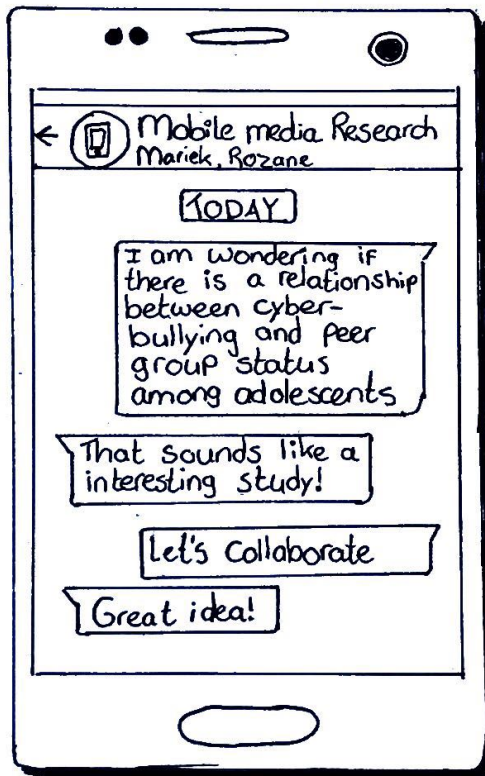


# A graphic translation of: Cyberbullying by mobile phone among adolescents: The role of gender and peer group status

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Original paper:

**Cyberbullying by mobile phone among adolescents: The role of gender and peer group status.**

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# INTRODUCTION

Popularity can be described as “membership of the leading crowd” (Coleman, 1961). Behavior which goes together with popularity is categorized as behaviors enhancing social prominence or social dominance (Closson, 2009).

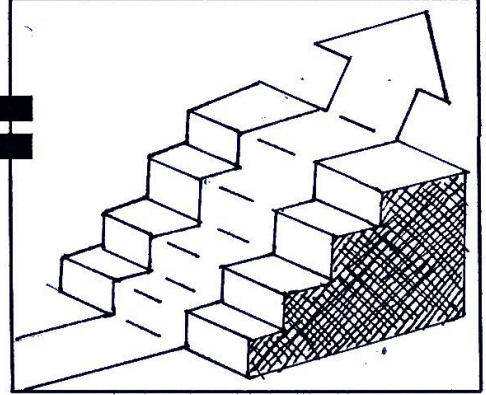
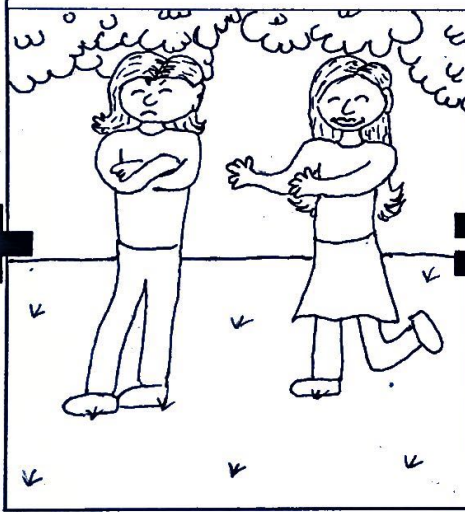
Social Prominence: Popular adolescents can be seen as “leaders, athletic, physically attractive and fashionable” (Closson, 2009; de Bruyn and van den boom, 2005).



Social dominance: Popular adolescents with prosocial behavior (Andreou, 2006).

