

Niamh at 9 months



Niamh at 3 years



Niamh at 5 years



# Bullying, cyber-bullying, and ICT use among primary-school children in Ireland

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# Overview

- **Increasing evidence that bullying is a critical problem in Irish schools (and outside the school environment)**
- **The rise of cyber-bullying in particular has been identified as problematic – cyber-bullying “following you home from school”**
- **Previous presentations using GUI data have examined:**
  - Patterns of ICT use among 9 year cohort (O’ Neill & Dinh, 2012)
  - The impact of bullying on psychological and educational outcomes (Nixon & O’ Moore, 2010)



# Data Sources

- **Growing Up in Ireland (GUI)**
  - Child Cohort (Wave 1) 2007 – children aged 9 years
- **PT 2011**
  - PIRLS (Progress in International Reading Literacy Study – 5 year cycle)
  - TIMSS (Trends in International Mathematics and Science Study – 4 year cycle)
- **In Ireland: 4,000 pupils in 4th class (average age of 10.4 years)**



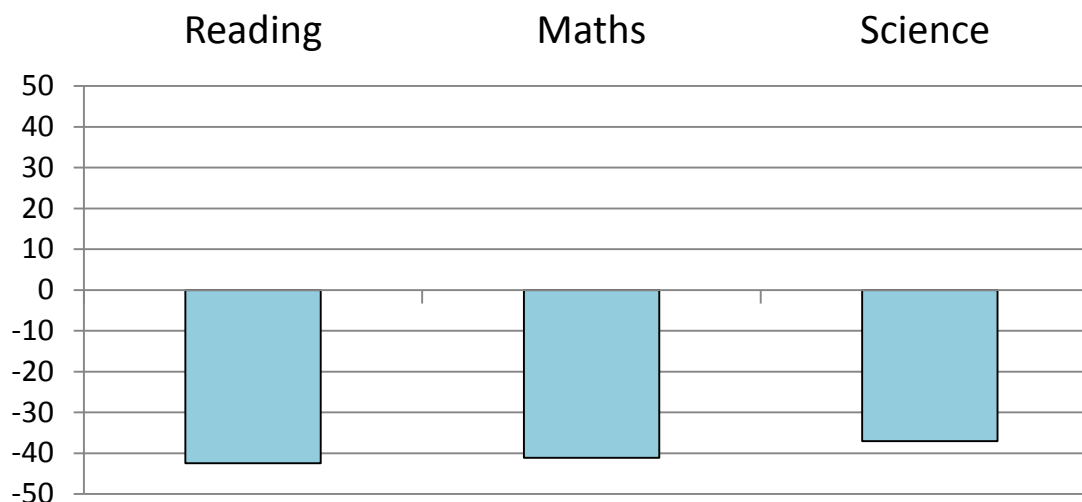
# Today

- **Patterns of ICT use in terms of their association with bullying, and cyber-bullying in particular**
  - **Comparison of GUI Wave 1 with recent Irish data on (a) ICT use and (b) bullying from the PT2011 cohort**
- 1. prevalence and impact of bullying**
  - 2. use of ICTs among primary-school children in Ireland**
    - Bedroom media culture/ICT ownership
    - Digital activities
- **Key question: is children's access to ICTs related to likelihood of experiencing cyber-bullying?**



# PT2011 Impact of Bullying

## Achievement in PT2011



- These achievement differences remain after accounting for children's demographics, home environment, access to ICTs, socioeconomic indicators, child engagement in school, teacher specialisation, school policies, school climate, and school socioeconomic and demographic composition.
- Full details in Cosgrove, J., and Creaven, A.M. (2013). Understanding achievement in PIRLS and TIMSS 2011. In E. Eivers and A. Clerkin (Eds.), *National schools, international contexts: Beyond the PIRLS and TIMSS test results*. Dublin: ERC.



# GUI Impact of Bullying

- **Piers-Harris subscales show significant differences**
  - Freedom from anxiety – bullied children score one-third of a standard deviation lower
  - Happiness – bullied children score one-quarter of a standard deviation lower
  - 42% of bullied children are upset *a lot* by it
  - 48% of bullied children are upset *a little* by it
  - 11% of bullied children report *not being upset*
    - ...this group had lower scores on the Piers-Harris subscales than the other bullied children



# GUI 2007 - Prevalence

- **39.9% of all children bullied.**
- **37.3% (almost all) provided information on subtype**
- **Frequency data not available for child report in GUI**

	<b>% of all children</b>
Physical	19.0
Verbal	26.1
<b>Electronic</b>	<b>1.7</b>
Written via notes	4.5
Exclusion	21.4
Other	4.2



# PT 2011 - Prevalence

Based on the *Bullying in Schools* scale, 64% of participating children in Ireland were *almost never* bullied, 25% were bullied *about monthly*, and 12% *about weekly*. (PIRLS 2011).

## G9

During this year, how often have any of the following things happened to you at school?

*Fill one circle for each line.*

	At least once a week	Once or twice a month	A few times a year	Never
a) I was made fun of or called names--	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I was left out of games or activities by other students .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Someone spread lies about me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Something was stolen from me .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I was hit or hurt by other student(s) (e.g., shoving, hitting, kicking).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I was made to do things I didn't want to do by other students .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





# PT2011

- Prevalence/frequency of bullying by subtype:**

	Verbal	Exclusion	Lies spread	Stealing from me	Physical	Forced
Weekly	11.0	8.2	7.0	5.3	7.6	4.2
Once/twice a month	8.7	9.4	9.0	6.8	8.7	4.5
Few times a year	23.9	21.1	19.2	21.1	21.7	11.5
Never	56.4	61.3	64.9	66.8	62.0	79.9

- Prevalence of electronic or cyber-bullying unknown in PT2011**



# PT2011: International

- **Students Bullied in Schools Scale (PIRLS)**
  - Pupils categorised as being bullied *Almost Never*
    - Never experienced three of six behaviours, and experienced the others “a few times a year”, on average (international average: 47%; range 26-75%)
  - Students categorised as being bullied *About Monthly*
    - (33% of pupils internationally)
  - Students categorised as being bullied *About Weekly*
    - Experienced each of three of six behaviours “once or twice a monthly”, and additionally, each of the other three “a few times a year”, on average (20% of pupils internationally)



# Prevalence of Bullying

<b>GUI 2007/08</b>	<b>40%</b>
<b>PT2011</b>	<b>37%</b>
PIRLS (internationally)	53%
TIMSS (internationally)	52%
<u>Key countries (PT2011)</u>	
Northern Ireland	43%
United States	48%
England	55%
Australia	63%
New Zealand	67%

Based on “about weekly” and “about monthly” categories collapsed. Further details in Clerkin, A., and Creaven, A.M. (2013). Pupil engagement. In E. Eivers and A. Clerkin (Eds.), National schools, international contexts: Beyond the PIRLS and TIMSS test results. Dublin: ERC.



