

# The psychological consequences of traditional and cyber bullying in Irish post-primary schools

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## BACKGROUND

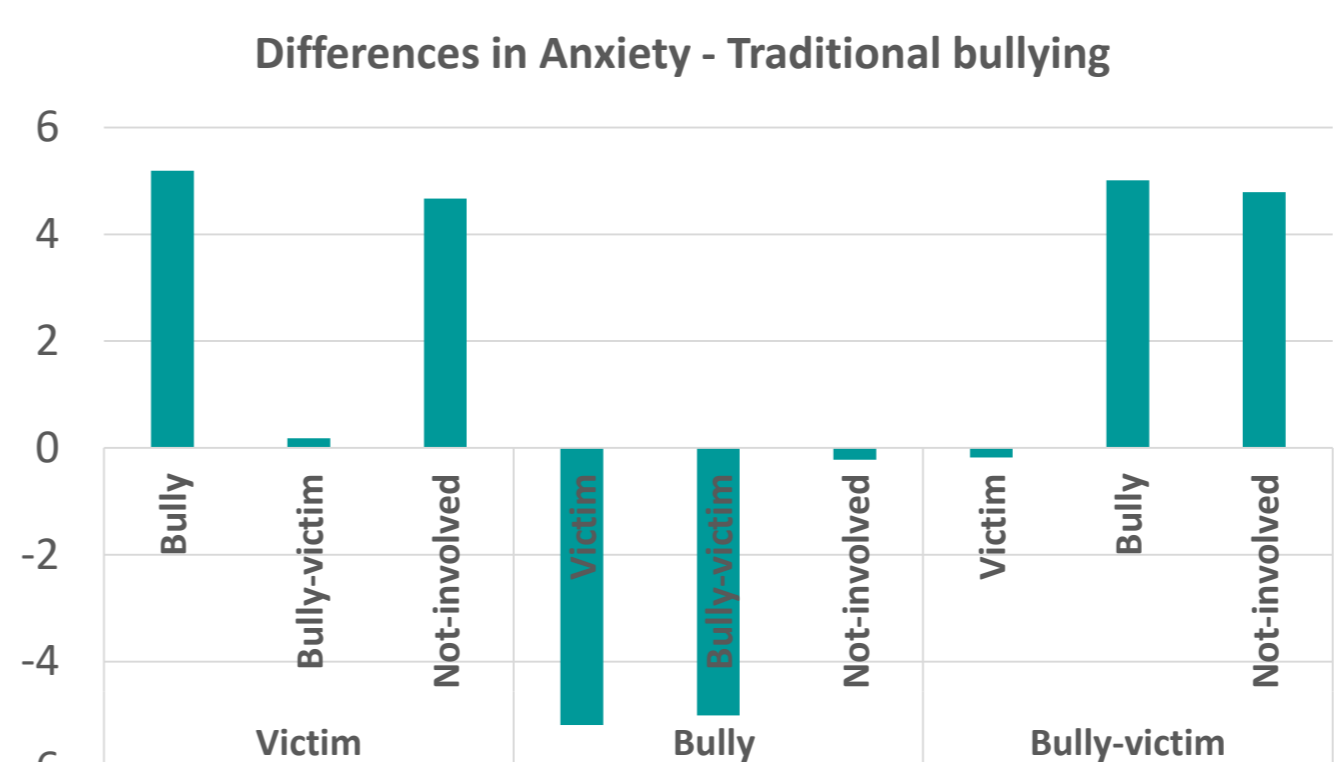
- Patchin and Hinduja (2006) highlighted that bullying is 'moving beyond the schoolyard' thus highlighting that victims of cyberbullying are also targets of traditional bullying, which has been echoed by Juvonen and Gross (2008) (85% of cyber victims also traditional victims).
- Depression and anxiety have been consistently reported as correlates of victimisation (Espelage & Swearer, 2003; Klomek, Marrocco, Klienman, Schonfeld, & Gould, 2007)
- Both also can be predictors of victimisation with children with depression or anxiety appear more vulnerable and in turn an easy target for bullies to victimise in comparison to their peers without depression or anxiety (Klomek et al., 2007).
- Consequences for all actor groups (victim, bully, bully-victim) –
  - Victims tend to have higher levels of anxiety, depression, when compared to bullies (Graham, Bellmore, & Mize, 2006)
  - Bullies have shown similar depression levels by victims (Kaltiala-Heino et al., 2000)
  - Bully/victims suffer the most of all those involved (bullies and victims), with higher levels of depression than other adolescents (Nansel et al., 2001) and similar psychosocial issues to victims, and risk behaviour similar to those exhibited by bullies (Graham et al., 2006; Nansel et al., 2001). Others report bully-victims are more anxious than both of these two groups (Swearer, Song, Cary, Eagle, & Mickelson, 2001).

