

# First findings of a national French survey about cyberviolence among lower secondary students

Aurélie Berguer, IREDU, aurelie.berguer@u-bourgogne.fr

Catherine Blaya, University Nice Sophia Antipolis, IREDU, cblaya@aol.com

## INTRODUCTION

Though cyberviolence has become a public preoccupation for some times in France, until now no quantitative survey has attempted to assess the prevalence of peer victimization through the Internet or mobile phones in this country. This poster sets out to present some preliminary findings of a survey completed in lower secondary schools.

## PURPOSE

In this poster we try to answer the following questions:

- What are the prevalence rates of victimization and perpetration among lower secondary students?
- Do the children involved have different demographic characteristics (age/gender)?
- Is there a link between victimization and perpetration?

## PARTICIPANTS

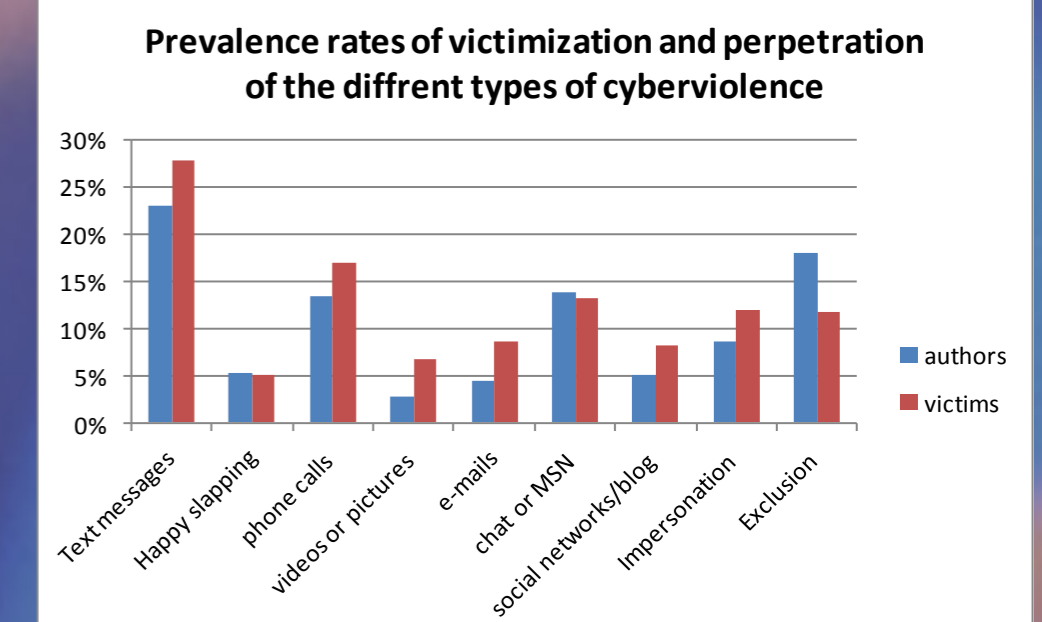
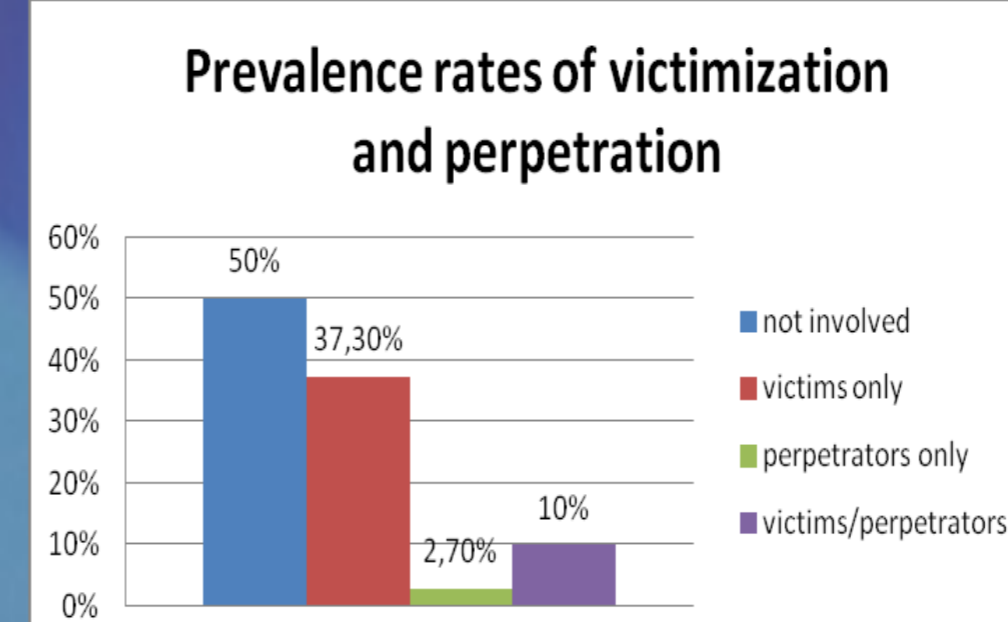
Participants : N=1007	
Sociodemographic characteristics	Numbers and frequencies
<b>Gender</b>	
Boys	487 (48,4 %)
Girls	504 (50 %)
<b>Age (Mean = 13)</b>	
10/11	125 (12,4 %)
12/13	468 (46,5 %)
14/15	360 (35,7 %)
16/17	17 (1,7 %)
<b>Residence location</b>	
Estate	137 (13,6 %)
Suburb	241 (23,9 %)
Downtown	268 (26,6 %)
Village	321 (31,9 %)
<b>Perception of residence location</b>	
Difficult	29 (2,9 %)
Quite difficult	42 (4,2 %)
Quite peaceful	308 (30,6 %)
Peaceful	608 (60,4 %)

## METHOD

The questionnaire is an adaptation of different questionnaires such as the one from Smith *et al.* (2008).

