

EDUR 9131
Illustrated Statistical Analyses

1. Data Description

- Data collected from 500+ undergraduate students at Georgia Southern
- Study focus was on cyber-harassment
- Analyses that follow will focus on the following variables: student sex, academic functioning, and life functioning
- Academic Functioning consists of
 - GPA
 - Graduation Confidence
 - University Connectedness
 - Academic Control
 - Intrinsic Motivation
 - Identified Regulation
- Life Functioning consists of
 - Toxic Disinhibition
 - Impulsivity
 - Empathy
 - Stress
 - Life Satisfaction
 - Socially Connected
- Counts of victimization and perpetration among respondents: VictimCount, BullyCount
- Measurement of each variable is shown below

Academic Functioning

Student Sex

1. What is your biological sex?
1. Female
 2. Male
 3. Other

GPA

3. What is your university grade point average (GPA) – if you don't know precisely, please estimate your GPA:
1. 0.00 to 0.50
 2. 0.51 to 1.00
 3. 1.01 to 1.50
 4. 1.51 to 2.00
 5. 2.01 to 2.50
 6. 2.51 to 3.00
 7. 3.01 to 3.50
 8. 3.51 to 4.00
- Use just items 4, 5, and 6 and call it "College Graduation Doubt" - it will have higher alpha

Graduation Confidence

	No or almost never	Rarely	Sometimes	Often	Almost Always
4 5 6 7 = Leave College alpha = .64					
4. Do you think about dropping out of university/college?	1	2	3	4	5
5. Do you think about transferring to another university/college?	1	2	3	4	5
6. Do you think about taking a break from university/college studies for a while and maybe returning later?	1	2	3	4	5
	Not at all Confident	Slightly Confident	Moderately Confident	Mostly Confident	Extremely Confident
7. How confident are you that you will graduate from a university/college?	1	2	3	4	5

University Connectedness

	Strongly Disagree	Disagree	Mix of Disagree and Agree	Agree	Strongly Agree
35 to 39 = University Connectedness alpha = .81					
35. I feel close to people at this university.	1	2	3	4	5
36. I am happy to be at this university.	1	2	3	4	5
37. I feel like I am a part of this university.	1	2	3	4	5
38. The instructors at this university treat students fairly.	1	2	3	4	5
39. I feel safe in this university.	1	2	3	4	5

Intrinsic Motivation and Identified Regulation

	Strongly Disagree	Disagree	Mix of Disagree and Agree	Agree	Strongly Agree
48 49 50 = Intrinsic Motivation alpha = .87					
The reason I go to a university is because:					
48. I really enjoy the experience.	1	2	3	4	5
49. it's so interesting.	1	2	3	4	5
50. there are a lot of interesting things to do.	1	2	3	4	5
51 52 53 = Identified Regulation alpha = .83					
51. I see the importance of learning.	1	2	3	4	5
52. I really appreciate and understand the usefulness of a university.	1	2	3	4	5
53. to me, education is just so important – so valuable.	1	2	3	4	5

Academic Control

	Strongly Disagree	Disagree	Mix of Disagree and Agree	Agree	Strongly Agree
40 to 47 = Academic Control alpha = .85					
40. My grades are basically determined by things beyond my control and there is little I can do to change.	1	2	3	4	5
41. I see myself as largely responsible for my performance throughout my college career.	1	2	3	4	5
42. No matter what I do, I can't seem to do well in my courses.	1	2	3	4	5
43. There is little I can do about my performance in college/university.	1	2	3	4	5
44. The more effort I put into my courses, the better I do in them.	1	2	3	4	5
45. How well I do in my courses is often the "luck of the draw."	1	2	3	4	5
46. I have a great deal of control over my academic performance in my courses.	1	2	3	4	5
47. When I do poorly in a course, it's usually because I haven't given it my best effort.	1	2	3	4	5

Life Functioning

Empathy

	Strongly Disagree	Disagree	Mix of Disagree and Agree	Agree	Strongly Agree
30 to 34 Empathy alpha = .74					
30. If a classmate is teased, I feel bad thinking about what is happening to him/her.	1	2	3	4	5
31. I am patient with people who do things worse than I do.	1	2	3	4	5
32. I feel the misfortunes of others.	1	2	3	4	5
33. When I see that a friend is sad, I also become sad.	1	2	3	4	5
34. I am happy when something good happens to someone I know.	1	2	3	4	5

