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Exploring Personal Attitudes towards Parent Involvement as it Relates to
Relational Aggression Acted Out through Social Media

by

Karla M. Holland

A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the

degree of

Doctor of Education

School of Education

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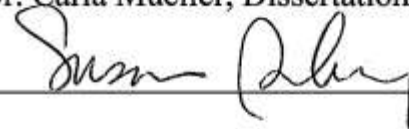
This dissertation has been approved in partial fulfillment of the requirements for the
degree of
Doctor of Education
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Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Karla Marie Holland

Signature: Karla M. Holland Date: 12-4-15

Acknowledgements

I would like to thank my Lindenwood University dissertation committee, Dr. Carla Mueller, Dr. Susan Isenberg, and Dr. Audrey Wittenauer for all their efforts to ensure that I stayed committed, focused, and determined. I would like to express my sincere gratitude to my dissertation chairperson, Dr. Carla Mueller, for being encouraging and motivating. She always renewed my excitement towards my dissertation and the research process. I would like to acknowledge Dr. Kevin Winslow and my good friend Camille Morgan for helping me with statistics. I would also like to express my gratitude to Dr. Yvonne Gibbs for her assistance with the technology formatting. I thank all the participants from the Holland School District and Lane University, for your time, effort, and encouragement. Lastly but most importantly, I would like to show my sincere appreciation to God, my family, father Prines Holland, sister Kelli Holland, and especially to my mother June Holland for their faith, love, encouragement, and belief that I could do anything I put my mind to, with help from God.

Abstract

Relational aggression acted out through social media or cyber bullying is an ever-growing limitedly researched issue that is impacting students and parents alike. A mixed-method study was conducted using existing older and aspiring younger social workers and counselors to investigate attitudes (focus groups and text box comments) and relationships (surveys) between variables. The research questions asked how attitudes toward cyber bullying based on gender, type of social media, parent versus nonparent status, and involved parent versus not involved parent status. Hypotheses tested correlations between the same elements.

Participants were 75 existing social workers and counselors working at a Midwestern school district, and 137 aspiring social workers and counselors enrolled in a Midwestern university undergraduate social worker program and a graduate counselor program. The participant age varied—the youngest group was the undergraduate social worker students and graduate counseling students the oldest group was the existing social workers and counselors. Gender varied, but the majority of participants were female.

All participants were surveyed with an instrument designed to measure attitude that included three scenarios of relational aggression. Among those surveyed, some also participated in a video recorded focus group to measure attitude. Survey results were analyzed using *t* tests and *F* tests that found minimal significance between participant responses. Focus group results were first analyzed using axial coding for three key elements: parent involvement, relational aggression, and social media, and found that by far, the majority of responses aligned with the element, parent involvement. Next, open coding of just the parent involvement responses resulted in the following emerging

themes: general parent involvement, parent monitoring, parent involvement as a resolution, parent involvement as a prevention, and parental advisement.

There was more female representation that took the survey than males. Lack of familiarity with social media websites made it difficult for honest responses and if they were used to cyber bully. Most respondents felt parent involvement is important in preventing cyber bullying despite parental status. Involved parental monitoring of their child's social media are aware of their online behavior. Cyber bullying is a prevalent topic that provided strong reactions from all data sets.

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Chapter One: Introduction

Background of the Problem

Parent involvement is not a new notion for schools. It is a concept that changes as students, teachers, and schools evolve each year (Wright, 2009). Parent involvement is defined as, parents participating with their child's academics, school events, and home activities. There is an open dialogue between the parents and the school to ensure that parents are playing a critical role in their child's education. Parents are encouraged to build partnerships with their child's school by being on committees and becoming a fully committed liaison between school and home ("Parent Involvement," n.d.). Parent involvement is often underused in the public school system, due to the lack of a relationship with the school and the parents. This aspect of the relationship makes it difficult for schools and families to fully connect and collaborate for the betterment of their students (Gonzalez-DeHass & Willems, 2003).

Parent involvement in schools is a crucial piece to a child's learning process (Malik, 2012). Parent involvement seeks to build the foundation a child needs at an early age. When parents participate in school-sponsored events, it enhances the school culture and climate. It can also be beneficial for schools to utilize parents more in order to enhance the school climate, expose students to school culture where parents are involved, and build the connection for schools and parents to work together (Fiore, 2014). Parent involvement is a critical piece in a child's educational experience. Involved parents create the foundation for a child's future success and meaningful involvement can heighten learning (Levine, 2012). Parental beliefs and attitudes about the school environment will have a direct reflection on how their child will perceive school, so it is

important to have parents actively involved. When parents help develop and participate in activities and events sponsored by the school, it changes and improves the culture and climate of the school, ultimately benefitting the school as a whole (Patrikakou, 2008).

Relationships with peers are also very important aspects in a child's life. These relationships enhance a child's social skills, enculturation, growth, and development (Peer, 2006). People develop a sense of self and self-worth that continues to build as social relationships get stronger and more meaningful. Peer influences increase and become more dominant throughout the adolescent years (Yoon, Barton, & Taiariol, 2004). As peer influence becomes a leading force in a child's life, relational aggression can start to develop. Relational aggression is a form of hidden aggression or bullying that is used to damage social status and peer relationships (Simmons, 2002).

As these peer relationships start to develop, communication becomes an important part of building those connections among peers. Most communication in today's society for most adolescents is through the use of social media, which can have positive and negative effects (Mikami, Szwedlo, Allen, Evans, & Hare, 2010). When relational aggression and social media converge, cyberbullying can occur. Cyberbullying is using communication technology to promote aggressive behavior and bullying (Slovak & Singer, 2011). Since relational aggression is a form of covert bullying, social media, a concealed method of communication, can become a popular medium for bullying (DeAngelis, 2003).

It is also important look at the generational differences as it relates to relational aggression acted out through social media. It is imperative for parents and non-parents, no matter the generation to understand social media in order to keep up with adolescent

online practices and behavior. If parents are not abreast of what is going on in the social media world it can create a generational digital divide (Wolfe, 2012). This divide can limit their awareness and prevention of relational aggression acted out through social media.

Statement of the Problem

Exploring personal attitudes towards parent involvement as it relates to relational aggression acted out through social media, focuses on a certain type of behavior that students seem to exhibit throughout adolescence, which makes this study important. Studying parent involvement, relational aggression, and social media together can shed light as to why students display this type of behavior through social media. If parents participated more at home and school, as well as monitored their child's social media activity, relational aggression acted out through social media may be minimized or may not occur at all because parents would be more in tune with what is going on in their child's social media practices (Cassidy, Brown, & Jackson, 2012).

Researchers have studied parent involvement for years, but finding a connection between parent involvement and relational aggression acted out through social media is a new concept (Knopf & Swick, 2007). There is limited information in educational research literature about relational aggression acted out through social media when it is related to parent involvement. The main social media outlets that are used when relational aggression is taking place include the following: Twitter, Facebook, and Instagram. This study researched whether or not personal attitudes and generational differences with the use of technology had an effect on parent involvement as it related to relational aggression acted out through social media. It has been suggested in the

literature that it is possible, if the parents are involved by monitoring and having access to their child's social media, they can prevent relational aggression for the aggressor and the victim (Letendre, 2007).

Purpose of the Study

The purpose of this study was to explore personal attitudes towards parent involvement as it relates to relational aggression acted out through social media. Exploratory research is conducted when there is a problem that has not been clearly defined (Maxwell, 2012). The subject defined was the personal attitudes towards parent involvement as it relates to relational aggression acted out through social media. A total of 212 people, split between various groups that were a mixture of the general population of Lane University undergraduate bachelor's degree day social work students, Lane University graduate master's degree evening counseling students, and school counselors and school social workers in the Holland School District were surveyed (pseudonyms were used for the school and district). Some of each group that were surveyed also participated in a focus group. Some of the participants were parents and some were non-parents. Using these data sets for participants allowed comparisons of aspiring school counselors and school social workers to existing school counselors and school social workers.

There is limited information about relational aggression acted out through social media and parent involvement. This subject was researched to see if there was a connection between parent involvement and relational aggression through social media. Parent involvement was a topic that has been studied consistently (Domina, 2005; Knopf & Swick, 2007; Wright, 2009). It was important to provide an application of knowledge

as to why parent involvement was an important aspect of relational aggression acted out through social media (Knopf & Swick, 2007). Parent involvement has been found to minimize negative student behavior. Research showed a connection between the relationship between parent involvement and student behavior and violence (Brookmeyer, Fanti, & Henrich, 2006).

Research Questions

Four research questions were answered as measured by focus group responses and survey text box comments:

Research Question #1: How are individual attitudes toward relational aggression acted out through social media similar or different, based on the varying targets' gender (i.e., male/female)?

Research Question #2: How are individual attitudes of relational aggression acted out through social media similar or different, according to the type of social media outlets (e.g., Facebook, Twitter, and Instagram) used to act out aggression?

Research Question #3: How is parents' sensitivity to the targets of relational aggression acted out through social media different than non-parents?

Research Question #4: How are involved parents that monitor and have access to their child's social media sensitivity to the targets of relational aggression acted out through social media similar or different than parents that are not involved and do not monitor and have access to their child's social media?

Hypotheses

The following six hypotheses were tested in the study, as participants responded to comments about three scenarios on an attitudes survey describing relational aggression acted out through social media:

Hypothesis #1: The characteristic of gender of targets of relational aggression acted out through social media will influence each category (aspiring counselor or social worker, existing professional counselor or social worker) of respondents' level of sensitivity to each scenario (1, 2, & 3) differently, as measured by their responses to questions on a Likert-scale survey.

Hypothesis #2: The characteristic of parent involvement in situations of relational aggression acted out through social media will influence each category (aspiring counselor or social worker, existing professional counselor or social worker) of respondents' level of sensitivity to each scenario (1, 2, & 3) differently, as measured by their responses to questions on a Likert-scale survey.

Hypothesis #2a: Respondents who have children will be more sensitive to each scenario (1, 2, & 3) towards targets of relational aggression acted out through social media in each scenario (1, 2, & 3) compared to respondents without children, as measured by their responses to questions on a Likert-scale survey.

H3, H3a, and H3b: Respondents' exposure to social media outlets will be related to differences in sensitivity levels as measured by the number of exposure incidences to media compared to sensitivity levels, as measured by their responses to questions on a Likert-scale survey.

The setting for the research was conducted at Lane University and Holland School District. Lane University is a four-year liberal arts educational institution in the Midwest. Lane University offers over 100 undergraduate and graduate degree programs to a population of over 16,000 students (Lane University, n.d.). The Holland School District is a district in St. Louis, Missouri with over 20,000 students enrolled. The Holland School District covers several counties in the St. Louis area (Holland School District, n.d.).

Definition of Terms

Parent Involvement-Home. Parent involvement at home includes interaction and communication with their child at home. Parents display consistent responsiveness and sensitivity to their child's emotional, social, developmental, and intellectual needs. Parents are able to become more confident in their parenting style and decision making for their child. Parent involvement also encourages parents to become more knowledgeable about child development. With this knowledge parents are able to utilize positive reinforcement, become more affectionate, become more abreast about monitoring their child's interactions and activities, and incorporate beneficial ways of conducting discipline and allocating punishments (Olsen & Fuller, 2010).

Parent Involvement-School. Parent involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school and home activities, including ensuring that parents play an integral role in assisting their child's learning, that parents are encouraged to be actively involved in their child's education at school, and that parents are full partners in their child's

education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child (“Parent Involvement,” n.d.). .

Purposive Sample. Purposive sample is a sample that is selected based on the knowledge of a population and the purpose of the study. The subjects are selected because of some characteristic (Maxwell, 2012).

School Counselor. School counselors work with students and parents to help guide students' academic, behavioral and social growth. They conduct counseling with students and instruct classroom guidance lessons. They are governed by a code of ethics through the American Counseling Association that stress client welfare, respecting diversity, and informed consent (Herlihy & Corey, 2014).

School Social Worker. School social workers address concerns that are affecting the child’s safety or wellbeing, their ability to learn, or their family’s ability to manage aspects of their lives. The social worker teams up with the student and their family to provide counseling and community resources. They are the link between the home, school, and community. They are governed by a code of ethics through the National Association of Social Workers (NASW) that focus on the preamble, purpose, and ethical principles (NASW, 2008).

Social Media. Social media are interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks (O’Keeffe, Clarke-Pearson, 2011).

Proactive Relational Aggression. Proactive relational aggression is when one causes negative behaviors to occur in order to be used to achieve a goal (Simmons, 2002).

Reactive Relational Aggression. Reactive relational aggression is negative behavior that is used in response to being provoked. Retaliation is the intent of reactive relational aggression (Simmons, 2002).

Limitations

A limitation of this study could be the aspiring and existing school counselors and school social workers' apprehension to fully admit that relational aggression is occurring due to the possibility that any one of them may be a parent of a student who is a victim, a parent of a student who is the aggressor, or a school social worker or school counselor working with and perhaps shouldering some responsibility for students who are either the victim or aggressor. In light of this fact, the subjects of this study seem more likely than students and their parents to be objective about this sensitive topic.

A small number of parents surveyed could also be a limitation. Even though existing and aspiring social workers and counselors participated, many were not parents and did not understand the possible connection between involved parents as it related to relational aggression acted out through social media. A limitation to the focus groups and text box comments was the number of participants who were willing to participate because the focus group process was strictly voluntary, conducted after the surveys were completed, given at another time and settings, and required additional time from the participants. Another limitation was the possibility that participants were not giving truthful and rich information about the topic.

Delimitations

This study was not about the violence that sometimes occurs as a result of relational aggression acted out through social media, though it is an important topic.

Assumptions

Since parent and community involvement is a goal of the Holland School District, it was imperative to take a look at parent involvement related to relational aggression acted out through social media. With less biased data, a better investigation of the topic seems likely. It was an assumption in this study that attitudes of aspiring and existing school counselors and school social workers, though not those of key stakeholders in relational aggression acted out through social media (students and their parents), would be more valuable because of their expert, less biased, and likely more objective approach to this sensitive topic.

Summary

The purpose of the study was to explore the relationship between parent involvement and relational aggression acted out through social media based on the attitudes of the aspiring and existing school counselors and school social workers. Exploring these topics together provided an understanding as to why students participate in relational aggression activities using their social media devices as a vehicle to display their aggression. Without parent involvement, students may be more likely to participate in negative behavior that can damage their relationships at school. Chapter Two is a review of the research on the major elements of this study—parent involvement, relational aggression, and social media.

Chapter Two: Literature Review

Exploring personal attitudes towards parent involvement as it relates to relational aggression acted out through social media was a concept that had many different facets. Addressing the differences and connecting them to each was the focus of Chapter Two. Chapter Two is organized based on the general and related topics. A concept map was used to discover key topics related to the research questions and the hypotheses—parent involvement, relational aggression, social media, and best-practice preventions. The review of literature represents what is already known about these key topics including relationships between them.

Reviewing the literature for parent involvement, relational aggression, and social media, and best-practice preventions may provide a better understanding of why these elements have a connection when exploring personal attitudes towards parent involvement as it relates to relational aggression acted out through social media. Parent involvement is not a new topic of study but exploring a correlation between parent involvement and relational aggression acted out through social media can enhance the importance of parent involvement in schools for adolescents (Wright, 2009). There is a gap in the literature because a relationship between these three concepts has not been fully studied.

Parent Involvement

Throughout research, parent involvement has possessed many definitions that make it challenging to fully define what it means for a parent to be involved (Wright, 2009). According to the U.S. Legal, Inc. (n.d.), parent involvement is defined as, parents participating with their child's academics, school events, and home activities (as cited in

“Parent Involvement,” n.d.). There is an open dialogue between the parents and the school to ensure that parents are playing a critical role in their child’s education. Parents are encouraged to build partnerships with their child’s school and become a fully committed liaison between school and home.

When parents stay involved and push students to excel, great things can happen. The student becomes committed to learning and wants more out of life (Kirk, Lewis-Moss, Nilsen, & Colvin, 2011). Parents offer encouragement and support when they are involved. Many schools could use the support of dedicated parents to act as mentors (Spencer, Basualdo-Delmonico, & Lewis, 2011). Parents, teachers, and other involved school personnel are instrumental in building the future of all students (Wright, 2009). Overall, parent involvement is a must for students to exude positive behavior, moral character, and overall success (Berkowitz & Bier, 2014).

Brief historical background on parent involvement. Traditionally, a child’s education has been very important to parents and even to society (Senge Cambron-McCabe, Lucas, Smith, & Dutton, 2012). Parents who invest in their child’s education through their own parent education practices as evidenced by their morals, values, work skills, basic skills, and ethics have built a strong foundation for their child (Patrikakou, 2008). Historically, education went through several phases of action that consisted of local control and parental choice in education: the emergence of American public education, compulsory education, compulsory attendance, child labor laws, development of parent/teacher associations, and development of parent involvement programs (Hiatt, 1994; Lleras-Muney, 2002).

Youth have been integrating employment, school attendance, and family interactions since the early 20th century (Apel, Bushway, Paternoster, Brame, & Sweeten, 2008). Child labor laws were important to schools and parent involvement because they brought about education and compulsory school attendance for children (Dessy, 2000). The first federal regulation of child labor was passed in 1938 through the Fair Labor Standards Act. This regulation established a minimum age and hours of employment for children (Apel et al., 2008).

Using 1960 census data, the results show that legally requiring a child to attend school for one more year, either by increasing the age required to obtain a work permit or by lowering the entrance age, increased educational attainment by about 5%. Continuation school laws, which required working children to attend school on a part-time basis, were effective for white males only. These laws increased the education only of those in the lower percentiles of the distribution of education. By increasing the education of the lower tail, the laws contributed to the decrease in educational inequality, perhaps by as much as 15%. States with more wealth and a higher percentage of immigrants were more likely to pass more stringent laws, and states with a higher percentage of blacks were less likely to do so. Importantly, the results suggest that these laws were not endogenous during this period. (Lleras-Muney, 2002, p. 1)

Throughout history, parents have been their child's first teachers and motivators for their child's success (Tekin, 2011). Parent education has been around since 1815 in the United States, and the first official and formal classes for parent education focused on the following: children being eager, moral, naturally good, and having a blank slate

(Berger, 1991). In the 1930s, parent involvement existed but was dejected in the educational system because teachers were viewed as the only authorities in education (Gordon & Browne, 2013). As public education began to develop in America, parent involvement in the educational system began to change, placing an emphasis on a democratic perspective of values that centered on mutual respect, equality, and personal freedom for parents (Oryan & Gastil, 2013). There became a concern for the equity of parent involvement or the lack thereof for schools to embrace parent involvement as a part of the school's influence (Baquedano-Lopez, Alexander, & Hernandez, 2013). Some parents had lost interest in their child's education (Flouri, 2006).

When schools observed this change during the late 20th century, parents, educators, politicians, and business owners began to raise concerns about parent involvement in public education. They saw these concerns as a failure of the public education system (Hiatt, 1994). With these phases, there has been an ever-changing function of parent involvement in the educational system (Hallinger, Murphy, & Hausman, 2013). "The emerging alliance between homes and schools comes from the recognition that not only are schools important to parents and families but that schools also need the support of parents in order to achieve optimum success" (Berger, 1991, p. 209). There is now a resurgence of parent involvement in schools that can have an effect on a child's education, behavior, character, and future success (Sanders, 2003).

Parent involvement-home and parent involvement-community. Getting parents involved in their child's social media practices and stepping into their child's virtual world is beginning progress toward resolving relational aggression acted out through social media, but parents cannot do it alone (Hinduja & Patchin, 2014). Just like

a student's educational life is better enhanced through the collaboration of home, school, and community, so is their Internet life (Berkowitz & Bier, 2014). Parents need to partner with teachers, staff, and administrators to bring awareness, support, and a solution for cyberbullying (Low & Espelage, 2013). Schools and communities should make an effort to educate their students about the dangers of cyberbullying and encourage their students to come forward if they are victims or know the aggressors (Agatston, Kowalski & Limber, 2007).

When parents of 21st century children were in school, it was a totally different setting and environment (Christakis, 2010; Williamson & Johnston, 2014). Social media was not at the forefront of everyday life, and it was definitely not an issue in school (Smith et al., 2008). Parent involvement in their child's social media practices should definitely be a concern, especially when it comes to displaying relational aggression and bullying on social media (Mason, 2008). With the occurrence of cyberbullying and threats made on these social media websites, parents need to be more aware of what is happening on the Internet with their children (Slonje & Smith, 2008). Parents can be the advocates for monitoring their children's social media interactions and partner with schools to make sure their children's involvement on social media will not come back to haunt them when they are at school (Low & Espelage, 2013).

Parenting styles can have a direct impact on how children behave online and the decisions they make about how involved they will be in their children's online social life (Rosen, Cheever, & Carrier, 2008). Parents who actively monitor and participate in their children's online behavior would have first-hand knowledge of what is going with their children's behavior (Mesch, 2009). It is important for parents not to allow personal

computers in their children's bedrooms and have access to their children's cell phones (Livingstone & Helsper, 2008). If children are on any social networking websites, it is imperative to befriend their children in order to observe what is going on in their web world (Rosen et al., 2008). If children know that they are being watched, they may spend less time on their social networking devices and may be less likely to display inappropriate behavior online (Cassidy et al., 2012).

Many parents do not provide close supervision of their children's online practices for various reasons. Some parents just give general instructions about what is acceptable online but never follow up (Mesch, 2009). Certain parents are complicit about their children's social media practices and aid in their usage. They believe they can trust their children explicitly and feel that they have raised them well enough to not participate in negative online behavior (Hargittai, Schultz, & Palfrey, 2011). Pediatricians are encouraging parents to become educated and familiar with technology, and well versed on the websites that their children are using (O'Keefe & Clarke-Pearson, 2011). Some research suggested that relational aggression through social media is impacting their children's overall health and welfare (Schneider, O'Donnell, Stueve & Coulter, 2012).

If children know that their parents are aware and are monitoring their online behavior through the use of filters and other monitoring sources, they may be less likely to bully or do inappropriate things (Mitchell, Finkelhor, & Wolak, 2005). Parents should not underestimate the amount of time that their children may spend online; nor should they be naïve to the fact that they may be involved in cyberbullying and harassment (DeHue, Bolman, & Vollink, 2008). Social media is so easily accessible from phones that monitoring their usage can become very difficult (Cassidy et al., 2012).

Parents are reluctant to get involved in their children's Internet life because many feel that it does not reduce their online risk. It is challenging to get involved and screen their usage (Livingstone & Helsper, 2008). Research has discovered that parent involvement in social media is very negligible, and that could be a reason for risky online behavior by children (Ybarra & Mitchell, 2004). Parent involvement in social media facilitates what parents need to know about certain sites, age restrictions, and making it a common procedure to view their children's online activities to make sure that their juveniles are not falsifying information to gain access:

Many parents are aware that 13 years is the minimum age for most social media sites but do not understand why. There are 2 major reasons. First, 13 years is the age set by Congress in the Children's Online Privacy Protection Act (COPPA, 1998), which prohibits Web sites from collecting information on children younger than 13 years without parental permission. Second, the official terms of service for many popular sites now mirror the COPPA regulations and state that 13 years is the minimum age to sign up and have a profile. This is the minimum age to sign on to sites such as Facebook and My-Space. (O'Keefe & Clarke-Pearson, 2011, p. 802)

Parents must make it known to their children that there are rules and boundaries at school, at home, and even on the Internet, which puts family cohesion in the foreground to battle online negativity (Mesch, 2009). Because parent involvement on social media is so low, it is important for parents to find ways to monitor their children's Internet usage even when they are not around (Low & Espelage, 2013). Parents can purchase software for their home computers to filter what is being viewed and navigated on the computer

(Lenhart, 2005). They should also gain access to their children's cell phones by knowing their passwords and obtaining records from their cell phone carrier. The cell phone can be used as a great negotiation tool if they are suspicious of their children's activity and want to obtain information (Williams & Williams, 2005).

It is also important for parents to educate their children on Internet safety, chat rooms, and other ways they could get caught up in the negative aspects of social media and cyberbullying (Mason, 2008). Even if parents do make the effort to get involved in their children's Internet lives and instill in them to communicate if social media becomes a problem, some children still may not reach out to their parents and reveal that they are being cyber bullied (Smith et al., 2008). Children may feel uncomfortable reporting cyberbullying for fear of backlash from the aggressors or embarrassment (Mason, 2008).

Relational aggression in social media can cause additional problems at school. Teachers, staff, administrators, and parents all need to be of one accord, in order to intervene and put interventions in place to stop this aggressive behavior online (Patchin & Hinduja, 2006). Schools need to fully communicate with parents about the advantages and disadvantages of social media and their children. One way to open the dialogue with parents in schools is to model the use of social media in schools in a positive way (Beale & Hall, 2007). If parents are abreast of how social media is utilized, they will have a better understanding of how to keep track of what is going on in their child's life (O'Keefe & Clarke-Pearson, 2011). Some helpful ways to get parents more involved with social media and their children at schools can be the following:

1. Most schools have websites and social media communication tools and should model responsible use through the school setting;

2. Get teachers involved in using social media geared towards academics;
3. Communicate the social media use policy to teachers, students, and parents;
4. Display student work using social media; and
5. Promote and encourage effective communication using social media for teachers, students, and parents (Williamson & Johnston, 2014).

Parents must be prepared to acknowledge if their child is an aggressor and work through accepting that their child may need help with this online adolescent addiction (Mason, 2008).

Parent involvement framework. For many years, researchers have studied parent involvement and its effects on education, trying to increase parent involvement in order to improve a student's education (Domina, 2005). When schools care about their students, they should also care about their students' families (Noddings, 2013). Schools should invest in their students by building a parent involvement framework where they become partners with their families. A collaborative relationship can improve the school's culture and climate, increase school programs, provide resources and support for families, and enhance parent leaders (Booth & Dunn, 2013). Most importantly, teachers and parent partnerships can build a strong foundation for students, parents, teachers, and administrators to develop overall success in all school settings (Allen, 2007).

In 2011, Smith, Wohlstetter, Kuzin, and DePedro conducted a study on urban charter schools that used the Epstein (2011) Model of Parent Involvement to promote teacher and parent partnerships. This research resulted in strategies to increase parent involvement. The charter schools offered incentives, wrap-around services, parent volunteer opportunities, and parent contracts to ensure participation. The findings of the

study showed that the charter schools fell within the typology of the Epstein model (Smith et al., 2011).

Epstein (2001), a celebrated expert in parent involvement, developed the Epstein Model of Parent Involvement. This has been a key influence on this topic for many years (Ramos, n.d.). Epstein has developed many parent involvement frameworks that have been used for constructing partnerships between the school, home, and community. Epstein is an advocate for building the connection and the collaboration for parents and schools that she describes as six types of parent involvement:

1. Childrearing referred to as parenting from Dr. Epstein;
2. Collaborating referred to as communicating from Dr. Epstein;
3. Enlisting referred to as volunteering from Dr. Epstein;
4. Acquiring knowledge in your household referred to as learning at home from Dr. Epstein;
5. Creating choices referred to as decision making from Dr. Epstein; and
6. Cooperating with society referred to as collaborating with the community from Dr. Epstein (Epstein, 2007).

Nurturing provides *parenting* by getting involved at home and school.

Connecting is *communicating* via home to school and school to home. Enlisting is *volunteering* and helping out at school. Mastering at home enables *learning at home*, assisting with homework, and staying informed (Epstein, 2007). Governing is *decision making*, becoming involved, and becoming a member of the Parent Teacher Association. Cooperating with the public is *collaborating with the community* that will provide school support and resources for families (Ramos, n.d.).

The collaboration of teachers and parents combine the teacher's expertise in the developing child along with the parent's overall knowledge of their own child (De Carvalho, 2000). Going beyond just focusing on the schools and home, Epstein advocates building a partnership through home, school, and community, as all are essential elements in any student's success. Epstein's research findings led to four essential elements of parental involvement, which include:

- *Element 1:* Student success should be the ambition for parent involvement
- *Element 2:* Parent involvement should be an ever present force throughout the child's entire educational process
- *Element 3:* Parent involvement is a process that takes time, not an event that only occurs once
- *Element 4:* Parent involvement is not a supplemental exchange for quality educational programs in the schools (Epstein, 1990).