## AIMS

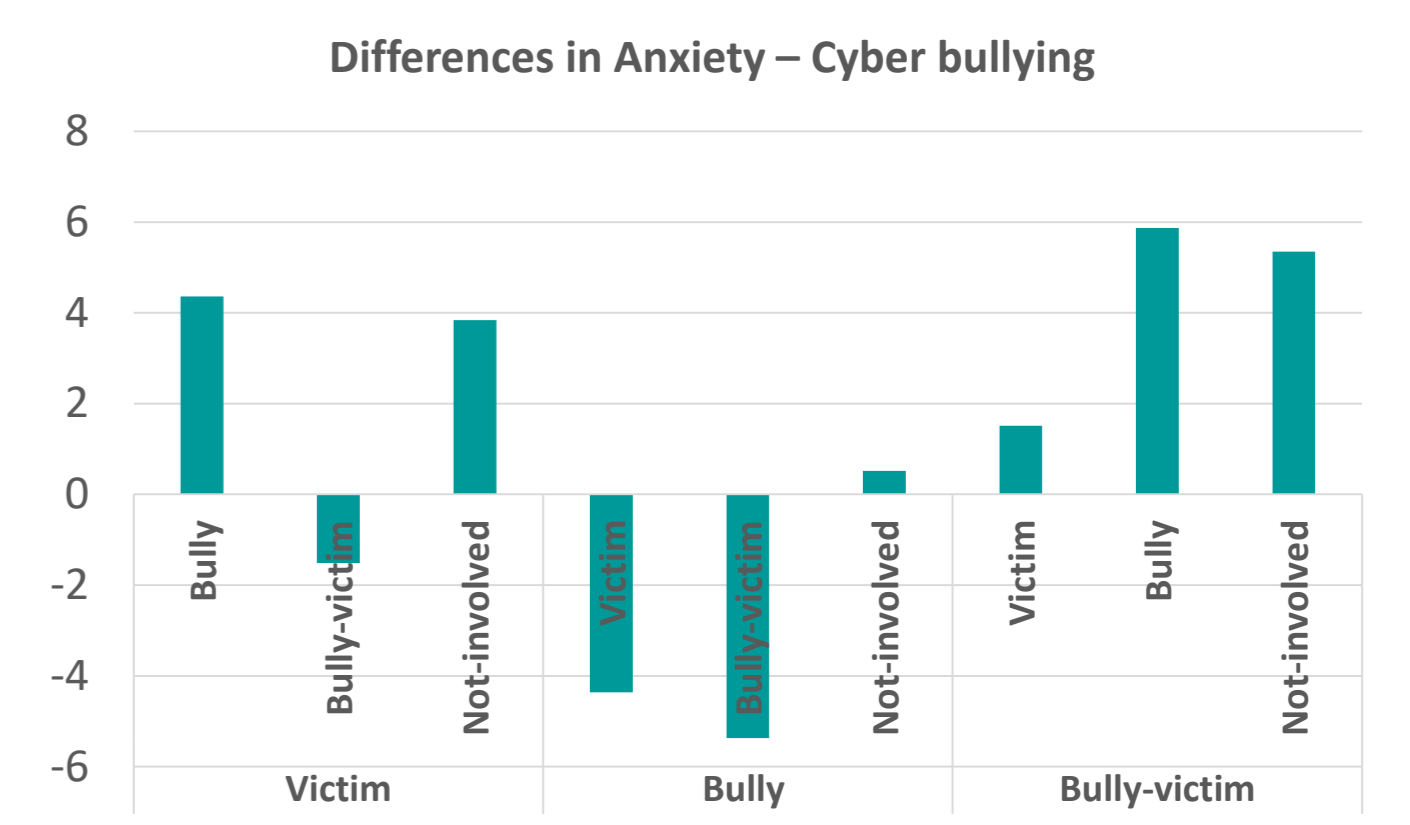
- Assess the overlapping effect of on and offline bullying
- Examine psychological effects of involvement in bullying across actor groups
- Examined impairment in mental health as a risk factor in bullying