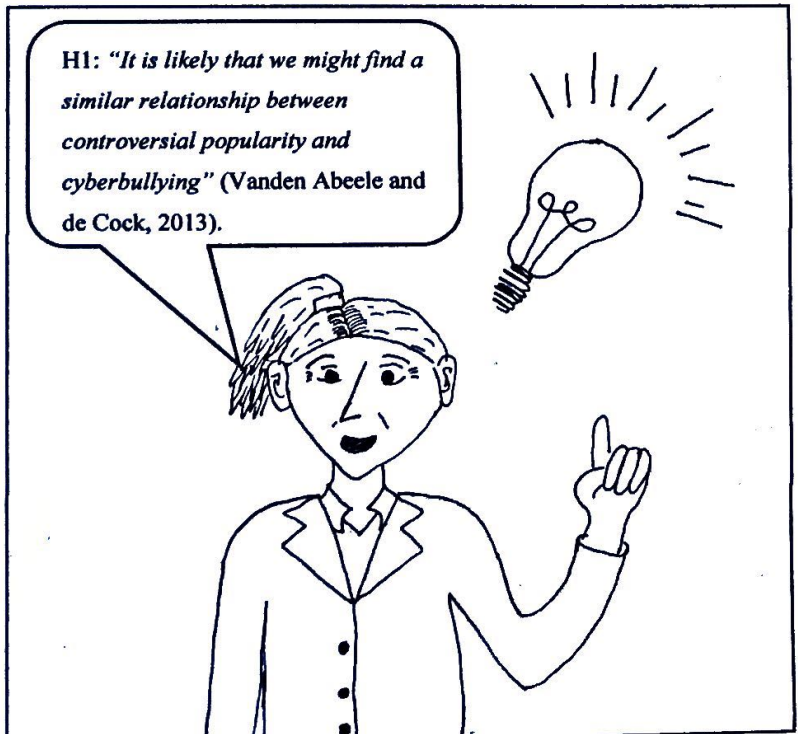
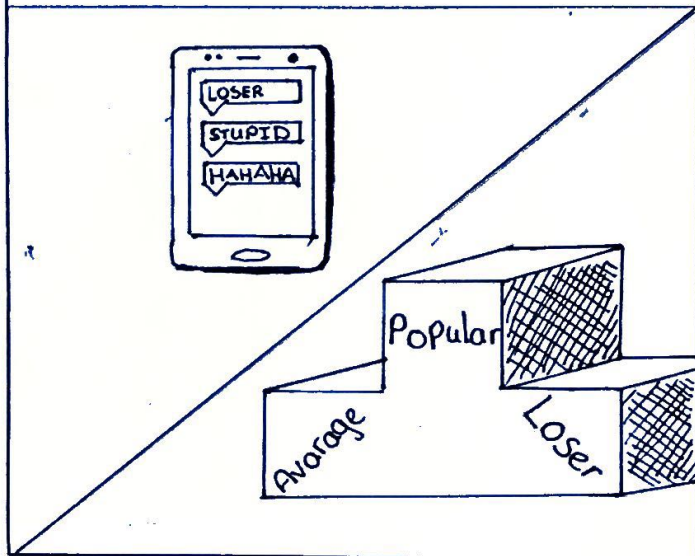
Social dominance: Popular adolescents with antisocial behavior (Andreou, 2006).

Controversial popular adolescents use both prosocial and antisocial behavior in a strategically way to maintain social dominance in a peer group (Hawley, 2003; Pellegrini, 2002).



While the connection between traditional bullying and controversial popularity has been determined, there is little known about the connection between adolescents' popularity and cyberbullying.

H1: “It is likely that we might find a similar relationship between controversial popularity and cyberbullying” (Vanden Abeele and de Cock, 2013).





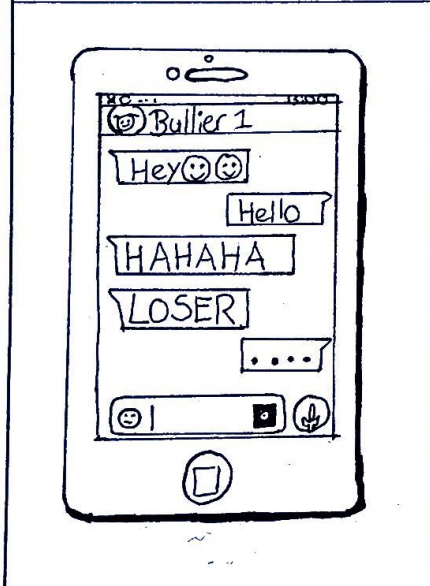


Smith et al. (2008) describes cyberbullying as "an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself."