# Access to ICTs

	GUI (2007/08)	PT 2011
<b>At home/generally</b>		
Computer at home	85.8	96.0
Internet connection at home	-	90.3
Own room	65.2	78.1
<b>In bedroom/child ownership</b>		
Computer in bedroom	7.6	19.3
TV in bedroom	44.6	53.7
Games console in bedroom	35.0	-
Mobile phone	44.0	-
iPhone	-	13.0



# ICTs in PT2011 by gender

	Girls	Boys
<b>At home/generally</b>		
Computer at home	96.5	95.6
Internet connection at home	90.3	90.2
Own room	77.0	79.1
<b>In bedroom/child ownership</b>		
Computer in bedroom	18.3	20.2
TV in bedroom	49.2	58.1
Games console in bedroom	-	-
Mobile phone	-	-
iPhone	10.6	15.4

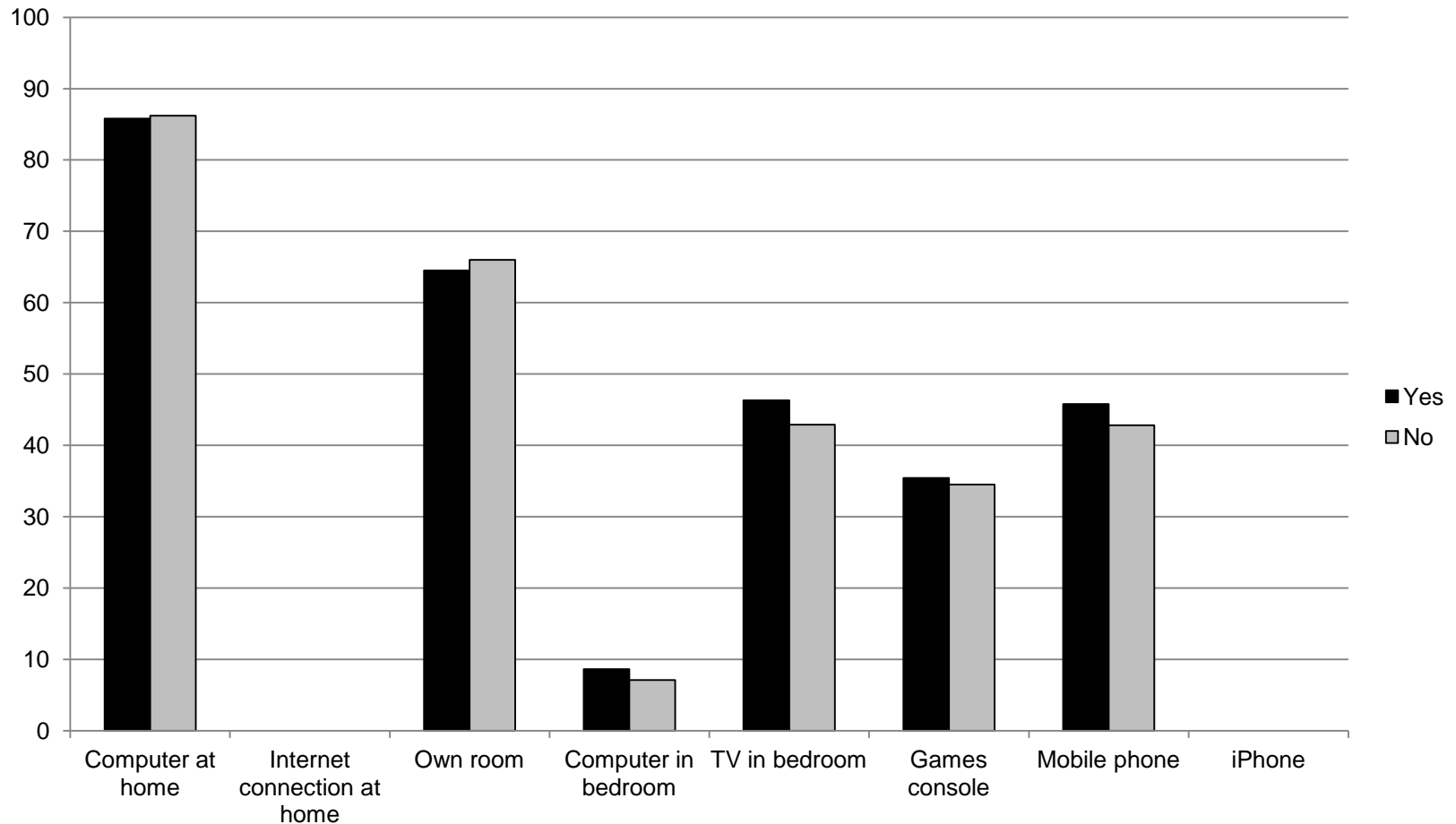


# ICTs in GUI 2007 by gender

	Girls	Boys
<b>At home/generally</b>		
Computer at home	85.4	86.2
Internet connection at home	-	-
Own room	66.7	63.8
<b>In bedroom/child ownership</b>		
Computer in bedroom	7.7	7.6
TV in bedroom	42.7	46.4
Games console in bedroom	26.1	43.6
Mobile phone	48.9	39.4
iPhone	-	-