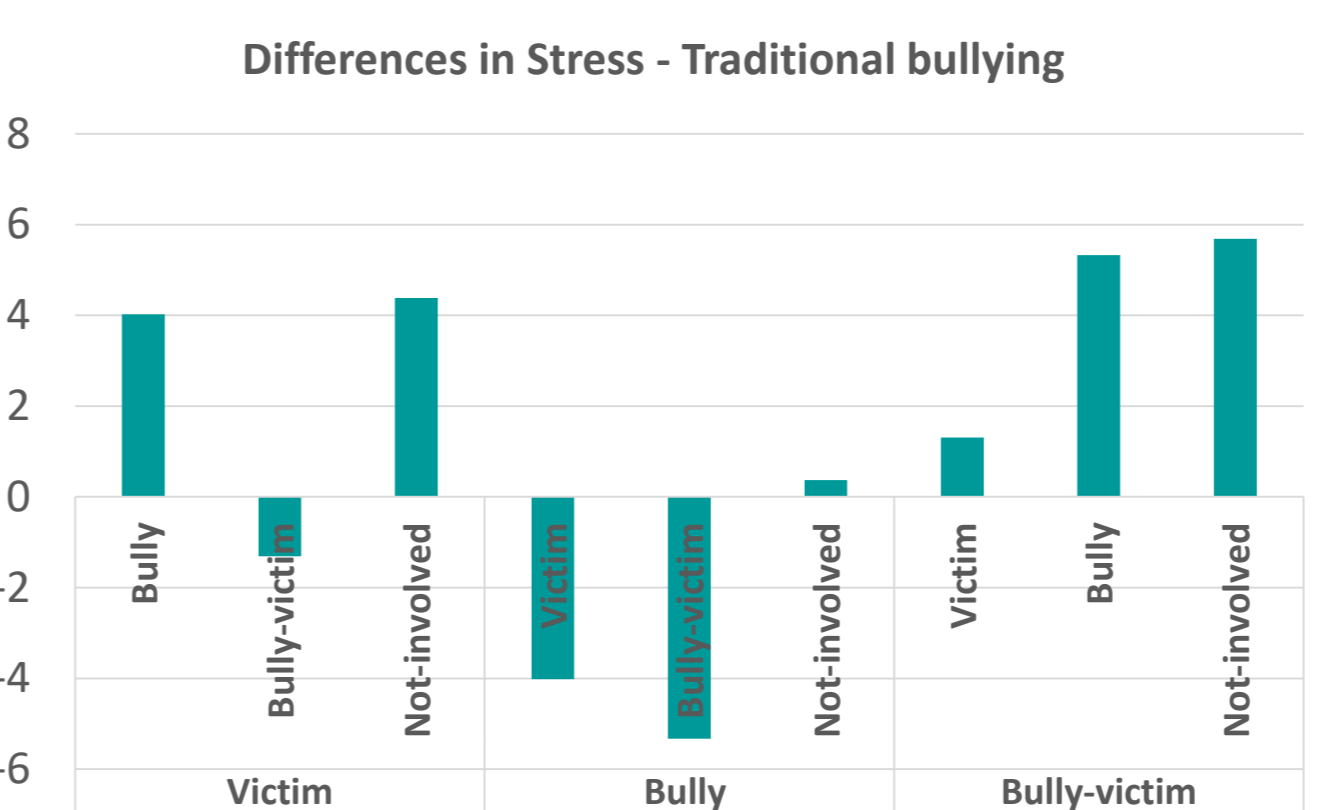
## RESULTS (CONTINUED)