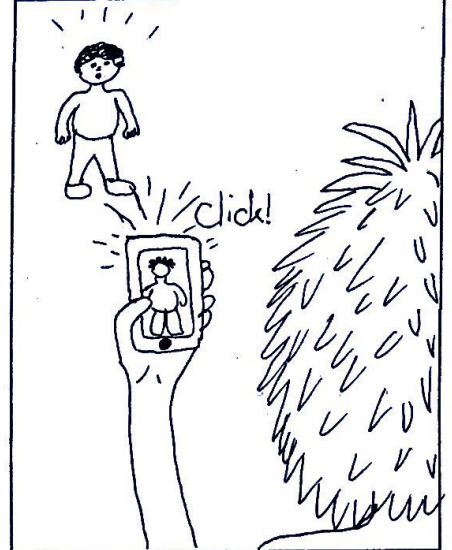
Indirect cyberbullying: gossiping about someone else via text messages or voice calls (Stassen Berger, 2007).



Direct cyberbullying: intentionally hurt or insult someone else via text messages or voice calls (Stassen Berger, 2007).



Direct cyberbullying: making pictures of videos of someone else to intentionally hurt or make fun of that person (Stassen Berger, 2007).

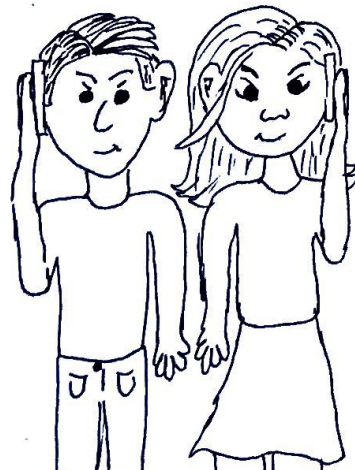


H2: "We expect to find that girls with a popular controversial peer group status will engage significantly more frequently in indirect mobile phone bullying" (Vanden Abeele & de Cock, 2013).

H3: "We expect to find that boys with a popular controversial peer group status will engage significantly more frequently in direct mobile phone bullying" (Vanden Abeele & de Cock, 2013).



"You are ugly!"



"Why is she so ugly?"

# METHOD

Participants of this study:



264



55%



45%



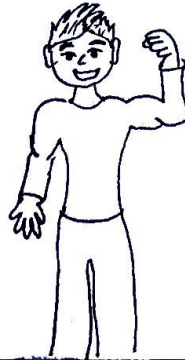
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11

Based on the calculated social preference and perceived popularity scores, each adolescent was categorized to one of the following groups:

