullied at school in the past couple of months
- It has only happened once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

COMPARING EU KIDS ONLINE AND HBSC

Correlations across 21 countries, for cyber victim rates:

	11 years	13 years	15 years
Males	0.19	-0.06	-0.04
Females	0.13	-0.03	-0.15
Total	0.25	0.25	0.13

n.b. correlations within HBSC across ages, and gender, are mostly around 0.6, 0.7 (range 0.37 to 0.88)

METHODOLOGICAL ISSUES IN COMPARING DIFFERENT SURVEYS – how can we explain the discrepancies?

Definition of bullying

Types of bullying assessed

Different versions by age

Frequency criteria and time reference period

Single item or scale

Year of survey

Group survey or face-to-face

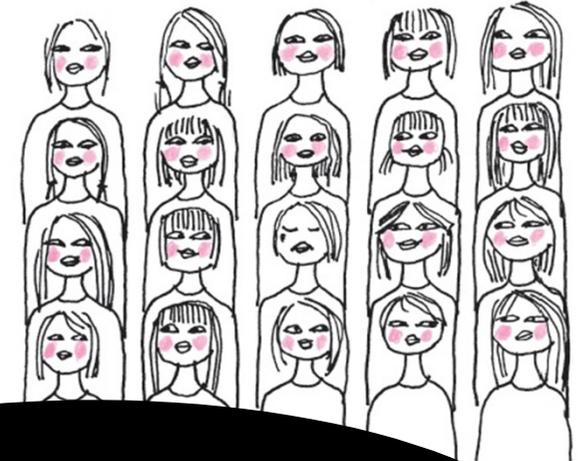
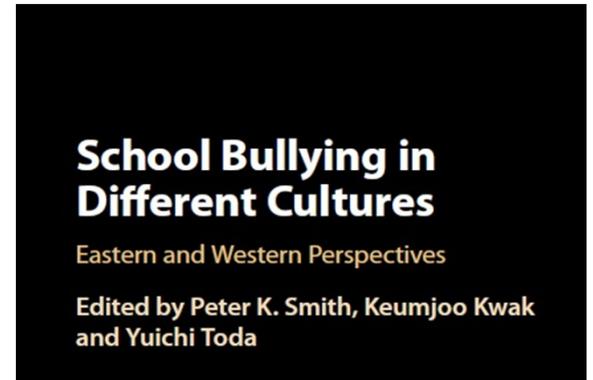
Sample characteristics – age, gender, national representation, use of internet

Non-response rates

Linguistic issues – translation of ‘bullying’

Linguistic issues

- ***bullying*** in English-speaking countries: intent to harm repeated, imbalance of power
- ***mobbing/mobbning*** in Scandinavian countries
- ***pesten*** in Netherlands
- ***schikanieren*** in Germany
- ***gemein sein*** in Austria
- ***ijime*** in Japan
- ***wang-ta*** in South Korea
- ***qifu*** in China (Mandarin)



note: neither of these two expressions in German are equivalent to “bullying”

Non-response rates & Survey procedures



Have you acted in a way that might have felt hurtful or nasty to someone else in the PAST 12 MONTHS?