Toxic Disinhibition

	Strongly Disagree	Disagree	Mix of Disagree and Agree	Agree	Strongly Agree
16 17 18 19 = Toxic Disinhibition alpha = .68					
16. I don't mind writing insulting things about others online, because it's anonymous.	1	2	3	4	5
17. It is easy to write insulting things online because there are no repercussions.	1	2	3	4	5
		16 to 19 Udris 2014 original items.			
18. There are no rules online therefore you can do whatever you want.	1	2	3	4	5
19. Writing insulting things online is not bullying.	1	2	3	4	5
20 21 22 = Toxic Disinhibition alpha = .92					
20. On the Internet it is easier to annoy or disturb someone I don't like.	1	2	3	4	5
		20 to 22 Revised scale Udris 2016			
21. On the Internet it is easier to blame or criticize someone without fear of revenge or repercussions.	1	2	3	4	5
22. On the Internet it is easier to ridicule or make fun of someone.	1	2	3	4	5
16 through 22 = Toxic Disinhibition alpha = .85					

Impulsivity

	Strongly Disagree	Disagree	Mix of Disagree and Agree	Agree	Strongly Agree
23 through 29 = Impulsivity alpha = .81					
23. In class or when playing games, it is often difficult for me to wait my turn, so I jump in or interrupt.	1	2	3	4	5
24. I will do risky things without really worrying about what might happen later.	1	2	3	4	5
25. I often answer before the question has finished.	1	2	3	4	5
26. I often say what comes to mind without thinking first of the consequences or whether it is appropriate for the conversation.	1	2	3	4	5
27. I often do things without thinking of the consequences.	1	2	3	4	5
28. Usually, I find it difficult to wait my turn, so I jump in to speak when it is not my turn or I interrupt the person talking.	1	2	3	4	5
29. I think about things carefully before doing something.	1	2	3	4	5

Stress

54 to 59 = Kessler Stress alpha = .84	None of the time	A little of the time	Some of the time	Most of the time	All of the time
Since you started college, how often did you feel ...					
54. So sad that nothing could cheer you up?	1	2	3	4	5
55. Nervous?	1	2	3	4	5
56. Restless or fidgety?	1	2	3	4	5
57. Hopeless?	1	2	3	4	5
58. That everything was an effort?	1	2	3	4	5
59. Worthless?	1	2	3	4	5

Life Satisfaction and Socially Connected

8 9 10 11 12 = Life Satisfaction alpha = .85	Strongly Disagree	Disagree	Mix of Disagree and Agree	Agree	Strongly Agree
8. In most ways my life is close to ideal.	1	2	3	4	5
9. The conditions of my life are excellent.	1	2	3	4	5
10. I am satisfied with my life.	1	2	3	4	5
11. So far I have gotten the important things I want in life.	1	2	3	4	5
12. If I could live my life over, I would change almost nothing.	1	2	3	4	5
13 14 15 = Socially Connected alpha = .73 (.80 if 13 removed)					
13. Other people seem to have more friends than I do.	1	2	3	4	5
14. I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5
15. I don't have many people who want to listen when I need to talk.	1	2	3	4	5

Victim Count and Bully Count (spoken harassment example, also includes written, visual, hacking/impersonating, and social harassment)

60 62 64 66 68 = Victim alpha = .77

61 63 65 67 69 = Bully alpha = .73

Questions 60 to 61 – Spoken Harassment

Spoken/Verbal Electronic Harassment – to **speak** or leave a **spoken message**, anonymous or not, through electronic means (e.g., cell phone, video chat, video), with the intent to embarrass, threaten, intimidate, offend, anger, or manipulate someone, make someone fearful, or make them experience a similar negative reaction.

This happened to you

60. While in college, how many times has this **happened to you?**

- 1. Never
- 2. 1 or 2 times
- 3. 3 or 4 times
- 4. 5 or 6 times
- 5. 7 or more times

You did this to someone

61. While in college, how many times have **you done this to someone else?**

- 1. Never
- 2. 1 or 2 times
- 3. 3 or 4 times
- 4. 5 or 6 times
- 5. 7 or more times

2. Theoretical Models to Explore

Correlation Model

Which Life Functioning variables correlate with cyber-harassment bullying behavior?

Hypothesize how each may correlate with cybr-bullying behavior.

Analyze with correlation and test your hypotheses.