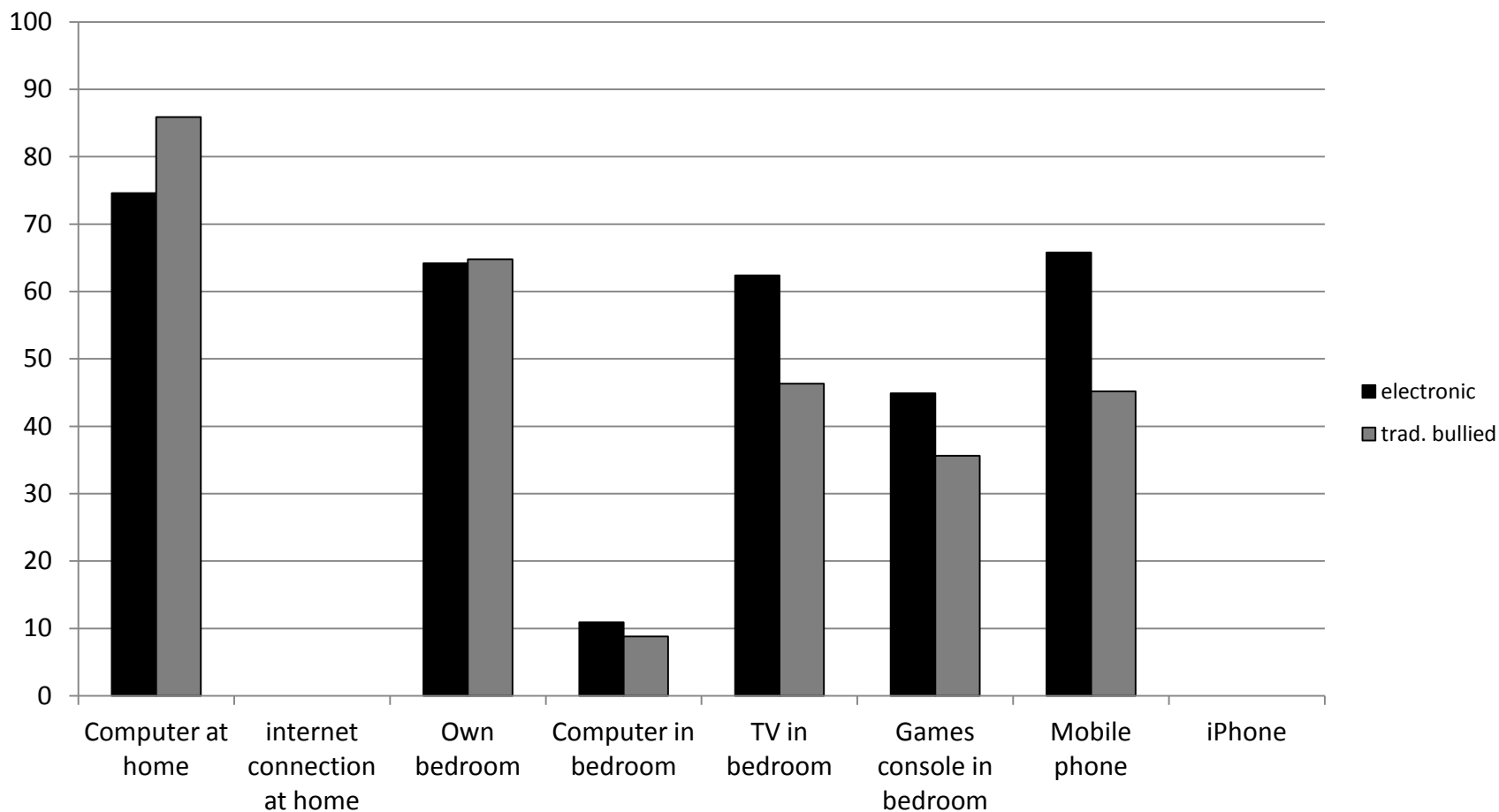
# GUI: Access to ICTs and bullying



CCS20: child was bullied (yes/no/don't know)