PLEASE TICK ONE BOX ONLY

Yes

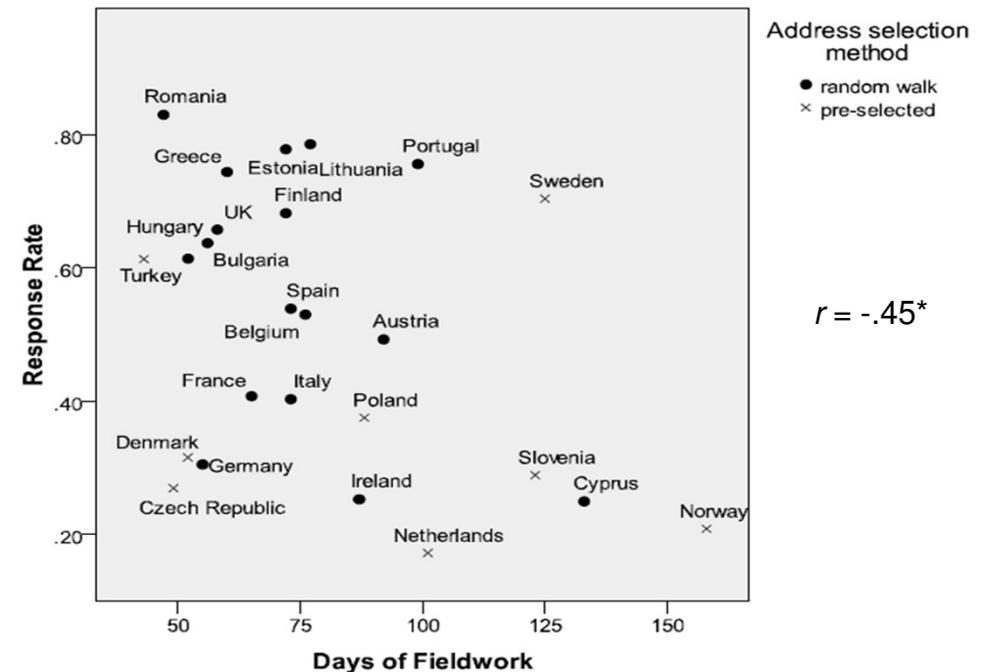
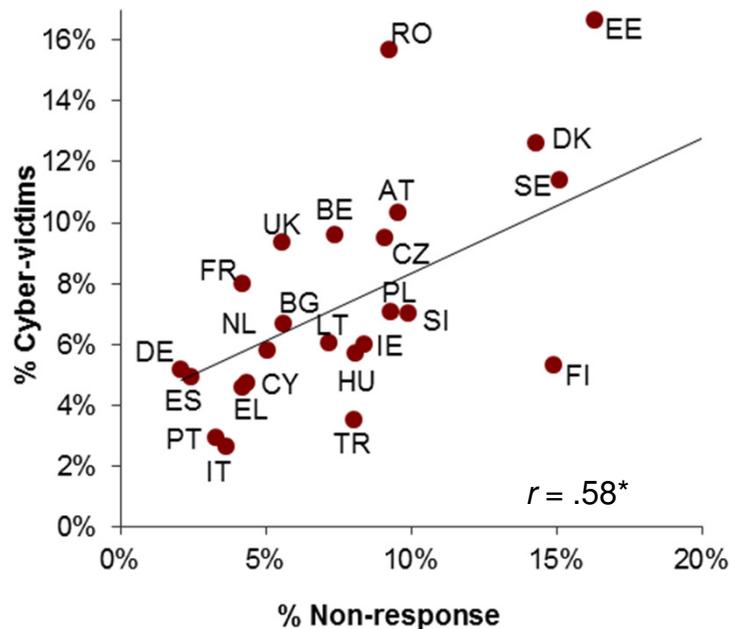
Answer questions on next page

No

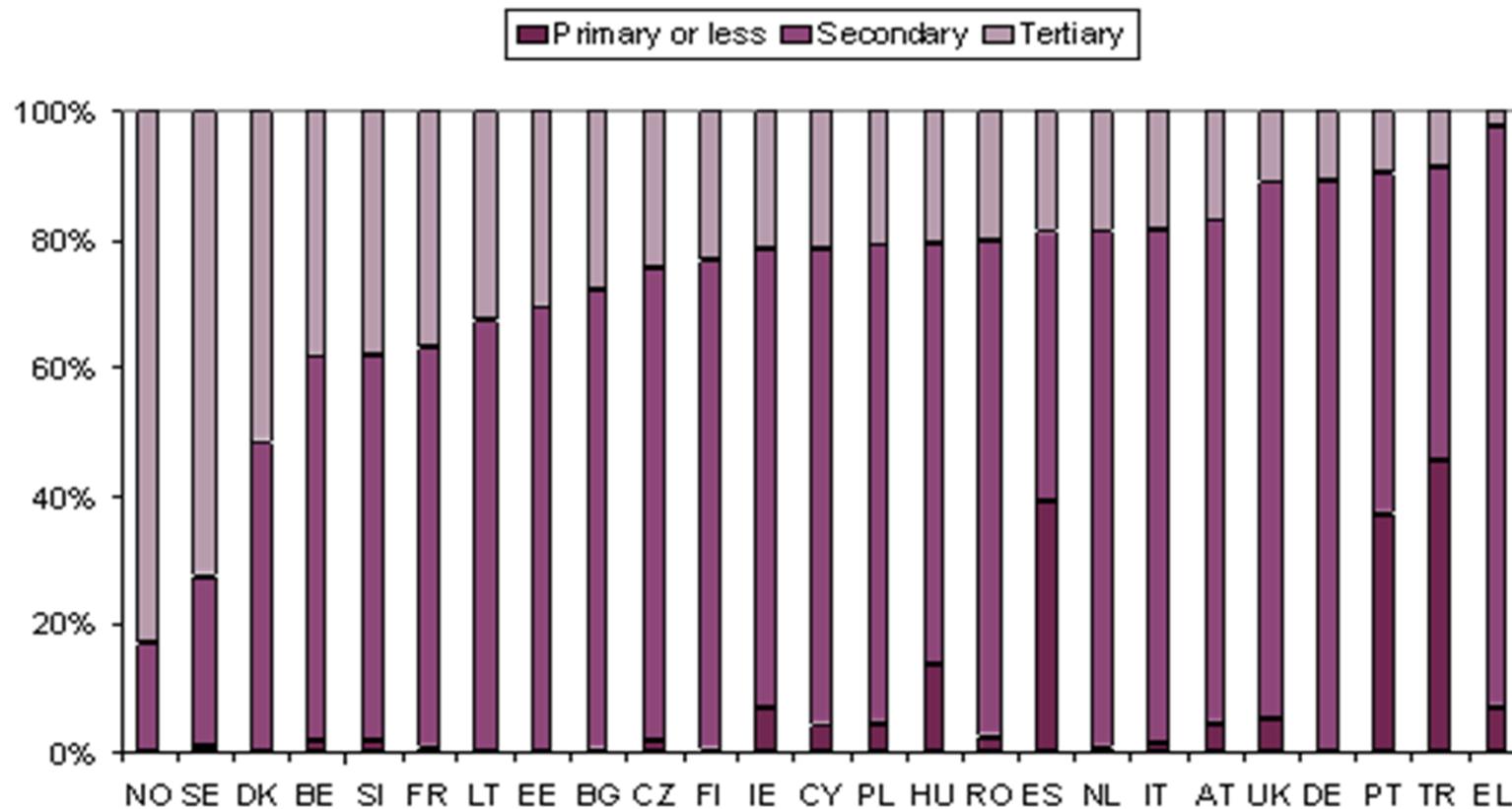
Don't know

Prefer not to say

Go straight to section D



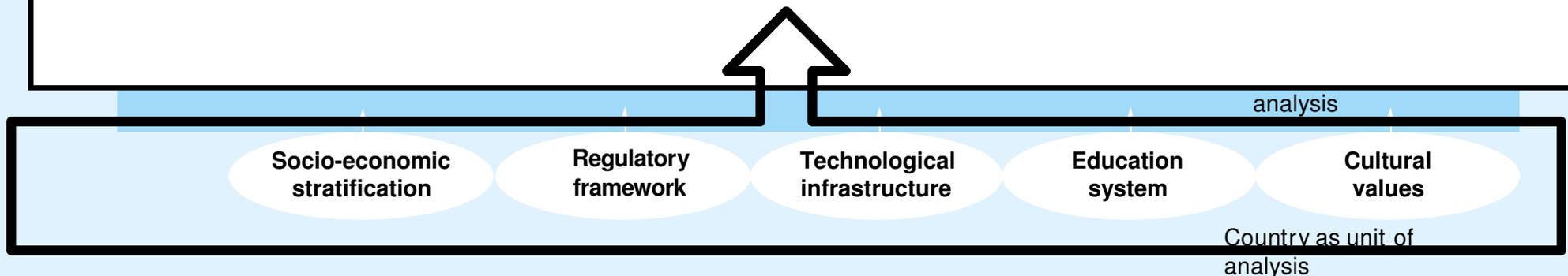
Country variations in population profiles



Country variations in educational level of household

EXPLANATIONS OF CROSS-NATIONAL DIFFERENCES

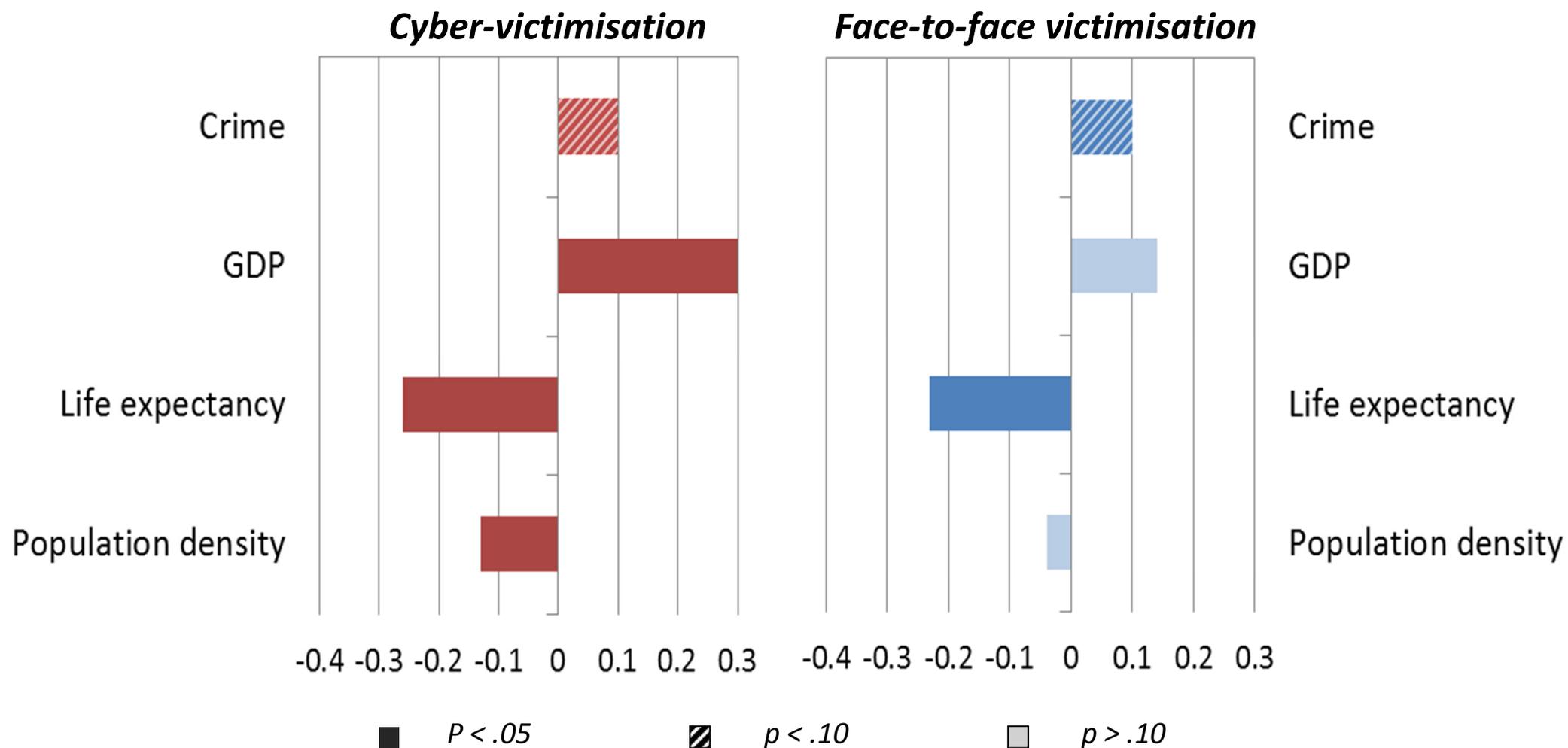
- **CULTURAL VALUES** [Hofstede, Gelfand, Schwartz etc]
- **EDUCATION SYSTEM** [levels by age, grade retention, class groupings, school & class size, structure of school day, break times and supervision]
- **TECHNOLOGICAL INFRASTRUCTURE** [penetration of mobile phones, smart phones and internet]
- **REGULATORY FRAMEWORK** [school policies, legal aspects, anti-bullying initiatives]
- **SOCIO-ECONOMIC STRATIFICATION** [GDP, socioeconomic inequality]