A positive focus for a parent involvement framework involves more than just a school distributing information to parents and having them participate in activities. A strong framework involves parents building a committed partnership with the school (Allen, 2007). Parents move beyond a passive approach to involvement and take on more responsibility being engaged with their students in a school setting. Parents take on the roles of teachers, leaders, reporters, and decision makers to add to their children's educational success (Souto-Manning & Swick, 2006). Parents are in a leadership role and work directly with teachers and administrators to have a voice as to how involved parenting should be. The lead parents create programs to engage all parents and keep

them connected, even parents who may not always be visible at the school (Unal & Unal, 2014).

Parent involvement does not just occur in school, it first starts in the home.

Parent involvement at home includes a partnership among the school, the home, and the community. Parent involvement at home plays an important role with child development, human development, ecological systems, and family systems (McCurdy & Daro, 2001).

Parent involvement includes interaction and communication with children at home.

Parents who display consistent responsiveness and sensitivity to their child's emotional, social, developmental, and intellectual needs become more confident in their parenting style and decision making for their child (Olsen & Fuller, 2010).

Parent involvement at home focuses on family processes. Family processes center on how a family is conducted, through transitions, genetics, social interactions, and environment (Bronfenbrenner, 1986). Parent involvement encourages parents to become more knowledgeable about child development. With this knowledge, parents are able to utilize positive reinforcement, become more affectionate, become more astute in monitoring their child's interactions and activities, and incorporate beneficial ways of conducting discipline and allocating punishments (Olsen & Fuller, 2010).

Communities play a pivotal role in a parent involvement framework.

Communities can promote education and community outreach to better educate parents and children (Cohen-Vogel, Goldring, & Smrekar, 2010). Communities should help to provide information that outlines the concerns, detection, intervention and, prevention of cyberbullying along with having school and community liaisons such as the police department, child safety, mental health personnel, churches, and other social media

organizations (Willard, 2007). A typology was developed to identify different approaches to the collaboration between the school, parents, and community involvement which consisted of the following:

1. The service approach
2. The development approach
3. The organizing approach (Cohen-Vogel et al., 2010).

The service approach encompasses the partnership of the community and schools. The development approach utilizes community sponsored events. Lastly, the organizing approach calls for the organization of the school and community (Cohen-Vogel et al., 2010). Police officers are also involved in the community collaboration with schools and could instruct the community about the legal ramifications of being a cyberbully, doing inappropriate things online, and school and parent responsibilities (Mason, 2008).

Negative parent involvement. Parent involvement is mostly viewed as a positive relationship between a parent and a child and is considered to be the key to a student's success in school (Wright, 2009). Hearing the words parent involvement automatically warrants encouraging thoughts and feelings about the connection among parents, children, the children's academics, potential future prospects, and overall success (Marzano, 2003).

One way a parent can be too involved and too overbearing is by a phenomenon known as a helicopter parenting (LeMoyne & Buchanan, 2011). The term helicopter parents was created by authors Fay and Cline (Fay, Cline, & Fay, 2000). The phrase is used to describe parents or caregivers who are always involved and pay close attention to their child, in every aspect of their life (Somers & Settle, 2010). The expression

helicopter is used because these parents continue to “hover” over their child even though he or she is away or in college (Coburn, 2006).

The research done by Locke, Campbell, and Kavanagh (2012), revealed that helicopter parenting could lead to over-parenting. Some examples of over-parenting are as follows:

- Parents putting low demands on their child so the parent could do everything for the child
- Parents involving themselves in every aspect of their child’s social interactions
- Parents enabling their children and constantly assisting them
- Parents giving constant instruction to their children
- Parents wanting to always solve their child’s problems and not letting them take responsibility for anything
- Parents being anxious and not able to handle when their child is distressed (Schiffrin et al., 2014).

When there are extreme amounts of connection, involvement, and protection from parents, their contribution can become counterproductive, and have a negative influence on their child’s development, competence, independence, and psychological needs (Schiffrin et al., 2014).

Research has suggested that too much parental involvement may lead to negative child outcomes. Children of over-involved mothers have been found to exhibit higher levels of internalizing problems than other children, even after controlling for maternal anxiety. High parental involvement may be particularly detrimental

to the psychological adjustment of children as they enter adolescence and has been linked to externalizing problems, such as “acting out” at school. Ultimately, it is likely that the type, rather than the amount, of parent involvement is crucial in determining child outcomes. (Schiffrin et al., 2014, pp. 548-549)

Helicopter parents display excessive parental attention or management and are inappropriately entangled in their child’s life (Somers & Settle, 2010). A survey done at Keene State College in New Hampshire assessed 300 freshman students and found that students who had helicopter parents were inclined to exhibit more anxiety and display neurotic and dependent behaviors more often than other students who had less involved parents (Schlom, 2010). The empty nest phase for some parents can be very traumatic and difficult to adjust to and the lack of adjustment can trigger helicopter parenting. Parents spend so much of their lives caring for and nurturing their children that once their children leave the nest, it is very complicated for them to cope with that change in their life experience (Marano, 2008).

Helicopter parents make it complex for their children to make the transition into independence. There is so much freedom on college campuses that too much parent involvement can be detrimental to their child’s positive college experience (Coburn, 2006). It is important for young adults to learn how to become more autonomous and independent earlier in life, prior to college. If parents see that independence early, they may be more inclined to hover less later on. Students can stay emotionally connected to their parents by keeping the lines of communication open and maintaining their relationship on a healthy level throughout college (Cutright, 2008).

Parent involvement barriers. Although parent involvement is viewed as a very beneficial aspect of a school environment, it can produce challenges for some parents when there is a stressful atmosphere and when there is not a relationship between the parent and teacher (Waanders, Mendez, & Downer, 2007). A study was done focusing on parent involvement in charter schools where parents were challenged trying to participate and be involved in that school setting. The researchers used a qualitative study design, sampling 12 urban charter schools in six states (McDermott & Rothenberg, 2000). Some barriers for parent involvement were family demographics and not being familiar with the educational system. Schools dealing with the parental involvement barrier of demographics were families with low to no income, immigrants, minorities, and the working class (Smith et al., 2011). Schools working with immigrant parents have communication barriers that can be very frustrating to parents (McDermott & Rothenberg, 2000).

A two-parent home is no longer a societal norm, single parents may not have the time to invest in parent involvement at schools, even though it is their intent to participate. According to the U.S. Census Bureau (n.d.), the number of U.S. children living with single parents had doubled in a 50-year time span. The number of children living with two parents decreased by 1.2 million (Andersen, 2013). According to the U.S. Census Bureau (n.d.), 85% of children live with a single parent, and 77% live with a single mother. Further, most single parents have no more than two children—56% of single parents only have one child and 30% have two children (U. S. Census Bureau, 2010).

The single parent who is working two jobs to feed and clothe her family may approach her child's education differently, asking grandmother to attend school conferences. Yet, this mother may indeed interact with her child over the telephone on how the school day went and stay involved using free time. (Souto-Manning & Swick, 2006, p. 188)

When parents are not comfortable with their child's school culture and climate, it makes it difficult to become familiar and become a part of the educational system (Smith et al., 2011).

Many parents are reluctant to be involved in their children's education for many reasons. Reasons may include the following: (a) parents do not feel a sense of acceptance by the school faculty, staff, and administrators; (b) parents lack experience in education, which can contribute to their lack of parent involvement; (c) parents have a fear of the unknown; (d) parents are not vested in their children's education; or (e) parents' own childhood experiences may hinder them from getting involved (Souto-Manning & Swick, 2006). Walker et al. (2005) identified three psychological factors contributing to this problem: (a) the family's perceptions of their role and responsibility in their children's education, (b) parental feelings of efficacy contribute to their involvement in their children's school, (c) and some schools are more welcoming than others. Many parents may feel excluded because of differences in their ethnicity, income, and culture. Also, differences in communication between the parents and teachers add to the severity of the issue (McDermott & Rothenberg, 2000).

If parents are not involved at the elementary school level, parental involvement begins to decrease even more as students move into middle and high school (Deslandes &

Bertrand, 2005). The school system could be a reason for that decrease. If schools fail to realize that the dynamics in each family are very different across the board, it can hinder them from fully understanding how families must operate to survive. The traditional family of a married father and mother living together with children is no longer the societal standard. Non-traditional families outweigh traditional families in almost every school today, and for this reason, involving parents in their children's education can become very difficult (Auerbach, 2007).

If a student is from a single parent home, that parent may be the sole bread-winner for the family and may deal with some financial strain. The parent may be constantly working trying to support the family. Supporting the family financially becomes the top priority (Domina, 2005). If one parent has to fulfill the responsibility of two parents, there may not be enough time or energy for that parent to get involved in her children's education even though she may want to participate (Jeynes, 2005).

At a given time in 2013, 69% of single parents were employed, compared to 85% of fathers in two married parent families, and 62% of mothers in two married parent families. In 2012, 48% of single parents worked full-time all year long, and 24% were not employed at any time in the year. The poverty rate for children in single parent families is triple the rate for children in two parent families. In 2012, 42% of children in single parent families were poor, compared to 13% of children in two parent families. (Legal Momentum, 2014, pp. 1-2)

If schools are not sensitive to these changes in family dynamics, it can make families not feel accepted or embarrassed, and can deter their motivation for wanting to get involved (Jeynes, 2010). Differing family structures can bring about stress for

families, which can cause them to have to make difficult decisions about how their family can operate, and meet the needs of all who are involved (Waanders et al., 2007). Parents may be doing the best they can and may only be able to support their children's education from home (Auerbach, 2007).

Family resistance to the school environment can be changed. Parent involvement is making a reoccurrence in schools (Souto-Manning & Swick, 2006). Parent involvement can increase when the school fosters a culture and climate that is inviting to parents (Stewart, 2008). Parents can also make the connection with their schools when teachers begin to actively develop an understanding of their students' cultural backgrounds and economic situations (Noddings, 2013). Teachers can also build the relationship with the parents of their students so they have that connection, and parents will not feel like strangers in their child's school (Ferrara & Farrar, 2005). Parents and teachers can make continuous and creative efforts to collaborate with each other. This collaboration can aid with student academics and overall student behavior (McDermott & Rothenberg, 2000).

The relationship between parent involvement and student behavior. Parent involvement has been consistently researched, and it has been proven that their involvement can affect student behavior (Wright, 2009). The connection of parent involvement and student behavior has showed that parents who are actively involved in their child's education have lower rates of school violence and antisocial behavior that can include cyberbullying (Brookmeyer et al., 2006). Epstein's 2001 research also focused on this connection showing that six types of parent engagement factors can decrease negative student behavior. The six types are as follows:

- *Type 1:* Childrearing referred to as parenting from Dr. Epstein: the school assists all families with creating a home environment to support children as structured students
- *Type 2:* Collaborating referred to as communicating from Dr. Epstein: establish school to home and home to school effective communication tools about school programs and student progress
- *Type 3:* Enlisting referred to as volunteering from Dr. Epstein: create parent organizations, parent involvement activities, and recruit and organize parent support teams
- *Type 4:* Acquiring knowledge in your household referred to as learning at home from Dr. Epstein: offer information and ideas to parents about how to assist students at home with academics, other school activities, and monitoring their child's interactions and activities at home
- *Type 5:* Creating choices referred to as decision making from Dr. Epstein: identify and develop parent leaders that can help with the decision making process at school, and
- *Type 6:* Cooperating with society referred to as collaborating with the community: recognize and integrate resources and services from throughout the community to enhance school programs, student achievement, and overall parent involvement (Epstein, 2001).

Relational Aggression

Relational aggression, also known as hidden or covert aggression, attack or hidden bullying, is a type of aggression in which harm is caused through damage to

relationships or popularity within a group rather than actual physical violence (Simmons, 2002). Studies have shown that boys are generally more physically aggressive, but girls are more relationally aggressive. With the relational aggression, children can become more at risk of developing adjustment issues (Crick, Ostrov, & Werner, 2006).

Relational aggression can be seen in females as young as two-years-old (DeAngelis, 2003). There are two types of relational aggression, proactive and reactive. The type of aggression reflects the purpose of the aggression. Proactive relational aggression is when behaviors are used to achieve a goal. Reactive relational aggression is behavior that is in response to being provoked; retaliation is the intent (Marsee & Frick, 2007).

According to Simmons (2009), both boys and girls intend to inflict harm when they bully others; however, there are differences in how they express these feelings when this action takes place. Females typically use more hidden and secretive forms of aggression to express their anger such as gossip and spreading rumors (Coyne, Archer & Eslea, 2006). Many feel that our society places value on girls “being nice” and acting “lady-like.” Society also teaches codes of behavior about what is appropriate for both males and females (Rose & Rudolph, 2006). These expectations can lead to finding more discreet ways to express feelings and being aggressive toward others (Simmons, 2009).

Relational aggression has a sting of emotional and psychological violence with the use of words as the weapon. These words can come in the form of teasing, rumor spreading, and gossiping (Coyne et al., 2006). Body language can also play a part in the aggression by neck rolling, smirking, and eye rolling (Young, Boye, & Nelson, 2006). The most devastating part of relational aggression is that a person is made to feel socially unwanted and unwelcomed. The covert nature of this type of aggression makes it

exceedingly difficult for the victim to prove that bullying is occurring. If it is reported, the repercussions for the victim can lead to more aggressive behavior from the aggressors along with the development of anxiety and depression from the victim (Marsee, Weems, & Taylor, 2008).

Aggressive behavior can be seen as early as pre-school age and continue on throughout adulthood (Juliano, Werner, & Cassidy, 2006). Motivators for the aggressors can range from control, power, social dominance, and most importantly for girls, popularity (Pronk & Zimmer-Gembeck, 2010). In the media, popularity has been connected with relational aggression. The cliques of popular girls have often been found to be the relational aggressors that carry out the bullying acts against their targets (Putallaz et al., 2007).

There are many relational aggression scenarios that occur every day for young girls. Many situations may start like this:

Tiffany is a 13-year-old that attends public school in a small town. She makes average grades and is on her school's soccer and basketball team. She is interested in becoming a member of a competitive cheerleading squad in her town. Tiffany has never had a problem with making friends and being accepted at school. She has a group of four close friends and gets along with most of her peers. Recently, she became ill with the flu and missed a few days of school. When she returned to school, she discovered that things had changed. It seemed as if her friends were treating her differently, and she could not figure out why. She approached her group of friends, but when she tried to talk to them, they ignored her and talked about her like she was not standing there. Soon after, many

of her classmates' cell phones started to buzz, and she discovered an inappropriate text message that told lies about why she was out sick (Bering, 2009).

Unfortunately this may be a common occurrence for many young girls. One day she has friends that she thinks she can trust, but an unexplainable shift occurs that breaks down relationships.

The nature of relational aggression can have a more lasting effect on the victims than physical aggression. Words have the capability of sticking with you and becoming imbedded in your thoughts. The victim's sense of self can be damaged which can make reporting the act very difficult. Due to the perceived power of the aggressor, the victims may be led to believe that no one will believe them if they report it. Victims believe they have no support system (Marsee et al., 2008).

In school, relational aggression roles, adolescent social structures among girls, and the complexity of their relationships can be very sophisticated (Andreou, 2006). Within the hierarchy of relationships, some roles have been identified as being prevalent in most group situations pertaining to relational aggression. While the names of the roles may be different in each setting, the roles are still the same. Within the group, roles and positions are not static, they can change frequently. Girls can take on many different roles independently or at the same time (Wiseman, 2009). The roles of relational aggression consist of the following.

- ***The leader referred to as the queen:*** manipulative, intimidating, right and wrong is defined by the loyalty or disloyalty around her
- ***The partner referred to as the sidekick:*** controlled by the queen but wants to be around her

- ***The rumor spreader referred to as the gossip:*** secretive, uses confidential information she knows about others to improve her position in the group, intimidating
- ***The drifter referred to as the floater:*** does not belong to one group, includes all people, avoids conflict
- ***The undecided onlooker referred to as the torn bystander:*** accommodating, does not choose a side, does not stand up for herself
- ***The copycat referred to as the wannabee:*** does not have her own opinion, gossips
- ***The objective referred to as the target:*** excluded, isolated, helpless, humiliated (Wiseman, 2009).

Effects of relational aggression research suggests that girls display relational aggression due to innate and natural psychological changes that leads up to catty behavior (Bering, 2009). The effects of relational aggression extend beyond the timeframe of when the bullying took place. Research has shown that one lasting effect of being a victim of relational aggression is a possible development of social maladjustment (Crick et al., 2006). Social maladjustment is when a person is unable to develop and maintain a satisfying social relationship and is unable to handle social situations (Social maladjustment definition, n.d.). Due to the damaged relationship they experienced, victims have trouble with social relationships (Singh & Bussey, 2011).

The media plays a part in pushing relational aggression on adolescents. The media is influential through reality shows, movies, and magazines that portray celebrities using relational aggression as a means to become famous (Coyne, Robinson, & Nelson,

2010; Letendre, 2007). Viewing relational aggression in the media can influence the expression of other forms of aggression, especially physical aggression (Coyne et al., 2008). Media violence can also have long-term effects on children that view it through the development of verbal, physical, and relational aggression (Gentile, Coyne, & Walsh, 2011).

As schools see the rise and the popularity of relational aggression start to grow, it seems important for schools to find proactive ways to monitor and address this form of aggression (Merrell, Buchanan, & Tran, 2006). Since relational aggression is covert and at times taken less serious because of its hidden nature, schools may benefit from making every attempt to find out what is happening below the radar, teach all students the language of relational aggression, and use the property strategies to empower students to take positive actions against relational aggression (Smokowski & Kopasz, 2005). According to Fekkes, Pijpers, and Verloove-Vanhorick (2005), schools need to implement a school wide approach to stop relational aggression by creating a school mission statement on how students should treat each other and intervene when witnessing relational aggression occurring in the school.

The relationship between parent involvement and relational aggression.

Typically the first relationship a child develops is with his or her parent. This relationship is the foundation for future behavior (Tekin, 2011). Parents teach their children how to form relationships and positively interact with other children. When parents nurture their children and teach them how to form their own loving, giving, and nurturing relationships, they have the potential of raising a less aggressive child (Lapre' & Marsee, 2012). Parents who build these relationships on positive interactions that

involve acceptance, self-esteem, compassion, and conflict resolution have a better chance of decreasing aggression in their children (Letendre, 2007).

Students who display relational aggression exhibit unique characteristics that have a direct reflection on their environment and how they react to other students (Vaillancourt & Hymel, 2006). They look to destroy and damage relationships with their peers that have a lasting effect on their character and behavior (Culotta & Goldstein, 2008).

Relational aggression is a covert method of bullying that flies under the radar for teachers and administrators. It is difficult to prove that relational aggression is taking place because there are no physical scars associated with it (Smokowski & Kopasz, 2005).

Understanding the development of relational aggression is also an important factor as to why it occurs and if parents play a role in that development. "Parents teach their children prosocial relationship development and healthy ways of interacting with others through their own positive interactions and involvement with their child" (Lapre' & Marsee, 2012, pp. 6-7). The parent-child relationship shapes the child's future behavior in both positive and negative ways. If negative behavior persists and leads to creating conflict and negativity between the parent and child, the child can lack social skill development and begin to display external issues (Marmorstein & Iacono, 2004).

Social Media

Social media web sites have become commonplace communication for many children, adolescents, and young adults in today's society (O'Keeffe & Clarke-Pearson, 2011). Any websites accessed from a computer or phone that allows social interactions is considered to be social media. Among the most popular social media networking sites are Facebook and Twitter (Grabowicz, Ramasco, Goncalves, & Eguiluz, 2014). These

social media sites consume many hours of communication and entertainment for children, adolescents, and young adults (Lenhart, Purcell, Smith, & Zickhur, 2010). For the safety of their children, it is imperative for parents to become familiar with these networking sites and be an ever-present figure for their children. Some content on these sites is not appropriate for children (Valkenburg & Peter, 2009).

Social media is defined as:

Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site. While we use the term “social network site” to describe this phenomenon, the term “social networking sites” also appears in public discourse, and the two terms are often used interchangeably. We chose not to employ the term “networking” for two reasons: emphasis and scope.

“Networking” emphasizes relationship initiation, often between strangers.

(Ellison, 2007, p. 211)

Any websites accessed from a computer or phone that allow social interactions, social media and content communities, blogs, and virtual worlds are considered social media (Kaplan & Hainlein, 2010). Among the most popular social media networking sites are Facebook and Twitter (Culnan, McHugh & Zubillaga, 2010). These social media sites consume many hours of communication, collaborations with society, and entertainment for children, adolescents, and young adults (Jung, n.d.). It is imperative for parents to become familiar with these networking sites and be an ever-present figure for

their children because some content on the sites is not appropriate for children (O’Keeffe & Clarke-Pearson, 2011).

Some concerns with social media are that people are not making face to face connections, participating in cyberbullying, making inappropriate posts, lacking privacy, and developing social anxieties (Pierce, 2009). Social media becomes an outlet for young people to get involved in risky behaviors. Some risky behaviors involve sexual victimization and solicitation. They can also become targets for dangerous interactions such as harassment, gossip, and rumors (Ybarra & Mitchell, 2008).

The behavior becomes dangerous because of the anonymity of the person displaying the aggression online. “In fact, dissociative anonymity is so strong that an individual might even convince him or herself that he or she has no responsibility for the online actions” (Tsikerdekis, 2012, p. 5). A young person’s life can be destroyed through social media because once the negative post is made, it can be delivered to millions of people with one click of a button. It is virtually impossible to clear the undesirable comments because it can be viewed by many and most people believe what they read on the Internet (Jung, n.d.).

Face-to-face interactions become insignificant, and students develop a fear of expressing themselves when they are overly engaged in social media activities (Ho & McLeod, 2008). Students who have social anxiety start to become absorbed into their virtual life, lose their sense of self, and fail to communicate with others, unless it is online (Pierce, 2009). They become more emotionally destructive and acquire an impulsivity to do things online that they would not do in real life (Mason, 2008).

Over the years, the number of preadolescents and adolescents using any form of social media has definitely increased.

According to a recent poll, 22% of teenagers log on to their favorite social media site more than 10 times a day, and more than half of adolescents log on to a social media site more than once a day. Seventy-five percent of teenagers now own cell phones, and 25% use them for social media, 54% use them for texting, and 24% use them for instant messaging. Thus, a large part of this generation's social and emotional development is occurring while on the Internet and on cell phones.

(O'Keeffe & Clarke-Pearson, 2011, p. 800)

Myspace. Myspace was one of the first social networking services that people used to make social connections and incorporated into their daily lives. Myspace was used for social networking and was founded in 2003 by Tom Anderson (Ellison, 2007). Myspace had the capability for users to talk online with friends, keep in touch with co-workers and friends, look for past friends, and meet new people to start relationships with (University of Wollongong Research Online, 2008). Since Myspace was one of the first social networking sites, many users were unfamiliar with how much information to display. Personal information was very assessable for cyberbullies and sexual perpetrators (Hinduja & Patchin, 2008). Myspace became widespread due to the flexibility of altering the user's profile page. Personal pages that have the operator's profiles became an open invitation into user's personal lives (University of Wollongong Research Online, 2008). Although Myspace was a very popular social networking amenity, it has slowly declined in use due to the emergence and attractiveness of Facebook (Torkjazi, Rejaie, & Willinger, 2009).

Facebook. Facebook was the second major form of social media service that emerged in 2004 by creator Mark Zuckerberg. Its growth has created an innovative network of advance communication connecting billions all across the globe (Cheung, Chiu, & Lee, 2011). Facebook is an ever-growing social media service. Its popularity grows every day (Torkjazi et al., 2009). Facebook has become so popular because every aspect of a person's daily life can be documented and displayed at any time. Personal information is simply presented and provided to others. Connections with friends are easily accessible all at once, all over the world, and the connections are in real time (Ellison, Steinfield, & Lampe, 2007).

Although Facebook is a social connector and is viewed as a positive outlet for communication, there are negative drawbacks to using Facebook because of the emergence of victimization, school bullying, and cyberbullying through Facebook (Kwan & Skoric, 2013). School violence can increase because of social media, and, in one instance, it occurred due to Facebook (O'Keefe & Clarke-Pearson, 2011).

Normandy High School in Wellston, Missouri was deemed the most dangerous school in the St. Louis area because of the many acts of violence that occurred daily. One 15-year-old student was very worried about attending school because she was threatened by a group of girls that taunted her on the social media site, Facebook. The Facebook taunts escalated the bullying and eventually the social media heckling became actual physical violence when a group of girls assaulted a 15-year-old student after the lunch period. One of the girls tore off the 15-year-old student's backpack and pushed her against the wall. The attacked student had pepper spray on her and accidentally sprayed a teacher who tried to assist the student in the attack. Students did not view their school as

a safe environment because violent neighborhood issues that escalated over the social media sites Facebook and Twitter were carried out in their school hallways (Crouch, 2013).

Twitter. Twitter is also a social media networking service that was created by Jack Dorsey, Evan Williams, Biz Stone, and Noah Glass in 2006 (Johnson, 2009). “The most fascinating thing about Twitter is not what it's doing to us. It's what we're doing to it” (Johnson, 2009, p. 1). Twitter allows users to send up to 140 character text messages that are called “tweets.” Many users tweet their thoughts, activities, and information that are shared with others that follow them on twitter (Kwak, Lee, Park, & Moon, 2010). There are many functions associated with Twitter that allow sending and receiving messages to be fairly simple. Some of the Twitter terminologies are tweeting, which is sending a message, retweeting, which is resending a message to others, and hash-tagging, which is organizing messages so they are easily identifiable (Huang, Thornton, & Efthimiadis, 2010). Twitter has evolved into a more popular social media outlet for teens because of the easy access, real time information used through a timeline, and short messages (The University of Melbourne, 2011). Twitter has also become a method of social media used for relational aggressors and cyberbullying (Hinduja & Patchin, 2014). Twitter followers can also help combat cyberbullying among aggressors.

Instagram. Instagram is currently the most popular social media outlet for sharing photos. It was created by Kevin Systrom and Mike Krieger in 2010 (Lagorio-Chafkin, 2012). Instagram is a quick way to share pictures and videos, and have other users’ reply to the picture and video posts using messages. Instagram can also be used in conjunction with Facebook and Twitter (Salomon, 2013). A unique option with Instagram is that you

are able to alter and enhance the pictures you post by using filters. Also, clever users can modify pictures and make them inappropriate and forward them on for other users to see (Lux, 2012). Instagram can become dangerous in a relational aggression situation because aggressors can post negative comments on pictures; and, by using the filters people are able to manipulate the photos in an undesirable light. Instagram was used for posting negative appearance comments for both males and females. Adolescents were posting pictures and making negative comments about other people (Lux, 2012; Nordicom Database on Nordic Media and Communication Research, 2013).

Snap chat. The newest form of social media is called Snapchat. Snapchat is an application for cellular phones where the user can take photos and post videos that disappear within a few seconds after posted (Magid, 2013). Snapchat was developed by Evan Spiegel, Bobby Murphy, and Reggie Brown in 2011. The essential power of Snapchat is to increase users because your privacy is protected due to the automatic disappearing images, called “snaps” (Colao, 2014). Snapchat can also become dangerous in relational aggressive situations because people are able to take inappropriate pictures, post them, and then have them quickly deleted with no trace. Due to the quick disappearing act of the photos, people are able to bully, victimize and sext, which is a conversation using inappropriate sexually explicit language and images via a cellular phone (Judge, 2012) with minimal backlash (Hinduja & Patchin, 2014; Poltash, 2012).