Life Functioning variables

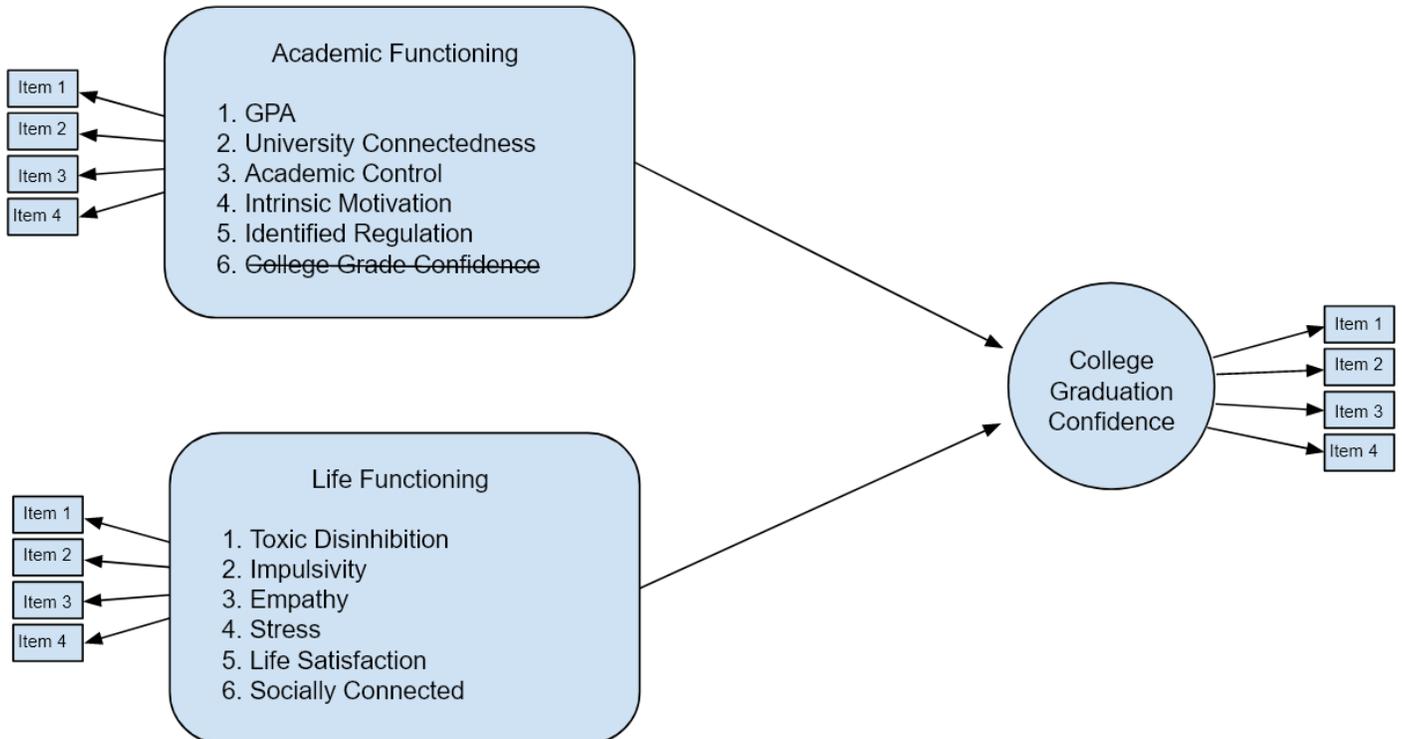
- Socially Connected
- Impulsivity
- Empathy
- Stress
- Toxic Disinhibition
- Life Satisfaction

Regression Models

College Graduation Confidence

What relationship do you predict – hypothesize – between College Graduation Confidence and each of the predictors below?

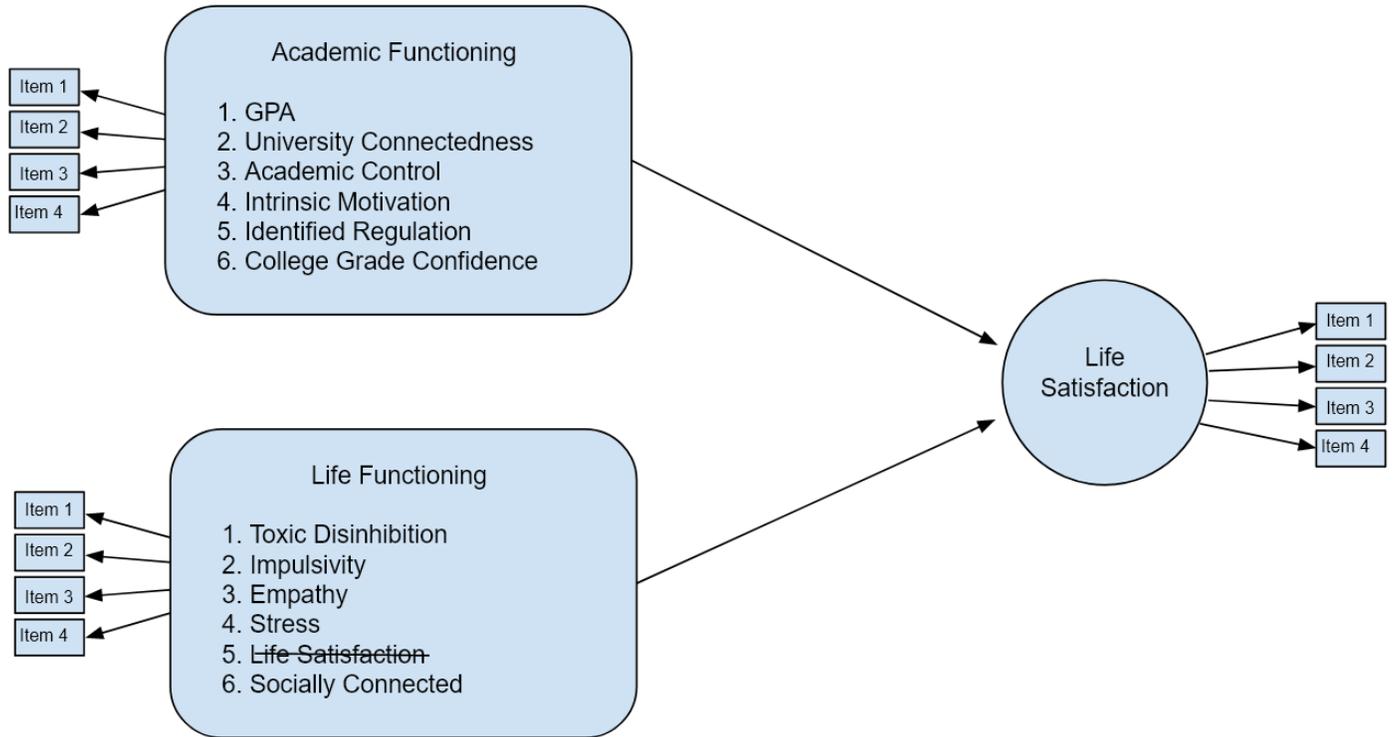
Analyze with regression and test your hypotheses.