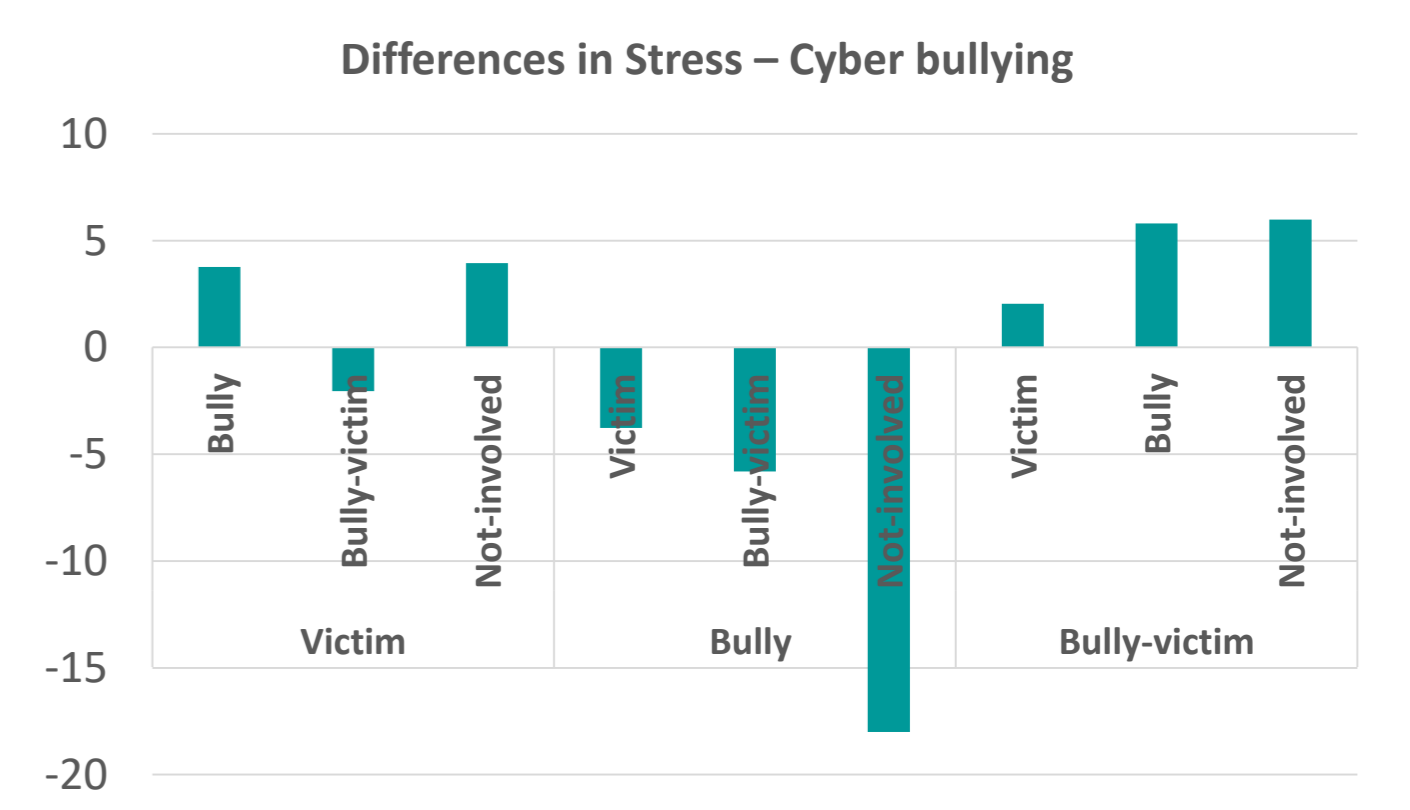
Not significant = Victim with Bully-victim, Bully with Not-involved