Cyberbullying. Traditional bullying is a common practice in schools today. In traditional bullying, the victims know the bully. It mainly occurs at school (Kowalski, Morgan, & Limber, 2012). Traditional bullying is defined as physical, verbal, or psychological assaults that are violent, and directed at a victim repeatedly through the use

of power (Patchin & Hinduja, 2006). Relational aggression in social media is known as cyberbullying where aggression is transferred through electronic devices such as email, text messages, videos, and pictures (Slonje & Smith, 2008). Cyberbullying is defined as aggression that is indirect where students are being threatened, taunted, and harassed; and, relationships are being damaged because of the opportunity to become popular (American Counseling Association, 2009; Wiseman, 2009).

Modern bullying has turned into cyberbullying where children are using communication technology to promote hostile behavior and intimidation. Students, parents, and educators need to understand the roles of cyberbullying in order to aid with prevention (Beale & Hall, 2007). There are six roles associated with cyberbullies:

- ***Entitlement Bullies.*** The role of the entitlement bully feels they are superior to others. They feel that it is their right to hassle other students particularly if the person is identified as different.
- ***Targets of Entitlement Bullies.*** The targets of the entitlement bullies are those harassed because entitlement bullies feel they are unique and inferior.
- ***Retaliators.*** Retaliators are persons who have been victims of bullying but are now using the Internet for retaliation.
- ***Victims of Retaliators.*** The victims of retaliators have bullied others and are being cyber bullied themselves.
- ***Problem Bystanders.*** Problem bystanders support the bullies and encourage their negative behavior.
- ***Solution Bystanders.*** Solution bystanders try to stop bullying from occurring and try to support the victims (Slovak & Singer, 2011).

Relational aggression has become a common online risk because people have access to other's social networking information and are able to destroy relationships, and post false information that can be damaging to others (Neal, 2007). New technological advances have also made it easier for perpetrators to taunt their victims any time day or night (Slonje & Smith, 2008). Cyberbullying is nationally recognized and victimization is increasing:

In a national study of 15,686 students Grades 6-10, 29.9% reported moderate to frequent involvement in bullying. According to Wolak, Liberatore, and Levine (2013), from 2000 to 2005 there was a 50% increase in the percentage of youth who were victims of online harassment. The number of victims and bullies are steadily rising and is positively correlated with the increase of technology usage by adolescents and technological improvements. Over 80% of adolescents own at least one form of new media technology (e.g., cell phone, personal data assistant, computer for Internet access), and they are using this technology with increasing frequency to text and instant message, e-mail, blog, and access social networking Web sites. (American Counseling Association, 2009, pp. 1-2)

Due to the emergence of cyberbullying, traditional bullies have new devices through the Internet that make it easier to harass their victims (Mason, 2008). In fact, The survey found that 87% of teenagers in that age bracket use the Internet – about 21 million youth between the ages of 12 and 17. Of those teen Internet users, 87% (a little less than 19 million) have Internet access at home, while the remainder have access at such places as schools, community centers, churches, friends' homes, or cyber cafes. (Lenhart, 2005, p. 1)

Children that spend less time on social networking websites such as Facebook, Twitter, and Instagram are more likely to victimize or become the victim of relational aggression and cyberbullying (Mesch, 2009).

Cyberbullies use social media to gossip, spread rumors, and post negative information about their victims, and the information is getting to a large audience that cannot be taken back (Nansel et al., 2001; Ybarra & Mitchell, 2004b). The negative information can also be sexual in nature ranging from inappropriate pictures, videos, and content. What used to be traditional bullying is now finding its way from being on school grounds to being everywhere (Hoover & Olsen, 2001). Victims could put up with the bully during school hours and then have a chance of relief in the comfort of their homes. Now, victims are in the bullying zone in school and out of school, and it goes from bad to worse once it is on the Internet (Mason, 2008).

Cyberbullying could be triggered by the following behaviors: power, revenge, attention, avoidance, and influence. Since cyberbullying behavior can happen as a result of former victims becoming aggressors, those triggers are definitely accurate (Snell & Englander, 2005). Other facets of why cyberbullying occurs are that aggressors have the means of manipulating their social media devices and creating a whole new world that no one can figure out (Vandebosch & Van Cleemput, 2008). Attackers have become so savvy in their relational aggression through social media practices that they have created their own codes, terminology, and language that is very difficult to decipher. The terminology and jargon also changes very frequently so adults cannot figure out what is taking place online from one day to the next (Mills & Cheer, 2014). Having this type of

influence allows the aggressors to operate at high levels of power and domination (Snakenborg, Van Acker & Gable, 2011).

Many dangerous behaviors of relational aggression and cyberbullying can transpire over the Internet (Feinberg & Robey, 2008). The activities can become so dangerous that the outcomes can be detrimental to many victims and cause psychological issues (Schneider et al., 2012). Even though traditional bullying and cyberbullying are different in the method that is used to torment victims, traditional bullying and cyberbullying can have the same psychological outcomes (Mason, 2008). Student victims can experience trauma and become suicidal, develop chronic illnesses, depression, and acquire other disorders due to the stress that is put on them mentally and physically (Vanderbilt & Augustyn, 2010). These outcomes can extend beyond a student's adolescent years and stay with them into adulthood (Tokunaga, 2010).

When examining cyberbullying, the focus is mainly on how the victims of cyberbullying feel, the strategies they use to cope, and the long-term effects of their experiences (Agatston et al., 2007). It is frequently questioned if the bullying has an effect on the bully. It has been found that aggressors of bullying behaviors can also experience lasting outcomes, such as mental health issues that can carry over into adulthood (Campbell, Slee, Spears, Butler, & Kift, 2013). Based on the roles of the cyberbully, it has been noted that young people can become cyberbullies as a retaliator (Vandebosch & Van Cleemput, 2009). Cyberbullies can experience the long-term results of low academics, low self-esteem, violence, emotional anguish, and also depression (Mason, 2008).

Students are not cognizant of the severity of cyberbullying, and when students participate in cyberbullying their interactions fall under the terms of “cyber deviance” or “cyber violence” that can warrant more serious offenses (Hanewald, 2008; Maratea & Kavanaugh, 2012). Cyberbullying is distinctive because although the effects are real to students, it all starts in a cyber-world.

Many parents and teachers, who were not raised in a cyber-world, do not feel comfortable with the tools children are using. By guiding children to use the technology in ways that promote respect, understanding, and responsibility, we can lessen the impact of this new form of bullying. (Keith & Martin, 2005, p. 226)

Cyber-crimes display criminal behaviors that again take place through a fictional world (Shariff, 2008). For students to demonstrate a form of “cyber deviance” or “cyber violence”, the following commonalities will occur:

- The social media world can have real-life results and consequences
- Criminal conducts are adapted into cyber criminal conduct
- Cyberbullies victimization is equivalent to time they spend on the Internet
- Cyber deviance and cyber violence are done anonymously
- There is a deficiency of social control instruments that can deter relational aggression through social media. (Stewart & Fritsch, 2011)

Law enforcement, especially school based law enforcement officers play a crucial role in preventing cyberbullying from occurring in schools (Willard, 2007). It is important for them to know and outline the proper legal procedures that legislation puts forth for these types of offenses (Szoka & Thierer, 2009). Laws have been put in place in various states because of the effects of cyberbullying on adolescents (Snakenborg et al.,

2011). Students have dealt with depression, health issues, and have even taken their own lives because of the overwhelming pressure of cyberbullying (Hinduja & Patchin, 2010; Wang, Nansel, & Ianotti, 2011). Lawmakers should fully safeguard that cyberbullying can be a criminal act that can be prosecuted to the furthest extent of the law due to the severity of the occurrences of relational aggression through social media (Stewart & Fritsch, 2011). Parent and community involvement can be the key in preventing this ever-growing social media phenomenon among adolescents (Mason, 2008).

Police officers can also educate students on the severity of cyberbullying and that cyberbullies are indeed violating civil legislation when they choose to participate in cyberbullying (Franek, 2005). Adolescents could be in violation of the following crimes:

- Privacy invasion: providing private offensive information about a person publicly
- Defamation: broadcasting untrue statements about a person that can be damaging to their status
- Deliberate infliction: participating in behavior that is intentionally done to make a person suffer
- False light: providing false information about a person in a public setting.

(League, 2008)

Generational Cohorts and Social Media

Technology has dramatically changed our society and social media web sites have become commonplace for communication for many children, adolescents, and young adults (O’Keeffe & Clarke-Pearson, 2011). Generational cohorts and social media are a topic of interest for this study because of parents’ involvement in their children’s social

media lives and the assistance of school social workers and school counselors working with students that are exposed to bullying through social media. The social media generational divide between parents and children creates a boundary that clouds technological understanding and limits awareness and prevention of relational aggression acted out through social media (Jones & Czerniewicz, 2010).

There is a huge generational gap between baby boomers (born between the years of 1946-1964), generation X (born between the years of 1965-1980), generation Y or millennials (born between the years of 1981-2000), and generation Z (born after 2000) in regards to social media. Although it is common to have these differences the most prevalent distinction is the in the capacity of technology (Ramasubbu, 2015). There is a digital divide between the “digital inhabitants,” that are today’s students, that can consist of generation Y and Z, and the “digital settlers,” that are today’s teachers, that can comprise of baby boomers and generation X (Wolfe, 2012).

Baby boomers were born after World War II ended, between the years of 1946-1964. After the war there was an extreme increase in the birth of babies, thus calling this time the “baby boom” era. Approximately 79 million babies were born between those years and that generation made up for more than 40% of the population (Rosenberg, 2015). The baby boom generation did not grow up with technology and roughly 50% feel that the Internet is not pertinent to their daily lives. They also feel that they are able to gain the same information without using the Internet (Wolfe, 2012).

According to Norman (2010), baby boomers are joining social media at an increasing rate. Baby boomers have now joined the social networking website of Facebook. Between the years of 2010-2011 joining this site has increased rapidly among

this group. Social media usage has increased 42% for baby boomers ages 50 and older. Facebook users between the ages of 55 and older has grown to approximately 16 million (Carracher, 2011). Although Facebook is becoming a popular social media site for baby boomers, Twitter involvement makes up a greater proportion of usage and is equally used by baby boomers as well as other ages (Norman, 2010). Baby boomers have also incorporated other technology such as iPads and smart phones into their social media practices (Carracher, 2011). Although technology was not initially a part of the life of baby boomers, the influx of technology has caused this generation to assimilate.

Generation Xers were born between the years of 1965-1980 and have a current population of 41 million. They were known as the “lost generation” because of the high rates of divorce and the use of latchkey during that time period (Schroer, n.d.). In comparison to other generations generation X has been known to be the most educated, with more than 60% of this age group attending college (McCollum, n.d.; Schroer, n.d.). Generation X is the first to incorporate technology and social media into their daily lives, making up 66% of Facebook monthly users, 20% of Twitter users, and consistent users of the Internet with 26% use within the past 30 days, at the time of this writing (Fox, 2014).

Generation Yers were born between the years of 1981-2000 and have a current population of 71 million. They were known as the “echo boomers” and “milleniums” and are the largest generation since the baby boomers (Schroer, n.d.). Generation Y are technologically savvy and are the “digital natives,” of the era. They grew up with technology and it plays a major part of their lives, with 90% using smart phones to indulge in social media activities (Generation Y.com, n.d.). It has been said that generation Y is addicted to social media with Facebook and Twitter being at the forefront

of their habitual social media behavior (Cabral, 2008). Generation Y's social media usage has had the most influence on pop culture, films, individuals, and society as a whole (Bolton et al., 2013).

Generation Zers were born after 2000 and have a current population of 23 million and still growing. They are considered the most diverse generation with the highest level of technology use. Technology consumes their lives and are considered the experts in social media use (Schroer, n.d.). As Facebook may be a common social media outlet for baby boomers, generation X, and generation Y, generation Z considers Facebook for "old people" (Lane, 2014, p. 1). Generation Z tends to favor the newer forms of social media such as; Snapchat, Secret, and Whisper (Lane).

The explanation of each generation shows that age ranges is a major factor in the general divide of technology and plays a role if older cohorts will adopt and sustain their technological involvement (Morris, Venkatesh, & Ackerman, 2005). The generations also show their substantial differences with their exposure and familiarity with social media which causes societal discourse when trying to bridge the generational gap with technology (Jones & Czerniewicz, 2010).

Prevention of Relational Aggression

Preventing relational aggression acted out through social media is a critical element to the safety of the target and a method of caution to the aggressor. Prevention models are crucial to students, parents, teachers, administrators, and the community. Being armed with a prevention model can aid in making better connections with students and resolving the issue of relational aggression acted out through social media.

Relational aggression acted out through social media prevention model.

Having a model for relational aggression through social media prevention is a very important step for students, parents, teachers, and administrators to get on board to fight this form of bullying (Stauffer, Heath, Coyne, & Ferrin, 2012). A strategic plan for prevention is essential for schools to have a strategy and put goals in place to make sure they are equipped to handle this situation (Snakenborg et al., 2011). The prevention model should be a proactive approach so that schools are prepared when cyberbullying occurs (Couvillon & Ilieva, 2011).

The fundamental emphasis should be focused on how technology is today and how it is ever-changing to the users. There are so many technological tools to use that communication can be done from just about anywhere (Shirky, 2011). Technological advancement is also a concern because the more it advances, the more difficult it will be to control cyberbullying. Technological complexity is an issue because of the many capabilities that can be used from jargon, videos, and pictures (Mills & Cheer, 2014).

Since there is a gap in preventative involvement in many schools, prevention programs should implement groups and individual sessions to aid in prevention awareness (Mason, 2008). When the victims are in a group, they will realize others are going through the same situation they are, and may feel more comfortable with expressing their opinions (Snakenborg et al., 2011). The aggressor of cyberbullying may have many motivations to their behavior online, so implementing various methods of prevention is also significant to the success of the program (Dooley, Pyzalski, & Cross, 2009). Having these diverse strategies can help to focus on what is really needed to assist students when it comes to this online behavior (Bhat, 2008).

Creating a relational aggression through social media prevention plan is the first step in hindering the problem (Beale & Hall, 2007). The next steps should be implementation and endurance (Stauffer et al., 2012). It is imperative to have a group of stakeholders that are totally invested in the cause. The stakeholders should be diverse in their approach, so planning can have many facets and many ideas (Shariff & Churchill, 2010). A good assembly would have representation from all groups that would be affected by relational aggression acted out through social media, as well as people who are not afraid to speak up and voice their opinions (Patchin & Hinduja, 2012). Without these steps, the strategic plan will be certain to fail and promoting the program would be worthless to the students who are affected (Couvillon & Ilieva, 2011).

School counselor and school social worker's perspective and prevention. A school counselor works with students and parents to help guide students' academic, behavioral, and social growth (Dollarhide & Lemberger, 2006). School counselors have a set of specialized skills they utilize to conduct counseling with students, instruct classroom guidance lessons, and coordinate various interactions with students and parents (Amatea & Clark, 2005). They are governed by a code of ethics through the American Counseling Association that stresses client welfare, respect for diversity, and informed consent (Herlihy & Corey, 2014).

A school social worker addresses concerns that are affecting the child's safety or wellbeing, their ability to learn, or their family's ability to manage aspects of their lives (Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen 2009). Social workers collaborate with the school, student, and their family to provide counseling and community resources. They are a link between the students and their home, school, and

community (Warren, 2005). They are governed by a code of ethics through the National Association of Social Workers that focuses on the preamble, purpose, and ethical principles (NASW, 2008).

As a current school social worker covering five elementary schools in a district, social work knowledge and resources, school building culture, collaboration with home, community connections, and parent involvement all play a significant position in my line of work (Hare, 2004). Many things affect the building culture, but bullying has a very insidious effect on principals, teachers, students, and the entire school culture (Hinduja & Patchin, 2012). Students cannot properly learn and function in an environment where they are fearful at school and do not feel safe because of cyberbullies and relationally aggressive classmates (Varjas, Henrich, & Meyers, 2009). Relational aggression has been making an overwhelming appearance in many schools and affecting this country's adolescents. School counselors and social workers are in demand to assist with combatting the problem (Jacobsen & Bauman, 2007).

School leadership needs to collaborate with school counselors and school social workers and begin to utilize their expertise in order to address the severity of relational aggression acted out through social media (Bauman, 2008). Addressing the issues with relational aggression in schools will help administrators, school counselors, and school social workers become more knowledgeable in that area, and know how to handle it if it occurs (Yoon et al., 2004). School counselors and school social workers can collaborate with parents to demonstrate how they can get involved to aid in monitoring their own child's social media practices, and have more insight on an issue that can be easily ignored because of its hidden nature (Blencowe, 2007; Waasdorp, Bradshaw & Duong,

2011). Leadership should not ignore the situation because of the covertness of relational aggression (Young et al., 2006). Administrators should instead implement strategies and techniques to combat relational aggression. The school counselor and school social worker are necessary to be in the process to support parents and students (Slovak & Singer, 2011).

As a school social worker, the effect of relational aggression acted out through social media becomes a concern because I work directly with the students who are affected. The involvement is not just because it is negative behavior, but also because of the harmful long-term effects it can have on students (Smokowski & Kopasz, 2005). Cyberbullying can cause the same effects as traditional bullying and can also leave the same lasting scars (Mason, 2008). Because cyberbullying is usually done anonymously, it can spread virally without any known source, which makes it difficult to catch (Vandebosch & Van Cleemput, 2008). Aggressors also have the luxury of striking at any time, and that makes it challenging for schools to discover from where the cyberbullying is coming. It also makes it difficult to implement meaningful methods of prevention (Slonje & Smith, 2008).

School counselors and school social workers may not have the adequate training to help prevent this covert bullying and truly be of service to students who are experiencing this relational aggression acted out through social media, so it is imperative for them to research, edify, and become extremely acquainted with all aspects of this topic (Slovak & Singer, 2011). Due to anonymity, it makes school counselors and school social workers more determined to educate themselves, provide prevention strategies,

postulate interventions, and be the best advocate for the victim as well as the aggressor (Snakenborg et al., 2011).

Since school counselors and school social workers have that home, school, and community connection, it is important for them to educate schools on the many challenges of addressing cyberbullying because of its prevalence in society (Couvillon & Ilieva, 2011). The prevalence and popularity of social media, makes addressing the relational aggression and cyberbullying concerns very difficult (Stauffer et al., 2012). School counselors and school social workers need to collaborate with school personnel to address those concerns, ensure that the strategies and prevention programs that are developed are administered, utilized, and supported throughout the school (Chibbaro, 2007).

School counselors and school social workers know that relational aggression acted out through social media allows for many aggressors to spread the negative information to many people at once, which allows for a huge audience that then forwards on the information to others (Jacobsen & Bauman, 2007). School counselors and school social workers should also help victims understand that they may never escape the digital messages that have the ability to live with them into adulthood and cause long-term anguish (Hoff & Mitchell, 2009). They should support the victims and explore coping strategies to aid them in dealing with this phenomenon and the potential for those long-term effects (Schenk & Fremouw, 2012).

School counselors and school social workers have the ability to work with schools to develop a model of prevention for relational aggression acted out through social media (Snakenborg et al., 2011). To make prevention successful, students, parents, teachers,

and administrators have to collaborate to make it work. Key stakeholders need to buy in to such programming (Patchin & Hinduja, 2012). Throughout the literature, steps have been suggested for schools to follow in order to address cyberbullying. Schools would have to be willing to invest in the following:

- Distinctly explain to students the Internet use policies and have them agree to the terms
- Effectively communicate with the students and implement social media safety
- Collect cyberbullying data from students that come forward with information
- Have a trusted adult be the person students can confide in to report cyberbullying
- Clearly outline the consequences if students engage in cyberbullying
- Implement a curriculum for relational aggression through social media
- Design a system for response if students that are the aggressors, victims, or witnesses decide to come forward and report cyberbullying
- Train faculty and staff on relational aggression through social media issues and terminology
- Have the School Social Worker initiate the connection with the home, school, and community on cyberbullying issues
- Have the School Social Worker provide resources to all stakeholders and encourage support

- Get the students involved in the prevention program and develop peer interactions
- Encourage students to collaborate with teachers in order to build trusting relationships
- Make the prevention program ongoing because relational aggression through social media is constantly changing
- Use a conglomerate of teaching strategies to implement the prevention plan such as: activities, technology, speakers, and presentations.

(Couvillon & Ilieva, 2011)

School counselors and school social workers should educate themselves on the laws that some states have now incorporated where school administrators have the authority to discipline students that participate in cyberbullying even when it occurs off school property (Hinduja & Patchin, 2011). Even if a crime is not committed when the cyberbully attacks the victim, it could certainly be considered a civil wrong, which consists of privacy invasion, defamation, false light, deliberate infliction, and harassment (Gillespie, 2006).

School administrators also have the authority, in most states to require counseling, give additional assignments, limit extracurricular activities, and refer to juvenile detention if a student is convicted of a cyber-crime and not given any other recourse for their actions (Shariff & Hoff, 2007). Knowing that regulations are in place and law enforcement is working with schools to prevent this sensitive subject matter is very commendable because schools cannot do it alone (Stewart & Fritsch, 2011). When

everyone works together to fight against relational aggression acted out through social media, there is more hope for prevention (Roberts-Pittman, Slavens, & Balch, 2012).

In order for school administrators to exercise the full extent of the law, creating a connection back to the school environment is important. Schools need guidelines that provide reasonable boundaries and direction as to the extent of their responsibility. This would alleviate their reluctance to breach freedom of expression guarantees or student privacy rights. Educators need to know the extent to which they have the authority to protect victims from abuse by their classmates – and their ultimate responsibility to foster inclusive school environments that encourage socially responsible discourse – on or off school grounds, in the physical school setting and in virtual space.

Traditional responses to bullying are largely ineffective because of the anonymous nature of cyberbullying, its capacity for an infinite audience, and participation by large numbers of young people. In this regard, it is important to consider the emerging legal stance adopted by the courts towards cyber-harassment. (Shariff, 2005, p. 462)

School counselors and school social workers should partner with other school personnel to show that relational aggression acted out through social media produces harm to other students, teachers, and staff (Cassidy, Jackson, & Brown, 2009). Having to handle situations of cyberbullying can directly effect and interfere with the culture, climate, and educational purpose of the school (Roberts-Pittman et al., 2012). School cyberbullying prevention plans focused at the school level should have a proactive approach to create awareness and avert cyberbullying from occurring (Mason, 2008). This reliable approach to cyberbullying deterrence has had the most compelling

impression on prevention strategies that will benefit schools and encourage appropriate student behavior and overall success (Couvillon & Ilieva, 2011). School counselors and school social workers should be at the forefront of the anti-cyberbullying and anti-relational aggression movement by responding, intervening, collaborating, preventing, guiding, and supporting (Chibbaro, 2007; Slovak & Singer, 2011).

Summary

This study may fill a gap in the literature because there is limited information available about a possible correlation between parent involvement and relational aggression acted out through social media. Reviewing the works for parent involvement, relational aggression, and social media provided a better understanding of the research on all three concepts. The literature provided insight as to why these elements have a connection when exploring personal attitudes towards parent involvement as it relates to relational aggression acted out through social media. Parents who are familiar with relational aggression and its correlation to social media are more aware when cyberbullying occurs and can aid in the prevention of this issue. The methodology is discussed in Chapter Three.

Chapter Three: Methodology

The purpose of this study was to explore the personal attitudes toward parent involvement as it relates to relational aggression acted out through social media based on the problem that there exists limited information in educational research literature about relational aggression acted out through social media when it is related to parent involvement. The attitudes were gathered from three groups: (a) the general population of Lane University undergraduate and bachelor degree day social work students, (b) Lane University graduate and master's degree evening counseling students, (c) school counselors in the Holland School District, and (d) school social workers in the Holland School District. Some of the participants were parents and some were not. I compared attitudes of aspiring school counselors and school social workers to existing school counselors and school social workers. Three elements were examined: parent involvement, relational aggression, and social media.

Methodology

This was a mixed-method research study conducted to explore a problem that has not been clearly defined and often occurs before enough is known to make conceptual distinctions or posit an explanatory relationship (Maxwell, 2012). The subject explored was the personal attitudes towards parent involvement as it relates to relational aggression acted out through social media.

Survey and focus group data were collected—the Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media survey (male and female victim's versions) for quantitative data (Appendix A), and the Exploring Personal Attitudes towards Parent Involvement as it Relates to

Relational Aggression Acted Out through Social Media survey text box comments and focus group questions (Appendix C) for qualitative data. Mixed methods research “can help clarify and explain relationships found to exist between variables” (Fraenkel, Wallen, & Hyun, 2011, p. 556). Using multiple data sets is called triangulation and is a way to verify findings. Agreement among data sets strengthens the study results (Fraenkel et al., 2011). In this study, the multiple data sets were quantitative survey responses, and qualitative focus group responses and survey text box comments—all from varying groups of participants.

The sampling method was purposive, followed by randomization, in which every element in the population had an equal chance of being selected. A purposive sample is one that is selected based on the knowledge of a population and the purpose of the study. In purposive sampling, subjects are selected because of some characteristic related to the topic (Maxwell, 2012). A purposive sample of aspiring and existing social workers and counselors was utilized because of their familiarity with relational aggression. The 212 study participants were randomly selected by alphabetizing all of the possible participants’ names, generating a random number, and then using systematic sampling to select every 10th number (Fraenkel et al., 2011). All participants were voluntary so they had the ability to decline the survey. No participants declined to take the survey.

The following six hypotheses were tested in the study, as measured by survey responses of participants related to three scenarios describing relational aggression acted out through social media:

Null Hypothesis #1: The characteristic of gender of targets of relational aggression acted out through social media will not influence each category (aspiring

counselor or social worker, existing professional counselor or social worker) of respondent's level of sensitivity to each scenario (1, 2, & 3) differently, as measured by their responses to comments on a Likert-scale survey.

Null Hypothesis #2: The characteristic of parent involvement in situations of relational aggression acted out through social media will not influence each category (aspiring counselor or social worker, existing professional counselor or social worker) of respondent's level of sensitivity to each scenario (1, 2, & 3) differently, as measured by their responses to comments on a Likert-scale survey.

Null Hypothesis #2a: Respondents who have children will not be more sensitive to each scenario (1, 2, & 3) towards targets of relational aggression acted out through social media in each scenario (1, 2, & 3) compared to respondents without children, as measured by their responses to comments on a Likert-scale survey.

Null Hypothesis #3, #3a, and #3b: Respondents' exposure to social media outlets will not be related to differences in sensitivity levels as measured by the number of exposure incidences to media compared to sensitivity levels, as measured by their responses to comments on a Likert-scale survey.

Four research questions were answered as measured by focus group responses and text box comments on the Likert Scale survey:

Research Question #1: How are individual attitudes toward relational aggression acted out through social media similar or different, based on the varying targets' gender (e.g., male/female)?

Research Question #2: How are individual attitudes toward relational aggression acted out through social media similar or different, according to the type of social media outlets (e.g., Facebook, Twitter, and Instagram) used to act out aggression?

Research Question #3: How is parents' sensitivity to the targets of relational aggression acted out through social media similar or different, than non-parents?

Research Question #4: How are involved parents who monitor and have access to their child's social media sensitivity to the targets of relational aggression acted out through social media similar or different than parents who are not involved and do not monitor and have access to their child's social media?

The presence of other variables may influence how the subjects view the importance of parent involvement toward relational aggression as it relates to relational aggression acted out through social media. A relationship between parent involvement, relational aggression, and social media may be implied using this methodology of exploration of the three main elements.

Study Population

The study population for both the survey, focus groups, and text box comments was the general populace of 58 junior and senior level Lane University undergraduate bachelors social work day students, 79 Lane University graduate master's counseling evening students, who had already completed IPC 510 and IPC 512 courses (n=137 LU undergraduate and graduate students), and 55 school counselors and 20 school social workers employed by the Holland School District (n=75 HSD school counseling/social work professionals).

Table 1

Demographic Information for All Participants

	Age Range Under 21	Age Range 21-24	Age Range 25-34	Age Range 35-44	Age Range 45-54	Age Range 55-64	Age Range 65 or Older	Males	Females	Parent	Non- Parent
Aspiring Social Workers	11	26	12	6	3	0	0	11	47	7	51
Existing Social Workers	0	0	1	10	4	3	2	3	17	16	4
Aspiring Counselors	0	28	35	8	7	0	1	18	61	25	54
Existing Counselors	0	0	4	28	16	6	1	10	45	47	8

The demographic information for all participants is summarized in Table 1. The information provided in the table is the following: age range, gender, and parent or non-parent (see Table 1).