Life Satisfaction

What relationship do you predict – hypothesize – between College Graduation Confidence and each of the predictors below?

Analyze with regression and test your hypotheses.



3. Results in APA Style

To be done in class.

A. Frequencies and Descriptive Statistics

(1) What is the count (frequency) of respondents by cyberharassment experience?

Variable: HarassGroup

Codes:

- 1 = No experience with cyberharassment
- 2 = Victim
- 3 = Victim and Perpetrator

Note, must convert HarassGroup to Nominal scale in JASP to obtain frequencies.

In JASP, use Descriptives command. Select under Tables to find Frequencies.

In SPSS, use Frequencies command.

(2) What is the level of AF_CollegeGradConf (college graduation confidence) by HarassGroup?

Report Mean, Median, SD, and Variance by group.

In JASP, use Descriptives command. Use Split option to see statistics by group.

In SPSS, use Explore command or Tables, Basic Tables.

B. Cyber-harassment Bullying Correlations

Which Life Functioning variables correlate with cyber-harassment bullying behavior?
Hypothesize how each may correlate with might this correlate with bullying behavior?

Life Functioning variables

- Socially Connected
- Impulsivity
- Empathy
- Stress
- Toxic Disinhibition
- Life Satisfaction

Table 1: Descriptive Statistics and Correlations for Cyber-harassment Data

Variable	1	2	3	4	5	6	7
1. CH Bullying							
2. Socially Connected							
3. Impulsivity							
4. Empathy							
5. Stress							
6. Toxic Disinhibition							
7. Life Satisfaction							
Mean							
SD							

Note: n =

* $p < .05$

Written Inference:

Written Interpretation:

C. College Graduation Confidence Regression

- Academic Functioning consists of
 - GPA
 - University Connectedness
 - Academic Control
 - Intrinsic Motivation
 - Identified Regulation
- Life Functioning consists of
 - Toxic Disinhibition
 - Impulsivity
 - Empathy
 - Stress
 - Life Satisfaction
 - Socially Connected

Results for reduced model (significant or strongest predictors from Academic Functioning and Life Functioning predictors).

Table 2: Descriptive Statistics and Correlations for Graduation Confidence Data

Variable	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
Mean							
SD							

Note: n =

* p < .05

Table 3: Regression of Graduation Confidence on Select Academic and Life Functioning Variables

Variable	b	se b	95% CI	t
Intercept				

Note: R² = ., adj. R² = ., F = , df = ,; n =

*p < .05.

Written Inference:

Written Interpretation:

D. Life Satisfaction Regression

- Academic Functioning consists of
 - GPA
 - College Graduation Confidence
 - University Connectedness
 - Academic Control
 - Intrinsic Motivation
 - Identified Regulation
- Life Functioning consists of
 - Toxic Disinhibition
 - Impulsivity
 - Empathy
 - Stress
 - Socially Connected

Results for reduced model (significant or strongest predictors from Academic Functioning and Life Functioning predictors).

Table 4: Descriptive Statistics and Correlations for Life Satisfaction Data

Variable	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
Mean							
SD							

Note: n =
* p < .05

Table 4: Regression of Life Satisfaction on Select Academic and Life Functioning Variables

Variable	b	se b	95% CI	t
Intercept				

Note: R² = ., adj. R² = ., F = , df = ; n =
*p < .05.

Written Inference:

Written Interpretation: