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11/13/17

Psy 201

Article Assignment part 1: Cyber Bullying

**Subject:** All these articles fall under the same category of study and the same chapter in the book, Social Psychology(Chapter 12). The focus of the articles is bullying and cyber bullying as a focus which is found under the aggression section in the social Psychology chapter. It also relates closely to the other concepts mentioned in the chapter due to some of the triggers for classic bullying being prejudice and non-conformity. This is especially prudent in the concepts of in-group and out-group due to the power dynamic found between these two groups leading to forms of intimidation and bullying tactics.

**First Article:**

A meta‐analysis of sex differences in **cyber**‐**bullying** behavior: The moderating role of age.

**Reference:**

Barlett, C., & Coyne, S. M. (2014). A meta‐analysis of sex differences in cyber‐bullying behavior: The moderating role of age. Aggressive Behavior, 40(5), 474-488. doi:10.1002/ab.21555

**Abstract:**

[Correction Notice: An Erratum for this article was reported in Vol 41(5) of *Aggressive Behavior* (see record [2016-02140-007](http://web.a.ebscohost.com.www.library.oit.edu:2048/ehost/detail/detail?vid=20&sid=579f0847-7a8c-425a-b1ba-6a236da4033c%40sessionmgr4010&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d)). In the original article, there were two coding errors found for the country moderation test. The portion of Table II that reflect these changes is present in the erratum.] The current research used meta‐analysis to determine whether (a) sex differences emerged in **cyber**‐**bullying** frequency, (b) if age moderated any sex effect, and (c) if any additional moderators (e.g., publication year and status, country and continent of data collection) influenced the sex effect. Theoretically, if **cyber**‐**bullying** is considered a form of traditional **bullying** and aggression, males are likely to **cyber**‐bully more than females. Conversely, if **cyber**‐**bullying** is considered relational/indirect aggression, females will be slightly more likely to **cyber**‐bully than males. Results from 122 effect size estimates showed that males were slightly more likely to **cyber**‐bully than females; however, age moderated the overall effect. Specifically, females were more likely to report **cyber**‐**bullying** during early to mid‐adolescence than males, while males showed higher levels of **cyber**‐**bullying** during later adolescence than females. Publication status and year and continent and country of data collection also moderated the overall effect. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Reasoning: This article I’m on the fence about due to the nature of the data used. Rather than straight data from observation and testing this study analysis the data from a large number of other studies and attempts to use this data to form trends in relation to the factors of cyber bullying and given this data extrapolate on the relative strength of each of these factors when determining where someone is bullied or not.

**Second Article:**

Heterosexual and nonheterosexual young university students' involvement in traditional and **cyber** forms of **bullying**.

**Reference:**

Wensley, K., & Campbell, M. (2012). Heterosexual and nonheterosexual young university students' involvement in traditional and cyber forms of bullying. Cyberpsychology, Behavior, And Social Networking, 15(12), 649-654. doi:10.1089/cyber.2012.0132

**Abstract:**

Research has consistently found that school students who do not identify as self-declared completely heterosexual are at increased risk of victimization by **bullying** from peers. This study examined heterosexual and nonheterosexual university students' involvement in both traditional and **cyber** forms of **bullying**, as either bullies or victims. Five hundred twenty-eight first-year university students (*M* = 19.52 years old) were surveyed about their sexual orientation and their **bullying** experiences over the previous 12 months. The results showed that nonheterosexual young people reported higher levels of involvement in traditional **bullying**, both as victims and perpetrators, in comparison to heterosexual students. In contrast, cyberbullying trends were generally found to be similar for heterosexual and nonheterosexual young people. Gender differences were also found. The implications of these results are discussed in terms of intervention and prevention of the victimization of nonheterosexual university students. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

**Reasoning:** This article I would consider empirical due to the experimentation methods used to form the backbone of the data. This study used 528 first year university students and surveyed them on not only their sexual orientation but also bullying they have received in recent times. Given that the information was all taken from observations of both bullies and victims it follows the definition of empirical evidence.

**Third Article:**

Uncovering the structure of and gender and developmental differences in **cyber** **bullying**.

**Reference:**

Griezel, L., Finger, L. R., Bodkin-Andrews, G. H., Craven, R. G., & Yeung, A. S. (2012). Uncovering the structure of and gender and developmental differences in cyber bullying. The Journal Of Educational Research, 105(6), 442-455. doi:10.1080/00220671.2011.629692

**Abstract:**

Although literature on traditional **bullying** is abundant, a limited body of sound empirical research exists regarding its newest form: **cyber** **bullying**. The sample comprised Australian secondary students (N = 803) and aimed to identify the underlying structure of **cyber** **bullying**, and differences in traditional and **cyber** **bullying** behaviors across gender and grade. Reliability analyses, confirmatory factor analyses, and factorial invariance testing demonstrated that the newly extended measure of traditional and **cyberbullying** was psychometrically sound. Multiple-Indicators-Multiple-Causes models demonstrated gender, grade, and gender by grade interaction effects for traditional and **cyber** forms of **bullying** and being bullied. Findings were interpreted in the context of **bullying** theory. Moreover, potential limitations of the investigation and implications for theory, research, and practice were discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

**Reasoning:** The reasoning for this article being an empirical article is that it takes real life experience of 803 students and uses this data to evaluate the rates of cyber bullying as well as other factors in possible causes of this new form of bullying

**Fourth Article:**

**Cyber** **bullying**—A new social menace.

**Reference:**

Guan, N. C., Kanagasundram, S., Ann, Y. H., Hui, T. L., & Mun, T. K. (2016). Cyber bullying—A new social menace. ASEAN Journal Of Psychiatry, 17(1), 104-11

**Abstract:**

Objective: **Cyber** **bullying** is a combination of the word **cyber** and **bullying**where **cyber** basically means the Internet or on-line. In this case, **cyberbullying** will focus on getting in action with **bullying** by using the Internet or modern technologies such as on-line chats, online media and short messaging texts through social media. The current review aims to compile and summarize the results of relevant publications related to '**cyber** **bullying**.' The review also includes discussing on relevant variables related to **cyberbullying**. Methods: Information from relevant publications addresses the demographics, prevalence, differences between **cyber** **bullying** and traditional **bullying**, **bullying** motivation, avenues to overcome it, preventions, coping mechanisms in relation to '**cyber** **bullying**' were retrieved and summarized. Results: The prevalence of **cyber** **bullying** ranges from 30%-55% and the contributing risk factors include positive association with perpetration, non-supportive school environment, and Internet risky behaviors. Both males and females have been equal weigh on being perpetrators and victims. The older groups with more technology exposures are more prone to be exposed to **cyber** **bullying**. With respect to individual components of **bullying**, repetition is less evident in **cyber** **bullying** and power imbalance is not measured by physicality but in terms of popularity and technical knowledge of the perpetrator. Conclusion: Due to the limited efforts centralized on the intervention, future researchers should focus on testing the efficacy of possible interventional programs and the effects of different roles in the intervention in order to curb the problem and prevent more deleterious effects of **cyber** **bullying**. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Reasoning: This is my non empirical article and while it is scholarly it does a very important thing in defining the language used in the prior articles allowing for a more in depth and level analysis of cyber bullying as well as consistency in the empirical articles I have