Socio-economic stratification



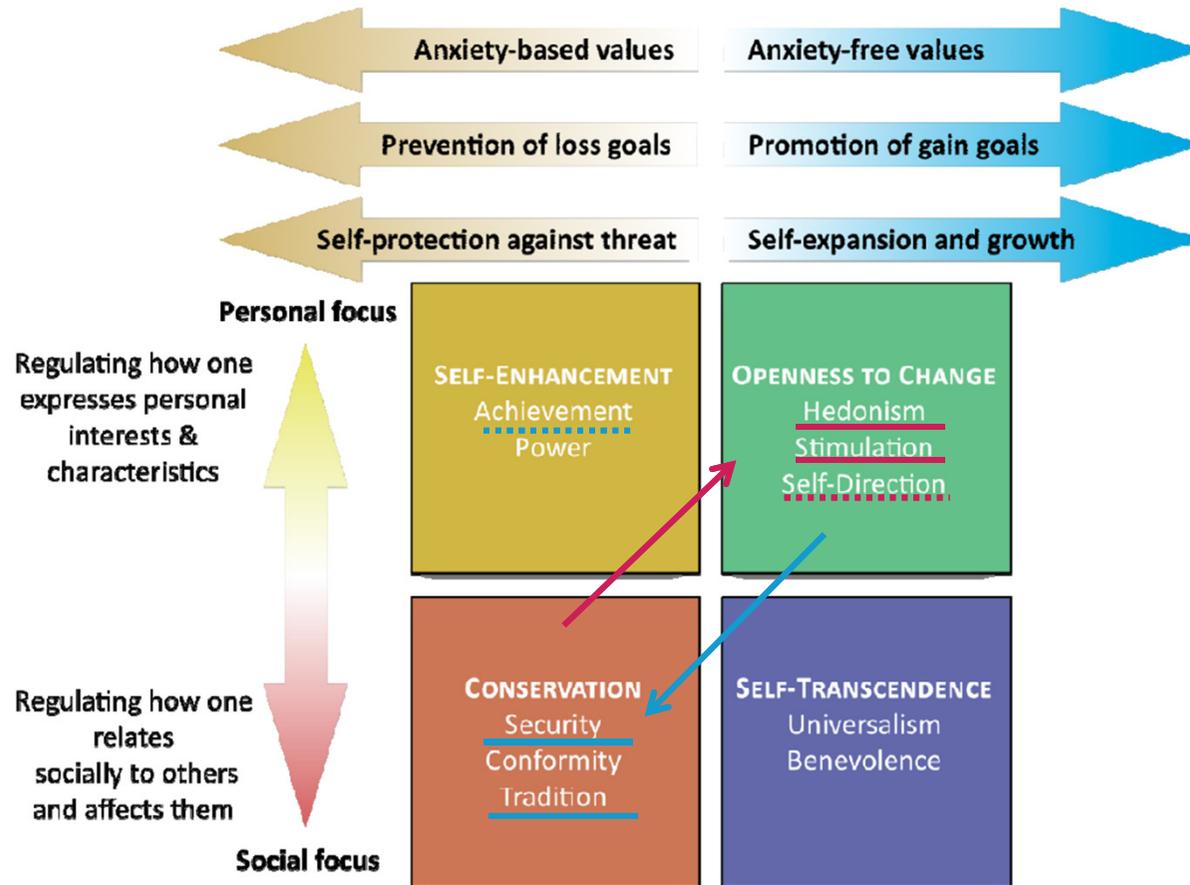
Regression – Step 1 (regional predictors only)
(Scale: odds Ratios-1; controls: age, gender, SES)



