

## **The impact of training on faculty and student perceptions of cyber-bullying in an urban south central Texas middle school**

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### **ABSTRACT**

Bullying has been around for decades; however, with the advancements of new emerging technology and devices, the ability for bullying to transcend into the cyber-world is becoming an international issue. Researchers have been intently studying the effects associated with cyber-bullying to gain a better understanding of its perpetrators, victims, and bystanders in addition to legal issues and ways to counteract cyber-bullying. This study focused on determining whether cyber-bullying training for students at an urban south central Texas middle school is effective. The researchers utilized a quantitative research method to measure middle school students' perceptions of cyberbullying regarding a single intervention. Data was collected by the school district through the administration of an online student cyber-bullying survey prior to students viewing an *Internet Safety Basics* video, one week after viewing the video and six weeks after students viewed the video. Through analysis, only one area of students' perceptions with regard to the intervention was significant. This area focused on seventh grade students' perception on the effects of cyber-bullying. When students' and teachers' perceptions were compared for analysis, two areas were found to have significant difference: their perceptions of the effects of cyber-bullying and their perceptions of ways on how to positively report cyber-bullying. Results indicate the need for more cyber-bullying interventions or curriculum for students in grades 6, 7 and 8 and training for middle school teachers as literature supports cyber-bullying peaks at these grade levels.

Keywords: Cyber-bully, Middle school bullying, Educational policy on bullying

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## INTRODUCTION

Bullying is not a new phenomenon. For decades, the masses have been entertained by depictions of bullying on television, ranging from Nelly Olsen on “Little House on the Prairie” and Scott Farkus from *A Christmas Story* to their cartoon counterparts Nelson Muntz, the perennial bully in “The Simpsons” and Lucy threatening to “pound” Charlie Brown. As such, nearly every person has the ability to relate to being a bully, relate to the feeling of being bullied, or simply relate to being a bystander in a bullying situation, all of which may affect individuals differently. New advancements in technology such as the Internet, “smart” cell phones, online blogs and gaming systems have made leaps and bounds to facilitate communication; however, they have also opened the door for bullies to take harassment to new heights through the use of electronic devices.

Michaud (2009) defines bullying as intentional and repeated aggression that involves the disparity of power between the victim and the perpetrator. Further, bullying appears to be an international phenomenon among young individuals and has been identified in Canada, Europe, and Africa as well as the U.S. (Peleg-Oren, Cardenas, Comerford, & Galea, 2012). Peleg-Oren et al. (2012) identify bullying behaviors as encompassing physical interactions such as hitting, kicking, shoving or pushing, while also including verbal assaults such as taunting, teasing, or name calling. Like traditional bullying, cyber-bullying involves a minimum of two people: the victim and the perpetrator (Campbell, 2005). Langevin and Prasad (2012) identify four main groups who represent the participatory roles in both traditional and cyber-bullying situations: perpetrators, victims, dually involved children (those who are victims in one situation and a bully in another) and bystanders. Although some bullies may be popular among their peers, bullies generally tend to exhibit poor school performance and negative behavior, and have been shown to have a higher risk of academic failure (Wei & Chen, 2011). At the forefront is a call to action for schools to become more proactive in educating students about the dangers, consequences, and effects of bullying at school and online. Unfortunately, many children would rather not involve adults when they have been bullied as they tend to fear subsequent retaliation (Kennedy, Russom & Kevorkian, 2012). Currently, the approach for responding to bullying in schools focuses on targeting overt undesirable behaviors and implementing appropriate sanctions, which are often ineffective and fail to address the needs of the students (Rigby, 2012).

More recently, bullying’s ascension into the cyber-world has increased dramatically as many adolescents post hurtful information online or distribute e-bullying material through e-mails, text messages, and instant messages (IM) with the intent of harming another person or group repeatedly over time (Kowalski, Morgan, & Limber, 2012; Peleg-Oren et al., 2012). Less is known about this new form of bullying compared to more prevalent traditional face-to-face bullying behavior (Bauman, 2010). Bullying through the use of electronic media can facilitate cruel and malicious bullying behaviors by making the necessary components for the distribution of bullying material such as inappropriate photos, videos, e-mails, or text messages more accessible while also allowing for bullying behavior to continue despite physical distances between victims and perpetrators (Patchin & Hinduja, 2010). In fact, two-thirds of students surveyed reported that cyber-bullying is just as serious as traditional bullying, if not worse, as people often feel shielded from the ramifications of their actions, and therefore, may state things they would not ordinarily say in person (Strom, Strom, Wingate, Kraska, & Beckert, 2012). Additionally, cyber-bullying is often perceived as being associated with anonymity, which may

embolden students because it can take less courage when victimizing others (Hinduja & Patchin, 2011; Kowalski, Morgan, & Limber, 2012).

Since cyber-bullying has been identified as a concern, many studies have been conducted to gain knowledge about how many children have experienced cyber-bullying. For example, one middle school reported that one-third of the study's participants had been bullied online while half of the students surveyed stated they were aware of others who had been the victims of cyber-bullying (Burham, Wright, & Houser, 2011). A similar study focused on the percentage of students who had been victimized by cyber-bullying versus the percentage who admitted to being the online bully. Here, 1,000 students ranging from ages 12 to 18 confirmed that six in ten teenage students (64.3%) have been the victim of cyber-bullying while four in ten (39.9%) have perpetrated an act of cyber-bullying (Walrave & Heirman, 2011). As children continue to experience the potential threat of cyber-bullying, whether directly as a victim or indirectly as a by-stander, research shows that nearly half know someone who has been cyber-bullied, and almost 65% have been the victim to a cyber-bullying situation (Burham, Wright, & Houser, 2011; Walrave & Heirman, 2011).

Many educational institutions are aware that cyber-bullying is a problem among their students and have implemented interventions. Research has concluded that teachers feel educators play an important role in the prevention of bullying and see the need for an increase in bullying prevention training (Kennedy, Russom, & Kevorkian, 2012). Administrators, however, tend to focus more on communicating with the victims of bullying and their parents rather than dealing with the bully and their parents (Kennedy, Russom, & Kevorkian, 2012).

Ultimately, researchers have concluded that school-based initiatives should be "developed to reduce bullying behaviors and should incorporate interventions designed to promote social interactions between students and teachers in particular and between all members of the school community" (Richard, Schneider, & Mallet, 2012, p. 278). Consequently, researchers suggest schools adopt strategies focused on the reduction of cyber-bullying and assist in the promotion of positive student behavior, thereby, complying with national legislature, while creating empowerment among peers, establishing self-monitoring and assuring students know that there are trusted adults (Cooper & Blumenfeld, 2012).

Traditional bullying continues to be ever present in today's schools, and with current advancements in technology, so is the growing concern of online bullying (Kowalski et al., 2012; Peleg-Oren et al., 2012). It is important that schools recognize the problems associated with students' experiences with cyber-bullying and set preventative measures within the school (Campbell, 2005). Many forms of curriculum have been made available as resources for schools to use in their efforts to reduce and counteract cyber-bullying (Olweus, 2012; Snakenborg, Van Acker, & Gable, 2011; Wong-Lo & Bullock, 2011). Research supports a combination of interventions including software interventions paired with legal interventions and psychological, educational, and social interventions for students designed to further assist educators in actively battling cyber-bullying (Popovic-Citic, Djuric, & Cvetkovic, 2011).

## LITERATURE REVIEW

Prior to 2002, no research existed on the topic of cyber-bullying (Hinduja & Patchin, 2012). However, researchers have found that two-thirds of students reported that cyber-bullying is just as serious as traditional bullying, if not worse as people often feel shielded from the ramifications of their actions, and therefore, may state things they would not ordinarily say in

person (Strom et al., 2012). Further research conducted on 124 middle school students found that 32% of its participants felt that cyber-bullying was a problem in their school (Accordino & Accordino, 2011). Interestingly, research suggests that the highest frequency of cyber-bullying is found in public schools, followed by all-girl private schools with the least cyber-bullying incidents occurring at public charter schools (Mark & Ratliffe, 2011).