The version of the survey taken for all participants is summarized in Table 2.

Table 2

Version of Survey Taken

	Male Victim Version	Female Victim Version
Aspiring Social Workers	34	24
Existing Social Workers	9	11
Aspiring Counselors	28	51
Existing Counselors	21	34

The status of parent involvement for all participants is summarized in Table 3.

Table 3

Self-Reported Parent Involvement Status

	Involved Parent	Uninvolved Parent
Aspiring Social Workers	5	53 Because they are not parents
Existing Social Workers	9	11
Aspiring Counselors	23	56 Because they are not parents
Existing Counselors	32	23

Instrumentation

The instrument was a Likert-scale type survey with three scenarios, each scenario with a unique set of statements about the scenario to rate and text boxes in which to elaborate, and focus group questions. I designed the survey and the focus group questions, descriptions of each follow.

Surveys. I designed the Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media survey, male and

female victim's versions (Appendix A) with the assistance and approval of my Committee Chair, Dr. Carla Mueller, who is a Professor of Social Work at Lindenwood University. I developed the survey and scenario format by researching similar survey tools related to cyberbullying. The survey included 14-15 questions for each of three scenarios regarding awareness of and attitudes toward relational aggression, social media, and parent involvement. The attitudes came from the Lane University undergraduate social work students and counseling students, and the Holland School District school counselors and school social workers. A five-point Likert rating scale was used that allowed participants to rate their response to statements by choosing 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), or 5 (Strongly Agree). Data on gender (male/female), age ranges of (under 21, 21-24, 25-34, 35-44, 45-54, 55-64, and 65 or older), and a status as a parent or non-parent were also collected using the survey name.

I selected three scenarios to use in the survey because of the popularity of the social media outlets of Instagram and Facebook. The first scenario was named the Instagram Scenario due to the situation related to the social media website of Instagram. The second and third scenarios were named the Facebook Page and Facebook Profile Scenarios due to the situations related to the social media website of Facebook. Each scenario provided a unique situation for males and females related to a specific social media outlet. The Instagram scenario described how a boy/girl started dating the mate of an ex-friend which caused retaliation by posting inappropriate pictures on the Instagram social media website. The Facebook Page scenario described a new student replacing an old student on the basketball team. The new student got mad and started a hate page on

the social media site of Facebook. The Facebook Profile scenario described how a mean girl wanted to make fun of less popular student by creating a fake Facebook profile.

Due to the hypotheses and research questions of the study, there was a male and female victim's version of the scenarios to explore if gender was a variable in the outcomes and if the participants were more sensitive to the victim being a male or female. Three scenarios were selected because I used a template from other dissertations that examined similar aspects of my topic. For the scenarios I thought it was important to focus on the gender of the victims and the social media outlets that were used to display the relational aggression. The male and female victim's version of the scenarios were randomly given to the participants. The participants did not have to be a male to take the male version and vice versa. There were no right or wrong responses to the statements. A comment box was provided at the end of each scenario for any other thoughts or elaborations on the topic.

The survey was pilot-tested by different volunteer Lane faculty members and students from the study participants who were parents and non-parents (five parents, five teachers, five school counselors, and five school social workers) to ensure proper language, content, validity, and an understanding of what was being asked in the scenario survey questions. After receiving feedback from the pilot survey takers, additional changes were made to the scenario survey statements. The survey statements were approved before distribution by my Committee Chair who was at the time of the study and who is at the time of this writing, a professor in the social work program degree program at Lindenwood University.

Focus group questions. The goal of qualitative research is to collect profound knowledge through first hand experiences, in depth conversations, quotes, and truthful information (Maxwell, 2012). Qualitative research methods allowed participants to express how they felt about the topic and share their individual experiences and narratives about parent involvement as it related to relational aggression acted out through social media. I designed the focus group questions with the assistance and approval of my Committee Chair, Dr. Carla Mueller, who is a Professor of Social Work at Lindenwood University (Appendix A). There were seven open-ended questions related to the participants' attitudes toward parent involvement as it related to the relational aggression acted through social media. The questions were developed to get more in depth narratives, observations, and beliefs about parent involvement, relational aggression, and social media. Each focus group was 30-60 minutes long.

Procedure

I obtained approval from the Institutional Review Board (IRB) from Lindenwood University. I also attained permission from the Holland School District through the Holland School District Application to Perform Research process application. Once the Holland School District approved my research application, I received an approval letter from the Assistant Superintendent for Accountability, Assessment, Professional Development and Technology. The Lindenwood University Institutional Review Board Application and Approval Email, the Holland School District Application to Perform Research, the Research Approval Letter from the Holland School District, the Holland School District Informed Consent Letter, and the Participant Consent Letter are available upon request.

Informed consent was acquired by the Lane University social work and counseling students as well as the Holland School District school counselors and school social workers for the study to take place through the use of a participant letter. The participant consent letter gave a brief summary and explained the purpose of the study. The Lane University Informed Consent and the Holland School District Participant Letter are both available upon request. The contributors also received a relational aggression handout for further clarification of the topic (Appendix B). Once the participants were educated about the study, all participants that agreed to participate completed either a male or female victim's version of the survey through random selection.

In order to distribute the survey for the Holland School District, I contacted the Assistant Superintendent of Student Services via email and asked for permission to attend the counselor and social work professional development meeting. She replied and agreed to allow me to attend the meeting and distribute the survey during the first break of their professional development. For Lane University, I emailed my dissertation chair who responded by allowing me to attend the social work class she taught to distribute the survey to juniors and seniors. She also provided me with a name and email address for another social work professor, who also allowed me to schedule a time to attend her class and distribute the survey. My dissertation chair also afforded me a list of counseling courses above Intensive Professional Counseling (IPC) 510 and IPC 512 with the professors' emails attached. I emailed four of the professors and all four allowed me to schedule a time to come to their classes and administer the survey.

The Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media survey, male and female victim's versions,

were distributed by the Assistant Superintendent of Student Services and two school social workers at the Holland School District social worker and counselor professional development meeting on January 16, 2015. I distributed the survey to the social work students at Lane University on February 4, 2015 during the Intercultural Communications class and on February 5, 2015 in the course of Human Behavior in the Social Environment 1. I distributed the survey to the Lane University counseling students on February 9, 2015 in the courses, Social and Cultural Foundations of Counseling, Crisis Intervention, Personality Theories and Psychopathology, and Human Growth and Development. All survey participants received a relational aggression handout (Appendix B) that clearly defined the subject matter and instructions on how to complete the survey prior to taking the survey. They were made aware of the purpose of the study and the data collection methods both verbally and through the consent form.

I attended both a Lane University undergraduate bachelor's degree social work day students' class and graduate master's degree counseling evening students' class. I also attended a collaborative school counselor and school social worker professional development meeting. I verbally explained my study and I requested their voluntary participation. Then, I passed out a consent letter that explained the purpose of the study and requested their consent to participate in a brief survey.

Survey participation was voluntary and anonymous. The participants were given 5-10 minutes to complete the survey. Once the surveys were completed, participants were asked to return the surveys in the manila envelopes in the back of the room. Each envelope was marked specifically for each group completing the survey. There was an envelope for the male victim's version survey for parents, the female victim's version

survey for parents, the male victim's version survey for non-parents, and the female victim's version survey for non-parents. All of the surveys comprised the same scenarios but were just different by gender.

For the Holland School District, four school social worker envelopes were labeled school social worker male victim's version for parents, school social worker female victim's version for parents, school social worker male victim's version for non-parents, school social worker female victim's version for non-parents, and participants placed their survey in the appropriate envelope. This process was completed for the other three groups of survey participants—school counselors, social work students, and counseling students.

I was in the room when the surveys were handed out. The survey was completely anonymous and confidential, meaning that the responses given were not connected to the respondents in any way. When the surveys were completed, the participants placed their anonymous surveys in an envelope that I collected.

I conducted four different 30-60 minute focus groups. The focus groups were video recorded for accuracy, facial expressions, and additional body language. Participants were volunteers and identities remained anonymous—labels only were used when discussing specific individuals. The participants were instructed to refrain from sharing any identifying information. They were told that the information would be reported as aggregate data, not as singular participant data. The group participants were asked to respect the confidentiality of other participants. Group data were used for the purpose of this research study; individual data were not.

All four focus groups were conducted over a 2-month period of time. The first group was conducted on January 16, 2015 for six Holland School District school counselors immediately after the conclusion of their professional development meeting. The second group, consisting of six school social workers, was conducted on January 21, 2015 at Art Elementary School in the social work office. The Lane University social work students were the third group of six subjects. The focus group meeting occurred on February 4, 2015 at Lane University in their classroom immediately following the completion of the survey. The last group was conducted with six of the Lane University counseling students. The focus group took place on February 9, 2015 at Lane University in a computer room directly after their survey was completed. All four focus groups were given the focus group questions to appraise and provide a written response before the focus group discussion.

My professional title and role at the time of this study was school social worker and I serviced five elementary schools in the Holland School district. I ensured participant confidentiality and anonymity by keeping the signed informed consent forms separate from the written responses from the focus group questions. All participants were given a cup with school supplies and snacks as appreciation for their participation.

Data Analysis

The study design was a correlational study that explored personal attitudes toward parent involvement as it relates to relational aggression acted out through social media. A mixed-methods triangulated approach was used to collect data from four groups—social work students, counseling students, school counselors, and school social workers.

Analysis of quantitative data. The quantitative survey data were analyzed using t test and an F test for differences in means from a small sample and comparing statistical models of a data set. An F test for equality of variance was conducted by dividing the means of the two samples with sample variance 1 and sample variance 2 resulting in an F test. If the p value is greater than the alpha of 0.5, the two independent means are equal, which fails to reject the null. If the p value is less than the alpha of 0.5, the two independent means are not equal, which rejects the null. The analysis can be a two and/or right tailed test with an alpha of 0.5 and can be greater or less than the alpha. A t -test for difference in means from a small sample is conducted for the social media portions of the survey.

Researchers of education use triangulation to utilize multiple independent foundations for their research (Maxwell, 2012). Triangulation was used in this research consisting of social work students, counseling students, school counselors, and school social workers as the sources for collecting data, regarding their perceptions of the relationship between parent involvement and relational aggression acted out through social media.

Analysis of qualitative data. The qualitative focus group written response data and axial text box comments were analyzed using axial coding methodology. The written responses were also protected in order to maintain confidentiality. Each focus group response was aligned with one of the three elements of the study which were: parent involvement, relational aggression, and social media.

Internal and External Validity

Validity is a concept used in research and it is defined as accurate inferences made from the results of the instrument used to conduct the research (Fraenkel et al., 2011). Internal validity refers to how well the study was conducted based on the research design, how variables were measured, and the confidence in concluding the changes in the dependent variable. External validity signifies the degree to which the results of the study can be generalized and are able to be applied to other settings (Maxwell, 2012). The proper steps were taken to help increase the validity and reliability of the focus group questions and survey instruments. Content validity was utilized by first pre-surveying people who were like the participants that would be a part of the study. The interest and findings of exploring personal attitudes towards parent involvement as it relates to relational aggression acted out through social media can possibly bring awareness and prevention strategies to parents, school social workers, school counselors, and other school personnel. It is important to be aware of potential threats to internal and external validity in honorable research design.

Not influencing the setting or participants was very important in getting valid results. Dealing with the threats to validity helped to decrease the chances of the study results being invalid. The participants were open and honest, so there was a better chance of getting valid and reliable responses that added more meaning to the results of the study (Maxwell, 2012).

Threats to Internal Validity

In research causal inferences are taken into consideration to conclude if the action of one variable will have an effect on the other and if evidence defends the research

findings. The independent variable (IV), meaning there would be a decrease in relational aggression acted out through social media was the anticipated outcome. There was also the idea that awareness and prevention of relational aggression acted out through social media could be an anticipated outcome due to unrelated variables. I also wanted to determine if there was enough evidence to support the findings. Because there are a multitude of factors that go into the validity of research, threats to internal validity are always an issue. The purpose of this study was to explore personal attitudes towards parent involvement as it relates to relational aggression acted out through social media.

In this study, internal validity is the degree to which the IV, which is the increase of parent involvement, constructs the perceived effect, decreased relational aggression acted out through social media. Internal validity can be negatively influenced by different variables that must be regulated in order for internal validity to be increased. In this study, the possible threats to internal validity were assessed and controlled per the research design and consisted of the following:

- Researcher bias occurs when investigators have a strong opinion or affinity about the subject because they are a part of the population or have similarities with the participants. As a school social worker who works directly with parents, school counselors, other school social workers, and students who may be the victim or aggressor of relational aggression acted out through social media, I was challenged with being subjective. Being subjective and not putting preconceived notions on what is the expected outcome was difficult when I work in that environment. Being aware of researcher bias was critical to the study (Chenail, 2011).

- Reactivity pertains to when subjects react differently or alter their behavior because they know they are being studied. It is also the response the subjects have toward each other during the research process. Being conscious of reactivity was a concern for the social work and counseling students. Students who volunteered to complete the survey and participate in the focus group may have acted differently in order to impress their professor or overshadow their classmates who were also participating. Again, being a school social worker could add to the threat of reactivity because again, I am a part of the world that is being studied and I can possibly influence the outcome (Maxwell, 2012).
- Location where data is collected can be a threat to validity and alter the intended result (Fraenkel et al., 2011). The surveys, focus groups, and text box comments were conducted at several locations because of the different groups that were being sampled. Some surveys, focus groups, and text box comments were administered on the Lane University campus in different classrooms and computer labs, while the other surveys, focus groups, and text box comments were conducted at the Holland School District administration office and social work office.
- Selection bias refers to a likelihood that issues at pre-test may relate to the groups that are being studied having diverse characteristics. The characteristics may change the outcome of the study due to the interaction of the independent variables (Grimes & Schulz, 2002). The selection of subjects was controlled because the specified participants had to be

Holland School District school counselors and school social workers.

Participants also had to be Lane University social work students who were classified as juniors and seniors. Subjects from Lane University had to be counseling students who had already completed IPC 510 and IPC 512 courses because these students would have already been exposed to counseling knowledge, training, and terminology.

Threats to External Validity

Threats to external validity may occur when the researcher makes a generalization about the study and is incorrect in that generality. It is very difficult to generalize findings even if the internal validity is strengthened through the research design process (Ferguson, 2004). My expectations were the outcomes would be generalized and the results would be found true to say that an increase in parent involvement can decrease relational aggression acted out through social media.

In this study the possible threats to external validity were assessed and controlled per the research design and consisted of the following:

- Hawthorne Effect is a type of reactivity that pertains to when subjects react differently or alter their behavior because they know they are being studied. If relationships that utilize cause and effect are discovered, they may not be able to be generalized in other settings, just in the setting it was studied in at the time of the research (Wickstrom & Bendix, 2000). Again, students who volunteered to complete the survey and participate in the focus group may have acted differently in order to impress their professor or overshadow their classmates who were also participating.

- Situation is when all things specific to the situation of the study have the potential to minimize generalizability. Some situations of the study are location, time, noise, lighting, timing, etc. (Evans-Hampton, Skinner, Henington, Sims, & McDaniel et al., 2002).
- Pygmalion Effect is when grander expectations are placed on the subjects participating in the study, they will perform better (White & Locke, 2000). School counselors and school social workers in the Holland School District knew about the study and some of the participants were my colleagues. Due to their willingness to want to assist me with my research and support me as an individual, they may have performed better during the surveys, focus groups, and text box comments. Because of this possibility, there may be an error in generalizing their findings.

The external validity for this study would be the aptitude to generalize across the Holland School District and Lane University that an increase in parent involvement can have the ability to decrease relational aggression acted out through social media. The design of this study can only confirm results within each sub-group, *not* across each group collectively. Controlling the threats to internal and external validity would be the only solution to be able to generalize the findings and keep the outcomes consistent with the framework of the research design. Managing the major threats to internal and external validity *was* done by sticking to the research design, by grouping the information in the focus group rather than using it individually, by using non-distinguishable information, and by consistently utilizing similar settings for administration of the survey.

The conclusions of this research for Lane University brought awareness to aspiring counselors and social workers of victims and aggressors of relational aggression acted out through social media, provided knowledge on how to collaborate with parents if this problem arises, and how to start a dialogue with the students who may face this issue when working with students and clients.

The findings of this research for the Holland School District assisted with bringing awareness to parent involvement committees in the district, bringing in programming that would address the issues of relational aggression acted out through social media with students, parents, teachers, school social workers, administrators, and other faculty and staff. It will serve as a means to support parents and increase parent involvement in the district.

Summary

The purpose of this study was to explore personal attitudes towards parent involvement as it relates to relational aggression acted out through social media. Exploratory research is conducted when there is a problem that has not been clearly defined (Maxwell, 2012). The subject defined was the personal attitudes towards parent involvement as it relates to relational aggression acted out through social media. A total of 212 people, split between various groups that were a mixture of the general population of Lane University undergraduate bachelor's degree day social work students, Lane University graduate master's degree evening counseling students, and school counselors and school social workers in the Holland School District were surveyed. Some of each group that were surveyed also participated in a focus group. Some of the participants were parents and some were non-parents. Analyzing these data sets allowed comparisons

of aspiring school counselors and school social workers to existing school counselors and school social workers.

Chapter Four: Results

The results of this study are reported in this chapter. The quantitative and qualitative data are reported separately and in that order. The purpose of this study was to explore personal attitudes towards parent involvement as it related to relational aggression acted out through social media. The attitudes were gathered from the general population of Lane University undergraduate bachelor's social work day students, Lane University graduate master's counseling evening students, and school counselors and school social workers in the Holland School District. Some of the participants were parents and some were not.

The following six hypotheses were tested in the study, as participants responded to comments about three scenarios on an attitudes survey describing relational aggression acted out through social media:

Hypothesis #1: The characteristic of gender of targets of relational aggression acted out through social media will influence each category (aspiring counselor or social worker, existing professional counselor or social worker) of respondents' level of sensitivity to each scenario (1, 2, & 3) differently, as measured by their responses to statements on a Likert-scale survey.

Hypothesis #2: The characteristic of parent involvement in situations of relational aggression acted out through social media will influence each category (aspiring counselor or social worker, existing professional counselor or social worker) of respondents' level of sensitivity to each scenario (1, 2, & 3) differently, as measured by their responses to statements on a Likert-scale survey.

Hypothesis #2a: Respondents who have children will be more sensitive to each scenario (1, 2, & 3) towards targets of relational aggression acted out through social media in each scenario (1, 2, & 3) compared to respondents without children, as measured by their responses to statements on a Likert-scale survey.

Hypothesis #3 (H3), #3a (H3a), and #3b (H3b): Respondents' exposure to social media outlets will be related to differences in sensitivity levels as measured by the number of exposure incidences to media compared to sensitivity levels, as measured by their responses to statements on a Likert-scale survey.

Four research questions were answered as measured by focus group responses:

Research Question #1: How are individual attitudes toward relational aggression acted out through social media similar or different, based on the varying targets' gender (i.e., male/female)?

Research Question #2: How are individual attitudes of relational aggression acted out through social media similar or different, according to the type of social media outlets (e.g., Facebook, Twitter, and Instagram) used to act out aggression?

Research Question #3: How is parents' sensitivity to the targets of relational aggression acted out through social media different than non-parents?

Research Question #4: How are involved parents that monitor and have access to their child's social media sensitivity to the targets of relational aggression acted out through social media similar or different than parents that are not involved and do not monitor and have access to their child's social media?

Survey and focus group data were collected—the Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media survey (male and female victim’s versions) for quantitative data (Appendix A), and the Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media Focus Group questions (Appendix C) for qualitative data. Collecting these data sets allowed for a comparison of aspiring School Counselors and School Social Workers to existing School Counselors and School Social Workers.

The following three social media scenarios were used in the survey to trigger attitudes: Instagram scenario, Facebook Page scenario, and the Facebook Profile scenario. Each scenario provided a unique situation for males and females related to a specific social media outlet. The Instagram Scenario had 14 statements related to the scenario. The Facebook Page and Facebook Profile Scenarios had 15 statements related to the scenarios. The 137 student participants and 75 professional participants responded to each of the survey statements by choosing strongly disagreed, disagreed, not applicable, agreed, or strongly agreed. The numbers associated with the Likert scale were the 137 student participants and 44 statements resulting in 3,300 possible responses. Additionally the numbers associated with the Likert scale were the 75 professional participants and 44 statements resulting in 6,028 possible responses. The numbers in Tables 4 and 5 represent the number of responses to each scenario’s questions. The numbers are the total amount of strongly disagree, disagree, not applicable, agree and strongly agree responses to each scenarios questions with Survey responses were computed for the months of January and February 2015, as illustrated in Tables 4 and 5.

Table 4

Existing Social Workers and Counselors Survey January 2015

	Strongly Disagree	Disagree	N/A	Agree	Strongly Agree
Instagram Scenario #1 (14 total questions asked)	111	90	25	280	302
Facebook Page Scenario #2 (15 total questions asked)	145	73	24	273	384
Facebook Profile Scenario #3 (15 total questions asked)	156	119	35	255	341

Note. 137 respondents

Table 5

Aspiring Social Workers and Counselors Survey February 2015

	Strongly Disagree	Disagree	N/A	Agree	Strongly Agree
Instagram Scenario #1 (14 total questions asked)	117	113	45	257	462
Facebook Page Scenario #2 (15 total questions asked)	210	104	35	303	544
Facebook Profile Scenario #3 (15 total questions asked)	207	245	33	341	462

Note. 75 respondents

Making a comparison of Tables 4 and 5 shows the scenarios and statements associated with them caused a strong reaction and provided emotionally charged attitudes about relational aggression acted out through social media. Generational differences also were evident based on their responses. Existing social workers and counselors were older and members of a different generational cohort than the younger aspiring social workers and counselors. Tables 4 and 5 illustrate that more of the younger generational cohort of aspiring social workers and counselors *strongly* agreed or disagreed with the responses to statements than the older generational cohort of existing social workers and counselors. Table 4 and 5 also illustrate that more of the older generational cohort of existing social workers and counselors *only* agreed or disagreed, or responded to the statements with an N/A—all indications that the younger generational cohort of aspiring social workers and counselors were more emotionally triggered by the survey statements than the older generational cohort of existing social workers and counselors. The higher numbers from the aspiring social workers and counselors may be due to the fact that they were better able to relate to the students being targeted because they are closer in age and may still themselves be involved heavily in social media and may have even experienced relational aggression first hand. Aspiring social workers and counselors are digital natives, and were born into and consistently use technology and seemed to better understand the risks of relational aggression acted out through social media.

Results of Quantitative Survey Data Analysis

The survey data were statistically analyzed to evaluate the six hypotheses using a series of *t*-tests of differences of means for two independent samples. In each case, a

preliminary *F*-test of variances was conducted to determine which form of the *t* test was appropriate. An alpha of 0.05 was used in each case.

Hypothesis #1. The characteristic of gender of targets of relational aggression acted out through social media will influence each category (aspiring counselor or social worker, existing professional counselor or social worker) of respondent's level of sensitivity to each scenario (1, 2, & 3) differently, as measured by their responses to statements on a Likert-scale survey.

Gender was the focus of hypothesis #1. Two different versions of the survey were created, one containing scenarios involving cyberbullying of female students and the other with scenarios involving cyberbullying of male students. The scenarios were otherwise identical; the only differences in the scenarios were the genders of the students who were bullied. The different forms of the survey were randomly assigned to the participants in the study, not according to the gender of the participant. The purpose of Hypothesis #1 was to explore whether or not the gender of the students in the scenarios would affect the participants' responses to the statements in the surveys, and whether or not those differences in responses were consistent in each of the four categories of respondents.

The results of the *t*-tests were mixed. In three of the categories of participants, the tests did reveal a difference between responses on the female and male versions of the survey for some questions. For the remaining category, there were no differences. The significant results are listed in Table 6, and a complete list of results for Hypothesis #1 can be found in Appendix D.

Aspiring social workers. Among aspiring social workers, participants responded differently on the female and male versions of the survey on four of the statements.

On Instagram Scenario 1, Statement 1, responses on the female survey ($M = 4.625$, $S.D. = 0.576$) were significantly higher than those on the male survey ($M = 4.200$, $S.D. = 0.676$); $t(37) = 2.097$, $p = 0.043$. This suggests that among aspiring social workers, participants gave significantly higher scores on the female version of the survey than on the male version.

On Instagram Scenario 1, Statement 2, responses on the female survey ($M = 4.875$, $S.D. = 0.338$) were significantly higher than those on the male survey ($M = 4.333$, $S.D. = 0.488$); $t(37) = 4.101$, $p = 0.0001$. This suggests that among aspiring social workers, participants gave significantly higher scores on the female version of the survey than on the male version.

On Facebook Page Scenario 2, Statement 2, responses on the female survey ($M = 4.833$, $S.D. = 0.381$) were significantly higher than those on the male survey ($M = 4.467$, $S.D. = 0.516$); $t(37) = 2.549$, $p = 0.015$. This suggests that among aspiring social workers, participants gave significantly higher scores on the female version of the survey than on the male version.

On Facebook Profile Scenario 3, Statement 10, responses on the female survey ($M = 4.583$, $S.D. = 0.717$) were significantly higher than those on the male survey ($M = 3.200$, $S.D. = 1.699$); $t(14) = 2.992$, $p = 0.010$. This suggests that among aspiring social workers, participants gave significantly higher scores on the female version of the survey than on the male version.

On all of the other statements, the responses of the aspiring social workers were not significantly different on the female and male versions of the survey.

Existing social workers. Results of the *t*-tests for existing social workers were consistent. On each of the questions, the participants' responses on the female and male versions of the survey were not significantly different.

Aspiring counselors. The aspiring counselors who participated in the study did respond differently on the female and male versions of the study on two of the statements.

On Instagram Scenario 1, Statement 3, responses on the female survey ($M = 4.606$, $S.D. = 0.496$) were significantly higher than those on the male survey ($M = 4.321$, $S.D. = 0.548$); $t(59) = 2.128$, $p = 0.038$. This suggests that among aspiring counselors, participants gave significantly higher scores on the female version of the survey than on the male version.

On Facebook Profile Scenario 3, Statement 10, responses on the female survey ($M = 4.364$, $S.D. = 1.025$) were significantly higher than those on the male survey ($M = 3.464$, $S.D. = 1.427$); $t(59) = 2.856$, $p = 0.006$. This suggests that among aspiring counselors, participants gave significantly higher scores on the female version of the survey than on the male version.

On all of the other statements, the responses of the aspiring counselors were not significantly different on the female and male versions of the survey.

Existing counselors. There were also differences on four of the statements between the female and male versions of the survey among the existing counselors.

On Instagram Scenario 1, Statement 11, responses on the female survey ($M = 4.543$, $S.D. = 0.505$) were significantly higher than those on the male survey ($M = 4.238$, $S.D. = 0.436$); $t(54) = 2.295$, $p = 0.026$. This suggests that among existing counselors, participants gave significantly higher scores on the female version of the survey than on the male version.

On Facebook Page Scenario 2, Statement 1, responses on the female survey ($M = 4.543$, $S.D. = 0.561$) were significantly higher than those on the male survey ($M = 4.048$, $S.D. = 0.669$); $t(54) = 2.975$, $p = 0.004$. This suggests that among existing counselors, participants gave significantly higher scores on the female version of the survey than on the male version.

On Facebook Page Scenario 2, Statement 2, responses on the female survey ($M = 4.657$, $S.D. = 0.539$) were significantly higher than those on the male survey ($M = 4.333$, $S.D. = 0.483$); $t(54) = 2.260$, $p = 0.028$. This suggests that among existing counselors, participants gave significantly higher scores on the female version of the survey than on the male version.