Subject	Numbers of items	Examples
Access and use of ICTs	16 items	-Do you have a personal computer? -Frequencies of activities (discussion on forums, post of images or texts...)
Victimization	6 items per types of violence	- Have you received humiliating or hurtful text messages this year? (Yes / No) - If yes, scale question about the frequency of victimization -items about objectives, duration...
Perpetration	3 items per types of violence	Have you sent hurtful text messages to insult, humiliate or intimidate someone? (Yes/no) - If yes, scale item about the frequency -With who have you done this? (alone? with someone else? with a group of friends?).
Sharing experience with someone Causes and objectives of the victimization/ perpetration Punition	7 items	If you have been victim, have you told someone? Multiple closed item: according to you why did it happen to you?
Sociodemographic characteristics	8 items	Gender, age, residence location, mother tongue...
Comment(s)	1 item	Open question: is there some comment, precision or information you would like to add?

## FINDINGS: prevalence rates



## FINDINGS: significant differences

### AGE:

Age / Involved	Yes	No	TOTAL
11	36	88	124
12	118	138	256
13	114	98	212
14	122	110	232
15	81	47	128
16	13	3	16
TOTAL	484	484	968

chi2 = 40,48, ddl = 5, 1-p = >99,99%

Age / victims only	Yes	No	TOTAL
11	33	91	124
12	98	158	256
13	83	129	212
14	82	150	232
15	51	77	128
16	11	5	16
TOTAL	358	610	968

chi2 = 13,98, ddl = 5, 1-p = 98,43%

Age/ Authors only	Yes	No	TOTAL
11-13	7	585	592
14-16	20	356	376
TOTAL	27	941	968

chi2 = 14,51, ddl = 1, 1-p = 99,99%

- Young students (11 years old) are significantly less involved in cyberviolence as victims and authors (only) than the older.
- When older, students are significantly more involved as victims only (16 years old) and as authors only (14-16 years old).
- Students aged 15 are more involved as both victims and authors.

### GENDER :

Gender / authors only	Yes	No	TOTAL
Boys	19	485	504
Girls	7	480	487
TOTAL	26	965	991

chi2 = 5,27, ddl = 1, 1-p = 97,84%

The only significant difference we find is that male students are more likely to be involved as perpetrators only than females.

## FINDINGS: link between victimization and perpetration

We first tested the link between victimization and perpetration with a chi 2 test.

victims/authors	Yes	No	TOTAL
Yes	100	376	476
No	27	504	531
TOTAL	127	880	1007

chi2 = 57,75, ddl = 1, 1-p = >99,99%

We can see that there is a very significant dependance between the two variables.

To assess more precisely this link, we propose to lead a logistic regression. This permits to control other variables and to evaluate the strength of the link in the two directions. We first tested the "victim" variable as a dependent variable, we then swapped and tested the "perpetrator" variable as dependent.

Dependent variable : victim	Beta	Sig.	Odds ratio
Step1 Author	1,638	,000***	5,146
Gender	,280	,069*	1,324
Age	,125	,046**	1,133
Ownership telephone	,478	,021**	1,612
Internet at home	,189	,744 n.s.	1,207
Internet in the bedroom	,086	,634 n.s.	1,090
Parental control	,076	,630 n.s.	1,079
Perception of the residence location	,207	,513 n.s.	1,230
Constant	-2,859	,007	,057

\* 10 % \*\* 5 % \*\*\* 1 % Nagelkerke R2 : 0,12

Dependent variable : author	Beta	Sig.	Odds ratio
Step 1 Victim	1,670	,000***	5,315
Gender	-,195	,395 n.s.	,823
Age	,285	,002***	1,329
Ownership telephone	,142	,688 n.s.	1,152
Internet at home	,831	,451 n.s.	2,296
Internet in the bedroom	,282	,333 n.s.	1,326
Parental control	-,239	,310 n.s.	,788
Perception of the residence location	-1,003	,005***	,367
Constant	-6,742	,000	,001

Nagelkerke R2: 0,18

Findings suggest that the most important predictor for cyber-violence victimization is to be an author of such violence.

On the other hand, the most important predictor for cyber-violence perpetration is to be a victim.

## CONCLUSION

To conclude, these findings show evidence that cyberviolence is a genuine issue among French lower secondary students. It seems that this issue affects more the older students (15 and more). The findings show also that there is a strong link between victimization and perpetration as some other research showed (Wang *et al.*, 2009; Walrave et Heirman, 2011). Victims are five times more likely to be authors of cyberviolence and authors are five times more likely to be victims. These findings suggest that a genuine support for both victims AND perpetrators might be relevant to prevent future incidents.