The primary predictors that determine whether a person will engage in cyber-bullying were determined to be age, computer proficiency, as well as the amount of time spent online (Hinduja & Patchin, 2011). Research indicates that one in four teenagers have experienced some form of cyber-bullying (Hinduja & Patchin, 2012).

There is a body of evidence that suggests cyber-bullying occurs most at the middle school grade levels. A study conducted on middle school students reported that one third of them have experienced being bullied online, while half of those who took part in the study admitted to being aware that others had been the victims of cyber-bullying (Burnham et al., 2011; Walrave & Heirman, 2011).

Finally, there are those who argue that problems associated with cyber-bullying are greatly over-exaggerated in the media and lack scientific support (Olweus, 2012). Olweus (2012) stresses that cyber-bullying has not created new victims, but has rather made it easier for traditional bullies to carry out their initiatives through different forms of media (Olweus, 2012).

## **WHO IS BULLIED AND WHY?**

Researchers agree that those who engage in increased cell phone use, Internet chat, online gaming, and social networking show an increased likelihood of being cyber-bullied (Accordino & Accordino, 2011; Ackers, 2012). In fact, more than half (54%) of middle school students who were identified as cyber-victims, use the Internet on a daily basis (Mark & Ratliffe, 2011). In addition, of the 88.2% of participants who reported being the victim of cyber-bullying, 44.1% went on to report they bullied others online, while 55.9% had not committed a cyber-attack (Ackers, 2012). More than half (54%) of middle school students who were identified as cyber-victims use the Internet on a daily basis (Mark & Ratliffe, 2011). When asked if they knew who their cyber-bullies were, 26.9% revealed they were virtually harassed by classmates (Yilmaz, 2011).

High school youths who identified themselves as being non-heterosexual were found to have a higher risk for being the victims of online harassment (Schneider et al., 2012). Student reports revealed that 33.1% of non-heterosexual students had experienced cyber-bullying, whereas only 14.5% of heterosexual students reported incidents of cyber-bullying (Schneider et al., 2012). Wachs (2012) also found that high school students who exhibited loneliness and feelings of unpopularity were three times more likely to fall victim to cyber-bullying. Additionally, research indicates that a poor family relationship, regardless of gender or sexuality, is a risk factor for becoming a victim of cyber-bullying (Brighi, Guarini, Melotti, Galli, & Genta, 2012; Feinberg & Robey, 2009). With the increasing concern of future cyber-bullying behavior, researchers utilized logistic regression and found that cyber-bullies were six times more likely to become victimized due to having previously been involved as a perpetrator; those who had experienced being cyber-victims were reported to be nine times more likely to continue being involved in cyber-bullying situations or behavior (Walrave & Heirman, 2011).

As researchers continue to examine and identify commonalities associated with cyber-bullying, Schneider et al. (2010) gave consideration to race and ethnicity of students who

participate in cyber-bullying activity. Of 20,000 high school students surveyed, no difference was found among students regarding their race or ethnicity in the reporting of cyber-bullying (Schneider et al., 2012).

### **WHO BULLIES AND WHY?**

Ang and Goh (2010) surveyed students age 12 to 18 and reported that both males and females who had low cognitive empathy were more likely to engage in cyber-bullying as compared to those who exhibited a level of high cognitive empathy. Researchers also recognized that online bullies tend to have poor relationships with those who care for them (Fienberg & Robey, 2009). Unsurprisingly, Burnham et al. (2010) found that approximately 15% to 25% of students admit to being the perpetrator of cyber-bullying. When cyber-bullies admitted to committing a cyber-attack, they also revealed that they had previously been the victim of online cyber-bullying, therefore, recognizing that an overlap can exist of students once being the cyber-victim and later becoming the cyber-bully (Feinberg & Robey, 2009; Yilmaz, 2011). Further, Yilmaz (2011) noted that students who perform above-average academically tend to be more involved in cyber-bullying, both as victims and perpetrators.

Examinations of negative online behaviors associated with cyber-bullying were identified as cyber-aggression, and themes emerged to categorize these behaviors. The themes cyber-bullies identified consisted of media abuse, invasion of privacy, control, anger, and frustration (Grigg, 2010). Oftentimes students who exhibit online misbehavior misuse electronic media to harass others for being different or simply to publicly humiliate their victims (Campbell, 2005; Walrave & Heirman, 2011). When examining online misbehavior, researchers found that 44% of students reported cyber-bullying someone they knew at school, and 50% admitted to the online bullying of one or more students who did not attend the same school (Mark & Ratliffe, 2011).

### **THE ANONYMOUS NATURE OF CYBER-BULLYING**

Li (2010) believes that adolescents engage in cyber-bullying behaviors because of the perception of anonymity with the opportunity to have time to think about sending harassing messages with little to no immediate fear of any physical or verbal retaliation. Patchin and Hinduja (2010) agree that cyber-bullying allows for perpetrators to be “virtually” anonymous through the use of temporary or throwaway emails, “anonymizers,” and/or pseudonyms when online. Unfortunately, only half of students who have experienced cyber-bullying are able to identify their cyber-bully, creating a higher level of fear in the cyber-victim (Bauman, 2010; Mark & Ratliffe, 2011).

### **THE EFFECTS OF CYBER-BULLYING**

There is a need to educate students about the effects of cyber-bullying as well as how to respond to cyber-bullying incidents (Wiseman, 2011). Research suggests that 86% of students who have experienced cyber-bullying have reported being affected by the event (Price & Dalgleish, 2010). One survey indicated that 49% of cyber-bullying victims experienced anger as a result of incidents, while 44% experienced feeling embarrassed, and 20% felt afraid after the occurrence (Mark & Ratliffe, 2011). In one study conducted with nearly 4,000 participants, ages 13 to 16, it was concluded that an association exists between psychosomatic problems and cyber-

bullying for both cyber-victims and perpetrators (Beckman, Hagquist, & Hellstrom, 2012). Not only has cyber-bullying been tied to the cause of severe dysfunction and depression, it has also been linked to violence, self-injury, and in extreme cases, suicide (Feinberg & Robey, 2009; Hinduja & Patchin, 2010). The need to promote moral growth and empathy to assist in the development of pro-social values and norms is equally essential (Perren & Gutzwiller-Helfenfinger, 2012). From a developmental standpoint, it is known that even adolescents who know right from wrong often act on impulse and act poorly, and making decisions regarding cyber-bullying is no exception (Burnham et al., 2011).

Due to the pervasive effects felt by the victims of cyber-bullying, there are often behavior, attendance, and academic issues that can arise and permeate into the school environment (Wiseman, 2011). Research reflects that 35% of cyber-victims reported that cyber-bullying lead to a decline in their school grades; 28% stated cyber-bullying had a negative impact on their attendance, and 19% of cyber-victims experienced a negative effect in their relationships with family members due to cyber-bullying (Price & Dalgleish, 2010).

## PREVENTATIVE MEASURES

Research has proven that there is a need to prevent cyber-bullying (Hinduja & Patchin, 2011). Holladay (2011), stresses that methods to prevent cyber-bullying include positive digital behavior, practicing online safety, and rejecting digital abuse. Teaching students positive digital behavior, or what many refer to as *netiquette*, involves displaying appropriate behavior when online or when using technology devices to communicate with one another (Ang & Goh, 2010; Holladay, 2011). Learning and practicing online safety skills such as not giving out personal information and immediately reporting any online communication may make a child feel uncomfortable with a trusted adult (Holladay, 2011). Likewise, the need to educate children on the methods of misuse of media and how to recognize them as many take the form of cyber-bullying can assist with helping them reject such digital abuse (Holladay, 2011). Unfortunately, in a study conducted by Tangen and Campbell (2010), only 10% of students stated they had received instruction on dealing with cyber-bullying.