Popular controversials



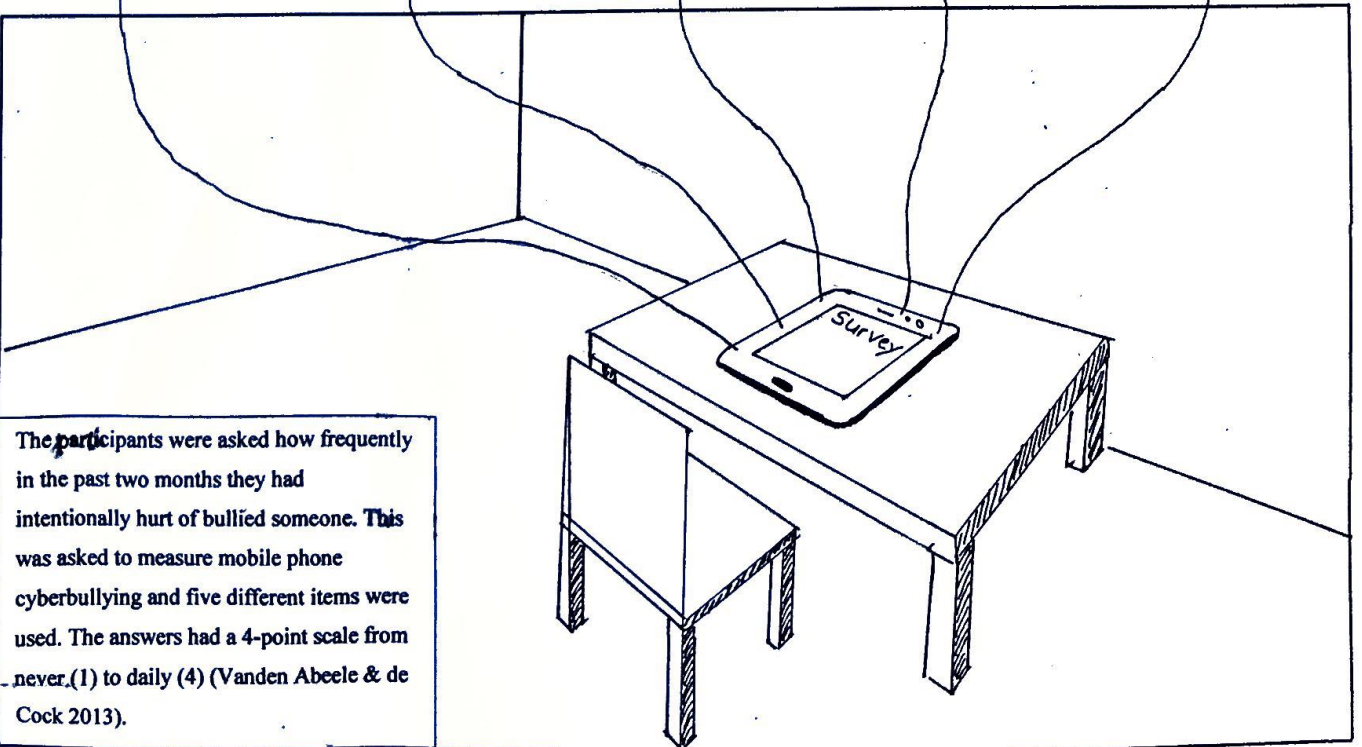
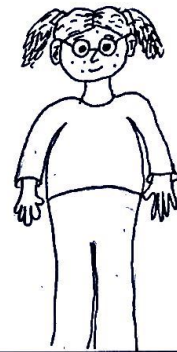
Popular likeables



Averages



Rejects

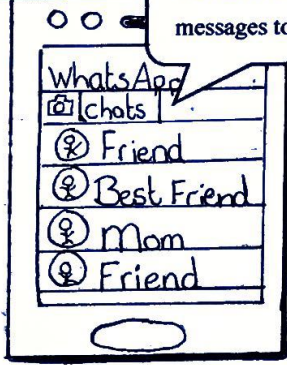


The participants were asked how frequently in the past two months they had intentionally hurt or bullied someone. This was asked to measure mobile phone cyberbullying and five different items were used. The answers had a 4-point scale from never (1) to daily (4) (Vanden Abeele & de Cock 2013).



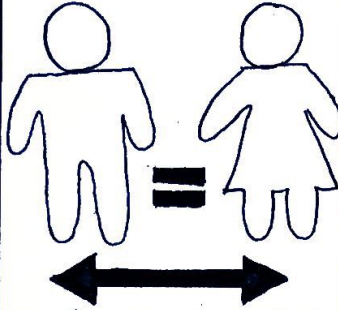
**RESULTS**

You have sent 34,67 messages today.