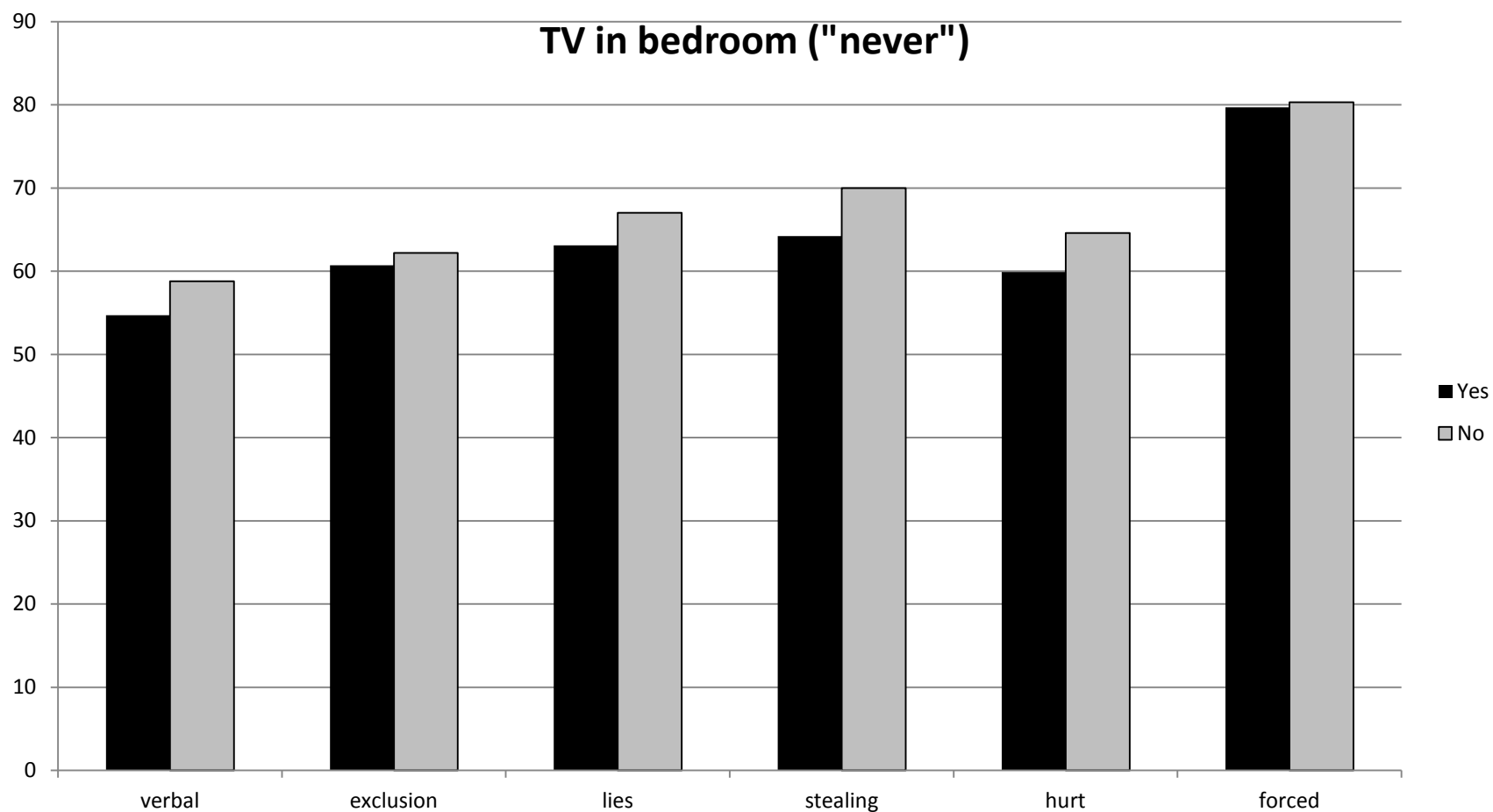
# GUI ICTs and electronic bullying





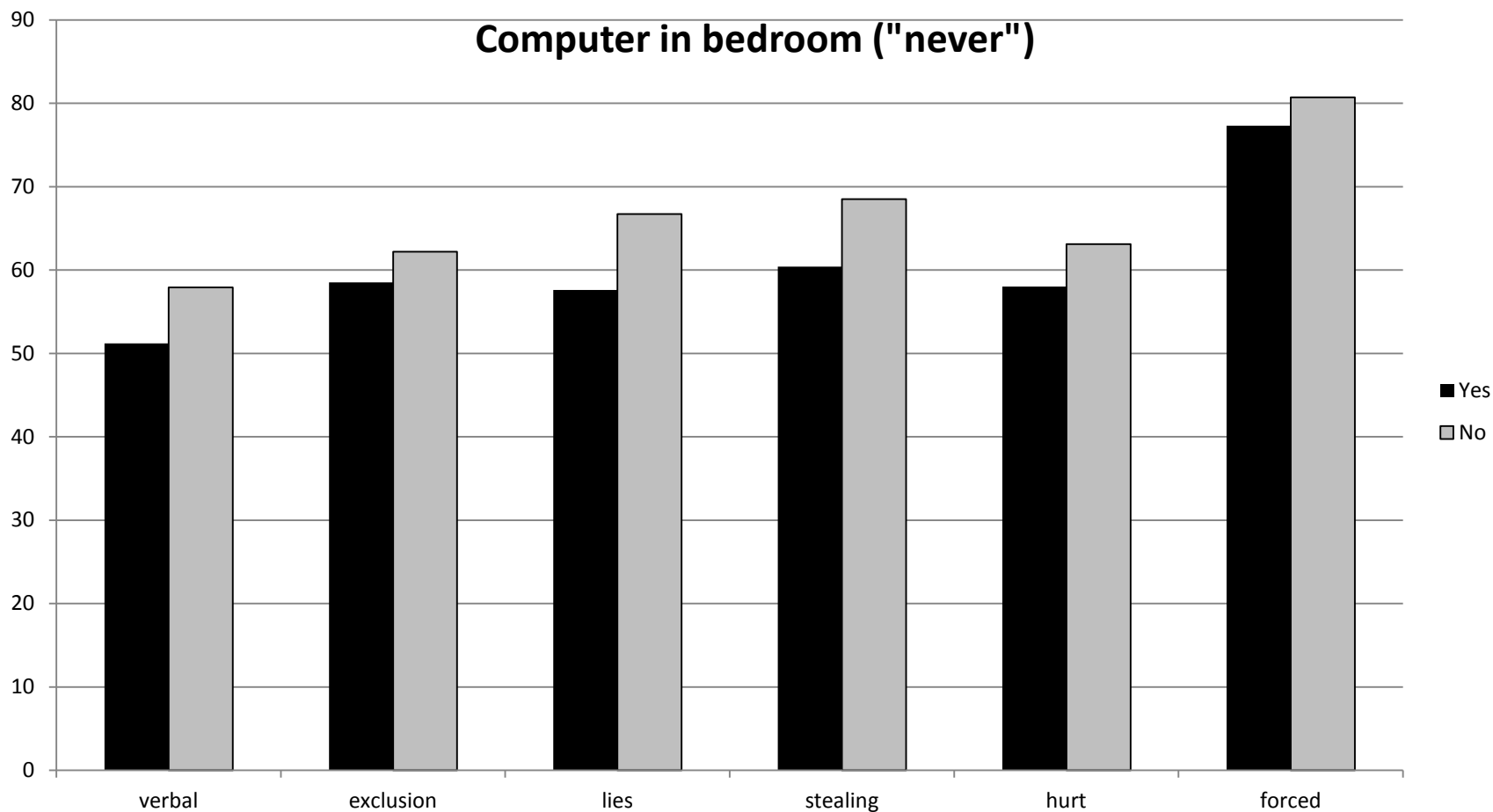


# “never bullied”: TV in bedroom (PT2011)



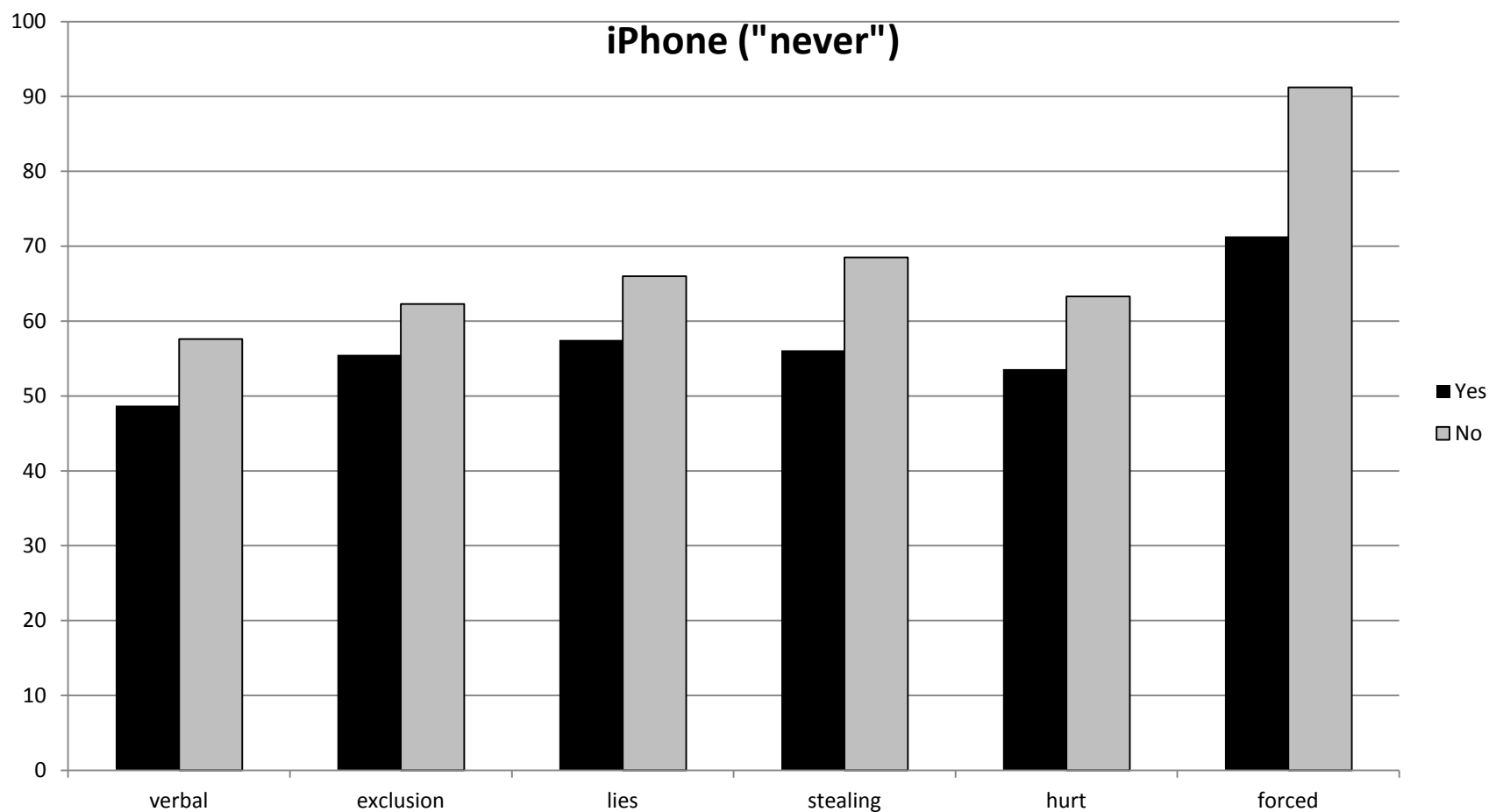


# “never” bullied: computer in bedroom (PT2011)



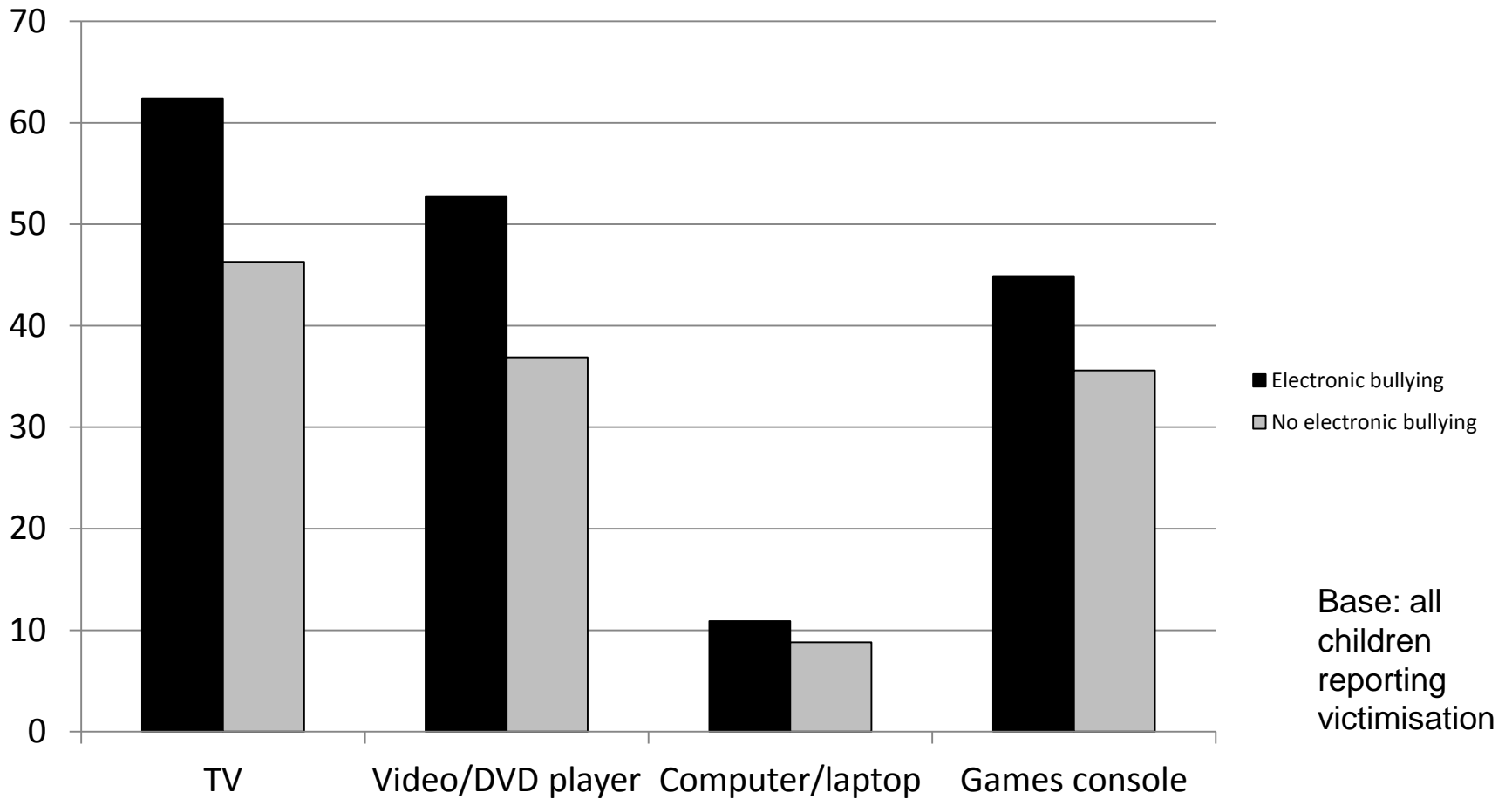


# “never” bullied: iPhone (PT2011)





# GUI: Bedroom media culture



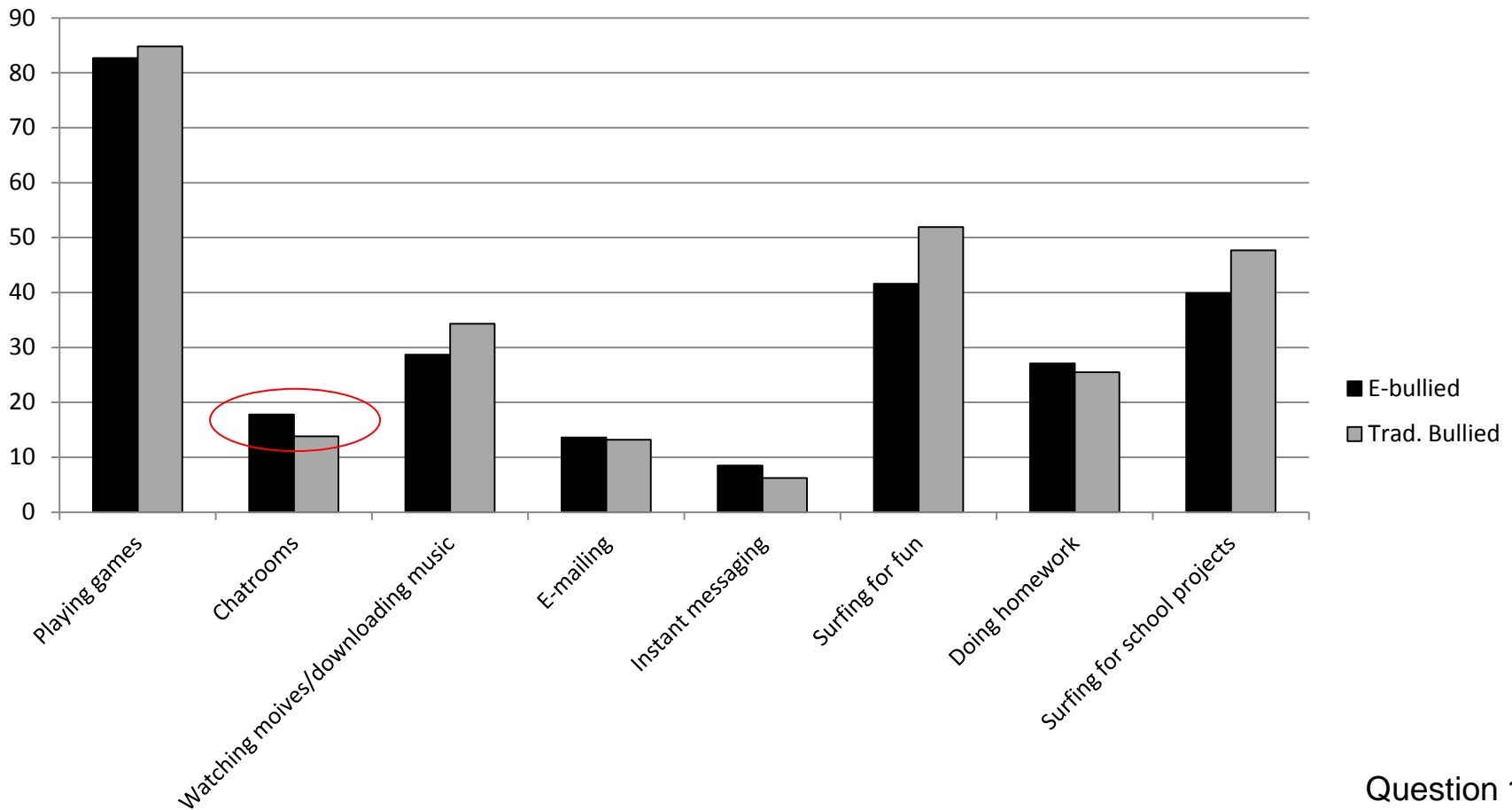


# GUI: time spent

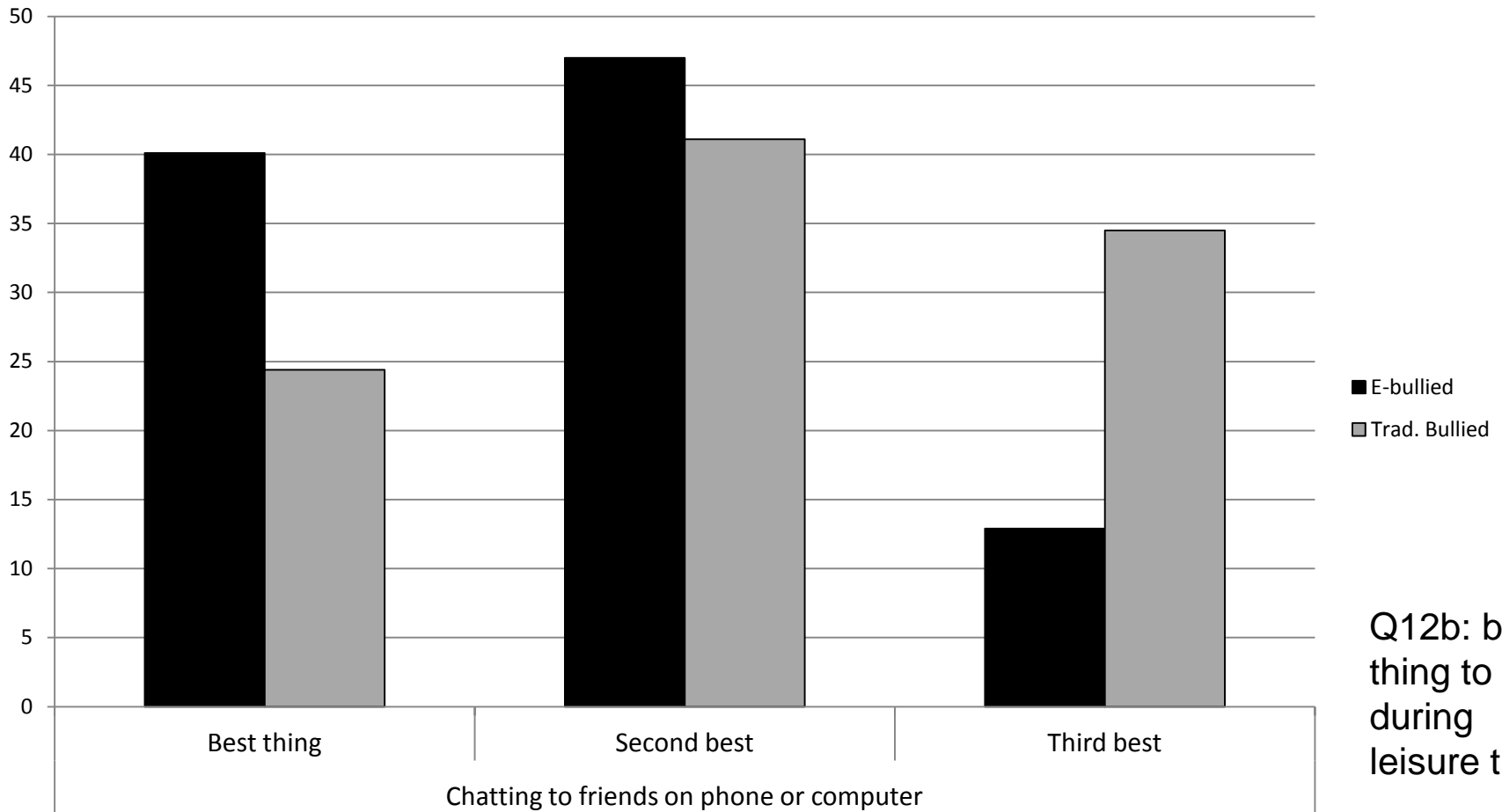
	Watching TV/videos/DVDs		Reading for pleasure		Using computer		Video games	
	E-bullied	Trad. Bullied	E-bullied	Trad. Bullied	E-bullied	Trad. Bullied	E-bullied	Trad. Bullied