Human Values (Schwartz, 2006)



Correlations with Cyber-victimisation by Region and Country



	NUTS (n=194)	COUNTRY (n=24)
SECURITY	-0.19*	-0.33
Conformity	0.02	0.08
TRADITION	-0.25*	-0.41*
Benevolence	0.05	0.19
Universalism	-0.01	0.18
SELF-DIRECTION	0.13†	0.13
STIMULATION	0.17*	0.32
HEDONISM	0.14*	0.29
ACHIEVEMENT	-0.13†	-0.31
Power	0.05	-0.07

Adapted from: Schwartz, S. H. (2006). Les valeurs de base de la personne: Théorie, mesures et applications [Basic human values: Theory, measurement, and applications]. *Revue française de sociologie*, 42, 249-288.

Correlations of cyber victim rates with Hofstede categories

Hofstede (1980; Hofstede et al., 2010) proposed 6 main dimensions of cultural values:

- PDI: power distance
- IND: individualism-collectivism
- MAS: masculinity-femininity
- UAI: uncertainty avoidance
- LTO: long-term orientation
- IVR: indulgence vs restraint

Correlations (n =23, 24 for EUKids; n=33, 35 for HBSC: B, G)

Hofstede	EUKids	HBSC11	HBSC13	HBSC15
PDI	-.15	.29 .21	.24 .09	.22 .11
IND	.15	-.36 -.16	-.42* .12	-.29 .02
MAS	-.26	-.14 -.29	-.10 .27	-.03 .01
UAI	-.43*	.26 .04	.20 .02	.25 -.04
LTO	.11	.43** .42*	.25 .21	.23 .02
IVR	.14	-.75** -.49**	-.60** -.19	-.57** -.07

Hofstede & Schwartz compared across surveys, 2010/11

SCHWARTZ	EUKids	EUKids	HBSC11	HOFSTEDE
Power	.05, -.07	-.15	.29 .21	PDI
Self-Direction	.13† .13	.15	-.36 -.16	IND
Achievement	-.13† -.31	-.26	-.14 -.29	MAS
Security	-.19* -.33	-.43*	.26 .04	UAI
Tradition	-.25* -.41*	.11	.43** .42*	LTO
Hedonism	.14* .29	.14	-.75** -.49**	IVR

Cross-survey
differences?

Congruence

Conceptual
differences?

Summary

- Cyberbullying built on a previous research tradition in bullying, but definitional issues.
- Important cross-national differences in cyberbullying rates
- Differences between EU Kids online and HBSC on country differences
- Challenges in comparing countries
- Range of possible explanations



Poster by Elin Weoesch

THANK YOU!!

Peter K Smith
Goldsmiths, University of London

Anke Görzig
University of West London

p.smith@gold.ac.uk
anke.goerzig@uwl.ac.uk