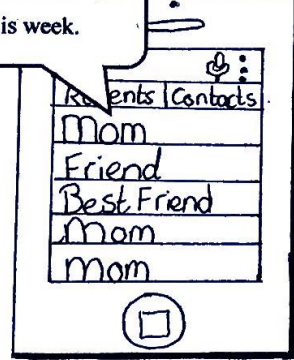


(M = 34,67, SD = 53.50)

There were no differences found between gender and frequencies of texting or calling.

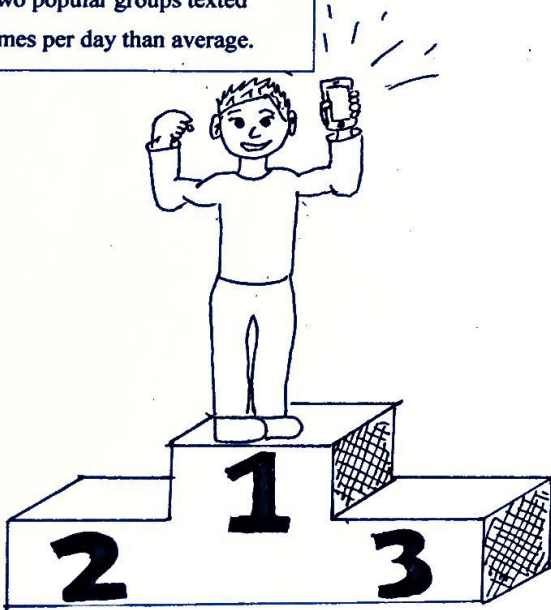


You have called 3,36 times this week.



(M = 3.36, SD = 5.50)

This study found a difference in the texting behavior of different types of adolescents. Adolescents categorized in the two popular groups texted more times per day than average.

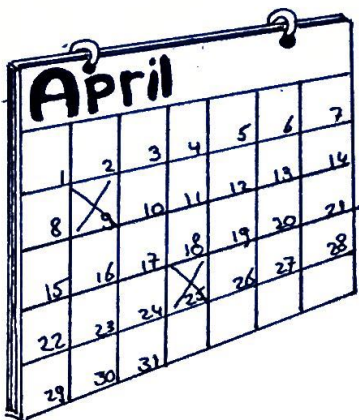


The most used type of cyberbullying were:

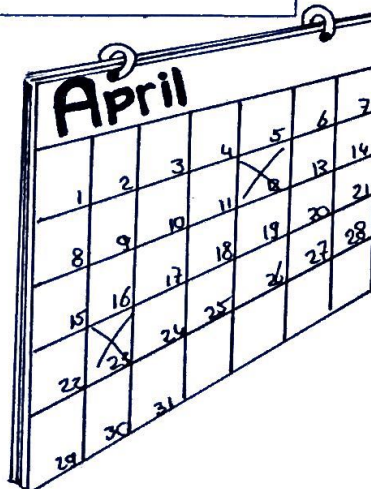


All forms of mobile phone bullying appeared at the most once or twice a month. However, gossiping was an exception since this 8% of the participants gossiped via SMS and 3.8% gossiped via phone calls on a weekly basis (Vanden Abeele & de Cock, 2013).

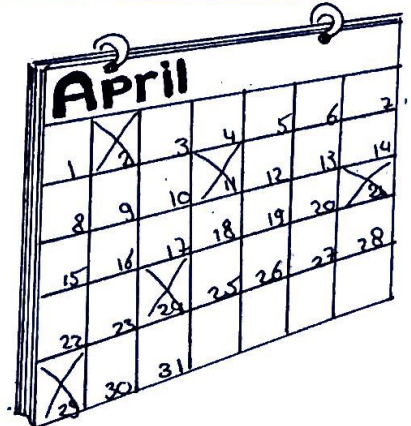
Bullying via text messages and/or phone calls.



Bullying by making hurtful pictures or video's.