Not significant = Victim with Bully-victim, Bully with Not-involved

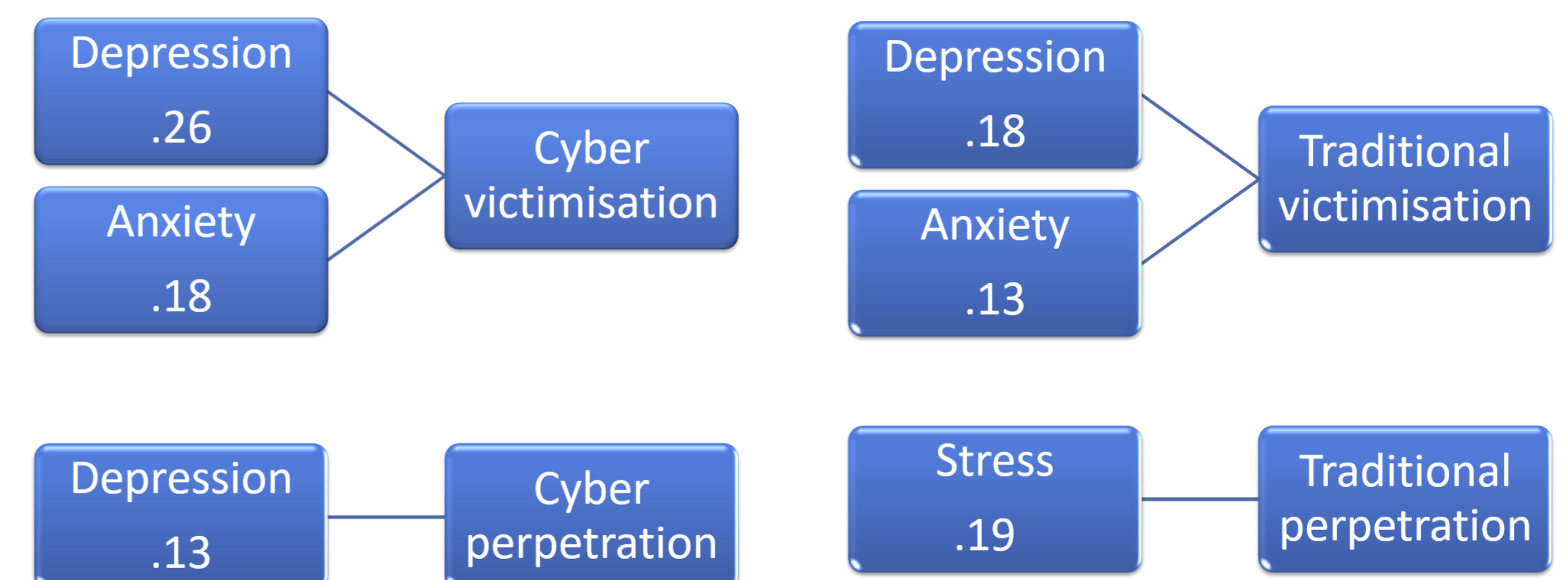


Not significant = Victim with Bully-victim, Bully with Not-involved



Not significant = Victim with Bully, Bully with Not-involved

- Also Cyber and traditional victimisation and perpetration models all significantly predicted by the DASS
- Closer inspection, the models were significant based on specific factors



## METHODS

A sample of 1,335 13 to 19-year-old year post-primary school students from 2<sup>nd</sup> years to 6<sup>th</sup> year in Leinster completed:

- The Depression, Anxiety & Stress Scale (DASS 21; Lovibond & Lovibond, 1995)
- Adapted versions of:
  - traditional bullying and victimisation (Sticca Ruggieri, Alsaker, & Perren, 2013)
  - cyber bullying for victim and perpetrator (Alsaker & Brunner, 1999)

In the past three months

## RESULTS

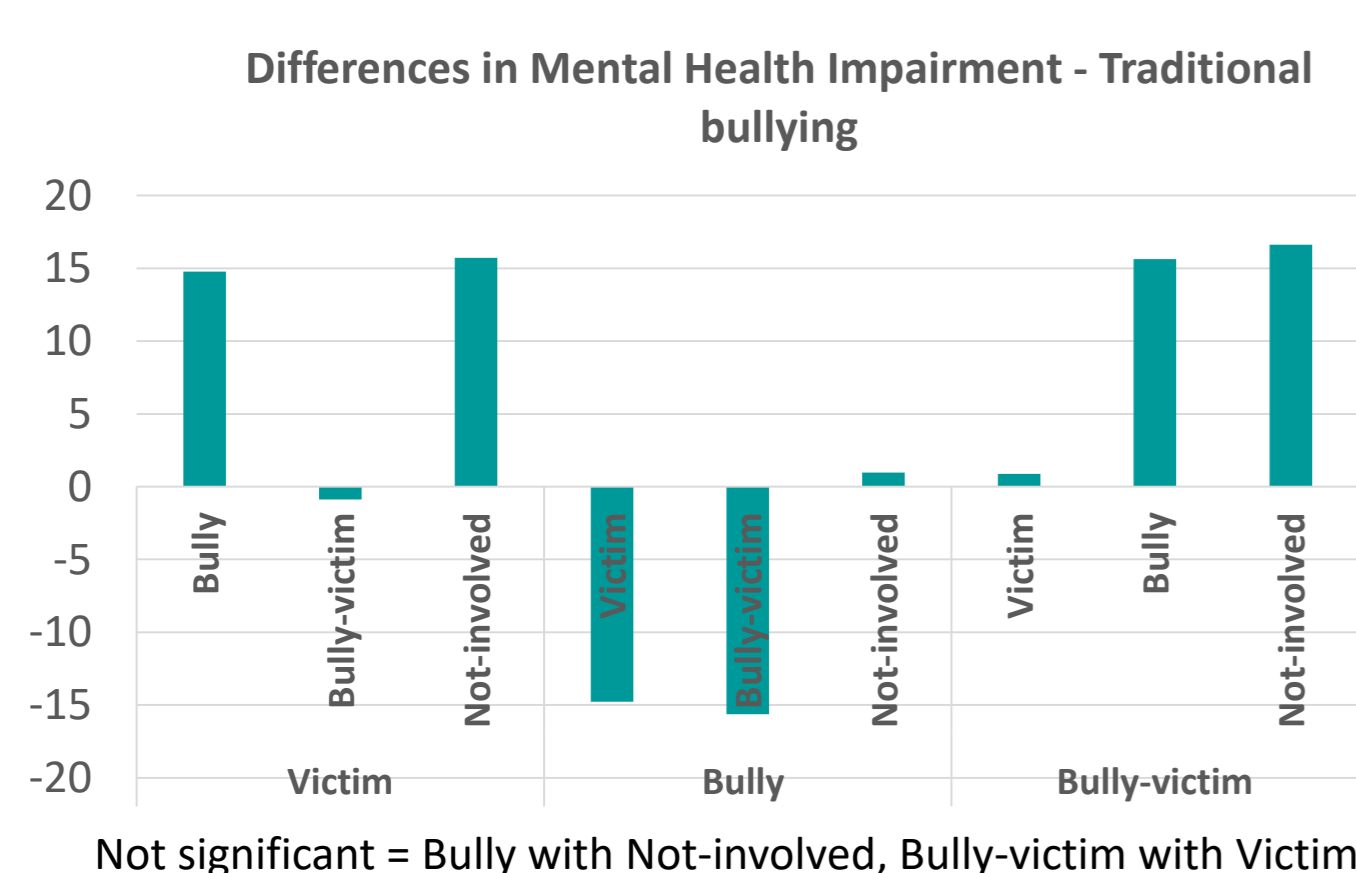
Table 1: Categorisation of actor groups in on and offline victimisation and bullying