None	2.1	1.9	14.9	9.4	42.6	35.3	30.0	34.8
Less than 1 hour	25	21.2	63.1	60	46.9	49.8	47.3	42.9
1 - < 3 hours	61.6	65.6	21.4	27.7	8.7	13.7	19.7	20.2
3 - < 5 hours	9.5	9.2	0.0	2.1	1.8	1.1	3.0	1.6
5 hours or more	1.3	1.4	0.5	0.5			0.0	0.5
7 hours or more	0.4	0.7	0.0	0.4				

Questions G1 – G4; CCS20, CCS21Ac

# GUI: activities



# GUI: activities





# Overview

- **ICT ownership (PT2011 and GUI [Wave 1])**
  - Some indication that this may be associated with cyber-bullying (as we might expect)
- **Digital activities (GUI [Wave 1])**
  - Some of these may be associated with cyber-bullying
  - Of the children who are bullied, those who report electronic bullying indicate a preference for chatting to friends using digital devices





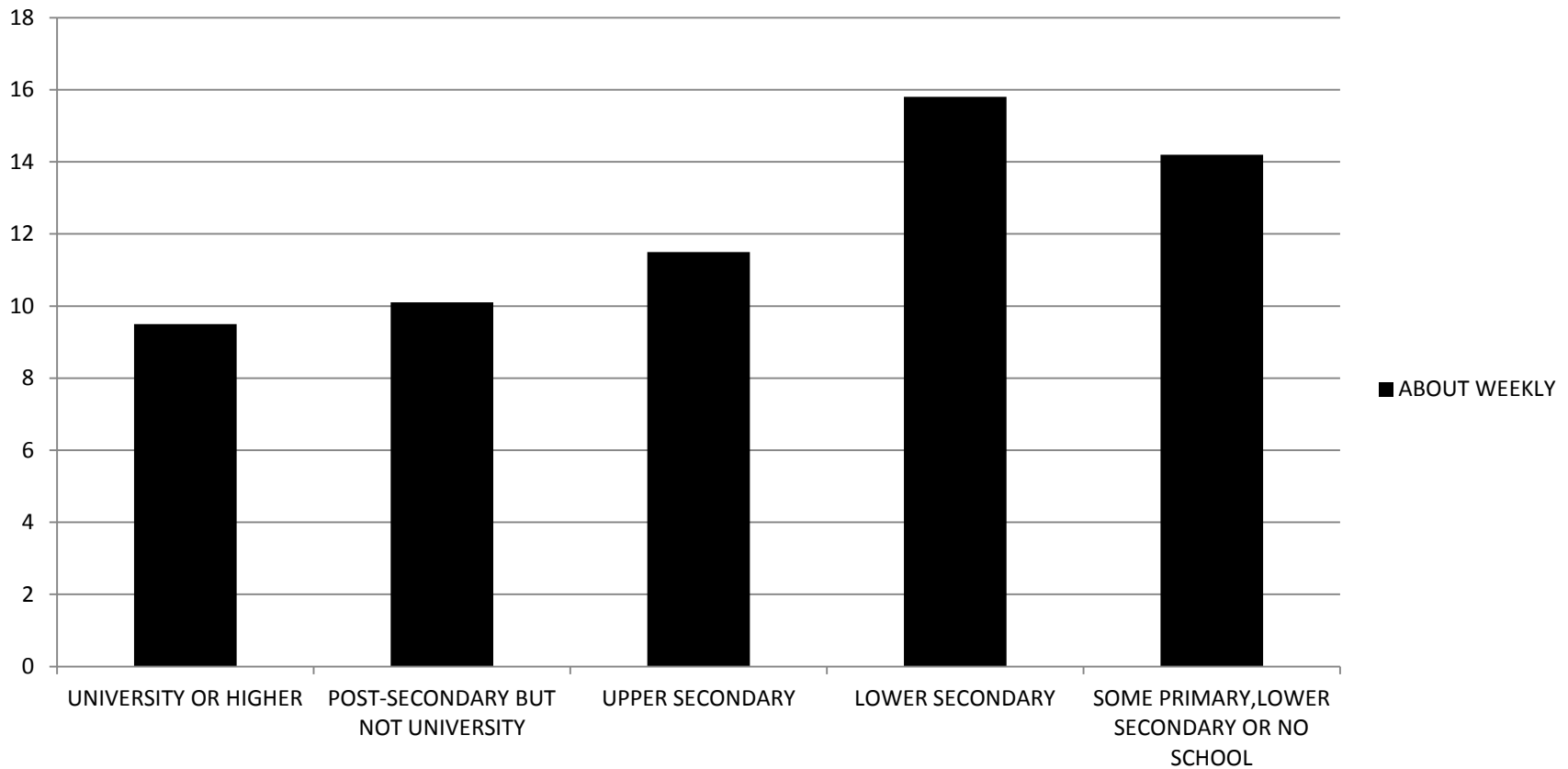
# ICT ownership

- **Associated with lower likelihood of “never” experiencing many of the bullying behaviours in PT2011**
- **Bedroom media culture possibly more prevalent in children experiencing electronic rather than traditional bullying in GUI**
  - Why? Are specific types of ICT use part of a profile relating to bullying? What about well-known correlates of bullying (e.g., SES)?
  - Parental education level (available in both PT2011/GUI)