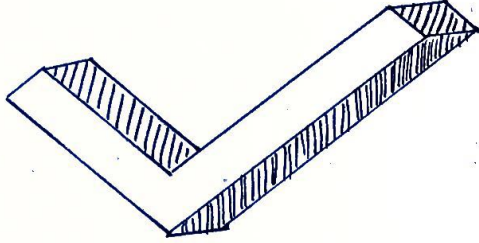


Gossiping via text messages and/or phone calls.

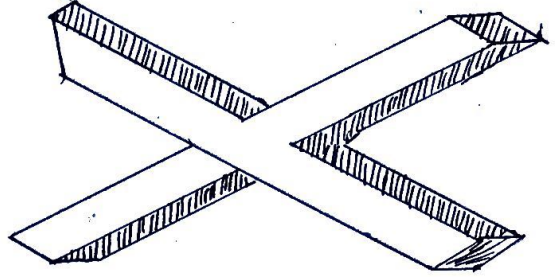




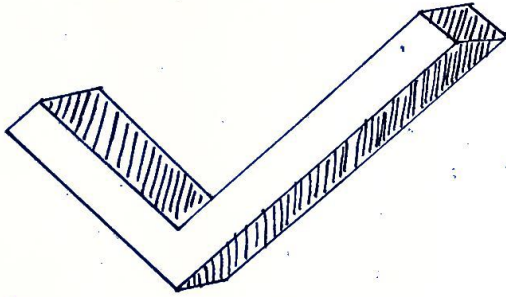
H1: The hypothesis which stated that adolescents with a controversial popular peer group status would be more likely to engage in mobile phone cyberbullying than their peers is supported by the data.



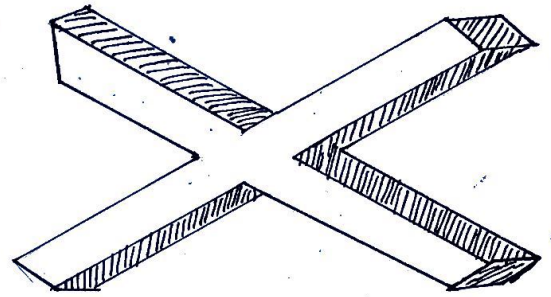
A main effect of peer group status was found both for direct bullying and gossiping, however no effect was found for making hurtful pictures or videos.



H2: The hypothesis which stated that controversial popular girls are more likely to engage in gossiping is supported by the data.



H3: The hypothesis which stated that controversial popular boys are more likely to engage in direct bullying is not supported by the data.

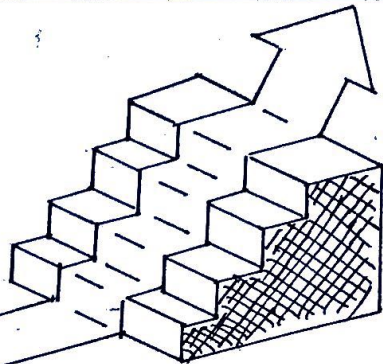


## DISCUSSION

This study extends the literature by disclosing that controversial popular adolescents' bullying behavior does also include mobile phone cyberbullying besides their 'offline' bullying behavior (Vanden Abeele & de Cock, 2013).



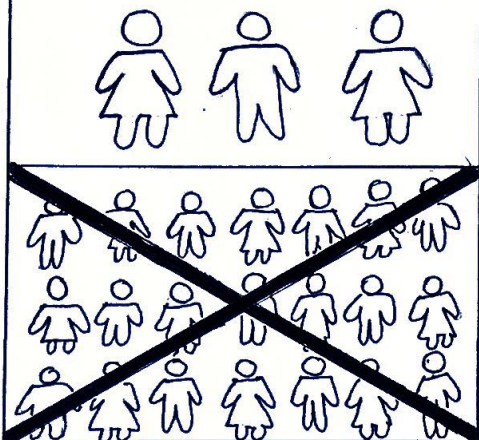
Cyberbullying can be recognized as a coercive strategy that controversial popular adolescents use boost their dominant position (Vanden Abeele & de Cock, 2013).