Actor category	Traditional	Cyber
Victim	21.5% (n = 286)	27.9% (n = 371)
Bully	3.8% (n = 50)	3.2% (n = 42)
Bully-victim	59.6% (n = 791)	44.6% (n = 594)
Not-involved	15.1% (n = 201)	24.3% (n = 324)

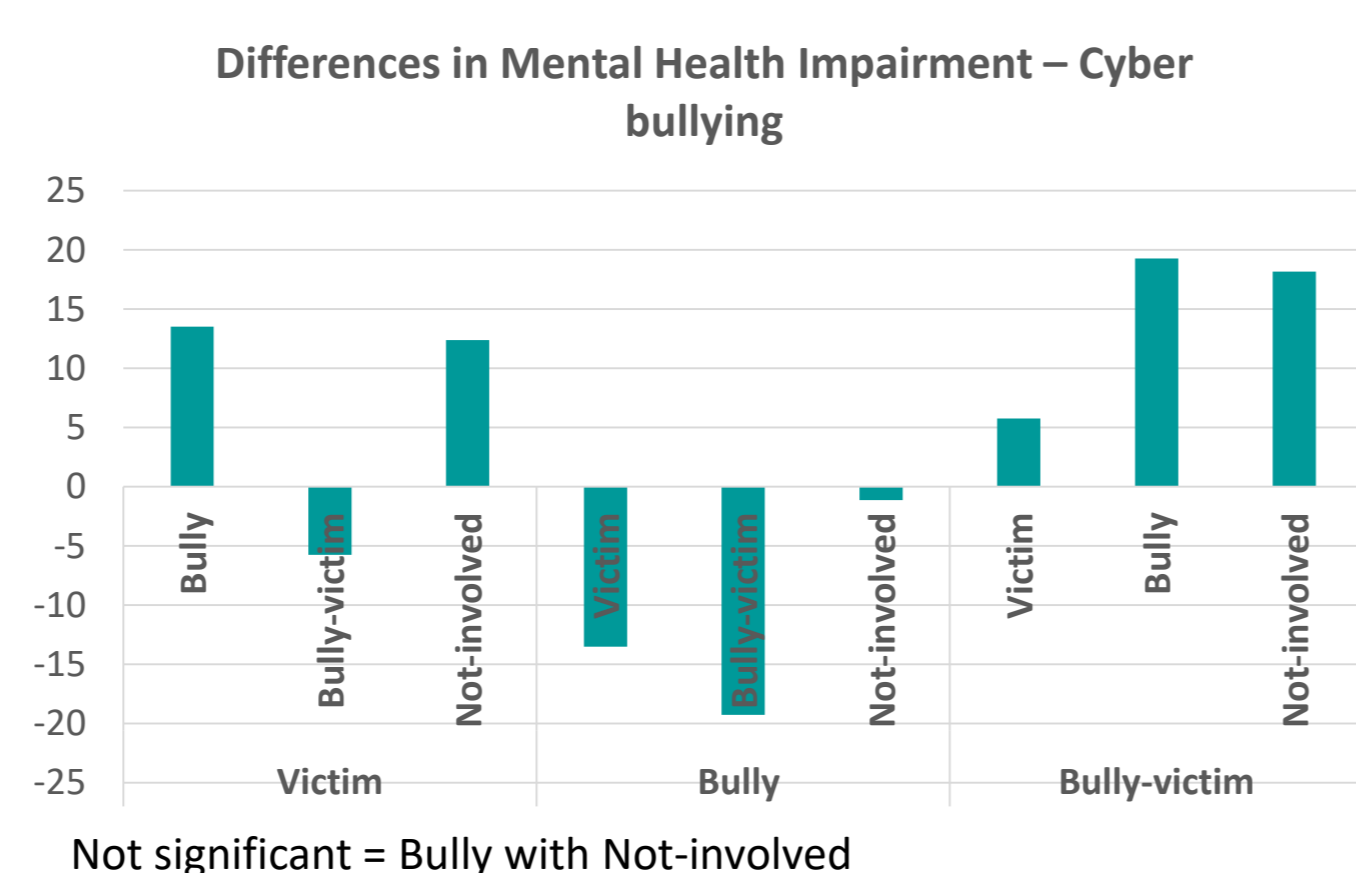
84.9%, N = 1,127 (sum of Bully and Bully-victim in Traditional)