Although tighter regulations and stricter sanctions are needed to battle cyber-bullying, it may prove to be more advantageous to approach the issue holistically to help heighten awareness to the consequences associated with cyber-bullying in addition to empathy towards its victims (Cowie & Colliety, 2010). Olweus (2012) suggests counteracting and preventing cyber-bullying should be approached through an investment of time and technical competence in discussing cases in which cyber-bullying was identified (Olweus, 2012). Overall, it is important for schools to set preventative measures within the school and enforce a policy that sets clear and transparent steps that will be initiated once cyber-bullying is reported (Campbell, 2005).

## SAFETY WITH TECHNOLOGY USE

It is important to empower students with online safety education as well as empathy training, Internet etiquette (*netiquette*), and positive online behavior (Ang & Goh, 2010; Couvillon & Ilieva, 2011; Olweus, 2012; Popovic-Citic et al., 2011; Yilmaz, 2011). Strategies that can reduce cyber-bullying can take the form of empowerment strategies among peers and self-monitoring strategies (Cooper & Blumenfeld, 2012, Grigg, 2010). Students must also be provided with clear expectations (Snakenborg et al., 2011).

The time has come for schools to consider alternate ways to address cyber-bullying as the increase in student technology use through new media forms and the rise of cyber-bullying continues to intensify (Simone et al., 2012). Failing to set up parameters with regard to cyber-bullying can have negative consequences for both students and school districts. Furthermore, designing, implementing, and sustaining an anti-cyber-bullying program can help integrate online safety into a school's culture (Couvillon & Ilieva, 2011).

## **SCHOOL POLICY**

School administrators across the U.S. have struggled with determining the parameters for intervening in cyber-bullying incidents as they often occur off-campus yet have on-campus effects for many students (Feinberg & Robey, 2009). Although schools have limited jurisdiction, school policies may still hold students accountable for online behavior. Students may not intend for posted material to enter into the school setting or become a disruption to the learning environment, and yet it still does as it often involves another student (Snakenborg, Van Acker, & Gable, 2011).

School districts often face the challenge of addressing problematic online behaviors that are committed by their students, while simultaneously protecting the school and themselves from the associated civil liabilities while maintaining authoritative boundaries (Hinduja & Patchin, 2011). However, schools have the responsibility to provide students with protective policies and clear and concise guidelines for reporting cyber-bullying (Popovic-Citic et al., 2011). The introduction of formal school policies may also bring the importance and pervasiveness of this issue to light (Popovic-Citic et al., 2011). Notably, policies that prohibit the use of school and district Internet for any type of inappropriate communication can be added and enacted (Snakenborg et al., 2011). Anti-bullying policies should also aim to build capacity, create a positive school culture, extend campus competency and strengthen school-family-community partnerships (Pearce, Cross, Monks, Waters, & Falconer, 2011). School districts that have been proactive in implementing cyber-bullying policies and procedures have elected to take the issues surrounding it seriously as it has become a safety issue for those students who become cyber-victims. Such policies established by schools should permit confidentiality when reporting cyber-bullying as fear and the threat of retaliation often prevent students from seeking help (Popovic-Citic et al., 2011). The process schools take in creating and implementing the policy is as important as the end product (Campbell, 2005).

## **INTERVENTIONS**

Researchers have examined various curricular interventions that are currently being used in schools to reduce, stop, and raise awareness of cyber-bullying. Simone, Smith, and Blumberg (2010) identified the Quality Circle Approach to assist in analyzing cyber-bullying in schools and identifying what triggers it. The Quality Circle Approach provides schools with positive strategies such as a bullying prevention curriculum while also incorporating circles of friends and student groups to discover ways to establish anti-bullying resolutions (Simone et al., 2010).

A myriad of other curricula has also been made available to educators, which include the anti-cyber-bullying curricula "iSAFE Internet Safety Program," "Cyber-bullying: A Prevention Curriculum," "Sticks and Stones," and "Let's Fight It Together." Each of these different curricula offer schools material to educate students, teachers, and staff on cyber-bullying (Olweus, 2012;

Snakenborg et al., 2011; Wong-Lo & Bullock, 2011). In a simulation study, it was deduced that creatively implementing scenarios and attractive simulations can be a powerful way to get the attention of students (Wright et al., 2009).

In addition to programs available, schools may also address cyber-bullying by meeting with students and through collaboration with parents and other professionals at school depending on the severity of the incident (Simone et al., 2012). Research illuminated that students felt that suspensions and family meetings were the most helpful interventions for dealing with cyber-bullying (Simone et al., 2012).

## CONCEPTUAL FRAMEWORK

The U.S. Department of Education (2013) contends that while implementing bullying prevention programs, schools must be aware of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, all of which disallow discrimination against individuals. Such framework sets limits as some bullying can present itself as very serious and illegal with regard to the display of harassment and/or discrimination (Hinduja & Patchin, 2011; U.S. Department of Education, 2013). The Civil Rights Act of 1964, in the context of education, gives consideration to harassment, which is often in the form of discrimination. It specifically outlaws segregation on the basis of race in a school system and leads to harassment being prohibited with consideration of a person's race, ethnicity, or religion in public (Hinduja & Patchin, 2011). Title IX of the Educational Amendments of 1972 implicates public education and sexual harassment in the U.S. and states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance" (Hinduja & Patchin, 2011, p.72). Section 504 of the Rehabilitation Act of 1973 protects individuals from being discriminated against based on their disability (Hinduja & Patchin, 2011).

Additionally, the Department of Education calls for school administrators to protect their students from the emotional and physical harm that is associated with bullying. This poses concerns within some school districts as most school policies focus on codes of conduct and behavior management rather than educating students through preventative measures about bullying. Despite the need for school employees to be adequately trained to intervene in a bullying situation, many bullying policies that exist in school districts fail in this regard (Kennedy et al., 2012).

## METHODOLOGY

The primary purpose of this study was to examine the perceptions of students in grades six, seven, and eight on the current cyber-bullying intervention in an urban, south central Texas middle school. This study addressed participants' perceptions of the effects of cyber-bullying, frequency of reported cyber-bullying incidents, and ways to positively report cyber-bullying, prior to viewing the *Internet Safety Basics* video, one week after viewing the video and six weeks after viewing the video by analyzing data gathered from a Likert-scale survey instrument. Teacher responses were also gathered to gain insight on whether differences existed in their perceptions of cyber-bullying as compared to those of students.

**Data Collection**

Ex post facto data was collected for this study at an urban, south central Texas middle school. Student demographics for those who complete all 3 surveys included: 95 students in the 6<sup>th</sup> grade, 126 students in the 7<sup>th</sup> grade, and 108 students in the 8<sup>th</sup> grade. Of the teachers surveyed at the time of the second student survey administration, 35 completed surveys. All surveys were completed using *surveymonkey.com*. The survey followed a 4-point Likert scale which ranged from 1 (*strongly disagree*) to 4 (*strongly agree*) and from 1 (*never*) to 4 (*often*).

**Limitations**

Three limitations exist in this study. The first limitation is that data was collected through the use of a self-reporting instrument. As some of the self-reported data may include sensitive responses, some students may have been hesitant in their admissions concerning their experiences surrounding cyber-bullying. The second limitation is that convenient sampling was utilized and therefore may lack generalizability to the population. Lastly, the information gathered in the study was collected in a single academic school year, and is therefore, not longitudinal.

**DATA ANALYSIS**

A one-way repeated measures analysis-of-variance (ANOVA) and descriptive statistics were analyzed using SPSS (22.0) for research questions 1, 2, and 3. A multivariate analysis-of-variance (MANOVA) and descriptive statistics was analyzed using SPSS for research question 4.