On Facebook Profile Scenario 3, Statement 10, responses on the female survey ($M = 4.114$, $S.D. = 1.301$) were significantly higher than those on the male survey ($M = 3.190$, $S.D. = 1.365$); $t(54) = 2.526$, $p = 0.015$. This suggests that among existing counselors, participants gave significantly higher scores on the female version of the survey than on the male version.

On all of the other statements, the responses of the existing counselors were not significantly different on the female and male versions of the survey.

Hypothesis #2 and #2a. The characteristic of parent involvement in situations of relational aggression acted out through social media will influence each category (aspiring counselor or social worker, existing professional counselor or social worker) of respondents' level of sensitivity to each scenario (1, 2, & 3) differently, as measured by their responses to statements on a Likert-scale survey. Respondents who have children will be more sensitive to each scenario (1, 2, & 3) towards targets of relational aggression acted out through social media in each scenario (1, 2, & 3) compared to respondents without children, as measured by their responses to statements on a Likert-scale survey.

Parent involvement was the focus of Hypothesis #2 and #2a. Involved parents were indicated by the number of 4s (*Agree*) plus the number of 5s (*Strongly Agree*) accumulated from the Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media Survey male and female victim's version responses from all scenarios. Uninvolved parents were indicated by the number of 1s (*Strongly Disagree*), plus the number of 2s (*Disagree*), and plus the number of 3s (*Not Applicable*) accumulated from the Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media Survey male and female victim's version responses from all scenarios. Actual parents were noted by checking the parent box for each scenario on the survey. The purpose of Hypothesis #2 and #2a was to explore whether or not parents, non-parents, involved parents, and uninvolved parents would affect the participants' responses to the statements in the surveys, and whether or not those differences in responses were consistent in each of the four categories of respondents.

The results of the *t*-tests were mixed. In three of the categories of participants, the tests did reveal a difference between responses of parents, non-parents, involved parents, and uninvolved parents of the survey for some statements. For the remaining category, there were no differences. The significant results are listed in Table 6, and a complete list of results for Hypothesis #2 and #2a can be found in Appendix E.

Aspiring social workers. Among aspiring social workers, parents, non-parents, involved parents, and uninvolved parents participants responded differently to one statement.

On Facebook Page Scenario 2, Question 8, responses on the female survey ($M = 1.235$, $S.D. = 0.496$) were significantly higher than those on the male survey ($M = 1$, $S.D. = 0$); $t(37) = 2.766$, $p = 0.051$. This suggests that among aspiring social workers, parents, non-parents, involved parents, and uninvolved parents participants gave significantly higher scores on the female version of the survey than on the male version.

On all of the other statements, the responses of parent involvement of the aspiring social workers were not significantly different on the female and male versions of the survey.

Existing social workers. Results of the *t*-tests for existing social workers were consistent. On each of the questions, parents, non-parents, involved parents, and uninvolved parents participants' responses on the female and male versions of the survey were not significantly different.

Aspiring counselors. The aspiring counselors who participated in the study that were parents, non-parents, involved parents, and uninvolved parents did respond differently on the female and male versions of the study on one statement.

On Facebook Page Scenario 2, Statement 7, responses on the female survey ($M = 1.479$, $S.D. = 0.772$) were significantly higher than those on the male survey ($M = 1.154$, $S.D. = 0.376$); $t(59) = 2.134$, $p = 0.054$. This suggests that among aspiring counselors, parents, non-parents, involved parents, and uninvolved parent participants gave significantly higher scores on the female version of the survey than on the male version.

On all of the other statements, the responses parent involvement of the aspiring counselors were not significantly different on the female and male versions of the survey.

Existing counselors. There were also differences on one question for parents, non-parents, involved parents, and uninvolved parents between the female and male versions of the survey among the existing counselors.

On Facebook Page Scenario 2, Question 6, responses on the female survey ($M = 1.708$, $S.D. = 0.690$) were significantly higher than those on the male survey ($M = 1.375$, $S.D. = 0.492$); $t(54) = 2.000$, $p = 0.039$. This suggests that among existing counselors, parents, non-parents, involved parents, and uninvolved parent participants gave significantly higher scores on the female version of the survey than on the male version.

On all of the other statements, the responses to parent involvement of the aspiring counselors were not significantly different on the female and male versions of the survey.

Hypothesis #3, #3a, and #3b. Respondents' exposure to social media outlets will be related to differences in sensitivity levels as measured by the number of exposure incidences to media compared to sensitivity levels, as measured by their responses to statements on a Likert-scale survey.

Social media was the focus of Hypothesis #3, #3a, and #3b. Social media exposure was indicated by the number of 4s (*Agree*) plus the number of 5s (*Strongly*

Agree) accumulated from the Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media Survey male and female victim's version responses from all scenarios. No social media exposure was indicated by the number of 1s (*Strongly Disagree*), plus the number of 2s (*Disagree*), and plus the number of 3s (*Not Applicable*) accumulated from the Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media Survey male and female victim's version responses from all scenarios. Being exposed to social media was noted by checking the boxes for being exposed to social media websites, knowing of relational aggression situations where social media was used, and being aware of relational aggression circumstances acted out on social media for each scenario on the survey. The purpose of Hypothesis #3, #3a and #3b was to explore whether or not exposure to social media would affect the participants' responses to the statements in the surveys, and whether or not those differences in responses were consistent in each of the four categories of respondents.

The results of the *t*-tests were mixed. In three of the categories of participants, the tests did reveal a difference between responses of social media exposed participants of the survey for some statements. For the remaining category, there were no differences. The significant results are listed in Table 6, and a complete list of results for Hypothesis #3, #3a and #3b can be found in Appendix F.

Aspiring social workers. Among aspiring social workers, social media exposed participants responded differently on one statement.

On Instagram Scenario 1, Statement 7, for Hypothesis #3a responses on the female victim survey ($M = 2.667$, $S.D. = 0.577$) were significantly higher than those on

the male victim survey ($M = 1.639$, $S.D. = 0.762$); $t(37) = 2.272$, $p = 0.029$. This suggests that among aspiring social workers, social media exposed participants gave significantly higher scores on the female victim version of the survey than on the male victim version.

On all of the other statements, the responses of social media exposed aspiring social workers were not significantly different on the female and male victim versions of the survey.

Existing social workers. Results of the t tests for existing social workers were consistent. On each of the statements, social media exposed participants' responses on the female and male victim versions of the survey were not significantly different.

Aspiring counselors. The aspiring counselors who participated in the study that were exposed to social media did respond differently on the female and male victim versions of the study on five statements.

On Facebook Profile Scenario 3, Statement 7 for Hypothesis #3, responses on the female victim survey ($M = 1.75$, $S.D. = 0.897$) were significantly higher than those on the male victim survey ($M = 1.216$, $S.D. = 0.417$); $t(59) = 2.730$, $p = 0.012$. This suggests that among aspiring counselors, social media exposed participants gave significantly higher scores on the female victim version of the survey than on the male victim version.

On Facebook Profile Scenario 3, Statement 8 for Hypothesis #3, responses on the female survey ($M = 1.875$, $S.D. = 0.992$) were significantly higher than those on the male survey ($M = 1.351$, $S.D. = 0.633$); $t(59) = 2.300$, $p = 0.031$. This suggests that among aspiring counselors, social media exposed participants gave significantly higher scores on the female victim version of the survey than on the male victim version.

On Facebook Profile Scenario 3, Statement 6 for Hypothesis #3b, responses on the female victim survey ($M = 1.813$, $S.D. = 0.834$) were significantly higher than those on the male victim survey ($M = 1.4$, $S.D. = 0.654$); $t(59) = 2.013$, $p = 0.049$. This suggests that among aspiring counselors, social media exposed participants gave significantly higher scores on the female victim version of the survey than on the male victim version.

On Facebook Profile Scenario 3, Statement 7 for Hypothesis #3b, responses on the female survey ($M = 1.875$, $S.D. = 0.806$) were significantly higher than those on the male survey ($M = 1.267$, $S.D. = 0.580$); $t(59) = 3.240$, $p = 0.002$. This suggests that among aspiring counselors, social media exposed participants gave significantly higher scores on the female victim version of the survey than on the male victim version.

On Facebook Profile Scenario 3, Statement 8 for Hypothesis #3b, responses on the female survey ($M = 2.063$, $S.D. = 1.124$) were significantly higher than those on the male survey ($M = 1.378$, $S.D. = 0.614$); $t(59) = 2.318$, $p = 0.035$. This suggests that among aspiring counselors, social media exposed participants gave significantly higher scores on the female victim version of the survey than on the male victim version.

On all of the other statements, the responses of social media exposed aspiring counselors were not significantly different on the female and male victim versions of the survey.

There was minimal statistical support for each hypothesis, so as a result I was able to select the data that showed significance. Significant quantitative findings were computed from the survey data, as displayed in Table 6

Table 6.

Significant Quantitative Findings

Scenario-Statement	Hypothesis	Participant	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	<i>t</i> test	<i>p</i> value
1-1	Reject the Null #1	Aspiring Social Workers	4.625	0.576	4.2	0.676	37	2.097	0.043
1-2	Reject the Null #1	Aspiring Social Workers	4.875	0.338	4.333	0.488	37	4.101	0.000
2-2	Reject the Null #1	Aspiring Social Workers	4.833	0.381	4.467	0.516	37	2.549	0.015
3-10	Reject the Null #1	Aspiring Social Workers	4.583	0.717	3.2	1.699	37	2.992	0.010
1-3	Reject the Null #1	Aspiring Counselors	4.606	0.496	4.321	0.548	59	2.128	0.038
2-1	Reject the Null #1	Aspiring Counselors	4.515	0.566	4.214	0.630	59	1.965	0.054
3-10	Reject the Null #1	Aspiring Counselors	4.364	1.025	3.464	1.427	59	2.856	0.006
1-11	Reject the Null #1	Existing Counselors	4.543	0.505	4.238	0.436	54	2.295	0.026
2-1	Reject the Null #1	Existing Counselors	4.543	0.561	4.048	0.669	54	2.975	0.004
2-2	Reject the Null #1	Existing Counselors	4.657	0.539	4.333	0.483	54	2.260	0.028
3-10	Reject the Null #1	Existing Counselors	4.114	1.301	3.190	1.365	54	2.526	0.015

Table 7. Continued:

<i>Significant Quantitative Findings</i>									
2-8	Reject the Null #2 & 2a	Aspiring Social Workers	1.235	0.496	1	0	37	2.766	0.051
2-7	Reject the Null #2 & 2a	Aspiring Counselors	1.479	0.772	1.154	0.376	59	2.134	0.054
2-6	Reject the Null #2 & 2a	Existing Counselors	1.708	0.690	1.375	0.492	54	2.000	0.039
2-6	Reject the Null #3	Aspiring Social Workers	1.923	1.038	1.385	0.496	37	2.208	0.034
3-7	Reject the Null #3	Aspiring Counselors	1.75	0.897	1.216	0.417	59	2.730	0.012
3-8	Reject the Null #3	Aspiring Counselors	1.875	0.992	1.351	0.633	59	2.300	0.031
2-7	Reject the Null #3	Existing Counselors	1.706	1.142	1.227	0.429	54	2.214	0.038
1-7	Reject the Null #3a	Aspiring Social Workers	2.667	0.577	1.639	0.762	37	2.272	0.029
3-6	Reject the Null #3b	Aspiring Counselors	1.813	0.834	1.4	0.654	59	2.013	0.049
3-7	Reject the Null #3b	Aspiring Counselors	1.875	0.806	1.267	0.580	59	3.240	0.002
3-8	Reject the Null #3b	Aspiring Counselors	2.063	1.124	1.378	0.614	59	2.318	0.035

Independent sample *t*-tests were conducted for aspiring social workers for the following scenarios/statements for Hypothesis #1, #2, #2a, #3, and #3a:

- Instagram Scenario #1, Statement #1, “I feel that the guy/girl’s social status at school has been harmed” comparing responses of each gender;
- Instagram Scenario #1, Statement #2, “If this were my son/daughter, I would feel like he/she was being bullied on Instagram” comparing responses of each gender;
- Facebook Page Scenario #2, Statement #1, “I feel that the boy/girl’s social status at school has been harmed” comparing responses of each gender;
- Facebook Page Scenario #2, Statement #2, “If this were my son/daughter, I would feel like he/she was being bullied on Facebook” comparing responses of each gender;
- Facebook Profile Scenario #3, Statement #10, “I am exposed to the social media website of Instagram” comparing responses of each gender;
- Facebook Page Scenario #2, Statement #8, “The new kid should know his/her status at school and wait his/her turn to be a starter on the basketball team. He/she deserved the Facebook retaliation” comparing responses of each, regarding parent involvement;
- Facebook Page Scenario #2, Statement #6, “If this were my son/daughter, as long as they didn’t physically harm him/her, I would not be concerned about what they posted on Facebook” comparing responses of their exposure to social media; and
- Instagram Scenario #1, Statement #7, “The popular guy/girl was wrong for dating his/her former friend’s ex-girlfriend/boyfriend. He/she deserved the Instagram

retaliation” comparing responses of participant’s exposure of social media and relational aggression in general.

This suggests that among aspiring social workers, there was a significant difference between the scores. Hypothesis #1, females and males answered the statement differently. Hypothesis #2 and #2a, parents, involved parents, non-parents, and involved non-parents answered the statement differently. Hypothesis #3, participants exposed to social media and participants not exposed to social media answered the statement differently. Hypothesis #3a, participants exposed to social media and relational aggression in general and not exposed to social media and relational aggression in general answered the statement differently.

Independent sample *t*-tests were conducted for aspiring counselors for the following scenarios/statements for Hypothesis #1, #2, #2a, #3, and #3b:

- Instagram Scenario #1, Statement #3, “If this were my son/daughter, I would want to know what was happening on Instagram” comparing responses of each gender;
- Facebook Page Scenario #2, Statement #1, “I feel that the boy/girl’s social status at school has been harmed” comparing responses of each gender;
- Facebook Profile Scenario #3, Statement #10, “I am exposed to the social media website of Instagram” comparing responses of each gender;
- Facebook Page Scenario #2, Statement #7, “The teammate has a right to post what he/she wants on Facebook because the new kid should not replace anyone on the team” comparing responses of each, regarding parent involvement;

- Facebook Profile Scenario #3, Statement #7, “The other students have a right to make a fake page because they were being creative and just having fun. It is not what the student actually looks like” comparing responses of their exposure to social media;
- Facebook Profile Scenario #3, Statement #8, “The student that the Facebook page was created about should not take it personally” comparing responses of their exposure to social media;
- Facebook Profile Scenario #3, Statement #6, “As long as they did not physically harm him/her, I would not be concerned about what they posted on Facebook” comparing responses of participant’s exposure of social media and relational aggression from the scenarios;
- Facebook Profile Scenario #3, Statement #7, “The other students have a right to make a fake page because they were being creative and just having fun. It is not what the student actually looks like” comparing responses of participant’s exposure of social media and relational aggression from the scenarios; and
- Facebook Profile Scenario #3, Statement #8, “The student that the Facebook page was created about should not take it personally” comparing responses of participant’s exposure of social media and relational aggression from the scenarios.

This suggests that among aspiring counselors there was a significant difference between the scores. Hypothesis #1, females and males responded to the statements differently. Hypothesis #2 and #2a, parents, involved parents, non-parents, and involved

non-parents answered the statements differently. Hypothesis #3, participants exposed to social media and participant not exposed to social media answered the statements differently. Hypothesis #3b, participants exposed to social media and relational aggression from the scenarios and not exposed to social media and relational aggression from the scenarios did not respond to the statements differently.

Independent sample *t* tests were conducted for existing counselors for the following scenarios/statements for Hypothesis #1, #2, #2a, and #3:

- Instagram Scenario #1, Statement #11, “This situation is relational aggression acted out through social media” comparing responses of each gender;
- Facebook Page Scenario #2, Statement #1, “I feel that the boy/girl’s social status at school has been harmed” comparing responses of each gender;
- Facebook Page Scenario #2, Statement #2, “If this were my son/daughter, I would feel like he/she was being bullied on Facebook” comparing responses of each gender;
- Facebook Profile Scenario #3, Statement #10, “I am exposed to the social media website of Instagram” comparing responses of each gender;
- Facebook Page Scenario #2, Statement 6, “If this were my son/daughter, as long as they didn’t physically harm him/her, I would not be concerned about what they posted on Facebook” comparing responses of each, regarding parent involvement; and
- Facebook Page Scenario #2, Statement #7, “The teammate has a right to post what he/she wants on Facebook because the new kid should not replace anyone on the team” comparing responses of their exposure to social media.

This suggests that among aspiring counselors there was a significant difference between the scores. Hypothesis #1, females and males responded to the statements differently. Hypothesis #2 and #2a, parents, involved parents, non-parents, and involved non-parents responded to the statements differently. Hypothesis #3, participants exposed to social media and participants not exposed to social media responded to the statements differently.

Results of the Focus Group Data: Axial Coding Analysis

Four focus groups were conducted with 24 participants—six aspiring counselors, six aspiring social workers, six existing counselors, and six existing social workers. Each focus group lasted 30-60 minutes.

The aspiring social workers were a little hesitant at first to start the discussion for focus group question number one, Think of a time when you worked with a student that was a victim of relational aggression acted out through social media. Finally a female aspiring social worker started to answer the question, while the other students listened attentively. After the first response, a male aspiring social worker chimed in and started discussing a situation with which he was familiar. Their facial expressions and body language seemed serious and concerned. For the rest of the focus group questions, the aspiring social workers jumped right in to answer the questions and engage in dialogue with each other.

The aspiring counseling students did not hesitate to answer the questions right away. When certain social media websites were mentioned from focus group question number two, what were some social media websites you are familiar with students using to bully, some of the students had smiles on their faces to show their familiarity with

them. Their facial expressions and body language also seemed serious and concerned. For the rest of the focus group, the aspiring counselors continued to answer the questions and engage in discussion with each other.

The existing social workers and existing counselors had no issues with starting the discussion of the focus group questions. In fact, both groups stated that it was a topic that was relatable not only to their professional lives, but to their personal lives as well. They actively shared their responses to all the focus group questions and the flow of the discussion was seamless. Their facial expressions were serious, concerned, and intrigued. Their body language seemed relaxed and comfortable. From appearances, none of the participants felt uncomfortable with the recording, and acted like the video recording was occurring. The results of the focus groups are reported by focus group question as follows.

Focus group question #1: Think of a time when you worked with a student that was a victim of relational aggression acted out through social media. During this question I initially noticed that participants struggled to think of situations where they worked with students about this topic. Ultimately participants began to express their concerns about working with students who were victims of relational aggression acted out through social media. A school counselor stated, “I had a 5th grade student who came to me one school morning crying and extremely upset because the night before she logged on Facebook and three girl classmates had called her inappropriate mean names on her Facebook page.”

Focus group question #2: What were some social media websites you are familiar with students using to bully? I saw that many of the participants were very in

tuned with social media because they were able to discuss many of the social media outlets that students were using to bully. They began to quickly converse about the websites. Some were familiar to all the participants and some were new. The unfamiliar websites were written down by many of the participants for future use. A school social worker mentioned, "Bullying on Twitter occurred, and it turned into a physical fight that was recorded on a camera phone and put on YouTube."

Focus group question #3: Tell me about the parent's involvement with the student's life. I noticed that discussion had conflicting views about how parents were involved in their student's life. It was discussed that some parents were involved in their child's life, but not in their technological life. A school counselor stated, "The parents were very supportive, in constant communication with the student's teachers at school, and were aware of their social media practices." Another school counselor claimed, "The parents seemed involved, but were clueless to social media of students today." A school social worker stated, "From my interaction with the parent and child, the parent was not active in the child's social media activities. The parent reports that the only social media she knows about is Facebook and email."

Focus group question #4: Did the parent monitor their usage? Again I heard conflicting views from the participants about parents monitoring their child's social media usage. Some participants knew that parents had monitoring capabilities on their home computers, but did not monitor their child's phones. A school counselor mentioned, "The parents monitored the student's usage on social media. They would periodically check and look at the student's social media pages." A school social worker stated,

Parents often aren't monitoring and are aware of the applications and/or social media sites. My experience has been that parents weren't aware prior to the incident and maintain little to no involvement or monitoring after the incident was brought to their attention.

Focus group question #5: Did parent involvement help to stop or resolve the relational aggression acted out through social media situation? I noticed participants struggling with this question because some participants felt that parent involvement is helpful in general—it is more challenging when social media is added. A school social worker stated, “Yes, parent involvement solved the problem because the pages were deactivated, and Facebook administration was notified.” A school social worker mentioned, “No, the relational aggression wasn't stopped from parent involvement; it was stopped as a result of an intervention by school personnel.”

Focus group question #6: Do you think parent involvement could have prevented relational aggression acted out through social media in this case?

Throughout the discussion, I was not surprised to hear that many participants struggled with this question. Some believed that parent involvement could prevent relational aggression acted out through social media and some did not. A counseling student affirmed, “Yes, I think parents can prevent and bring awareness to what kids post on their pages. Parents also need to teach their children what is okay and not okay to post.” A school counselor confirmed, “I honestly do not think parent involvement could have prevented this relational aggression from happening in this case because the parents were heavily involved in this student's life already.”

Focus group question #7: If you were advising parents about how to prevent relational aggression acted out through social media, what would you suggest based upon your professional experience? I found this question to be very interesting to the participants because they were able to use their expertise to provide suggestions and invoke knowledge about the topic. A school social worker stated, “I suggested that she have an open dialogue with her child about issues associated with cyber bullying and that other children may do things to upset them through name calling or telling lies on social media that reaches more people.” A social work student suggested, “I would tell parents to become their child’s friend on social media, monitor their usage, and invest in computer programs that report their activity.”

Analysis of Focus Group Data: Emerging Themes

All four focus groups together represented all four participant groups—aspiring social workers, existing social workers, aspiring counselors, and existing counselors. Results from all four focus groups were analyzed using axial coding method to seek alignment of the focus group data with one of the three major elements of this study—parent involvement, relational aggression, and social media. By far, most of the focus group data aligned with only one of the major elements, parent involvement. Then, as a result of open coding method of analysis, seven themes emerged among data in each of the three categories, otherwise known as the three major elements of this study—(a) general parent involvement, (b) parent monitoring, (c) parent involvement as a resolution, (d) parent involvement as a prevention, (e) parental advisement, (f) familiarity of relational aggression acted out through social media, and (g) popular social media websites used for relational aggression. The five emerging themes that aligned with

parent involvement were (a) general parent involvement, (b) parent monitoring, (c) parent involvement as a resolution, (d) parent involvement as a prevention, and (e) parental advisement. The one emerging theme that aligned with relational aggression was familiarity of relational aggression acted out through social media. The one emerging theme that aligned with social media was popular social media websites used for relational aggression. The emerging themes by major element are discussed in more detail, accompanied by direct quotes from the focus group participants.

Parent involvement emerging theme #1: General parent involvement.

General parent involvement was an emerging theme. Of the data collected from the focus groups regarding parents' general involvement with their children, 10 out of 24 participants or 42% stated that the parents were involved in their child's life. A counseling student stated, "The student's mother was very involved and was updated on the child's social life. She was very concerned about the social media." A school counselor declared,

The parents were very much a part of the student's life; both parents live in the home together with the student. The parents were very supportive, in constant communication with the student's teachers at school, and were aware of their social media practices.

The number of responses saying that parents were not involved in their child's life was 10 out of 24 participants or 42%. One school social worker stated, "From my interaction with the parent and child, the parent was not active in the child's social media activities. The parent reports that the only social media she knows about is Facebook and email." Another school social worker stated,

The parents were often totally clueless about their child's involvement with social media and the possible functions and/or uses of the social media. The parents typically have been unable to even go out and view the various sites because they just don't know how.

Lastly, 4 out of 24 participants or 17% stated that they were unsure if the parent was involved in their child's life. The data showed almost an even distribution of reflections between parents being involved and parents not being involved in their child's life and social media practices.

Parent involvement emerging theme #2: Parent monitoring. Parent monitoring was an emerging theme. After examining the focus groups data about parent involvement in their child's social media practices, 5 out of 24 participants or 21% responded that parents monitored their child's social media activities. A school counselor mentioned,

The parents monitored the student's usage on social media. They would periodically check and look at the student's social media pages. They would check Twitter more than anything else because they (the parents) were on Twitter as well. They did not check Facebook and Instagram as much, and this situation was mainly on Facebook and Instagram.

A counseling student affirmed, "Yes, mom had the computer and had computer access to everything on it."

Focus group responses showed, 15 out of 24 participants or 63% stated that parents do not monitor their child's usage. One school social worker claimed,

No, mom didn't monitor, but she was aware of situations where young girls have committed suicide because of something some other kid put on email. She didn't believe her child would have problems with other children that would cause trouble.

Another school social worker said,

Parents often aren't monitoring and are aware of the applications and/or social media sites. My experience has been that parents weren't aware prior to the incident and maintain little to no involvement or monitoring after the incident was brought to their attention.

The number of participants responding to the uncertainty of parents monitoring their child's social media usage was 4 out of 24 participants or 17%. One school counselor stated, "I cannot say specifically if she monitored prior to the incidences that occurred, and I'm unaware of the monitoring taking place once the problem became a school concern." Another school counselor said,

I'm unsure if monitoring was done on a consistent basis. Maybe periodically or when their child was acting different or distant and that's the only way the mother got notice of this was because her daughter went to her for help.

The data showed that more respondents felt that parents did not monitor their child's social media usage, which could be a concern when relational aggression is acted out through social media.

Parent involvement emerging theme #3: Parent involvement as a resolution.

Parent involvement as a resolution was an emerging theme. Studying the data from the focus groups regarding their feelings that parent involvement can be a resolution to the

problem of relational aggression acted out through social media, 13 out of 24 participants or 54% mentioned that parent involvement can help resolve the situations where relational aggression is acted out through social media. A school social worker stated, “Yes, parent involvement solved the problem because the pages were deactivated, and Facebook administration was notified.” A school counselor claimed,

Yes, due to the fact that the parents were heavily involved in the student’s life, it made it easier for the parents to do the necessary things to get this situation resolved as soon as it was brought to their attention. Due to the parents being so involved and having previously just talked to their child about how to treat others also made it easier to help stop and resolve the relational aggression.

Another school counselor said, “Yes, I can say it helped. Many of the other girls’ parents deleted accounts and took cell phones away from their children.”

Responses that participants who believed that parent involvement cannot be a resolution to the problem of relational aggression acted out through social media presented were 7 out of 24 participants or 29%. Two school social workers mentioned, “No, the relational aggression wasn’t stopped from parent involvement; it was stopped as a result of an intervention by school personnel.” “No, parent involvement in this situation wasn’t present and didn’t aid to stop or resolve the situation.” A school counselor stated, “No, it made it worse. School officials and police were involved.” Finally, a counseling student confirmed, “No, because the child still found ways to access the computer to check out the Facebook page.”

The number of participants being unsure if parent involvement could be a resolution to relational aggression acted out through social media was 4 out of 24

participants or 17%. The data showed that more respondents credit parent involvement as a method of helping to stop and/or resolve relational aggression acted out through social media.

Parent involvement emerging theme #4: Parent involvement as a prevention.

Parent involvement as a prevention was an emerging theme. Evaluating the data from the focus groups regarding their feelings that parent involvement can aid in preventing relational aggression acted out through social media, 18 out of 24 participants or 75% mentioned that parent involvement can prevent relational aggression acted out through social media. A school social worker declared, "Parent involvement definitely aided in preventing relational aggression acted out through social media. Because they were checking their child's devices with internet access, they were knowledgeable of the content of their social media involvement." A counseling student affirmed, "Yes, I think parents can prevent and bring awareness to what kids post on their pages. Parents also need to teach their children what is okay and not okay to post." Finally a social work student avowed, "Yes, the parents can monitor their child's activity. The parents can stand up for their child who is being bullied."