75.7%, N = 1,007 (sum of Bully and Bully-victim in Cyber)

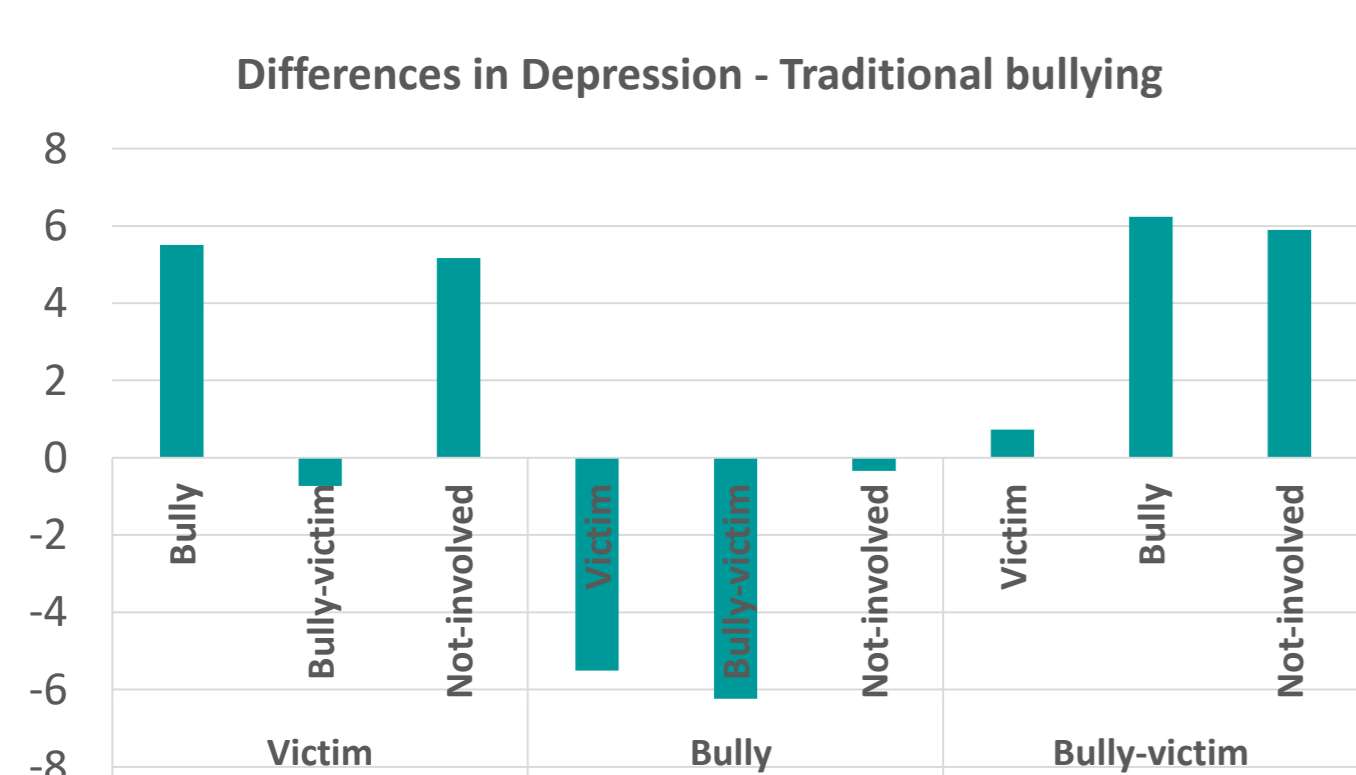
- Chi-square test of association reported a significant relationship between the role an individual holds in traditional bully/victim problems and their role in cyber bully/victim problems ( $X^2(9) = 547.85, p < .001$ ). Moderately strong positive relationship (Cramer's  $V = .371$ ).
- Significant differences existed between the four actor groups across both on and offline bullying for: Overall Mental Health Impairment, Depression, Anxiety, and Stress