Of the students who completed the series of surveys, more males than females completed the survey in grades 6 and 7, while more females participated in grade 8. With consideration to age, most 6<sup>th</sup> grade student participants were age 11 (67.4%), while most 7<sup>th</sup> grade student participants were age 12 (71.4%), and of 8<sup>th</sup> grade student participants, 67.6% were age 13. The majority of students who completed the survey were identified Hispanic in grade 6 (81.1%), grade 7 (84.9%), and grade 8 (92.6%) (Table 1).

Table 1: *Student Demographic Survey Data (N=329)*

Characteristic	Grade 6 (N=95)		Grade 7 (N=126)		Grade 8 (N=108)	
	Frequency	%	Frequency	%	Frequency	%
<b>Gender</b>						
Female	45	47.4	57	45.2	56	51.9
Male	50	52.6	69	54.8	52	48.1
<b>Age</b>						
11	64	67.4	-	-	-	-

12	29	30.5	90	71.4	-	-
13	2	2.1	35	27.8	73	67.6
14	-	-	1	0.8	32	29.6
15	-	-	-	-	3	2.8
<b>Race</b>						
African American	1	1.1	1	0.8	1	0.9
Asian	-	-	1	0.8	-	-
Caucasian (non-Hispanic)	2	2.1	3	2.4	5	4.6
Hispanic	77	81.1	107	84.9	100	92.6
Other	15	15.8	14	11.1	2	1.9

Of the teachers, more female (71.4%) than male educators (28.6%) completed the surveys. The majority of teachers ranged in the age group 50-59 (31.4%), while 11.4% were age 20-29, and 5.7% were age 60-69. The teachers were primarily Hispanic (62.2%), while 28.6% of the faculty were Caucasian, and 2.9% were either African American, Asian, or Other (Table 2).

Table 2: *Teacher Demographic Survey Data (N=35)*

Characteristic	Frequency	%
<b>Gender</b>		
Female	25	71.4
Male	10	28.6
<b>Age</b>		
20-29	4	11.4
30-39	6	17.1
40-49	9	25.7
50-59	11	31.4
60-69	2	5.7
Missing	3	8.6

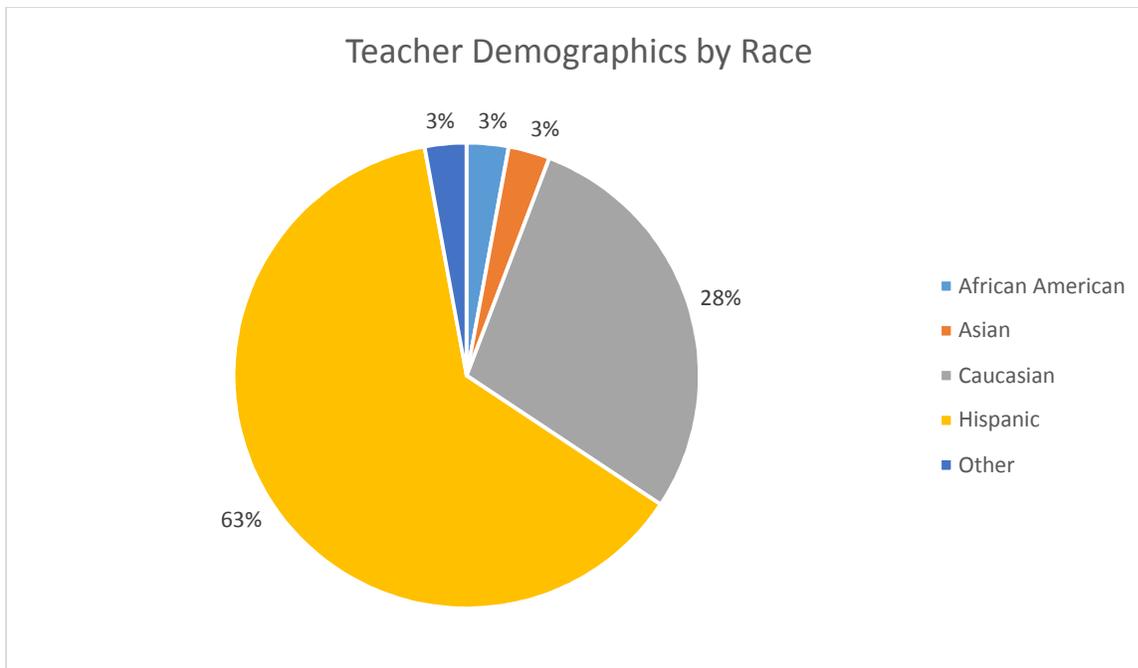


Figure 1. Teacher Demographics by Race

Students' perceptions in grade 6 on the effects of cyber-bullying were identified through their responses on survey questions 1 thru 7. On the pre-survey conducted prior to viewing the intervention video the median for question 1 through 4 and 7 was 3 (Agree); questions 5 and 6 had medians of 2 (Disagree). The post-survey medians did not change for questions 3 through 7. The median increased in questions 1 and 2 changing to a 4 (Strongly Agree). Students' perceptions on the six-week post-survey remained the same as their post survey except for question 2 which decreased from 3 to 2 – the same as the pre-survey.

Students in grade 6 responded to survey questions 8 thru 18 which focused on the frequency of cyber-bullying incidents. With median responses on the pre-survey of 1 (Never) on all questions with the exception of question 10: I have witnessed someone being called a hurtful name on the Internet, in which the median was 2 (Seldom). Post-survey results on survey questions 8 thru 18 indicated a median range identical to that of the pre-survey (question 10: seldom and remaining questions 1: never). The median on the six-week post-survey for questions surrounding the frequency of cyber-bullying incidents was 1 (Never).

Survey questions 19 thru 28 asked 6<sup>th</sup> grade students to respond based on their perceptions of how to positively report cyber-bullying. The following results were found: 6<sup>th</sup> grade students' pre-survey responses had a median of 1 (Never) on questions 19, 20, and 22. to 2 (Seldom or Disagree) on questions 21 and 27, and 3 (Agree) on questions 23 - 26 and 28. Post-survey results elicited no change in the median for questions 21 and 23 – 28. The medians for questions 19, 20, and 22 each changed from 1 (Never) to 2 (Seldom) demonstrating a slight growth in awareness. The six-week post-survey had the same results as the post survey except the median for question 20 dropped back to 1 (Never) (Table 3).

Table 3: *Student Survey Results by Grade Level 6 (N=95)*

Question	<u>Pre-Survey</u>			<u>Post-Survey</u>			<u>Six-Week Post</u>		
	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>
1. Cyber-bullying is against the law.	3	3.33	0.78	4	3.34	0.82	4	3.27	0.93
2. Someone can be hurt or embarrassed by being the victim of cyber-bullying.	3	3.31	0.69	4	3.41	0.74	3	3.22	0.91
3. Cyber-bullying can have serious consequences at school.	3	3.35	0.60	3	3.29	0.71	3	3.13	0.88
4. I can help stop cyber-bullying.	3	3.16	0.73	3	3.09	0.65	3	2.96	0.82
5. Cyber-bullying is a problem at my school.	2	2.37	0.75	2	2.34	0.87	2	2.32	0.89
6. Cyber-bullying is considered “cool” among my friends.	2	1.62	0.70	2	1.71	0.85	2	1.79	0.89
7. I believe that my school does enough to promote online safety and cyber-bullying prevention.	3	3.06	0.81	3	3.01	0.87	3	2.77	1.04
8. A hurtful message has been sent about someone (by cell phone, email or online).	1	1.78	1.12	1	1.78	1.11	1	1.57	0.94
9. An inappropriate cell phone picture has been taken without someone’s permission.	1	1.43	0.88	1	1.65	1.01	1	1.63	0.97
10. Someone has been called a hurtful name on the Internet.	2	2.14	1.22	2	2.07	1.16	1	1.83	1.11
11. Someone has put someone else down, hurt their reputation, embarrassed them or effected a friendship using some form of technology (cell phone, Internet or FB or Myspace).	1	1.80	1.10	1	1.82	1.09	1	1.73	1.04
12. Someone has threatened to beat someone else up over the Internet or cell phone text message.	1	1.67	1.06	1	1.72	1.1	1	1.67	1.01