Studying the data from the focus groups regarding if parent involvement can help prevent relational aggression acted out through social media, 5 out of 24 participants or 21% believed that parent involvement cannot. A counseling student mentioned, "No, the parent tried to stop it, but everyone at school was still posting things to her daughter's page." A school counselor confirmed,

I honestly do not think parent involvement could have prevented this relational aggression from happening in this case because the parents were heavily involved

in this student's life already. The parents had done a good job raising this student, setting boundaries and rules, showing love for this student, and being an active parent within the student's school. The parents have set a good example of how to treat others as well talking about specific social media situations.

Subsequent to looking at the findings from the focus groups about parent involvement being a prevention for relational aggression acted out through social media, 1 out of 24 participants (4%) of the subjects was undecided. A school counselor stated, "Yes and no. As much as a parent may monitor their child's social media accounts, sometimes you can't be there all the time to see what's going on." The data showed that more respondents believed that parent involvement can facilitate with prevention of relational aggression acted out through social media.

Parent involvement emerging theme #5: Parental advisement. Parent advisement was an emerging theme. After examining the focus groups data about the advice they would give parents about how to prevent relational aggression acted out through social media, 22 out of 24 participants or 92% responded with words of encouragement, advice, guidance, and recommendations. A school social worker mentioned,

I would and did suggest that the parent learn more about the different types of social media and with that knowledge, monitor her child's social media use. I also suggested that she have an open dialogue with her child about issues associated with cyberbullying and that other children may do things to upset them through name calling or telling lies on social media that reaches more people.

A counseling student stated, “I would tell the parents to educate their children on this type of aggression, not allow them on certain sites, and support them in any way if the child is deeply affected.” A school counselor affirmed,

I would advise parents to please discuss technology use (safety) with your child, mandate social networks to post anti-bullying public service announcements. I would tell parents to make sure their child tells an adult or teacher immediately if a friend is misusing social media and I would educate teachers and parents about the problems of relational aggression.

In summary, a social work student proclaimed, “I would tell parents to become their child’s friend on social media, monitor their usage, and invest in computer programs that report their activity.” The data showed that participants felt a strong connection to the topic and wanted to offer assistance, information, and recommendations to parents as a sense of awareness, resolution, and deterrence.

Relational aggression emerging theme #1: Familiarity of relational aggression acted out through social media. Familiarity of relational aggression acted out through social media was an emerging theme. After reviewing the focus groups’ data about the participants’ familiarity of relational aggression acted out through social media, 23 out of 24 participants or 96% of the contributors could reiterate a situation where relational aggression acted out through social media occurred. This data showed a great interest in this topic among the focus group population through their ability to reflect on different situations. A counselor stated, “I had a 5th grade student who came to me one school morning crying and extremely upset because the night before she logged on

Facebook and three girl classmates had called her inappropriate mean names on her Facebook page.”

A social work student indicated, “In high school there was a young man who everyone teased as being gay. A few people posted some videos on Facebook and tagged the person in the post. The videos were very discriminating and hateful towards homosexuals.” Lastly, a counseling student specified, “A ‘popular’ girl decided she did not want to associate with one of the other girls in their friend group. She started rumors about her and made everyone stop talking to her on Twitter.”

Social media emerging theme #1: Popular social media websites used for relational aggression. Popular social media websites used for relational aggression was an emerging theme. Subsequent to looking at the findings from the focus groups about the participants’ responses to the popular social media websites used for relational aggression, 24 out of 24 participants or 100% of the subjects knew of various social media websites used when relational aggression is acted out through social media. This data implied that the social work and counseling students, school counselors, and school social workers are all aware that the following social media websites have been used to show relational aggression acted out through social media: Facebook, Outlook, KIK, Instagram, Snap Chat, Vine, Twitter, My Space, text messaging, Bebo, and YouTube.

A counselor stated, “A girl was bullied at the beginning of the school year by someone who created a fake Instagram page using a former student’s identity.” A social work student mentioned, “My friend’s daughter was tagged in a photo to an insulting word. We had to comfort her and I told my friend to contact the parents of the child and have the post removed from Twitter.” Finally, a school social worker confirmed,

“Bullying on Twitter occurred, and it turned into a physical fight that was recorded on a camera phone and put on YouTube.”

Results of the Survey Text Box Comments Data: Axial Coding Analysis

In addition to rating the Likert Scale survey statements, all survey participants had the opportunity to leave text box comments regarding the Instagram Scenario, Facebook Page Scenario, and Facebook Profile Scenario. The supplementary comments provided another qualitative data set. Results are reported in order from participant group with the greatest percentage of comments to participant group with the least percentage of comments. Results were analyzed using axial coding method to seek alignment of text box data with one or more of the major elements of this study—parent involvement, relational aggression, and social media. Results of the axial coding analysis are as follows.

Aspiring social workers. From the text box comments of the Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media survey, 10 out of 39 aspiring social workers or 25% provided additional comments. The comments were aligned with all three of the major study elements—parent involvement, relational aggression, and social media. An alignment with parent involvement was in the following statement from an aspiring social worker, “While I believe teenagers should have freedoms of social media, the parent should also be able to monitor the activity on the social media sites, especially with minor children.” An alignment with relational aggression was in the following statement from another aspiring social worker, “I don’t think it’s right for the ‘popular guy’ to date a friend’s ex-girlfriend but he doesn’t deserve the retaliation.” An alignment with social media was in

the following statement from another aspiring social worker, “Any page put up about someone without their consent should be prohibited.”

Existing social workers. From the text box comments of the Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media survey, 2 out of 19 existing social workers or 11% provided additional comments. The comments were aligned with 2 of the 3 study elements—parent involvement and social media. An alignment with parent involvement was in the following statement from an existing social worker, “As a step parent, I monitor social media use when the child is in my care.” An alignment with social media was in the following statement from another existing social worker, “Social media can be harmful deliberately or inadvertently because much of society now takes to what is going on with others and looking for gossip and information through social media.”

Aspiring counselors. From the text box comments of the Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media survey, 3 out of 61 aspiring counselors or 5% provided additional comments. The comments were aligned with 2 of 3 study elements—parent involvement and social media. An alignment with parent involvement was in the following statement from an aspiring counselor, “Parents need to monitor their child’s online practices and teach humility.” An alignment with social media was in the following statement from another aspiring counselor, “Students use social media sites a lot and the social media usage gets them into trouble.”

Existing counselors. From the text box comments of the Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out

through Social Media survey, 1 out of 56 existing counselors or 2% provided additional comments. The comment was aligned with the study element parent involvement. An alignment with parent involvement was in the following statement from an existing counselor, “It is a parent’s responsibility to monitor their child’s online profile and postings. Parents need to be aware of legal expectations and consequences related to inappropriate comments and pictures.”

Summary

The examination of quantitative data resulted in a significant difference with responses among aspiring social workers, aspiring counselors, and existing counselors, and suggests that among aspiring social workers, aspiring counselors, and existing counselors females and males responded to statements differently for Hypothesis #1. There was a significant difference with responses among aspiring social workers, aspiring counselors, and existing counselors, and suggests that aspiring social workers, aspiring counselors, and existing counselors, that are parents, involved parents, non-parents, and involved non-parents responded to the statements differently for Hypotheses #2 and #2a. There was also a significant difference with responses among aspiring social workers and aspiring counselors, and suggests that aspiring social workers and aspiring counselors exposed to social media responded to the statements differently for Hypotheses #3, #3a, and #3b. In other words, gender was an important aspect because respondents were very sensitive to the scenarios when the victim was a female and statistic data were higher for the female victim’s version than the male victim’s version. Most respondents felt that whether or not they were parents, parent involvement is still a key element in preventing

relational aggression acted out through social media. Many participants were more sensitive to cyber bullying if they were exposed to social media websites.

A generation difference was noted between the older existing social workers and counselors, and the younger aspiring social workers and counselors. The younger generational cohort demonstrated a stronger emotional response to the survey statements (more strongly agree and strongly disagree responses) than the older. The axial coding of qualitative focus group data resulted in the majority by far of responses aligned with the major element, parent involvement. Then, open coding of all responses by major elements resulted in 5 of the 7 emerging themes from the major element, parent involvement. The majority of survey text box comments were written by aspiring social workers and aligned with all three of the major elements of the study—parent involvement, relational aggression, and social media. Chapter Five will discuss the findings, implications, recommendations, and conclusions.

Chapter Five: Discussion, Implications, Reflection, and Conclusion

The purpose of this study was to explore personal attitudes towards parent involvement as it related to relational aggression acted out through social media. The statistical data and attitudes were gathered from the general population of Lane University undergraduate bachelor's degree day social work students and Lane University graduate master's degree evening counseling students, and School Counselors and School Social Workers in the Holland School District. Some of the participants were parents and some were not. This chapter includes discussion, implications, and conclusions.

Relationship of Qualitative Results to the Literature Review

Parent involvement encompasses active participation with their child's academics, school events, and home activities. The focus group data from all data sets showed about half of the participants stated they felt that parent involvement in general was important and that many parents support, communicate, and engage with their children in their everyday lives as well as their social media lives. The focus group results and survey text box comments from all data sets showed almost an even distribution between attitudes supporting parents being involved and parents not being involved in their child's life and social media practices. Kirk et al. (2011), Spencer et al. (2010), and Wright (2009) may have found this finding alarming because all viewed parent involvement as a positive framework for the parent and child relationship, even though some negative parent involvement (LeMoyne & Buchanan, 2011; Locke et al., 2012) can be negative with such practices as helicopter parenting.

According to O’Keefe and Clarke-Pearson (2011), parent involvement in social media facilitates what parents need to know about certain sites, age restrictions, and makes it a common procedure to view their child’s online activities to make sure that their juvenile is not falsifying information to gain access. The results of this study from all data sets revealed that more focus group and survey text box qualitative data respondents felt that parents did not monitor their child’s social media usage, which can be alarming when relational aggression is acted out through social media. Epstein (2001), Olsen and Fuller (2010), and Waasdorp et al. (2011) aligned with this finding—these researchers concurred that parents are both monitoring and not monitoring their child’s social media usage. Strengthening this alarm, Hargittai et al., Schultz, and Palfrey (2011) argued that certain parents are complicit about their child’s social media practices and aid in their usage. These parents believe they can trust their child at all cost and feel that they have raised them well enough to not participate in negative online behavior. According to Cassidy et al. (2012), if children know that they are being watched, they may spend less time on their social networking devices and may be less likely to display inappropriate behavior online, so it seems that open and transparent parental monitoring of a child’s social network behaviors may deter negative online behavior.

The focus group and survey text box comments showed that more respondents credit parent involvement as a method of helping to stop and/or resolve relational aggression acted out through social media and that parent involvement can help prevent these behaviors. In keeping with the importance of parent involvement assisting with a resolution of cyber bullying Dooley et al. (2009), Mason (2008), and Patchin and Hinduja (2012) concurred that a model of prevention should involve parents. A strategic plan for

prevention is essential for schools to have a strategy and put goals in place to make sure they are equipped to handle this situation (Snakenborg et al., 2011). Couvillon and Ilieva (2011) agreed that a prevention model should be a proactive approach so that schools are prepared when cyber bullying occurs. In the case of utilizing school counselors and school social workers in a prevention model creating a liaison for the school, home, and community, Snakenborg et al. (2011) aligned with the focus group results. To reinforce this element, Amatea and Clark (2005) supported that school counselors and school social workers have a unique set of skills to educate themselves on this phenomena, provide prevention strategies, collaborate with parents, postulate interventions, and become the best advocates for the victims as well as the aggressors. Due to the anonymity of relational aggression acted out through social media, school counselors and school social workers have become more determined to seek out these behaviors. The relationship between the emerging themes and the research literature are discussed as follows.

Emerging theme #1: Familiarity of relational aggression acted out through social media. This theme derived from many of the participants recognizing the roles that adolescents take on as they climb through the social status, such as; queen/king, sidekick, gossip, floater, torn bystander, wannabe, and target (Wiseman, 2009). It also stemmed from the participants familiarity with social media, which are the interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks (O’Keeffe & Clarke-Pearson, 2011). Familiarity of relational aggression acted out through social media as a theme is aligned with Mason (2008) who argued the importance of parents educating their children on internet safety, chat rooms,

and other ways they can get caught up in the negative aspects of social media and cyber bullying. In keeping with this fact, Mitchell et al. (2005) provided the notion that if children know that their parents are aware and are monitoring their online behavior through the use of filters and other monitoring sources, they may be less likely to bully or do inappropriate things.

Emerging theme #2: Popular social media websites used for relational aggression. This theme emerged from participants being familiar with different and prevalent social media websites that are being used for bullying activities. Some of the most popular social media websites Facebook, Twitter, and Instagram. Popular social media websites used for relational aggression were recognized by Ellison et al. (2007) who said Facebook has become so popular because every aspect of a person's daily life can be documented and displayed at any time. To further strengthen the case of Facebook being a popular social media website, Ellison et al. (2007) and Torkjazi et al. (2009) supported the fact that Facebook gets more popular every day and makes connecting with friends easily accessible all at once, all over the world, and the connections are in real time.

Emerging theme #3: General parent involvement. This theme stemmed from participants expressing their participation in a regular, two-way, and meaningful communication involving student academic learning and other school and home activities ("Parent Involvement," n.d.). General parent involvement was supported by Patrikakou (2008) who argued that parents are invested in their child's education through parent education practices such as: morals, values, work skills, basic skills, and ethics that have built a strong foundation for their child. Berkowitz and Bier (2014) also aligned with this

emerging theme by strongly stating that parent involvement is a must for students to exude positive behavior, moral character, and overall success.

Emerging theme #4: Parent monitoring. This theme resulted from participants articulating their supervision with their child's social media practices. Parent monitoring aligned with Mesch (2009) who argued that parents who actively monitor and participate in their child's online behavior will have first-hand knowledge of what is going with their child's behavior. Agreeing with Mesch (2009), Livingstone and Helsper (2008) found that it is important for parents not to allow personal computers in their child's bedroom and have access to their child's cell phone.

Emerging theme #5: Parent involvement as a resolution. This theme stemmed from participants conveying they believed parent involvement can be a useful strategy for resolving relational aggression acted out through social media. Parent involvement as a resolution was supported by Hinduja and Patchin (2014)—getting parents involved in their child's social media practices and stepping into their child's virtual world is one step towards resolving relational aggression acted out through social media, but parents cannot do it alone. Berkowitz and Bier (2014) and Low and Espelage (2013) all aligned with this finding and concordantly supported a student's educational life is better enhanced through the collaboration of home, school, and community, and so is their internet life. Parents need to partner with teachers, staff, and administrators to bring awareness, support, and a solution for cyber bullying.

Emerging theme #6: Parent involvement as a prevention. This theme derived from participants communicating that parents could be a vital component in preventing relational aggression acted out through social media. Parent involvement as a prevention

aligned with Patchin and Hinduja (2012) who suggested that to make prevention to work and be successful, students, parents, teachers, and administrators have to collaborate. As key stakeholders, they need to buy in to the need for such programming. Strengthening this collaboration, Roberts-Pittman et al. (2012) maintained when everyone works together to fight against relational aggression acted out through social media, there is more hope for prevention.

Emerging theme #7: Parental advisement. This theme stemmed from participants sharing their recommendations and guidance for parents that are dealing with the issue of relational aggression acted out through social media. Low and Espelage (2013) supported parental advisement with their argument that parents can be the advocates for monitoring their child's social media interactions and partner with schools to make sure their child's involvement on social media will not come back to haunt them when he or she is at school. DeHue et al. (2008) concurred that parents need to be more in tune and set rules for their child's online usage; and, if children know that they are being watched, they may spend less time on their social networking devices and may be less likely to display inappropriate behavior online. Agreeing with this notion, Cassidy et al. (2012) urged parents to not underestimate the amount of time that their child may spend online and that they may be involved in cyber bullying and harassment.

Applying the findings from the focus groups and survey text box comments to the literature was important to the discussion of the qualitative results in order to demonstrate the contribution this study brings to the research literature on this topic. Based on the literature, the findings were predictable. The literature supported parent involvement as

key to combatting relational aggression acted out through social media, as did the attitudes of the aspiring and existing social workers and counselors.

Discussion of Generational Cohorts and Social Media Results

Generational cohorts have been a common thread throughout this study.

Generational differences were reviewed in the literature and found to be present among the study participants. The existing social workers and counselors were the older generation and the aspiring social workers and counselors were the younger generation. Generational cohorts that were represented in this study were baby boomers (born between the years of 1946-1964), generation X (born between the years of 1965-1980), generation Y (born between the years of 1981-2000), and generation Z (born after 2000).

All of the participants could be assumed to possess characteristics unique to their generational cohort. The most important distinguishing and prevalent characteristic for this study was their capacity for technology (Ramasubbu, 2015). There is a digital divide between the “digital inhabitants,” that are today’s students including traditional college students, that can consist of generation Y and Z, and the “digital settlers,” that are today’s teachers (or any professional working adult such as existing school social workers), that seem to be more comprised of baby boomers and generation X (Wolfe, 2012).

The survey data results indicated the most participant contributions (number of responses and emotion of responses) were from the age range of 21-24 and the second most were from the age range of 25-34—both are considered generation Y. This was the first generation that has been exposed to and used internet technology since birth and are referred to as the “digital natives” (Wolfe, 2012). The other group that involved the most participants had the age range of 34-44. This age range was a mix of two generational

cohorts, generation Y and X. Generation Y was born into technology while generation X incorporated technology into their daily lives. The digital divide will continue to increase if the generations do not collaborate and embrace technology and social media together (Wolfe, 2012). It seems important to bridge the social media generational gap in order to combat the issue of relational aggression acted out through social media.

Although there are many differences among the generational cohorts, technology and social media has seemed to bring the generations together. All of the cohorts have seemed to find some use for social media. Many baby boomers who may have just tolerated technology are now embracing social media. Generation X was the first to incorporate social media into their lives, while generations Y and Z were born into it, and it defines their lives. Baby boomers may benefit from accepting technology and social media as part of life, accepting that it is here to stay, and consider taking advantage of the younger generations' ability to help them learn, integrate, and become even more technologically savvy.

Discussion of Quantitative Results

It was hypothesized there would be a distinct difference that would show more sensitivity based on the characteristics of gender from the targets, parent involvement, and being an actual parent as it related to relational aggression acted out through social media among aspiring counselors and social workers, as well as existing counselors and social workers. It was also assumed there would be more exposure and sensitivity to social media outlets, social media's connection to relational aggression, and the use of social media in relational aggressive situations among the participant groups. The levels

of sensitivity and exposure were measured based on their responses to each scenario (1, 2, & 3) using a Likert-scale survey.

After reviewing the quantitative data the results showed all participants were very sensitive to the scenarios when the victim was a female, and all statistic data were higher for the female victim's version than the male victim's version. It can be speculated that aspiring and existing social workers and counselors feel the need to protect females from relational aggression acted out through social media. They may feel that boys are tough, lack emotion, and are better equipped to deter or challenge bullies whether in person or online.

The scenarios/statements that were statistically supported for the aspiring social workers for Hypothesis #1, rejected the null, and used the Likert scale of Strongly Disagree (1), Disagree (2), N/A (3), Agree (4), and Strongly Agree (5) were the following:

Instagram Scenario #1, Statement #1: I feel that the girl's/guy's social status at school has been harmed. Female victim survey ($M = 4.625$) and male victim survey ($M = 4.200$).

Instagram Scenario #1, Statement #2: If this were my daughter/son, I would feel like he was being bullied on Instagram. Female victim survey ($M = 4.875$) and male victim survey ($M = 4.333$).

Facebook Page Scenario #2, Statement #2: If this were my daughter/son, I would feel like he was being bullied on Facebook. Female victim survey ($M = 4.833$) and male victim survey ($M = 4.467$).

Facebook Profile Scenario #3, Statement #10: I am exposed to the social media

website of Instagram. Female victim survey ($M = 4.583$) and male victim survey ($M = 3.200$).

The survey scenarios/statements that were statistically supported for the aspiring counselors for Hypothesis #1, rejected the null, and used the Likert scale of Strongly Disagree (1), Disagree (2), N/A (3), Agree (4), and Strongly Agree (5) were the following:

Instagram Scenario #1, Statement #3: If this were my daughter/son, I would want to know what was happening on Instagram. Female survey ($M = 4.606$, and male survey ($M = 4.321$).

Facebook Profile Scenario #3, Statement #10: I am exposed to the social media website of Instagram. Female survey ($M = 4.364$) and male survey ($M = 3.464$).

The scenarios/statements that were statistically supported for the existing counselors for Hypothesis #1, rejected the null, and used the Likert scale of Strongly Disagree (1), Disagree (2), N/A (3), Agree (4), and Strongly Agree (5) were the following:

Instagram Scenario #1, Statement #11: This situation is relational aggression acted out through social media. Female survey ($M = 4.543$) and male survey ($M = 4.238$).

Facebook Page Scenario #2, Statement #1: I feel that the girl's/boy's social status at school has been harmed. Female survey ($M = 4.543$) and male survey ($M = 4.048$).

Facebook Page Scenario #2, Statement #2: If this were my daughter/son, I would feel like he was being bullied on Facebook. Female survey ($M = 4.657$) and male survey ($M = 4.333$).

Facebook Profile Scenario #3, Statement #10: I am exposed to the social media website of Instagram. Female survey ($M = 4.114$) and male survey ($M = 3.190$).

The scenarios/statements that were statistically supported for the aspiring social workers for Hypothesis #2 and #2a, rejected the null, and used the Likert scale of Strongly Disagree (1), Disagree (2), N/A (3), Agree (4), and Strongly Agree (5) were the following:

Facebook Page Scenario #2, Statement #8: The new kid should know her/his status at school and wait her/his turn to be a starter on the basketball team. She/he deserved the Facebook retaliation. Female survey ($M = 1.235$) and male survey ($M = 1$).

The scenarios/statements that were statistically supported for the aspiring counselors for hypothesis #2 and #2a, rejected the null, and used the Likert scale of Strongly Disagree (1), Disagree (2), N/A (3), Agree (4), and Strongly Agree (5) were the following:

Facebook Page Scenario #2, Statement #7: The teammate has a right to post what she/he wants on Facebook because the new kid should not replace anyone on the team. Female survey ($M = 1.479$) and male survey ($M = 1.154$).

The scenarios/statements that were statistically supported for the existing counselors for Hypothesis #2 and #2a, rejected the null, and used the Likert scale of Strongly Disagree (1), Disagree (2), N/A (3), Agree (4), and Strongly Agree (5) were the following:

Facebook Page Scenario #2, Statement #6: If this were my daughter/son, as long as they didn't physically harm her/him, I would not be concerned about what they posted on Facebook. Female survey ($M = 1.708$) and male survey ($M = 1.375$).

The scenarios/statements that were statistically supported for the aspiring social workers for Hypothesis #3, #3a, and #3b, rejected the null, and used the Likert scale of Strongly Disagree (1), Disagree (2), N/A (3), Agree (4), and Strongly Agree (5) were the following:

Instagram Scenario #1, Statement #7: The popular girl/guy was wrong for dating her/his former friend's ex-girlfriend/ex-boyfriend. She/he deserved the Instagram retaliation. Female survey ($M = 2.667$) and male survey ($M = 1.639$).

The scenarios/statements that were statistically supported for the aspiring counselors for Hypothesis #3, #3a, and #3b, rejected the null, and used the Likert scale of Strongly Disagree (1), Disagree (2), N/A (3), Agree (4), and Strongly Agree (5) were the following:

Facebook Profile Scenario #3, Statement #6: As long as they did not physically harm him, I would not be concerned about what they posted on Facebook. Female survey ($M = 1.813$) and male survey ($M = 1.4$).

Facebook Profile Scenario #3, Statement #7: The other students have a right to make a fake page because they were being creative and just having fun. It is not what the student actually looks like. Female survey ($M = 1.75$) and male survey ($M = 1.216$).

Facebook Profile Scenario #3, Statement #8: The student that the Facebook page was created about should not take it personally. Female survey ($M = 1.875$) and male survey ($M = 1.351$).

Despite the generational gaps, aspiring and existing social workers and counselors felt strongly about the topic of parent involvement as it relates to relational aggression acted out through social media. This was evident in the 100% participation with completing the surveys and the abundance of strongly agree responses. This topic is very relevant in today's society and many of the participants are either aware or have worked with students that have been victims of relational aggression acted out through social media.

Gender. Gender played an important role in the results of the study. There were more female than male participants responding to the surveys from aspiring and existing social workers and counselors. Two different versions of the survey were created, one contained scenarios involving cyber bullying of female students and the other with scenarios involving cyber bullying of male students. The scenarios were otherwise identical; the only differences in the scenarios were the genders of the students who were bullied. More aspiring social workers took the male victim's version than female. More existing social workers took the female victim's version than male. More aspiring and existing counselors took the female victim's version than male. The data showed that most participants agreed they were more sensitive to female victims of cyberbullying than males. This conclusion can be reached based on the amount of agree and strongly agree responses for female victims, the quantity of people that took the female victim's version versus the male version, and there were excessively more female representation that took the survey than males.

Parent Involvement. Each survey asked respondents if they were parents, non-parents, involved parents, and uninvolved parents. From aspiring social workers and

counselors there were more non-parents than parents that took the surveys. From the existing social workers and counselors there were more parents than non-parents that took the survey. Among all the groups of participants there were more non-parents than parents. Although there were parents and non-parents responding to the surveys the data showed that parent involvement was a significant element of the study. More participants responded as being uninvolved parents than involved parents. This could be due to the fact that respondents marked uninvolved parent because they are not a parent at all. This speculation was gathered because of the amount of agree and strongly agree responses pertaining to parent involvement. Many non-parents viewed the scenarios as if they were parents and empathized with what the victims were going through in the scenarios as an involved parent would. Most respondents also felt that whether or not they were parents, parent involvement is still a key element in preventing relational aggression acted out through social media.

Social Media. Each survey asked respondents if they were exposed to social media and if they knew of situations where social media was used as relational aggression. Exposure to social media was also a central aspect of the study. The data showed that many participants were more sensitive to relational aggression acted out through social media. This conclusion can be reached because of the amount of agree and strongly agree responses of their exposure to social media, viewing the scenarios as being relational aggression acted out through social media, and knowing many instances of cyber bullying using the specific social media websites of Instagram and Facebook.

Discussion of Qualitative Results

Qualitative methods were also utilized to answer the research questions. The qualitative data came from the focus group and text box comment responses. Many respondents were enthusiastic to discuss the focus group questions because they felt it was a relevant topic for all four participant groups.

Since counselors and social workers have a set of specialized skills they utilize to conduct counseling with students, instruct classroom guidance lessons, and coordinate various interactions with students and parents (Amatea & Clark, 2005), it was easy to see from the qualitative results that there was an emotional connection to the topic. This finding is in keeping with Hepworth et al. (2009) who described counselors and social workers as those who address concerns that are affecting the child's safety or wellbeing, their ability to learn, or their family's ability to manage aspects of their lives. Counselors and social workers can be the first line of defense when dealing with parent involvement as it relates to relational aggression acted out through social media. Knowing they are a line of defense for school children, they were emotionally affected by the study topic and their discussion displayed a concern.

As a current school social worker and researcher, I believed more sensitivity and exposure would be displayed from existing counselors and social workers because of their responsibilities to the population they serve. Existing counselors and social workers regularly have cases that focus on the population of parent involvement, relational aggression, and social media from students, parents, and even their own children. I suspected that surveying aspiring and existing counselors and social workers would garner more sensitivity and exposure because they are more aware of the occurrences and

the level of parent involvement as it relates to relational aggression acted out through social media.

Although there were a few significant findings the lack of overwhelming statistical support the lack of sensitivity to relational aggression could be because of its covertness. It may not be viewed as serious to counselors and social workers because they are not able to truly see it occurring or prove its severity (McDermott, 2014). Another reason could be the lack of experience and training from aspiring counselors and social workers during their course of study because it may not be addressed, again because of the hidden nature of relational aggression (McDermott, 2014).

Social media is always evolving and expanding, which could make it very difficult for aspiring as well as assisting social workers and counselors to stay abreast of all the changes. It could also make it challenging to be aware of ethical guidelines and situations that occur on social media (Mullen, Griffith, Greene, & Lambie, 2014). This could provide a justification as to why aspiring as well as existing social workers and counselors did not feel more exposed or sensitive to the social media interactions.