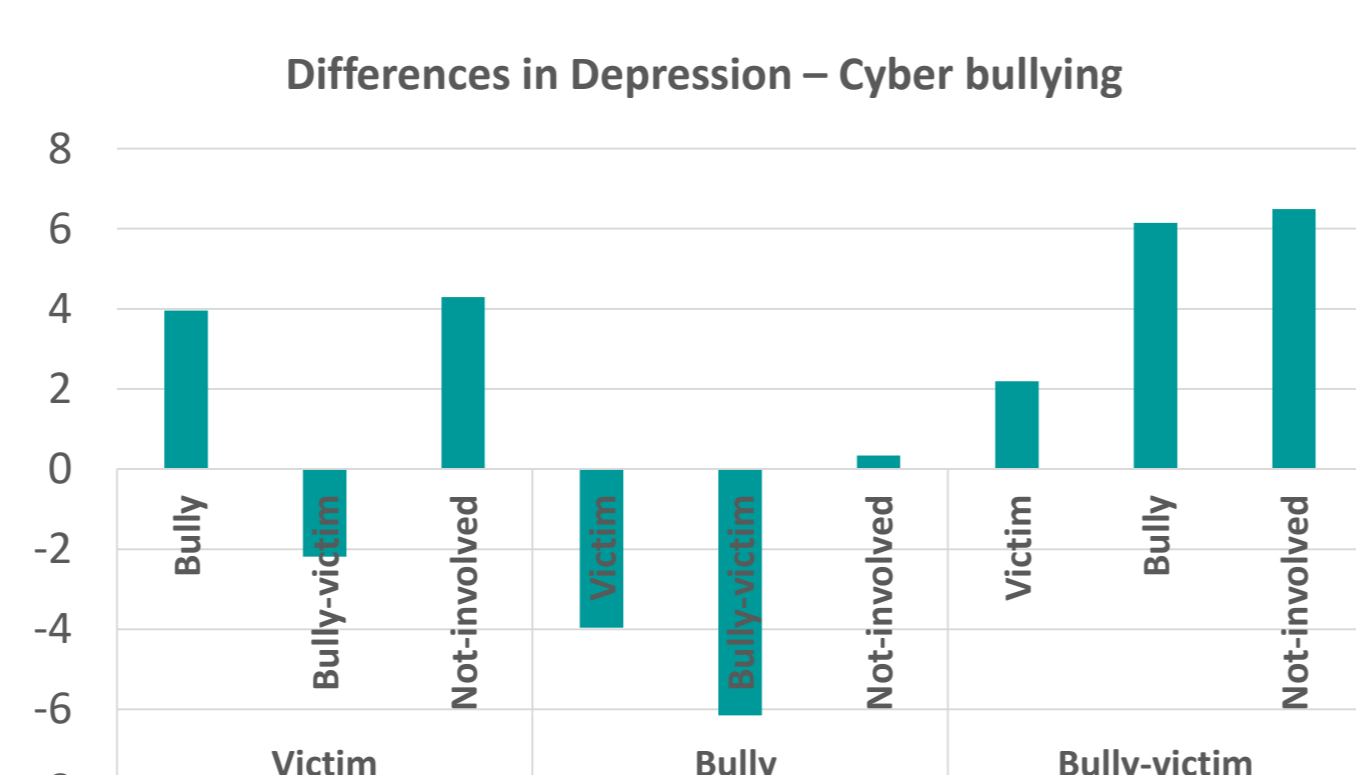
Not significant = Bully with Not-involved, Bully-victim with Victim



Not significant = Bully with Not-involved



Not significant = Victim with Bully-victim, Bully with Not-involved, Bully-victim with Victim



Not significant = Victim with Bully, Bully with Not-involved

## CONCLUSION

- Highlights the growth of bullying beyond the school setting and the overlapping nature of bullying, with many experiencing both forms of the behaviour.
- Antibullying polices and intervention and prevention programmes need to be designed with all students in mind – not just those directly
- Significant impact to the mental health of all actor groups involved in traditional and cyberbullying
- Mental health of the individual also significantly predicted involvement in cyber and traditional victimisation and aggression
- Need to equip teachers and students with the skills set to coping with implications of involvement in such behaviour e.g. coping skills, problem solving, resilience training

## KEY REFERENCES

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