Question	<u>Pre-Survey</u>			<u>Post-Survey</u>			<u>Six-Week Post</u>		
	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>
13. A rumor, gossip or lie about someone was started through some form of technology.	1	1.92	1.1	1	1.87	1.03	1	1.77	1.10
14. Someone who has received online messages that have made them feel unsafe.	1	1.68	0.99	1	1.65	1.02	1	1.57	0.94
15. Observed others join in when someone else is harassed or made fun of online or through cell phone messages.	1	1.60	0.99	1	1.73	1.06	1	1.55	0.90
16. A situation in which someone you know has been excluded from an online group.	1	1.56	0.92	1	1.66	1.01	1	1.56	0.90
17. Observed others laugh when a cyber-bullying incident occurs.	1	1.73	1.04	1	1.75	1.05	1	1.71	1.02
18. Observed others ignore a situation in which cyber-bullying is occurring.	1	1.88	1.10	1	1.93	1.12	1	1.78	1.04
19. Cyber-bullying is reported to a trusted teacher, administrator or other adult at school.	1	2.06	1.23	2	2.31	1.12	2	2.09	1.14
20. Someone report a cyber-bullying incident to a trusted website.	1	1.92	1.14	2	1.91	1.03	1	1.73	1.01
21. A cyber bully is blocked or banned when an attempt is made to cyber bully.	2	2.15	1.16	2	2.27	1.18	2	2.03	1.13
22. Someone ignore a message they received in an attempt to cyber bully another.	1	1.92	1.09	2	2.05	1.12	2	1.96	1.10
23. I know how to report cyber-bullying.	3	2.99	0.96	3	3.08	0.87	3	3.13	0.88
24. Cyber-bullying is not reported because the victim is afraid.	3	2.66	0.94	3	2.86	0.94	3	2.74	0.98
25. Cyber-bullying is not reported because a witness is afraid.	3	2.74	0.94	3	2.88	0.87	3	2.83	1.02

Question	<u>Pre-Survey</u>			<u>Post-Survey</u>			<u>Six-Week Post</u>		
	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>
26. My teachers know how to recognize cyber-bullying issues and how to intervene in an appropriate manner.	3	3.17	0.68	3	3.11	0.78	3	3.09	0.84
27. Reporting cyber-bullying will make the problem worse.	2	1.99	0.84	2	2.15	0.99	2	2.02	0.98
28. My school is doing enough to prevent or stop cyber-bullying.	3	3.09	0.85	3	3.2	0.83	3	3.08	0.85

*Table 3 Continued*

Students’ perceptions in grade 7 on the effects of cyber-bullying were identified through their responses on survey questions 1 thru 7. On the pre-survey conducted prior to viewing the intervention video the median for question 1 through 3 was 4 (Strongly Agree); questions 4, 5, and 7 had medians of 3 (Agree); question 6 had a median of 1 (Strongly Disagree). The post-survey medians did not change for questions 1, 2, 4, and 7. The median increased in question 6 changing to a 2 (Disagree). The medians for questions 3 and 5 decreased 1 point each. Students’ perceptions on the six-week post-survey remained the same as their post survey except for question 3 which increased from 3 to 4 – the same as the pre-survey.

Students in grade 7 responded to survey questions 8 thru 18 which focused on the frequency of cyber-bullying incidents. Median responses on the pre-survey for questions 8, 9, and 15 – 18 were 1 (Never); question 12 was 1.5 (midway between never and seldom) and questions 10, 11, 13, and 14 were rated as 2 (Seldom). The median scores for the post-survey results for questions 8 thru 18 indicated no change for questions 8 – 11, 13 -15, and 18. The median for question 12 raised by .5 to a 2 (Seldom), question 16 raised by a .5 to 1.5 (midway between never and seldom) and question 17 raised by 1 point to a 2 (Seldom). The median on the six-week post-survey for questions surrounding the frequency of cyber-bullying incidents for the most part remained the same as the post survey. The exceptions included questions 8 and 15 (raised to seldom), while 16 and 17 decreased to (Never)

Survey questions 19 thru 28 asked 7<sup>th</sup> grade students to respond based on their perceptions of how to positively report cyber-bullying. The median for questions 19 was 3 (Sometimes), questions 20 - 22 was 2 (Seldom). . The median for questions 23 – 26, 28 was 3 (Agree), question 27 was 2 (Disagree). . Post-survey results reflected an increase of 1 in the median for questions 21 and 22. Otherwise there was no change. There were no changes in the median scores between the six-week post-survey and the post-survey (Table 4).

Table 4: Student Survey Results by Grade Level 7 (N=126)

Question	Pre-Survey			Post-Survey		Six-Week Post			
	Md	M	SD	Md	M	SD	Md	M	SD
1. Cyber-bullying is against the law.	4	3.50	0.78	4	3.29	0.98	4	3.38	0.93
2. Someone can be hurt or embarrassed by being the victim of cyber-bullying.	4	3.61	0.62	4	3.42	0.75	4	3.37	0.85
3. Cyber-bullying can have serious consequences at school.	4	3.49	0.62	3	3.37	0.72	4	3.37	0.79
4. I can help stop cyber-bullying.	3	3.11	0.73	3	3.08	0.82	3	3.03	0.77
5. Cyber-bullying is a problem at my school.	3	2.72	0.85	2.5	2.50	0.91	2	2.37	0.91
6. Cyber-bullying is considered “cool” among my friends.	1	1.67	0.86	2	1.79	0.96	2	1.81	0.88
7. I believe that my school does enough to promote online safety and cyber-bullying prevention.	3	2.96	0.87	3	3.01	0.92	3	3.06	0.85
8. A hurtful message has been sent about someone (by cell phone, email or online).	1	1.87	1.10	1	1.84	1.01	2	1.87	0.96
9. An inappropriate cell phone picture has been taken without someone’s permission.	1	1.80	1.08	1	1.71	1.03	1	1.79	1.04
10. Someone has been called a hurtful name on the Internet.	2	2.23	1.20	2	2.16	1.11	2	2.18	1.03
11. Someone has put someone else down, hurt their reputation, embarrassed them or effected a friendship using some form of technology (cell phone, Internet or FB or Myspace).	2	2.02	1.05	2	1.93	1.05	2	2.07	1.05
12. Someone has threatened to beat someone else up over the Internet or cell phone text message.	1.5	2.01	1.14	2	1.94	1.03	2	1.95	1.02
13. A rumor, gossip or lie about someone was started through some form of technology.	2	2.25	1.18	2	2.18	1.04	2	2.13	0.99
14. Someone who has received online messages that have made them feel unsafe.	2	1.98	1.10	2	1.90	0.97	2	1.95	0.98

Question	Pre-Survey			Post-Survey		Six-Week Post			
	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>
									9
15. Observed others join in when someone else is harassed or made fun of online or through cell phone messages.	1	1.87	1.11	1	1.80	0.98	2	1.89	1.00
16. A situation in which someone you know has been excluded from an online group.	1	1.81	1.04	1.55	1.85	1.01	1	1.82	0.98
17. Observed others laugh when a cyber-bullying incident occurs.	1	1.92	1.11	2	1.90	1.02	1	1.83	0.96
18. Observed others ignore a situation in which cyber-bullying is occurring.	1	2.02	1.18	2	2.09	1.02	2	2.02	1.02
19. Cyber-bullying is reported to a trusted teacher, administrator or other adult at school.	3	2.60	1.16	3	2.52	1.07	3	2.45	1.09
20. Someone report a cyber-bullying incident to a trusted website.	2	1.95	1.08	2	2.13	0.96	2	1.95	1.00
21. A cyber bully is blocked or banned when an attempt is made to cyber bully.	2	2.38	1.12	3	2.45	1.09	3	2.51	1.09
22. Someone ignore a message they received in an attempt to cyber bully another.	2	2.26	1.11	3	2.42	1.02	2	2.23	1.06
23. I know how to report cyber-bullying.	3	3.10	0.82	3	3.13	0.87	3	3.14	0.89
24. Cyber-bullying is not reported because the victim is afraid.	3	2.92	0.85	3	3.02	0.82	3	3.02	0.87
25. Cyber-bullying is not reported because a witness is afraid.	3	2.90	0.89	3	2.90	0.89	3	2.94	0.88
26. My teachers know how to recognize cyber-bullying issues and how to intervene in an appropriate manner.	3	3.10	0.85	3	3.10	0.85	3	3.06	0.90
27. Reporting cyber-bullying will make the problem worse.	2	2.18	1.05	2	2.33	1.03	2	2.25	1.05
28. My school is doing enough to prevent or stop cyber-bullying.	3	3.21	0.81	3	3.13	0.88	3	3.08	0.92

Table 4 Continued

Students’ perceptions in grade 8 on the effects of cyber-bullying were identified through their responses on survey questions 1 thru 7. On the pre-survey conducted prior to viewing the intervention video the median for question 1 through 3 was 4 (Strongly Agree); questions 4 and 7 had medians of 3 (Agree); questions 5 and 6 had a median of 2 (Disagree). The post-survey medians did not change for questions 1, 2, and 4 - 7. The median decreased in question 3 changing to a 3 (Agree). Students’ perceptions on the six-week post-survey remained the same as their post survey in all instances.

Students in grade 8 responded to survey questions 8 thru 18 which focused on the frequency of cyber-bullying incidents. Median responses on the pre-survey for questions 8, 9, 14 and 16 were 1 (Never); questions 11 – 13, 15, and 17 were rated as 2 (Seldom); question 10 was rated 3 (Sometimes). The median scores for the post-survey results for questions 8 thru 18 indicated no change for all questions except questions 15 and 17 both of which decreased to 1 (Never). The median on the six-week post-survey for questions surrounding the frequency of cyber-bullying incidents for the most part remained the same as the post survey. The exceptions included questions 10 which decreased to 2 (Seldom).

Survey questions 19 thru 28 asked 8<sup>th</sup> grade students to respond based on their perceptions of how to positively report cyber-bullying. The median for question 19 was 3 (Sometimes), questions 20 - 22 was 2 (Seldom), for questions 23 – 26 and 28 was 3 (Agree), question 27 was 2 (Disagree). Post-survey results reflected no changes in the median scores compared to the pre-survey. The six-week post-survey reflected no change in median scores except for a decrease of 1 in the median for questions 19 changing it to 2 (Seldom) (Table 5).

Table 5: Student Survey Results by Grade Level 8 (N=108)

Question	Pre-Survey			Post-Survey			Six-Week Post		
	Md	M	SD	Md	M	SD	Md	M	SD
1. Cyber-bullying is against the law.	4	3.43	0.85	4	3.30	0.89	4	3.47	0.78
2. Someone can be hurt or embarrassed by being the victim of cyber-bullying.	4	3.58	0.60	4	3.46	0.72	4	3.42	0.78
3. Cyber-bullying can have serious consequences at school.	4	3.45	0.72	3	3.27	0.69	3	3.18	0.82
4. I can help stop cyber-bullying.	3	3.14	0.66	3	2.93	0.84	3	3.04	0.82
5. Cyber-bullying is a problem at my school.	2	2.44	0.79	2	2.47	0.93	2	2.32	0.96
6. Cyber-bullying is considered “cool” among my friends.	2	1.69	0.80	2	1.82	0.77	2	1.82	0.87

Question	<u>Pre-Survey</u>			<u>Post-Survey</u>			<u>Six-Week Post</u>		
	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>
7. I believe that my school does enough to promote online safety and cyber-bullying prevention.	3	2.74	0.91	3	2.76	0.96	3	2.75	1.02
8. A hurtful message has been sent about someone (by cell phone, email or online).	1	1.82	1.05	1	1.81	0.99	1	1.75	0.99
9. An inappropriate cell phone picture has been taken without someone's permission.	1	1.63	1.00	1	1.66	0.99	1	1.63	0.94
10. Someone has been called a hurtful name on the Internet.	3	2.34	1.21	3	2.40	1.23	2	2.18	1.11
11. Someone has put someone else down, hurt their reputation, embarrassed them or effected a friendship using some form of technology (cell phone, Internet or FB or Myspace).	2	2.30	1.15	2	2.14	1.09	2	2.11	1.11
12. Someone has threatened to beat someone else up over the Internet or cell phone text message.	2	2.04	1.14	2	2.08	1.11	2	1.94	0.99
13. A rumor, gossip or lie about someone was started through some form of technology.	2	2.32	1.13	2	2.15	1.06	2	2.12	1.10
14. Someone who has received online messages that have made them feel unsafe.	1	1.83	1.01	1	1.81	0.99	1	1.75	1.00
15. Observed others join in when someone else is harassed or made fun of online or through cell phone messages.	2	1.89	0.99	1	1.81	0.95	1	1.81	1.01
16. A situation in which someone you know has been excluded from an online group.	1	1.81	0.95	1	1.65	0.95	1	1.83	1.00
17. Observed others laugh when a cyber-bullying incident occurs.	2	1.99	0.98	1	1.82	1.05	1	1.81	1.00

Question	<u>Pre-Survey</u>			<u>Post-Survey</u>			<u>Six-Week Post</u>		
	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>M</i>	<i>SD</i>
18. Observed others ignore a situation in which cyber-bullying is occurring.	2	2.28	1.12	2	1.94	1.00	2	2.03	1.04
19. Cyber-bullying is reported to a trusted teacher, administrator or other adult at school.	3	2.47	1.06	3	2.41	1.14	2	2.16	1.04
20. Someone report a cyber-bullying incident to a trusted website.	2	1.85	0.97	2	1.89	1.00	2	1.97	1.01
21. A cyber bully is blocked or banned when an attempt is made to cyber bully.	2	2.21	1.04	2	2.10	1.01	2	2.28	1.01
22. Someone ignore a message they received in an attempt to cyber bully another.	2	2.28	1.12	2	2.15	0.99	2	2.17	1.12
23. I know how to report cyber-bullying.	3	3.19	0.76	3	3.10	0.84	3	3.17	0.77
24. Cyber-bullying is not reported because the victim is afraid.	3	2.97	0.78	3	3.05	0.85	3	2.94	0.86
25. Cyber-bullying is not reported because a witness is afraid.	3	2.94	0.75	3	2.88	0.9	3	2.84	0.95
26. My teachers know how to recognize cyber-bullying issues and how to intervene in an appropriate manner.	3	2.94	0.84	3	3.00	0.85	3	2.73	0.91
27. Reporting cyber-bullying will make the problem worse.	2	2.22	1.00	2	2.08	0.94	2	2.31	0.96
28. My school is doing enough to prevent or stop cyber-bullying.	3	2.85	0.95	3	2.76	0.99	3	2.76	0.97

Table 5 Continued

Teachers were given the same survey as the students. Results of how teachers perceived the effects of cyber-bullying were examined and identified through their responses on survey questions 1 thru 7. The medians for teachers’ perceptions of the effects of bullying for questions 1 and 2 was 4 (Strongly Agree); for questions 3, 4, and 7 was 3 (Agree); for questions 5 and 6 was 2 (Disagree). Questions 8 thru 18 focused on the frequency of cyber-bullying incidents.. Median response for question 10 was 2 (Seldom) while all the other questions elicited a response

of 1 (Never). Survey questions 19 thru 28 asked teachers to respond based on their perceptions of how to positively report cyber-bullying. For questions 19 thru 22, all responses had a value of 2 (Seldom). For questions 23 -26 and 28, the responses selected had a median value of 3 (Agree) and question 27 has a median response of 2 (Disagree) (Table 6).

Table 6: *Teachers Survey Results (N=35)*

Question	Survey		
	<i>Md</i>	<i>M</i>	<i>SD</i>
1. Cyber-bullying is against the law.	4.00	3.34	0.82
2. Someone can be hurt or embarrassed by being the victim of cyber-bullying.	4.00	3.41	0.74
3. Cyber-bullying can have serious consequences at school.	3.00	3.29	0.71
4. I can help stop cyber-bullying.	3.00	3.09	0.65
5. Cyber-bullying is a problem at my school.	2.00	2.34	0.87
6. Cyber-bullying is considered “cool” among my friends.	2.00	1.71	0.85
7. I believe that my school does enough to promote online safety and cyber-bullying prevention.	3.00	3.01	0.87
8. A hurtful message has been sent about someone (by cell phone, email or online).	1.00	1.78	1.11
9. An inappropriate cell phone picture has been taken without someone’s permission.	1.00	1.65	1.01
10. Someone has been called a hurtful name on the Internet.	2.00	2.07	1.16
11. Someone has put someone else down, hurt their reputation, embarrassed them or effected a friendship using some form of technology (cell phone, Internet or FB or Myspace).	1.00	1.82	1.09
12. Someone has threatened to beat someone else up over the Internet or cell phone text message.	1.00	1.72	1.10

Question	<u>Survey</u>		
	<i>Md</i>	<i>M</i>	<i>SD</i>
13. A rumor, gossip or lie about someone was started through some form of technology.	1.00	1.87	1.03
14. Someone who has received online messages that have made them feel unsafe.	1.00	1.65	1.02
15. Observed others join in when someone else is harassed or made fun of online or through cell phone messages.	1.00	1.73	1.06
16. A situation in which someone you know has been excluded from an online group.	1.00	1.66	1.01
17. Observed others laugh when a cyber-bullying incident occurs.	1.00	1.75	1.05
18. Observed others ignore a situation in which cyber-bullying is occurring.	1.00	1.93	1.12
19. Cyber-bullying is reported to a trusted teacher, administrator or other adult at school.	2.00	2.31	1.12
20. Someone report a cyber-bullying incident to a trusted website.	2.00	1.91	1.03
21. A cyber bully is blocked or banned when an attempt is made to cyber bully.	2.00	2.27	1.18
22. Someone ignore a message they received in an attempt to cyber bully another.	2.00	2.05	1.12
23. I know how to report cyber-bullying.	3.00	3.08	0.87
24. Cyber-bullying is not reported because the victim is afraid.	3.00	2.86	0.94
25. Cyber-bullying is not reported because a witness is afraid.	3.00	2.88	0.87
26. My teachers know how to recognize cyber-bullying issues and how to intervene in an appropriate manner.	3.00	3.11	0.78
27. Reporting cyber-bullying will make the problem worse.	2.00	2.15	0.99

Question	<u>Survey</u>		
	<i>Md</i>	<i>M</i>	<i>SD</i>
28. My school is doing enough to prevent or stop cyber-bullying.	3.00	3.20	0.83

*Table 6 Continued*

A one-way ANOVA general linear model was conducted to compare the total perception of the effects of cyber-bullying among the sample participants. The total student sample consisted of 329 students across grades six, seven, and eight. The first research question studied students' perceptions of the effects of cyber-bullying prior to watching the *Internet Safety Basics* video, one week after watching the *Internet Safety Basics* video, and six weeks after watching the *Internet Safety Basics* video for grades 6, 7, and 8 in an urban, south central Texas middle school. It was addressed in survey questions 1 thru 7 of the cyber-bullying survey. Reverse coding was used when entering survey questions 4 and 7 into SPSS, prior to conducting the ANOVA.

A one-way within-subjects ANOVA was conducted among sixth graders in an urban, south central Texas middle school to evaluate whether students' perceived negative effects on cyber-bullying changed over time. They were evaluated prior to watching the *Internet Safety Basics* video, one week after viewing the video, and six weeks after watching the video. The results for the ANOVA indicated that no significant differences existed among the students on their perceptions of the effects of cyber-bullying, Wilks's  $\Lambda = .98$ ,  $F(2, 93) = .99$ ,  $p = .38$ , multivariate  $\eta^2 = .02$ . The effect size is considered small as only 2% of the variance is explained by the video.

The ANOVA was then conducted for the seventh graders. The results indicated that significant differences existed among the students on their perceptions of the effects of cyber-bullying, Wilks's  $\Lambda = .93$ ,  $F(2, 124) = 4.56$ ,  $p = .01$ , multivariate  $\eta^2 = .07$ . The effect size is considered moderate, and 7% of the variance in the change in perceptions of the effects of cyber-bullying can be explained by the video.

Follow-up polynomial contrasts indicated a significant linear effect with means decreasing over time.  $F(1, 125) = 5.77$ ,  $p = .02$ , partial  $\eta^2 = .04$ . Higher order polynomial contrasts were not significant. It should be noted there was little change between the post-survey and the six-week post survey; therefore, the researchers observed a decrease in the means due to changes after initially viewing the video. These results suggest that the impact of the video decreased over the series of surveys among 7<sup>th</sup> graders over time (Table 9).

Table 9: Means for Grade 7 Effects

Source	Dependent Variable	<i>M</i>	<i>SD</i>
7 <sup>th</sup> grade Effects	Pre-survey	14.99	2.03
	One week post-survey	14.38	2.71
	Six-week post-survey	14.31	2.63

The ANOVA was also conducted among the eighth graders. The results for the ANOVA indicated that no significant differences existed among the students on their perceptions of the effects of cyber-bullying, Wilks's  $\Lambda = .98$ ,  $F(2, 106) = 1.37$ ,  $p = .26$ , multivariate  $\eta^2 = .03$ . The effect size is considered small as only 3% of the variance is explained by the video.

The second research question considered students' perceptions of the frequency of reported incidents of cyber-bullying prior to watching the *Internet Safety Basics* video, one week after watching the *Internet Safety Basics* video, and six weeks after watching the *Internet Safety Basics* video for grades 6, 7, and 8 in an urban, south central Texas middle school. It was addressed in survey questions 8 thru 18 of the cyber-bullying survey.

A one-way within-subjects ANOVA was conducted among sixth graders in an urban, south central Texas middle school to evaluate whether students' perceived the frequency of reported incidents on cyber-bullying changed over time; prior to watching the *Internet Safety Basics* video, one week after viewing the video, and six weeks after watching the video. The results for the ANOVA indicated that no significant differences existed among the students on their perceptions of the frequency of reported incidents of cyber-bullying, Wilks's  $\Lambda = .96$ ,  $F(2, 93) = 2.14$ ,  $p = .12$ , multivariate  $\eta^2 = .04$ . The effect size is considered small as only 4% of the variance is explained by the video.

The results of the ANOVA conducted among the seventh graders indicated that no significant differences existed among the students on their perceptions of the frequency of reported incidents of cyber-bullying, Wilks's  $\Lambda = .99$ ,  $F(2, 124) = .29$ ,  $p = .75$ , multivariate  $\eta^2 = .01$ . The effect size is considered small as only 1% of the variance is explained by the video. The ANOVA was conducted among the eighth graders and the results indicated that no significant differences existed among the students on their perceptions of the frequency of reported incidents of cyber-bullying, Wilks's  $\Lambda = .97$ ,  $F(2, 106) = 1.54$ ,  $p = .22$ , multivariate  $\eta^2 = .03$ . The effect size is considered small as only 3% of the variance is explained by the video.