Answering the Research Questions

Research Question #1: How are individual attitudes toward relational aggression acted out through social media similar or different, based on the varying targets' gender (e.g., male/female)? The individual attitudes toward relational aggression acted out through social media were similar because both male and female respondents related to cyber bullying whether they took the male or female victim version. The individual attitudes toward relational aggression acted out through social media were different, based on the varying targets' gender were different because

aspiring and existing social workers and counselors both were more sensitive to female victims than male victims based on their responses to the version of the survey they took. The version of the survey that a participant took was by chance, not assigned. The participants were told there were two different versions but they were not allowed to choose which version they could take. The surveys were mixed together and the participants selected whichever survey was next in the pile that was handed out. As it turned out, more aspiring social workers took the male victim's version than female. More existing social workers took the female victim's version than male. More aspiring and existing counselors took the female victim's version than male. Many respondents either agreed and/or strongly agreed with their responses towards female victims. There were exceedingly more female representation that took the survey than males.

Research Question #2: How are individual attitudes toward relational aggression acted out through social media similar or different, according to the type of social media outlets (e.g., Facebook, Twitter, and Instagram) used to act out aggression? The individual attitudes toward relational aggression acted out through social media were similar because all respondents were familiar with social media outlets and the type of social media outlet did not affect their attitude toward cyber bullying. The individual attitudes toward relational aggression acted out through social media were different according to the type of social media outlets because it was based on the exposure and familiarity they had to certain social media websites. The individual attitudes were also different based on the knowing what social media websites were used for cyber bullying. Many respondents either agreed and/or strongly agreed with responses of their exposure to social media, viewing the scenarios as being relational

aggression acted out through social media, and knowing many instances of cyber bullying using the specific social media websites of Instagram and Facebook. If individuals were not familiar with the social media websites it made it more difficult to respond honestly and to know how those websites play a part in cyber bullying.

Research Question #3: How is parents' sensitivity to the targets of relational aggression acted out through social media similar or different than non-parents?

Parents' sensitivity to the targets of relational aggression acted out through social media showed no difference whether they were parents or non-parents. Many respondents either agreed and/or strongly agreed with responses pertaining to parent involvement. Parents' sensitivity to the targets of relational aggression acted out through social media was similar because despite their parental status they were still sensitive to the targets. Parents' sensitivity to the targets of relational aggression acted out through social media was not different than non-parents because both parents and non-parents responses were emotionally charged and there was a sense of compassion towards the victims of relational aggression acted out through social media. Many non-parents viewed the scenarios as if they were parents and empathized with what the victims were going through in the scenarios as an involved parent may be expected to do. Most respondents also felt that whether or not they were parents, parent involvement is still a key element in preventing relational aggression acted out through social media.

Research Question #4: How are involved parents that monitor and have access to their child's social media sensitivity to the targets of relational aggression acted out through social media similar or different, than parents that are not involved and do not monitor and have access to their child's social media? Many

respondents either agreed and/or strongly agreed with responses pertaining to parent monitoring. Involved parents that monitor and have access to their child's social media have first-hand knowledge of what is going on with their child's behavior. They may be more sensitive because they are more aware and are able to become advocates for monitoring their child's social media interactions.

Implications

The principle finding for the research on exploring parent involvement as it relates to relational aggression acted out through social media was that the overall attitude of aspiring and existing school social workers and, counselors toward parent involvement was positive and that it can make a difference in preventing cyber bullying. And, the younger aspiring social workers and counselors expressed more and stronger emotional responses to the surveys, especially when the victim was female.

Exploring personal attitudes towards parent involvement as it relates to relational aggression acted out through social media brought awareness to social work students, counseling students, school counselors, and school social workers for possible prevention and resolution. Though the quantitative results were not strong, the qualitative outcomes provided positive support that parent involvement can be a key indicator for addressing and possibly reducing instances of relational aggression acted out through social media.

Recommendations for Future Study

I have three recommendations for that future study—(a) investigating the attitudes of teachers, victims, aggressors, parents of victims, and students and parents of non-victimized students toward relational aggression acted out through social media; (b) researching in depth the concept of generational differences among not only aspiring and

existing school social workers and counselors, but perhaps among school teachers, parents, and students because it seemed to be explanative in this study; and (c) research and develop education and practice guidelines for education professionals, parents, and students on this study's topic as a prevention model that could then be evaluated.

Conclusion

The quantitative results of this study produced some significant findings that did support the six hypotheses or provided a convincing connection to the statistical data. Though the quantitative survey results were weak, the qualitative focus group and text box comment data supported a relationship between parent involvement as it related to relational aggression acted out through social media. The most survey responses in number and in level of emotion were collected from the younger aspiring social workers and counselors and mostly about female victims indicating they were able to relate more closely and easier to the cyber bullying because of their closeness in age (and gender in most cases) to the students. The review of literature, quantitative, and qualitative findings from this study indicate a need to research this topic further, in order to gain more knowledge about a very prevalent and potentially dangerous issue going on in today's society and playing out in the K-12 schools.

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Appendices

Appendix A: Male & Female Victim's Version Surveys

Appendix B: Relational Aggression Handout

Appendix C: Focus Group Questions

Appendix D: Aspiring Social Workers, Existing Social Workers, Aspiring Counselors, and Existing Counselors January and February 2015 t test for Hypothesis #1

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Appendix F: Aspiring Social Workers, Existing Social Workers, Aspiring Counselors, and Existing Counselors January and February 2015 t test for Hypothesis #3, #3a, and #3b

Appendix A
Male & Female Victim's Versions Survey

**Exploring Personal Attitudes towards Parent Involvement as it Relates
to Relational Aggression Acted Out through Social Media
(Male Version)**

This survey is designed to help understand attitudes toward parent involvement as it relates to relational aggression acted out through social media.

Terms: ***Relational Aggression:** a type of aggression in which harm is caused through damage to relationships or social status within a group rather than by means of actual or threatened physical violence (Simmons, 2003).*
***Social Media:** interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks (O'Keeffe, Clarke-Pearson & Council on Communications and Media, 2011).*

You will be asked your age range, 14-15 questions about your attitudes regarding three different scenarios about relational aggression acted out through social media, and if you are a parent. There is no right or wrong answer for these questions. This is strictly about your attitudes towards each scenario so please respond as honestly as possible.

This survey is completely anonymous and confidential, meaning that the responses given will not be connected to you in any way. Please respond to all of the questions for each of the 3 scenarios. A comment box will also be provided at the end of each scenario for any other thoughts, concerns, or comments that you may have.

Age Range: Please check the box that applies to your range of age.

Under 21

21-24

25-34

35-44

45-54

55-64

65 or older

Instagram Scenario:

A popular guy at school begins to date the ex-girlfriend of one of his former friends. The former friend feels that he has violated “guy code” by dating the same girl. The former friend retaliates by posting rude and hateful comments about the guy’s Instagram page, a social media website. He then encourages his other friends to join in with him by having them post negative comments and distasteful pictures of the guy on his page. The once popular guy is now the laughing stock of the school.

“About the Scenario”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree	Disagree	N/A	Agree	Strongly Agree
	1	2	3	4	5
1. I feel that the guy’s social status at school has been harmed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If this were my son, I would feel like he was being bullied on Instagram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If this were my son, I would want to know what was happening on Instagram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If this were my son, I would want to know how this has affected him at school socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. If this were my son, I would want to know how this has affected him at school academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. If this were my son, as long as they did not physically harm him, I would not be concerned about what they posted on Instagram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The popular guy was wrong for dating his former friend’s ex-girlfriend. He deserved the Instagram retaliation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Having the former friend encourage his friends to make posts on Instagram is a form of relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“General Attitudes”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
9. I am exposed to the social media website of Instagram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I know of situations where social media was used as relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. This situation is relational aggression acted out through social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am a male parent	<input type="radio"/>	Yes	<input type="radio"/>	No	
13. I am a female parent		<input type="radio"/>	Yes	<input type="radio"/>	No
	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
14. If yes, I am an involved parent who monitors my child’s use of social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave any other thoughts, concerns, or comments that you may have about the scenario above:

Facebook Page Scenario:

A high school boy who is new to the school just earned a starting spot on the basketball team. Some of the former players are not too happy about this new kid coming in to replace some of the team members in their starting positions. A group of students get together and start a hate page on the social media website, Facebook. The new student now feels reluctant about his starting position and his place on the basketball team.

“About the Scenario”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree	Disagree	N/A	Agree	Strongly Agree
	1	2	3	4	5
1. I feel that the boy’s social status at school has been harmed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If this were my son, I would feel like he was being bullied on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If this were my son, I would want to know what was happening on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If this were my son, I would want to know how this has affected him at school socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. If this were my son, I would want to know how this has affected him at school academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. If this were my son, as long as they didn’t physically harm him, I would not be concerned about what they posted on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The teammate has a right to post what he wants on Facebook because the new kid should not replace anyone on the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The new kid should know his status at school and wait his turn to be a starter on the basketball team. He deserved the Facebook retaliation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Having the teammates make hateful posts on Facebook is a form of relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“General Attitudes”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
10. I am exposed to the social media website of Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I know of situations where social media was used as relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. This situation is relational aggression acted out through social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am a male parent	<input type="radio"/>	Yes	<input type="radio"/>	No	
14. I am a female parent		<input type="radio"/>	Yes	<input type="radio"/>	No
	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
15. If yes, I am an involved parent who monitors my child’s use of social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave any other thoughts, concerns, or comments that you may have about the scenario above:

Facebook Profile Scenario:

A popular group of students create a fake Facebook profile page where they alter another classmate’s photo. The students’ Photoshop the picture to make the other student look “fat” and “ugly.” When the student finds out about the fake Facebook profile page he is taunted in the school hallways and on the page. The student begins to feel uncomfortable going to school and tells his parents.

“About the Scenario”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree	Disagree	N/A	Agree	Strongly Agree
	1	2	3	4	5
1. If that were my son, I would tell him to ignore the other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If this were my son, I would feel like he was being bullied on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If this were my son, I would want to know what was happening on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If this were my son, I would want to know how this has affected him at school socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. If this were my son, I would want to know how this has affected him at school academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. As long as they did not physically harm him, I would not be concerned about what they posted on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The other students have a right to make a fake page because they were being creative and just having fun. It is not what the student actually looks like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The student that the Facebook page was created about should not take it personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Making a fake page that altered the student’s appearance is a form of relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“General Attitudes”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
10. I am exposed to the social media website of Instagram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I know of situations where social media was used as relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. This situation is relational aggression acted out through social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am a male parent	<input type="radio"/>	Yes	<input type="radio"/>	No	
14. I am a female parent		<input type="radio"/>	Yes	<input type="radio"/>	No
	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
15. If yes, I am an involved parent who monitors my child’s use of social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave any other thoughts, concerns, or comments that you may have about the scenario above:

**Exploring Personal Attitudes towards Parent Involvement as it Relates
to Relational Aggression Acted Out through Social Media
(Female Version)**

This survey is designed to help understand attitudes toward parent involvement as it relates to relational aggression acted out through social media.

Terms: **Relational Aggression:** *a type of aggression in which harm is caused through damage to relationships or social status within a group rather than by means of actual or threatened physical violence (Simmons, 2003).*
Social Media: *interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks (O’Keeffe, Clarke-Pearson & Council on Communications and Media, 2011).*

You will be asked your age range, 14-15 questions about your attitudes regarding three different scenarios about relational aggression acted out through social media, and if you are a parent. There is no right or wrong answer for these questions. This is strictly about your attitudes towards each scenario so please respond as honestly as possible.

This survey is completely anonymous and confidential, meaning that the responses given will not be connected to you in any way. Please respond to all of the questions for each of the 3 scenarios. A comment box will also be provided at the end of each scenario for any other thoughts, concerns, or comments that you may have.

Age Range: Please check the box that applies to your range of age.

Under 21

21-24

25-34

35-44

45-54

55-64

65 or older

Instagram Scenario:

A popular girl at school begins to date the ex-boyfriend of one of her former friends. The former friend feels that she has violated “girl code” by dating the same guy. The former friend retaliates by posting rude and hateful comments about the girl’s Instagram page, a social media website. She then encourages her other friends to join in with her by having them post negative comments and distasteful pictures of the girl on her page. The once popular girl is now the laughing stock of the school.

“About the Scenario”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
1. I feel that the girl’s social status at school has been harmed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If this were my daughter, I would feel like she was being bullied on Instagram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If this were my daughter, I would want to know what was happening on Instagram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If this were my daughter, I would want to know how this has affected her at school socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. If this were my daughter, I would want to know how this has affected her at school academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. If this were my daughter, as long as they did not physically harm her, I would not be concerned about what they posted on Instagram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The popular girl was wrong for dating her former friend’s ex-boyfriend. She deserved the Instagram retaliation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Having the former friend encourage her friends to make posts on Instagram is a form of relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“General Attitudes”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
9. I am exposed to the social media website of Instagram.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I know of situations where social media was used as relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. This situation is relational aggression acted out through social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am a male parent	<input type="radio"/>	Yes	<input type="radio"/>	No	
13. I am a female parent		<input type="radio"/>	Yes	<input type="radio"/>	No
	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
14. If yes, I am an involved parent who monitors my child’s use of social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave any other thoughts, concerns, or comments that you may have about the scenario above:

Facebook Page Scenario:

A high school girl who is new to the school just earned a starting spot on the basketball team. Some of the former players are not too happy about this new kid coming in to replace some of the team members in their starting positions. A group of students get together and start a hate page on the social media website, Facebook. The new student now feels reluctant about her starting position and her place on the basketball team.

“About the Scenario”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree	Disagree	N/A	Agree	Strongly Agree
	1	2	3	4	5
1. I feel that the girl’s social status at school has been harmed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If this were my daughter, I would feel like she was being bullied on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If this were my daughter, I would want to know what was happening on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If this were my daughter, I would want to know how this has affected her at school socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. If this were my daughter, I would want to know how this has affected her at school academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. If this were my daughter, as long as they didn’t physically harm her, I would not be concerned about what they posted on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The teammate has a right to post what she wants on Facebook because the new kid should not replace anyone on the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The new kid should know her status at school and wait her turn to be a starter on the basketball team. She deserved the Facebook retaliation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Having the teammates make hateful posts on Facebook is a form of relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“General Attitudes”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
10. I am exposed to the social media website of Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I know of situations where social media was used as relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. This situation is relational aggression acted out through social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am a male parent	<input type="radio"/>	Yes	<input type="radio"/>	No	
14. I am a female parent	<input type="radio"/>		Yes	<input type="radio"/>	No
	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
15. If yes, I am an involved parent who monitors my child’s use of social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave any other thoughts, concerns, or comments that you may have about the scenario above:

Facebook Profile Scenario:

A popular group of students create a fake Facebook profile page where they alter another classmate’s photo. The students’ Photoshop the picture to make the other student look “fat” and “ugly.” When the student finds out about the fake Facebook profile page she is taunted in the school hallways and on the page. The student begins to feel uncomfortable going to school and tells his/her parents.

“About the Scenario”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
1. If that were my daughter, I would tell her to ignore the other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If this were my daughter, I would feel like she was being bullied on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If this were my daughter, I would want to know what was happening on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If this were my daughter, I would want to know how this has affected her at school socially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. If this were my daughter, I would want to know how this has affected her at school academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. As long as they did not physically harm her, I would not be concerned about what they posted on Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The other students have a right to make a fake page because they were being creative and just having fun. It is not what the student actually looks like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The student that the Facebook page was created about should not take it personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Making a fake page that altered the student’s appearance is a form of relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“General Attitudes”

Fill in the circle for the category most closely reflecting your attitude.

	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
10. I am exposed to the social media website of Facebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I know of situations where social media was used as relational aggression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. This situation is relational aggression acted out through social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am a male parent		<input type="radio"/> Yes	<input type="radio"/> No		
14. I am a female parent		<input type="radio"/> Yes	<input type="radio"/> No		
	Strongly Disagree 1	Disagree 2	N/A 3	Agree 4	Strongly Agree 5
15. If yes, I am an involved parent who monitors my child’s use of social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave any other thoughts, concerns, or comments that you may have about the scenario above:

Appendix B Relational Aggression Handout

Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media Relational Aggression Characteristics Handout

Relational Aggression

Relational aggression is also known as covert aggression or covert bullying. Relational aggression is a type of aggression in which harm is caused through damage to relationships or social status within a group rather than by means of actual or threatened physical violence. Relational aggression is more common and more studied among girls than boys (Simmons, R. 2003).

Studies have shown that males tend to use more physical aggression and victimization than females. Both boys and girls intend to inflict harm but there are differences in how they express these feelings. Females tend to use more covert forms of aggression to express their anger. Many feel that our society places value on girls “being nice” and teaches codes of behavior about what is appropriate. These expectations can lead to finding more discreet ways to express feelings (Simmons, R. 2011).

Types of Relational Aggression

- Proactive Relational Aggression
- Reactive Relational Aggression

Proactive relational aggression is when behaviors are a means for achieving a goal. Reactive relational aggression is behavior that is in response to provocation, with the intent to retaliate (Simmons, R. 2003).

Methods of Relational Aggression

- Exclusion
- Ignoring
- Malicious gossip and rumor spreading
- Taunts and insults
- Teasing
- Intimidation
- Manipulative affection
- Alliance building
- Cyber bullying

(Simmons, R. 2011)

Motivations for Relational Aggression

- Fear
- Power
- Control
- Popularity
- Security

(Pipher, M. 1995)

Roles of Relational Aggression

The Queen: loses her sense of self by working so hard to maintain her image. She has feelings that others don't really like her but are using her popularity. The Queen believes her image is dependent on her relationships and she gives the impression that she has everything under control.

The Sidekick: rarely expresses her personal opinions. Her power depends on the confidence she gains from the Queen. She and the Queen may seem very similar; however, the sidekick can alter her behavior for the better, while the Queen would likely just find another sidekick and begin again.

The Gossip: tries to get girls to trust her because when she gets information, it doesn't seem like gossip. She gets girls to confide in her and then may casually mention information in a conversation. Once girls figure out what she's doing, they don't trust her.

The Floater: usually have some protective characteristics that help her to avoid other's cruelty. She may be pretty, but not too pretty, nice, but not too sophisticated. People genuinely like the floater. She may actually stand up to the Queen and she may have some of the same power as the Queen. However, the floater doesn't gain anything by creating conflict and insecurity as the Queen does.

The Torn Bystander: may be conflicted with doing the right thing and her allegiance to the group. She often apologizes for Queen's behavior, but she knows it is wrong. The bystander may miss out on activities because she's afraid her friends will make fun of her. She may even hide her accomplishments, particularly academically, to fit into the group (Wiseman, R. 2003).

The Wannabee: will do anything to be in the inner circle of the Queen and sidekick. She may enthusiastically support them no matter what and she's motivated by pleasing the person who is above her in the social totem pole. The wannabee often gets stuck doing the dirty work of the Queen and sidekick. She may be dropped if she is seen as trying too hard to fit in. For the wannabee, she hasn't figured out who she is or what she values. She likely feels insecure about her relationships and has trouble setting boundaries (Wiseman, R. 2003).

The Target: is the victim of the group. Girls outside the group may tend to become targets just because they've challenged the group or because their style is different or not accepted by the group. The target may develop objectivity, which may help her see the costs of fitting in and decide if she's better off outside of the group. She may choose her "loser" group but know who her true friends are (Wiseman, R. 2003).

Tips for Parents to Handle Relational Aggression

- Involve girls in activities outside of school so they are exposed to different types of people
- Encourage relationships with adults and other children who appreciate them for what they are
- Be available to listen and don't downplay the importance of an incident
- Teach kindness and model that behavior
- Talk about both sides of an issue. Girls may tell you about being a victim but not talk about being the aggressor
- If your daughter is caught in the middle, encourage her to take the high road and support the victim, or at least not take part in the aggression
- If necessary, see professional counseling
- Become computer savvy.
- Do not allow your child to have a computer in their room or other isolated area. If they have laptops, set guidelines for where they can use it and the length of time they can use it.
- Be aware of the online activities of your child
- Research filtering and parental control programs for your computer

(Sessions-Stepp, L. 2003)

Appendix C

Exploring Personal Attitudes towards Parent Involvement as it Relates to Relational Aggression Acted Out through Social Media Focus Group Questions

These focus group questions are designed to help understand more detailed attitudes toward parent involvement as it relates to relational aggression acted out through social media.

Terms: Parent Involvement: *the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school and home activities, including ensuring that parents play an integral role in assisting their child's learning, that parents are encouraged to be actively involved in their child's education at school, and that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child (US Legal, Inc., n.d.).*

Relational Aggression: *a type of aggression in which harm is caused through damage to relationships or social status within a group rather than by means of actual or threatened physical violence (Simmons, 2003).*

Social Media: *interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks (O'Keeffe, Clarke-Pearson & Council on Communications and Media, 2011).*

- 1. Think of a time when you worked with a student that was a victim of relational aggression acted out through social media.**
- 2. What were some social media websites you are familiar with students using to bully?**
- 3. Tell me about the parent's involvement with the student's life.**
- 4. Did the parent monitor their usage?**
- 5. Did parent involvement help to stop or resolve the relational aggression acted out through social media situation?**
- 6. Do you think parent involvement could have prevented relational aggression acted out through social media in this case?**
- 7. If you were advising parents about how to prevent relational aggression acted out through social media what would you suggest based upon your professional experience?**

Appendix D

t tests for Hypothesis #1

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Reject the Null	4.625	0.576	4.2	0.676	37	=2.097	Two 0.043
1-2	Reject the Null	4.875	0.338	4.333	0.488	37	=4.101	Two 0.000
1-3	Failed to Reject the Null	4.5	0.780	4.333	0.617	37	=0.701	Two 0.488
1-4	Failed to Reject the Null	4.625	0.770	4.4	0.507	37	=1.002	Two 0.323
1-5	Failed to Reject the Null	4.75	0.442	4.666	0.488	37	=-0.550	Two 0.586
1-6	Failed to Reject the Null	1.5	0.722	1.8	0.775	37	=-1.228	Right 0.886
1-7	Failed to Reject the Null	1.542	0.833	2	0.655	37	=-1.808	Right 0.961
1-8	Failed to Reject the Null	4.291	0.908	4.4	0.507	37	≠ -0.477	Right 0.680
1-9	Failed to Reject the Null	4.042	1.122	3.2	1.699	37	=1.868	Two 0.070
1-10	Failed to Reject the Null	4.083	1.018	4.4	0.507	37	≠ -1.289	Right 0.891
1-11	Failed to Reject the Null	4.417	0.654	4.533	0.516	37	=-0.585	Right 0.719

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Reject the Null	4.542	0.780	3.933	0.961	37	=2.168	Two 0.037
2-2	Reject the Null	4.833	0.381	4.467	0.516	37	=2.549	Two 0.015
2-3	Failed to Reject the Null	4.625	0.711	4.467	0.640	37	=0.702	Two 0.487
2-4	Failed to Reject the Null	4.667	0.702	4.467	0.516	37	=0.952	Two 0.347
2-5	Failed to Reject the Null	4.75	0.442	4.667	0.488	37	=0.550	Two 0.586
2-6	Failed to Reject the Null	1.542	0.884	1.6	0.507	37	* -0.262	Right 0.601
2-7	Failed to Reject the Null	1.208	0.415	1.4	0.507	37	=-1.288	Right 0.897
2-8	Failed to Reject the Null	1.167	0.381	1.267	0.594	37	=-0.643	Right 0.738
2-9	Failed to Reject the Null	4.167	1.204	4.667	0.488	37	* -1.811	Right 0.954
2-10	Failed to Reject the Null	4.583	0.717	4.333	1.047	37	=0.886	Two 0.381
2-11	Failed to Reject the Null	4.208	0.021	4.533	0.516	37	* -1.314	Right 0.895
2-12	Failed to Reject the Null	4.417	0.776	4.6	0.507	37	=-0.811	Right 0.789

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3.417	1.248	2.8	1.146	37	=1.548	Two 0.130
3-2	Failed to Reject the Null	4.792	0.415	4.667	0.488	37	=0.855	Two 0.398
3-3	Failed to Reject the Null	4.583	0.717	4.533	0.516	37	=0.234	Two 0.816
3-4	Failed to Reject the Null	4.583	0.776	4.533	0.516	37	=0.220	Two 0.827
3-5	Failed to Reject the Null	4.667	0.482	4.2	1.207	37	≠ 1.428	Two 0.175
3-6	Failed to Reject the Null	1.333	0.482	1.533	0.516	37	=-1.228	Right 0.886
3-7	Failed to Reject the Null	1.417	0.881	1.333	0.488	37	≠ 0.380	Two 0.710
3-8	Failed to Reject the Null	1.667	0.050	1.667	1.234	37	=0.000	Right 0.500
3-9	Failed to Reject the Null	4.292	1.160	4.67	0.834	37	=-0.507	Right 0.692
3-10	Reject the Null	4.583	0.717	3.2	1.699	14	≠ 2.992	Two 0.010
3-11	Failed to Reject the Null	4.208	1.021	4.267	1.033	37	=-0.173	Right 0.568
3-12	Failed to Reject the Null	4.375	0.770	4.467	0.516	37	=-0.407	Right 0.657

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.455	0.522	4.333	0.5	18	=0.526	Two 0.6051
1-2	Failed to Reject the Null	4.364	0.505	4.444	0.527	18	=-0.349	Right 0.635
1-3	Failed to Reject the Null	4.545	0.688	5	0	18	≠ -2.193	Right 0.970
1-4	Failed to Reject the Null	4.455	0.688	4.444	0.527	18	=0.036	Right 0.486
1-5	Failed to Reject the Null	4.723	0.467	5	0	18	≠ -1.936	Right 0.956
1-6	Failed to Reject the Null	1.636	0.505	1.444	0.527	18	=0.830	Two 0.418
1-7	Failed to Reject the Null	1.636	0.674	1.556	0.726	18	=0.258	Two 0.800
1-8	Failed to Reject the Null	4.636	0.505	4.889	0.333	18	=-1.286	Right 0.893
1-9	Failed to Reject the Null	2.545	1.508	3	1.581	18	=-0.656	Right 0.740
1-10	Failed to Reject the Null	4.091	1.136	4	1.5	18	=0.154	Two 0.879
1-11	Failed to Reject the Null	4.182	1.168	4.333	0.5	18	≠ -0.389	Right 0.646

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.182	0.405	4.667	0.5	18	=-2.400	Right 0.986
2-2	Failed to Reject the Null	4.455	0.522	4.667	0.5	18	=-0.921	Right 0.815
2-3	Failed to Reject the Null	4.364	0.674	4.78	0.441	18	=-1.583	Right 0.935
2-4	Failed to Reject the Null	4.364	0.674	4.556	0.527	18	=-0.696	Right 0.753
2-5	Failed to Reject the Null	4.636	0.505	4.889	0.333	18	=-1.286	Right 0.893
2-6	Failed to Reject the Null	1.455	0.522	1.333	0.5	18	=0.526	Two 0.605
2-7	Failed to Reject the Null	1.273	0.467	1.111	0.333	18	=0.871	Two 0.396
2-8	Failed to Reject the Null	1.182	0.405	1	0	18	≠ 1.491	Two 0.174
2-9	Failed to Reject the Null	4.273	1.191	4.778	0.441	18	≠ -1.202	Right 0.878
2-10	Failed to Reject the Null	4.455	0.688	3.556	1.509	18	≠ 1.652	Two 0.137
2-11	Failed to Reject the Null	4.182	1.168	4.778	0.441	18	≠ -1.562	Right 0.922
2-12	Failed to Reject the Null	4.545	0.522	4.778	0.441	18	=-1.060	Right 0.848