# PT2011 parental education

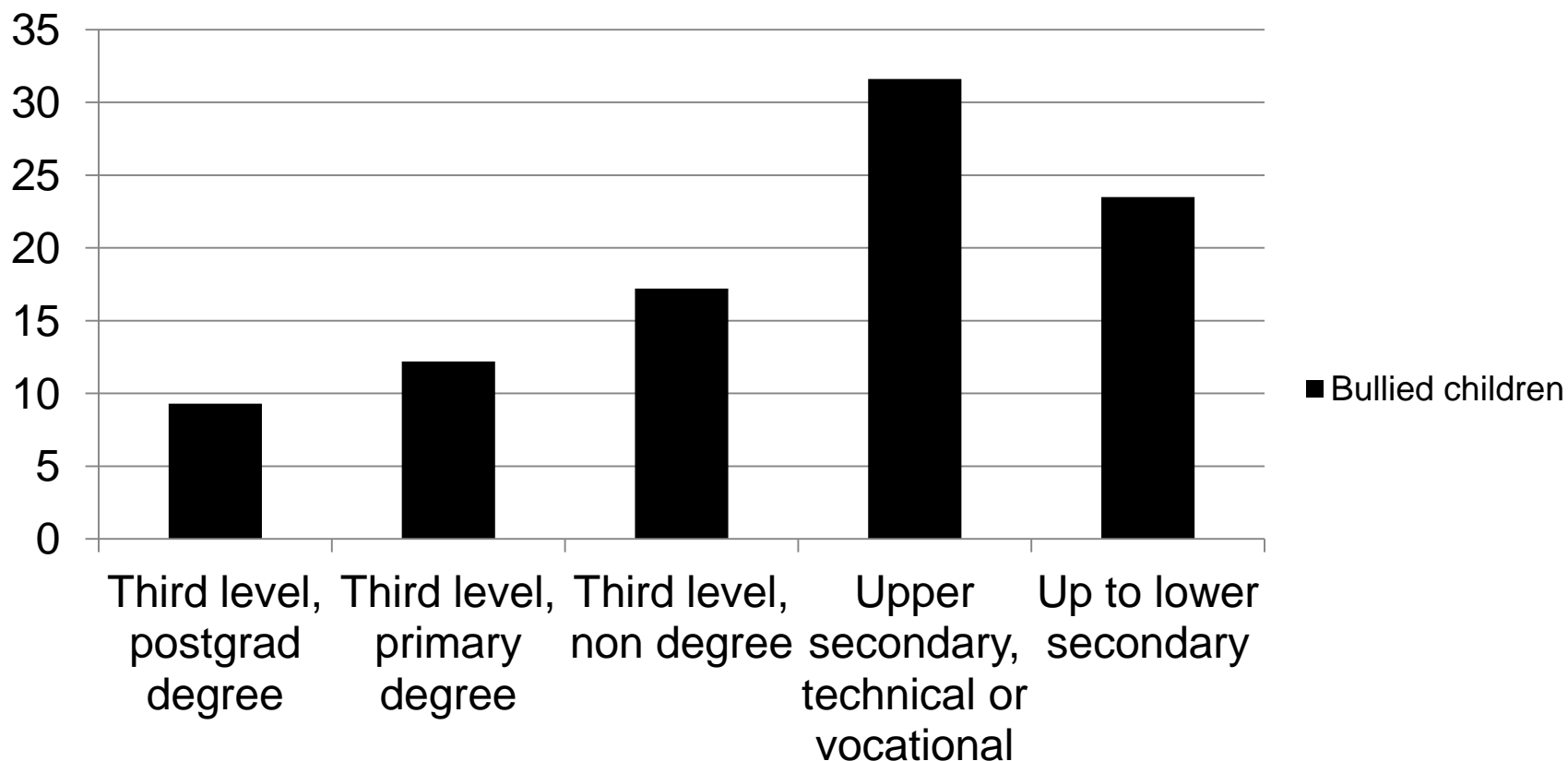
## Children bullied “about weekly”