The third research question studied students' perceptions of the effects of ways to positively report cyber-bullying prior to watching the *Internet Safety Basics* video, one week after watching the *Internet Safety Basics* video, and six weeks after watching the *Internet Safety Basics* video for grades 6, 7, and 8 in an urban, south central Texas middle school. It was addressed in survey questions 19 thru 28 of the cyber-bullying survey.

A one-way within-subjects ANOVA was conducted among sixth graders to evaluate whether students' perceived ways to positively report cyber-bullying changed over time. They were evaluated prior to watching the *Internet Safety Basics* video, one week after viewing the video, and six weeks after watching the video. The results for the ANOVA indicated that no significant differences existed among the students on their perceptions of ways to positively

report cyber-bullying, Wilks’s  $\Lambda = .96$ ,  $F(2, 93) = 2.03$ ,  $p = .14$ , multivariate  $\eta^2 = .04$ . The effect size is considered small as only 4% of the variance is explained by the video.

The results of the ANOVA for the seventh graders indicated that no significant differences existed among the students on their perceptions of ways to positively report cyber-bullying, Wilks’s  $\Lambda = .98$ ,  $F(2, 124) = 1.40$ ,  $p = .25$ , multivariate  $\eta^2 = .02$ . The effect size is considered small, as only 2% of the variance is explained by the video.

The results of the ANOVA conducted among the eighth graders indicated that no significant differences existed among the students on their perceptions of ways to positively report cyber-bullying, Wilks’s  $\Lambda = .97$ ,  $F(2, 106) = 1.45$ ,  $p = .24$ , multivariate  $\eta^2 = .03$ . The effect size is considered small as only 3% of the variance is explained by the video.

The final research question examined the difference between teachers and students on their perceptions of cyber-bullying. A one-way multivariate analysis of variance (MANOVA) was conducted to determine the difference between teachers and students on the dependent variables of the perceived effects of cyber-bullying, perceived frequency of incidents, and the perceived ways to positively report incidents. Significant differences were found between teachers and students on the dependent measures, Wilks’s  $\Lambda = .92$ ,  $F(3, 360) = 9.94$ ,  $p < .001$ , multivariate  $\eta^2 = .08$ . The multivariate  $\eta^2$  based on Wilks's  $\Lambda$  was moderate, .08. An analysis of variance (ANOVA) was then conducted as follow up tests to the MANOVA using the Bonferroni method; each ANOVA was tested at the .017 level. Two of the ANOVAs were significant: effects of cyber-bullying,  $F(1, 362) = 15.84$ ,  $p < .001$ ,  $\eta^2 = .04$  and ways to positively report  $F(1, 362) = 7.76$ ,  $p = .006$ ,  $\eta^2 = .02$ . The ANOVA on the total frequency of incidents was not significant,  $F(1, 362) = .03$ ,  $p = .87$ ,  $\eta^2 = .00$ . Thus, teachers ( $M = 15.91$ ,  $SD = 1.34$ ) scored significantly more on the perceived effects of cyber-bullying than students ( $M = 14.11$ ,  $SD = 2.64$ ), and students ( $M = 36.36$ ,  $SD = 3.43$ ) scored significantly higher than teachers ( $M = 34.69$ ,  $SD = 2.90$ ) on ways to positively report incidents (Table 10).

Table 10: Means for Students and Teachers

Dependent	Participant	<i>M</i>	<i>SD</i>	<i>N</i>
Effects of Cyber-bullying	Student	14.11	2.64	329
	Teacher	15.91	1.34	35
Frequency of Incidents	Student	20.42	9.14	329
	Teacher	20.69	8.32	35
Ways to Positively Report	Student	36.36	3.43	329
	Teacher	34.69	2.90	35

**SUMMARY**

The focus of this study was to determine whether students and teachers are impacted by one cyber-bullying intervention that the district currently has in place in one urban, south central Texas middle school. When measured, students in the sixth grade showed no significant

difference in their responses among the three surveys. Students in the seventh grade showed a significant decrease over time in the area of the perceived effects of cyber-bullying but showed no significant difference in the areas of perceived frequency of cyber-bullying incidents or ways to positively report cyber-bullying. No significant differences were found in the responses of the eighth graders. This suggests that the intervention had either a negative effect or no effect for students in grades six, seven, and eight.

The researchers compared the students to the teachers and found that there were significant differences between the teachers and the students in the areas of perceived effects of cyber-bullying and perceived ways to positively report cyber-bullying. Teachers perceived to a higher degree than the students that negative effects are brought on by cyber-bullying. Students, however, scored higher than teachers on their perception of ways to positively report cyber-bullying.

## **CONTRIBUTIONS TO LITERATURE**

The amount of literature that currently exists surrounding cyber-bullying may be limited; however, the intensity of the potential associated risks to students both nationally and internationally continue to be a challenge in an era where technology is rapidly advancing (Hinduja & Patchin, 2012; Jager et al., 2010). The need for schools to implement a curriculum that aims to reduce and prevent cyber-bullying is imperative as a means to promote safe, healthy, and respectful environments for students both online and off (Hinduja & Patchin, 2011; Wong-L & Bullock, 2011). Despite efforts to thwart cyber-bullying from occurring, school districts should aim to be proactive in their venture to counteract cyber-bullying. An approach to educate students about cyber-bullying can present valuable information as it may pose serious and illegal consequences if allegations of harassment or discrimination are founded (Hinduja & Patchin, 2011; U.S. Department of Education, 2013).

The results of this study provide evidence that a single intervention aimed at impacting the perceptions of students and teachers in an urban, south central Texas middle school did not show significant levels of differences in the majority of areas addressed in the *Internet Safety Basics* video, which covered the effects of cyber-bullying, frequency of reported cyber-bullying incidents, and ways to positively report cyber-bullying. Although literature supports a whole-school approach when implementing anti-bullying policies and proactive online behavior (Cowie & Colliety, 2010), Popovic-Citic et al. (2011) contend that a combination of interventions including software, legal, psychological, educational, and social interventions for students could actively engage them and other stakeholders to become involved in the battle against cyber-bullying in the virtual world.

## **CONTRIBUTIONS TO PRACTICE**

The results of this study provided information to be utilized by various educational stakeholders from students, teachers, and campus administrators to directors and superintendents. In an effort to ensure that students and teachers feel their district's anti-cyberbullying education is appropriate and effective in mitigating the effects, prevalence, and an increase in the positive ways to report cyber-bullying, this study took into consideration both student and teacher perceptions to determine if current practices provide impactful change surrounding critical areas of cyber-bullying. The participants surveyed either attended or were employed at an urban

middle school as a body of evidence suggests cyber-bullying occurs most at the middle school grade levels (Burham et al., 2011; Walrave & Heirman, 2011). Although no questions implicated that respondents participated in cyber-bullying, student and teacher responded to various questions regarding whether cyber-bullying is against the law, frequency of witnessing cyber-bullying incidents, and knowledge of how to report cyber-bullying, which can assist educational leaders in determining what areas need to be addressed so that such interventions and trainings are impactful.

## RECOMMENDATIONS FOR FUTURE RESEARCH

Research findings from this study reported on the impact of a cyber-bullying intervention as it was perceived by its participants, which included middle school students in grades six, seven, and eight and teachers in three areas the intervention focused on. Results suggested that minimal significance resulted as an outcome. It is recommended to continue research about cyber-bullying and specific prevention strategies across middle school and high school campuses. As well, the opportunity to reach more teachers and compare survey results among diverse schools may shed more light on this ever growing issue within schools.

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