In this study, there were some limitations which may had influence on the lack of an effect in the results.

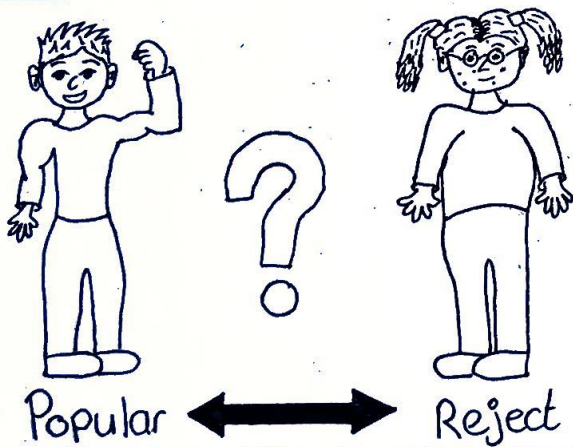
Small sample



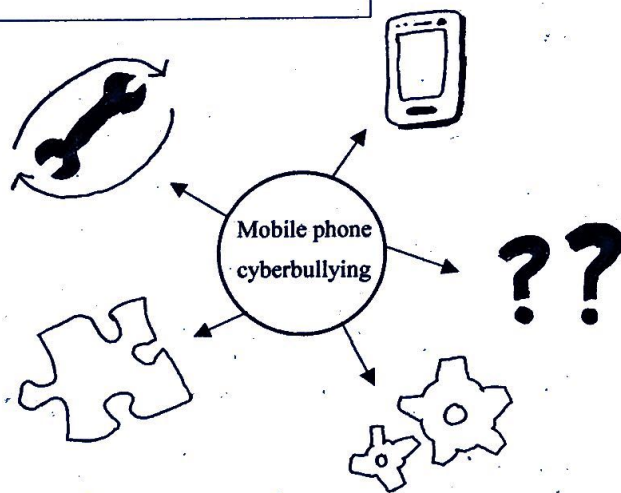
Social desirability bias



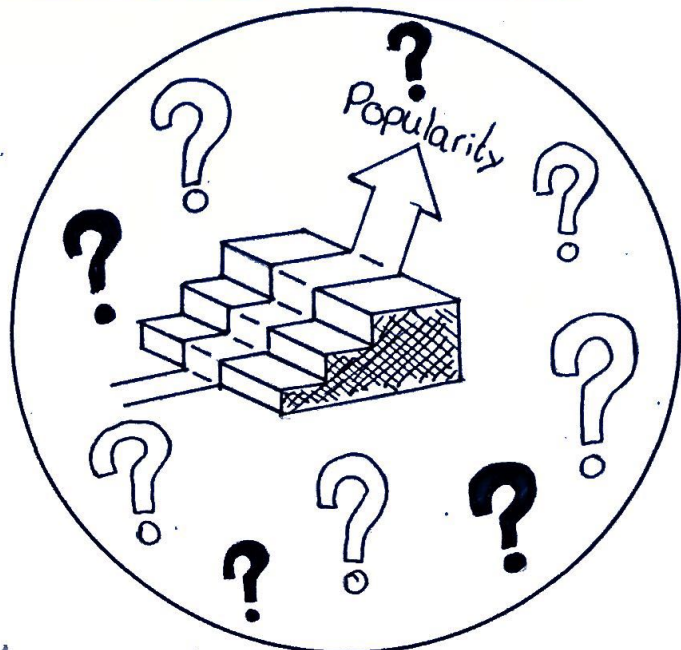
Specificity of likability and perceived popularity scores



Operationalization of cyberbullying



For future research, two options are proposed. The first recommendation is to study why controversial popular adolescents resort to these kinds of strategies to be popular. The second recommendation is to uncover why adolescents engage in (cyber) bullying (Vanden Abeele & de Cock, 2013).



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