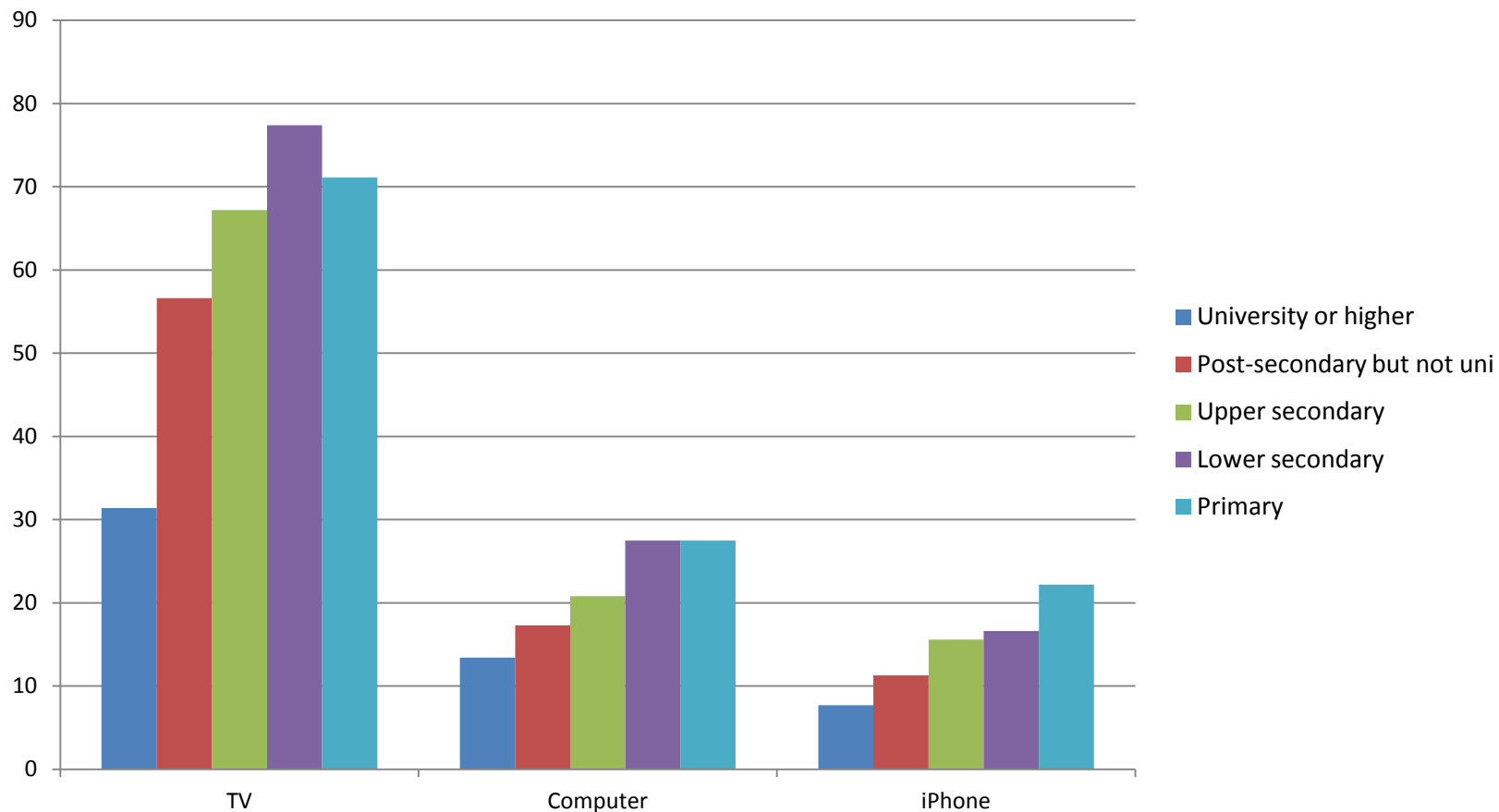
# GUI Wave 1 parental education

## Bullied children



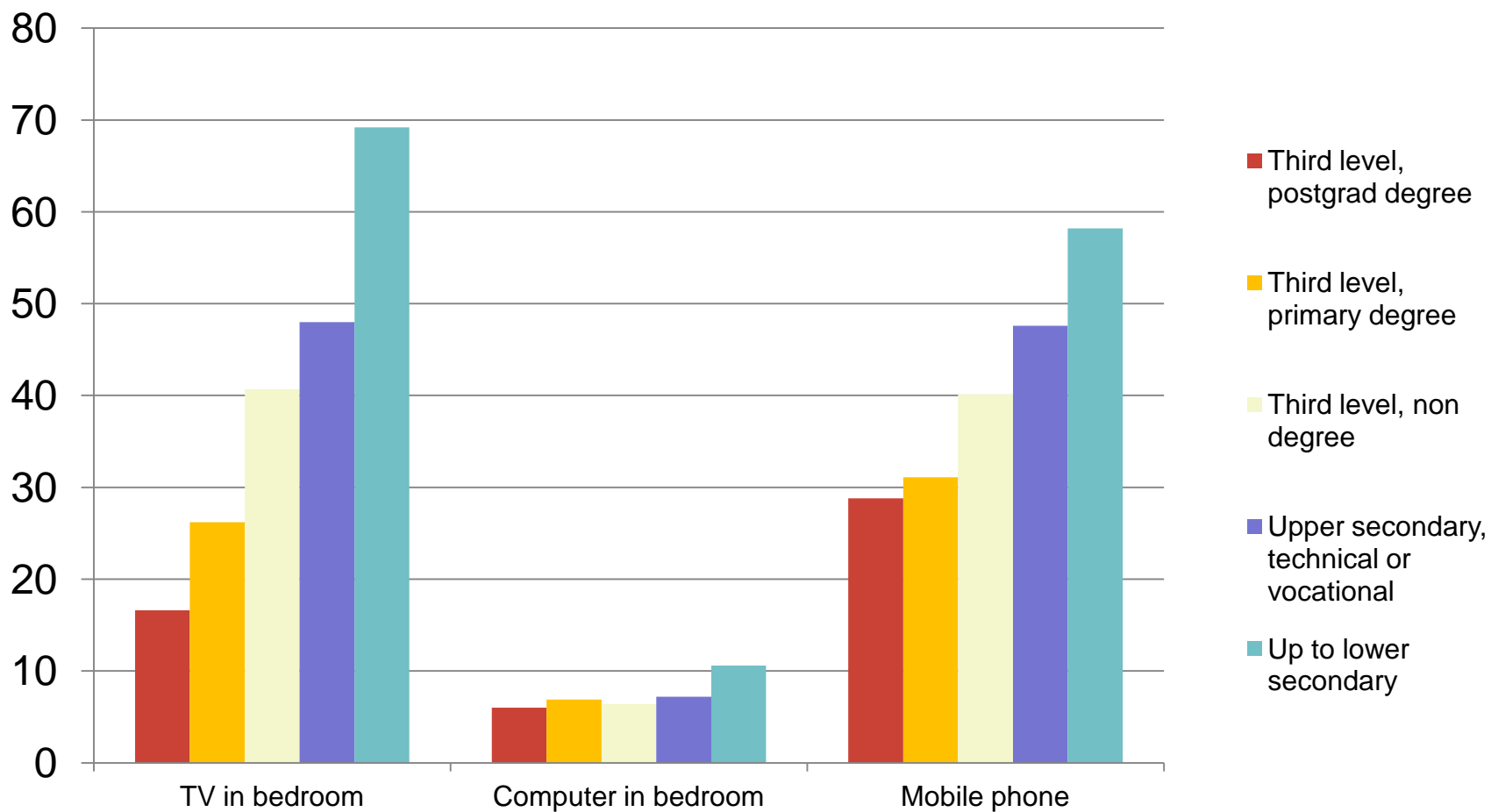


# PT2011 Parental education and home devices





# GUI Wave 1 parental education and home devices





# Summary

- **Comparable prevalence of bullying in PT2011 and in GUI 2007**
  - Lower than prevalence in PIRLS/TIMSS internationally
- **Some differences in ICT device ownership**
  - Reflective of
    - Differences between cohorts?
    - Changes over time?
- **Some indication that patterns of ICT use may differ among children who experience electronic and only non-electronic bullying**
  - Small cell sizes – difficult to draw firm conclusions
  - Limitations (as well as advantages) of survey designs



# Summary

- **Cyberbullying is complex and difficult for researchers to identify**
  - Framing needs to be carefully conveyed to respondents; particularly children of middle childhood age
  - Can we be confident that 1.7% of GUI children electronically bullied is an accurate prevalence rate?
  - Depth of questioning and timeliness of reporting make researching this area particularly challenging



# Looking Ahead

- **Children in GUI Wave 1 have gone through a major life change (they are now 15 years old), we are only now about to find out about their lives at age 13**
  - Social media technology has progressed, diversified and infiltrated all of our lives
  - Pace of shifts and trends in social media technology is central to the definition and measurement of cyberbullying
  - Distinction between cyber (online) and electronic (using devices with no element of internet access)
  - Does cyber-bullying and victimisation overlap?





# Conclusions

- **This presentation may raise more questions than it answers...!**
- **The associations between ICTs and bullying and home background appear to be complex**
  - but it seems reasonable to hypothesise that the association between parental education and home access to ICTs mediates the relationship between access to these and experiencing bullying
- **Gender differences in access to home devices are noted**
- **Further research is needed to**
  - Examine patterns of ICT usage and bullying behaviours in older children (Wave 2 of GUI? PISA 2012?)
  - Identify which devices and usage patterns are more closely associated with harmful bullying behaviours