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3.091	1.136	2.889	1.167	18	=-0.391	Two 0.701
3-2	Failed to Reject the Null	4.723	0.467	4.667	0.5	18	=-0.280	Two 0.783
3-3	Failed to Reject the Null	4.546	0.522	4.667	0.5	18	=-0.526	Right 0.697
3-4	Failed to Reject the Null	4.636	0.674	4.556	0.527	18	=-0.293	Two 0.773
3-5	Failed to Reject the Null	4.818	0.405	4.778	0.441	18	=-0.213	Two 0.833
3-6	Failed to Reject the Null	1.455	0.522	1.667	1	18	=-0.611	Right 0.726
3-7	Failed to Reject the Null	1.545	0.934	1	0.5	18	=1.572	Two 0.133
3-8	Failed to Reject the Null	1.455	0.522	1.444	0.527	18	=-0.043	Right 0.483
3-9	Failed to Reject the Null	4.636	0.505	4.778	0.441	18	=-0.659	Right 0.741
3-10	Failed to Reject the Null	4.545	0.522	3.444	1.667	18	≠ 1.907	Two 0.093
3-11	Failed to Reject the Null	4.273	0.905	4.333	1.323	18	=-0.121	Right 0.548
3-12	Failed to Reject the Null	4.455	0.934	4.667	0.5	18	=-0.611	Right 0.726

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.273	0.719	4.321	0.476	59	* -0.316	Right 0.623
1-2	Failed to Reject the Null	4.636	0.653	4.5	0.577	59	=0.857	Two 0.395
1-3	Reject the Null	4.606	0.496	4.321	0.548	59	=2.128	Two 0.038
1-4	Failed to Reject the Null	4.606	0.556	4.393	0.567	59	=1.480	Two 0.144
1-5	Failed to Reject the Null	4.727	0.452	4.75	0.441	59	=-0.198	Right 0.578
1-6	Failed to Reject the Null	1.394	0.556	1.679	0.476	59	=-2.128	Right 0.981
1-7	Failed to Reject the Null	1.455	0.617	1.893	0.916	59	* -2.151	Right 0.980
1-8	Failed to Reject the Null	4.424	0.830	4.179	0.945	59	=1.081	Two 0.284
1-9	Failed to Reject the Null	3.667	1.594	3.214	1.524	59	=1.127	Two 0.264
1-10	Failed to Reject the Null	4.121	0.927	4.179	0.983	59	=-0.234	Right 0.592
1-11	Failed to Reject the Null	4.333	0.854	4.464	0.576	59	* -0.711	Right 0.758

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Reject the Null	4.515	0.566	4.214	0.630	59	=1.965	Two 0.054
2-2	Failed to Reject the Null	4.727	0.517	4.643	0.559	59	=0.613	Two 0.543
2-3	Failed to Reject the Null	4.636	0.489	4.393	0.629	59	=1.701	Two 0.094
2-4	Failed to Reject the Null	4.606	0.556	4.465	0.637	59	=0.928	Two 0.357
2-5	Failed to Reject the Null	4.727	0.452	4.679	0.548	59	=0.380	Two 0.705
2-6	Failed to Reject the Null	1.515	0.939	1.679	0.612	59	≠ -0.816	Right 0.789
2-7	Failed to Reject the Null	1.273	0.626	1.571	0.790	59	=-1.647	Two 0.105
2-8	Failed to Reject the Null	1.273	0.626	1.429	0.573	59	=-1.007	Right 0.841
2-9	Failed to Reject the Null	4.636	0.549	4.426	0.879	59	≠ 1.084	Two 0.288
2-10	Failed to Reject the Null	4.333	1.164	4.393	0.916	59	=-0.219	Right 0.586
2-11	Failed to Reject the Null	4.364	0.929	4.429	0.790	59	=-0.291	Right 0.614
2-12	Failed to Reject the Null	4.515	0.870	4.571	0.634	59	=-0.284	Right 0.611

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3.515	1.064	3.107	1.257	59	=1.373	Two 0.1749
3-2	Failed to Reject the Null	4.515	0.712	4.464	0.744	59	=0.272	Two 0.786
3-3	Failed to Reject the Null	4.545	0.506	4.357	0.621	59	=1.305	Two 0.197
3-4	Failed to Reject the Null	4.576	0.502	4.464	0.576	59	=0.808	Two 0.423
3-5	Failed to Reject the Null	4.606	0.496	4.714	0.535	59	=-0.819	Right 0.792
3-6	Failed to Reject the Null	1.455	0.833	1.571	0.573	59	=-0.627	Right 0.734
3-7	Failed to Reject the Null	1.242	0.614	1.643	0.731	59	=-2.326	Right 0.988
3-8	Failed to Reject the Null	1.333	0.645	1.821	0.945	59	* -2.313	Right 0.986
3-9	Failed to Reject the Null	4.485	0.834	4.321	0.905	59	=0.734	Two 0.466
3-10	Reject the Null	4.364	1.025	3.464	1.427	59	=2.856	Two 0.006
3-11	Failed to Reject the Null	4.394	0.827	4.25	0.967	59	=0.627	Two 0.533
3-12	Failed to Reject the Null	4.545	0.711	4.286	0.763	59	=1.375	Two 0.174

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.343	0.639	3.905	1.136	54	≠ 1.620	Two 0.121
1-2	Failed to Reject the Null	4.514	0.702	4.190	0.750	54	=1.630	Two 0.109
1-3	Failed to Reject the Null	4.629	0.646	4.571	0.507	54	=0.346	Two 0.731
1-4	Failed to Reject the Null	4.6	0.695	4.477	0.602	54	=0.678	Two 0.501
1-5	Failed to Reject the Null	4.657	0.802	4.571	0.746	54	=0.397	Two 0.693
1-6	Failed to Reject the Null	1.4	0.553	1.952	1.117	54	≠ -2.473	Right 0.992
1-7	Failed to Reject the Null	1.429	0.778	1.619	0.669	54	=-0.933	Right 0.823
1-8	Failed to Reject the Null	4.371	0.889	4.238	0.618	54	=0.502	Two 0.618
1-9	Failed to Reject the Null	2.714	1.564	3	1.265	54	=-0.709	Right 0.759
1-10	Failed to Reject the Null	4.229	0.877	4.190	0.873	54	=0.158	Two 0.875
1-11	Reject the Null	4.543	0.505	4.238	0.436	54	=-2.295	Two 0.026

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Reject the Null	4.543	0.561	4.048	0.669	54	=2.975	Two 0.004
2-2	Reject the Null	4.657	0.539	4.333	0.483	54	=2.260	Two 0.028
2-3	Failed to Reject the Null	4.657	0.539	4.476	0.512	54	=1.239	Two 0.221
2-4	Failed to Reject the Null	4.686	0.530	4.381	0.590	54	=1.998	Two 0.051
2-5	Failed to Reject the Null	4.743	0.505	4.667	0.483	54	=0.555	Two 0.581
2-6	Failed to Reject the Null	1.371	0.490	1.762	0.700	54	=-2.452	Right 0.991
2-7	Failed to Reject the Null	1.6	0.590	1.381	0.959	54	≠ 0.959	Two 0.349
2-8	Failed to Reject the Null	1.286	0.572	1.333	0.483	54	=-0.139	Right 0.625
2-9	Failed to Reject the Null	4.343	1.056	4.381	0.498	54	≠ -0.182	Right 0.571
2-10	Failed to Reject the Null	4.114	1.278	4.048	1.071	54	=0.200	Two 0.842
2-11	Failed to Reject the Null	4.229	0.973	4.333	0.658	54	=-0.436	Right 0.668
2-12	Failed to Reject the Null	4.429	0.739	4.238	0.944	54	=-0.841	Two 0.404

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample-Gender

Scenario- Question	Hypothesis #1	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	2.743	1.268	2.810	1.250	54	=-0.191	Right 0.576
3-2	Failed to Reject the Null	4.543	0.611	4.381	0.590	54	=-0.973	Two 0.335
3-3	Failed to Reject the Null	4.629	0.547	4.429	0.507	54	=-1.361	Two 0.179
3-4	Failed to Reject the Null	4.629	0.547	4.476	0.602	54	=-0.972	Two 0.335
3-5	Failed to Reject the Null	4.657	0.539	4.667	0.483	54	=-0.066	Right 0.526
3-6	Failed to Reject the Null	1.429	0.558	1.667	0.730	54	=-1.375	Right 0.913
3-7	Failed to Reject the Null	1.4	0.847	1.381	0.498	54	≠ 0.106	Two 0.917
3-8	Failed to Reject the Null	1.514	0.781	1.714	0.644	54	=-0.988	Right 0.836
3-9	Failed to Reject the Null	4.514	0.818	4.381	0.590	54	=-0.651	Two 0.518
3-10	Reject the Null	4.114	1.301	3.190	1.365	54	=-2.526	Two 0.015
3-11	Failed to Reject the Null	4.171	0.985	4.190	0.750	54	=-0.076	Right 0.530
3-12	Failed to Reject the Null	4.457	0.701	4.333	0.577	54	=-0.682	Two 0.498

Appendix E

t tests for Hypothesis #2 and #2a

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Parent Involvement

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.441	0.660	4.6	0.548	37	=-0.511	Right 0.694
1-2	Failed to Reject the Null	4.647	0.485	4.8	0.447	37	=-0.664	Right 0.745
1-3	Failed to Reject the Null	4.353	0.734	5	0	37	* -5.142	Right 0.997
1-4	Failed to Reject the Null	4.471	0.706	5	0	37	* -4.370	Right 0.994
1-5	Failed to Reject the Null	4.676	0.475	5	0	37	* -3.973	Right 0.992
1-6	Failed to Reject the Null	1.647	0.774	1.4	0.548	37	=0.685	Two 0.498
1-7	Failed to Reject the Null	1.765	0.819	1.4	0.548	37	=0.959	Two 0.344
1-8	Failed to Reject the Null	4.265	0.790	4.8	0.447	37	=-1.469	Right 0.925
1-9	Failed to Reject the Null	3.794	1.431	3.2	1.304	37	=0.875	Two 0.387
1-10	Failed to Reject the Null	4.206	0.914	4.2	0.447	37	=0.014	Right 0.494
1-11	Failed to Reject the Null	4.412	0.609	4.8	0.447	37	=-1.366	Right 0.910

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample- Parent Involvement

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.294	0.836	4.4	1.342	37	=-0.244	Right 0.596
2-2	Failed to Reject the Null	4.647	0.485	5	0	37	* -4.243	Right 0.993
2-3	Failed to Reject the Null	4.5	0.707	5	0	37	* -4.123	Right 0.993
2-4	Failed to Reject the Null	4.529	0.662	5	0	37	* -4.144	Right 0.993
2-5	Failed to Reject the Null	4.676	0.475	5	0	37	* -3.973	Right 0.992
2-6	Failed to Reject the Null	1.618	0.779	1.2	0.447	37	=1.162	Two 0.253
2-7	Failed to Reject the Null	1.294	0.462	1.2	0.447	37	=0.426	Two 0.672
2-8	Failed to Reject the Null	1.235	0.496	1	0	37	* 2.766	Two 0.051
2-9	Failed to Reject the Null	4.265	1.053	5	0	37	* -4.070	Right 0.992
2-10	Failed to Reject the Null	4.441	0.894	4.8	0.447	37	=-0.874	Right 0.806
2-11	Failed to Reject the Null	4.265	0.898	4.8	0.447	37	=-1.298	Right 0.899
2-12	Failed to Reject the Null	4.412	0.701	5	0	37	* -4.890	Right 0.996

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Parent Involvement

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3.265	1.136	2.6	1.817	37	=1.130	Two 0.266
3-2	Failed to Reject the Null	4.706	0.462	5	0	37	≠ -3.708	Right 0.990
3-3	Failed to Reject the Null	4.5	0.663	5	0	37	≠ -1.668	Right 0.948
3-4	Failed to Reject the Null	4.5	0.707	5	0	37	≠ -4.123	Right 0.993
3-5	Failed to Reject the Null	4.412	0.892	5	0	37	≠ -3.847	Right 0.991
3-6	Failed to Reject the Null	1.412	0.500	1.4	0.548	37	=0.049	Two 0.962
3-7	Failed to Reject the Null	1.412	0.783	1.2	0.447	37	=0.586	Two 0.561
3-8	Failed to Reject the Null	1.735	1.163	1.2	0.447	37	=1.009	Two 0.320
3-9	Failed to Reject the Null	4.265	1.082	5	0	37	≠ -3.963	Right 0.992
3-10	Failed to Reject the Null	4.059	1.324	4	1.732	37	=0.089	Two 0.929
3-11	Failed to Reject the Null	4.265	0.898	4	1.732	37	≠ 0.335	Two 0.754
3-12	Failed to Reject the Null	4.353	0.691	4.8	0.447	37	=-1.395	Right 0.914

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Parent Involvement

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.364	0.505	4.444	0.527	18	=-0.349	Right 0.635
1-2	Failed to Reject the Null	4.364	0.505	4.444	0.527	18	=-0.349	Right 0.635
1-3	Failed to Reject the Null	4.818	0.405	4.667	0.707	18	=-0.602	Two 0.554
1-4	Failed to Reject the Null	4.364	0.505	4.556	0.726	18	=-0.696	Right 0.753
1-5	Failed to Reject the Null	4.818	0.405	4.889	0.333	18	=-0.420	Right 0.660
1-6	Failed to Reject the Null	1.636	0.505	1.444	0.527	18	=-0.830	Two 0.418
1-7	Failed to Reject the Null	1.723	0.786	1.444	0.527	18	=-0.921	Two 0.369
1-8	Failed to Reject the Null	4.723	0.467	4.778	0.441	18	=-0.247	Right 0.596
1-9	Failed to Reject the Null	2.091	1.514	3.556	1.130	18	=-2.402	Right 0.986
1-10	Failed to Reject the Null	3.727	1.618	4.444	0.527	18	* -1.383	Right 0.898
1-11	Failed to Reject the Null	4.182	1.168	4.333	0.5	18	* -0.362	Right 0.639

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Parent Involvement

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.273	0.467	4.556	0.527	18	=-1.272	Right 0.890
2-2	Failed to Reject the Null	4.545	0.522	4.556	0.527	18	=-0.043	Right 0.517
2-3	Failed to Reject the Null	4.364	0.674	4.778	0.441	18	=-1.583	Right 0.935
2-4	Failed to Reject the Null	4.364	0.505	4.556	0.726	18	=-0.696	Right 0.753
2-5	Failed to Reject the Null	4.727	0.467	4.778	0.441	18	=-0.247	Right 0.596
2-6	Failed to Reject the Null	1.455	0.522	1.333	0.526	18	=0.526	Two 0.605
2-7	Failed to Reject the Null	1.182	0.405	1.222	0.441	18	=-0.213	Right 0.583
2-8	Failed to Reject the Null	1	0	1.222	0.441	18	* -1.512	Right 0.916
2-9	Failed to Reject the Null	4.364	1.206	4.667	0.5	18	* -0.758	Right 0.765
2-10	Failed to Reject the Null	3.727	1.421	4.444	0.726	18	=-1.370	Right 0.906
2-11	Failed to Reject the Null	4.364	1.206	4.556	0.527	18	* -0.442	Right 0.668
2-12	Failed to Reject the Null	4.727	0.467	4.556	0.527	18	=0.772	Two 0.450

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Parent Involvement

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	2.818	1.250	3.222	0.972	18	=-0.792	Right 0.781
3-2	Failed to Reject the Null	4.727	0.467	4.667	0.5	18	=0.280	Two 0.783
3-3	Failed to Reject the Null	4.455	0.522	4.778	0.441	18	=-1.474	Right 0.921
3-4	Failed to Reject the Null	4.636	0.505	4.556	0.726	18	=0.293	Two 0.773
3-5	Failed to Reject the Null	4.818	0.405	4.778	0.441	18	=0.213	Two 0.833
3-6	Failed to Reject the Null	1.455	0.522	1.667	1	18	=-0.641	Right 0.726
3-7	Failed to Reject the Null	1.455	0.934	1.111	0.601	18	=0.951	Two 0.354
3-8	Failed to Reject the Null	1.455	0.522	1.444	0.527	18	=0.043	Right 0.483
3-9	Failed to Reject the Null	4.636	0.505	4.778	0.441	18	=-0.659	Right 0.741
3-10	Failed to Reject the Null	3.636	1.567	4.556	0.527	18	* -1.824	Right 0.947
3-11	Failed to Reject the Null	4.273	1.191	4.333	1	18	=-0.121	Right 0.548
3-12	Failed to Reject the Null	4.364	0.924	4.778	0.441	18	* -1.314	Right 0.887

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample-Parent Involvement

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.333	0.559	4.154	0.801	59	=0.933	Two 0.355
1-2	Failed to Reject the Null	4.521	0.625	4.769	0.439	59	=-1.293	Right 0.899
1-3	Failed to Reject the Null	4.438	0.542	4.615	0.506	59	=-1.063	Right 0.854
1-4	Failed to Reject the Null	4.458	0.582	4.692	0.480	59	=-1.330	Right 0.096
1-5	Failed to Reject the Null	4.75	0.538	4.692	0.480	59	=0.413	Two 0.681
1-6	Failed to Reject the Null	1.521	0.545	1.538	0.519	59	=-0.104	Right 0.541
1-7	Failed to Reject the Null	1.708	0.824	1.462	0.660	59	=0.995	Two 0.324
1-8	Failed to Reject the Null	4.229	0.951	4.615	0.506	59	* -1.967	Right 0.964
1-9	Failed to Reject the Null	3.479	1.571	3.385	1.609	59	=0.192	Two 0.849
1-10	Failed to Reject the Null	4.208	0.967	3.923	0.862	59	=0.964	Two 0.339
1-11	Failed to Reject the Null	4.354	0.785	4.538	0.519	59	=-0.798	Right 0.786

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample-Parent Involvement

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.354	0.601	4.462	0.660	59	=-0.560	Right 0.711
2-2	Failed to Reject the Null	4.646	0.565	4.846	0.376	59	=-1.205	Right 0.884
2-3	Failed to Reject the Null	4.458	0.582	4.769	0.439	59	=-1.789	Right 0.961
2-4	Failed to Reject the Null	4.479	0.618	4.769	0.439	59	=-1.582	Right 0.941
2-5	Failed to Reject the Null	4.688	0.519	4.769	0.432	59	=-0.525	Right 0.699
2-6	Failed to Reject the Null	1.625	0.866	1.462	0.519	59	=0.647	Two 0.520
2-7	Reject the Null	1.479	0.772	1.154	0.376	59	≠ 2.134	Two 0.054
2-8	Failed to Reject the Null	1.375	0.640	1.231	0.439	59	=0.763	Two 0.448
2-9	Failed to Reject the Null	4.479	0.772	4.769	0.439	59	≠ -1.759	Right 0.948
2-10	Failed to Reject the Null	4.271	1.144	4.692	0.480	59	≠ -1.987	Right 0.965
2-11	Failed to Reject the Null	4.333	0.930	4.615	0.506	59	≠ -1.452	Right 0.914
2-12	Failed to Reject the Null	4.458	0.824	4.846	0.376	59	≠ -2.453	Right 0.985

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample-Parent Involvement

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3.375	1.123	3.154	1.345	59	=0.604	Two 0.548
3-2	Failed to Reject the Null	4.417	0.767	4.769	0.439	59	≠ -2.143	Right 0.973
3-3	Failed to Reject the Null	4.396	0.574	4.692	0.480	59	=-1.705	Right 0.953
3-4	Failed to Reject the Null	4.458	0.544	4.769	0.439	59	=-1.896	Right 0.969
3-5	Failed to Reject the Null	4.646	0.526	4.692	0.480	59	=-0.288	Right 0.613
3-6	Failed to Reject the Null	1.563	0.769	1.308	0.480	59	=1.132	Two 0.262
3-7	Failed to Reject the Null	1.438	0.649	1.385	0.870	59	=0.242	Two 0.810
3-8	Failed to Reject the Null	1.625	0.890	1.308	0.480	59	≠ 1.714	Two 0.112
3-9	Failed to Reject the Null	4.354	0.934	4.615	0.506	59	≠ -1.342	Right 0.898
3-10	Failed to Reject the Null	3.833	1.374	4.385	0.870	59	=-1.370	Right 0.912
3-11	Failed to Reject the Null	4.333	0.907	4.308	0.855	59	=0.091	Two 0.927
3-12	Failed to Reject the Null	4.417	0.710	4.462	0.877	59	=-0.192	Right 0.576

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample- Involved Parent & Actual Parent

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.083	0.974	4.25	0.803	54	=-0.701	Right 0.757
1-2	Failed to Reject the Null	4.333	0.761	4.438	0.716	54	=-0.525	Right 0.699
1-3	Failed to Reject the Null	4.583	0.504	4.625	0.660	54	=-0.258	Right 0.601
1-4	Failed to Reject the Null	4.542	0.588	4.563	0.716	54	=-0.116	Right 0.546
1-5	Failed to Reject the Null	4.667	0.702	4.594	0.837	54	=0.345	Two 0.731
1-6	Failed to Reject the Null	1.75	0.847	1.5	0.842	54	=1.096	Two 0.278
1-7	Failed to Reject the Null	1.417	0.584	1.563	0.840	54	=-0.728	Right 0.765
1-8	Failed to Reject the Null	4.375	0.875	4.281	1.023	54	=0.360	Two 0.720
1-9	Failed to Reject the Null	2.583	1.442	3	1.459	54	=-1.063	Right 0.854
1-10	Failed to Reject the Null	4.208	0.977	4.219	0.792	54	=-0.044	Right 0.518
1-11	Failed to Reject the Null	4.417	0.504	4.438	0.504	54	=-0.153	Right 0.561

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample- Involved Parent & Actual Parent

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.292	0.751	4.406	0.560	54	=-0.655	Right 0.742
2-2	Failed to Reject the Null	4.583	0.504	4.5	0.568	54	=0.570	Two 0.571
2-3	Failed to Reject the Null	4.625	0.495	4.563	0.564	54	=0.432	Two 0.668
2-4	Failed to Reject the Null	4.625	0.495	4.531	0.621	54	=0.608	Two 0.546
2-5	Failed to Reject the Null	4.792	0.415	4.656	0.545	54	=1.015	Two 0.315
2-6	Reject the Null	1.708	0.690	1.375	0.492	54	=2.111	Two 0.039
2-7	Failed to Reject the Null	1.25	0.442	1.719	1.170	54	* -2.076	Right 0.975
2-8	Failed to Reject the Null	1.167	0.381	1.406	0.615	54	* -1.793	Right 0.957
2-9	Failed to Reject the Null	4.458	0.884	4.281	0.888	54	=0.740	Two 0.463
2-10	Failed to Reject the Null	4.083	1.412	4.094	1.027	54	=-0.032	Right 0.513
2-11	Failed to Reject the Null	4.292	1.042	4.25	0.718	54	* 0.168	Two 0.868
2-12	Failed to Reject the Null	4.292	1.042	4.406	0.615	54	* -0.480	Right 0.682

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample- Involved Parent & Actual Parent

Scenario- Question	Hypothesis #2 & #2a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3	1.251	2.594	1.241	54	=1.208	Two 0.232
3-2	Failed to Reject the Null	4.5	0.511	4.469	0.671	54	=0.190	Two 0.850
3-3	Failed to Reject the Null	4.5	0.511	4.594	0.560	54	=-0.643	Right 0.739
3-4	Failed to Reject the Null	4.583	0.504	4.563	0.619	54	=0.135	Two 0.893
3-5	Failed to Reject the Null	4.708	0.464	4.625	0.554	54	=0.596	Two 0.553
3-6	Failed to Reject the Null	1.667	0.702	1.406	0.560	54	=1.545	Two 0.128
3-7	Failed to Reject the Null	1.208	0.415	1.531	0.879	54	* -1.824	Right 0.959
3-8	Failed to Reject the Null	1.667	0.816	1.531	0.671	54	=0.681	Two 0.499
3-9	Failed to Reject the Null	4.625	0.745	4.344	1.425	54	=1.425	Two 0.160
3-10	Failed to Reject the Null	3.792	1.474	3.75	1.344	54	=0.110	Two 0.913
3-11	Failed to Reject the Null	4.125	1.035	4.219	0.792	54	=-0.384	Right 0.649
3-12	Failed to Reject the Null	4.375	0.770	4.438	0.564	54	=-0.351	Right 0.637

Appendix F

t tests for Hypothesis #3, #3a and #3b

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.462	0.660	4.462	0.647	37	=0.000	Right 0.500
1-2	Failed to Reject the Null	4.538	0.519	4.731	0.452	37	=-1.192	Right 0.880
1-3	Failed to Reject the Null	4.462	0.776	4.423	0.703	37	=0.156	Two 0.877
1-4	Failed to Reject the Null	4.538	0.660	4.538	0.706	37	=0.000	Right 0.500
1-5	Failed to Reject the Null	4.692	0.480	4.731	0.452	37	=-0.245	Right 0.596
1-6	Failed to Reject the Null	1.538	0.519	1.654	0.846	37	=-0.450	Right 0.672
1-7	Failed to Reject the Null	1.769	0.832	1.692	0.788	37	=0.282	Two 0.780
1-8	Failed to Reject the Null	4.308	0.630	4.346	0.846	37	=-0.145	Right 0.557
1-9	Failed to Reject the Null	1.923	0.760	4.615	0.496	37	=-13.332	Right 1.000
1-10	Failed to Reject the Null	4.154	0.801	4.231	0.908	37	=-0.259	Right 0.601
1-11	Failed to Reject the Null	4.538	0.519	4.423	0.643	37	=0.561	Two 0.578

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	3.769	1.166	4.577	0.578	37	* -2.358	Right 0.982
2-2	Failed to Reject the Null	4.615	0.506	4.731	0.452	37	=-0.722	Right 0.763
2-3	Failed to Reject the Null	4.462	0.630	4.615	0.697	37	=-0.661	Right 0.744
2-4	Failed to Reject the Null	4.538	0.519	4.615	0.697	37	=-0.351	Right 0.636
2-5	Failed to Reject the Null	4.615	0.506	4.769	0.430	37	=-0.993	Right 0.837
2-6	Reject the Null	1.923	1.038	1.385	0.496	25	* 2.208	Two 0.034
2-7	Failed to Reject the Null	1.308	0.480	1.269	0.452	37	=0.245	Two 0.808
2-8	Failed to Reject the Null	1.154	0.376	1.231	0.514	37	=-0.478	Right 0.682
2-9	Failed to Reject the Null	4.615	0.506	4.231	1.177	37	* 1.424	Two 0.180
2-10	Failed to Reject the Null	4	1.225	4.731	0.452	37	* -2.082	Right 0.970
2-11	Failed to Reject the Null	4.308	0.855	4.346	0.892	37	=-0.129	Right 0.551
2-12	Failed to Reject the Null	4.308	0.855	4.577	0.578	37	=-1.165	Right 0.874

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3	1.155	3.269	1.282	37	=-0.638	Right 0.736
3-2	Failed to Reject the Null	4.615	0.506	4.808	0.410	37	=-1.291	Right 0.898
3-3	Failed to Reject the Null	4.538	0.519	4.577	0.703	37	=-0.175	Right 0.569
3-4	Failed to Reject the Null	4.462	0.660	4.615	0.697	37	=-0.661	Right 0.744
3-5	Failed to Reject the Null	4.615	0.506	4.423	0.987	37	≠ 0.804	Two 0.437
3-6	Failed to Reject the Null	1.538	0.519	1.346	0.485	37	=1.141	Two 0.261
3-7	Failed to Reject the Null	1.308	0.480	1.423	0.857	37	≠ -0.538	Right 0.700
3-8	Failed to Reject the Null	1.385	0.506	1.808	1.297	37	≠ -1.456	Right 0.915
3-9	Failed to Reject the Null	4.231	1.092	4.423	1.027	37	=-0.540	Right 0.704
3-10	Failed to Reject the Null	2.769	1.641	4.692	0.471	37	≠ -4.141	Right 0.999
3-11	Failed to Reject the Null	4.077	1.256	4.308	0.884	37	=-0.666	Right 0.745
3-12	Failed to Reject the Null	4.308	0.855	4.462	0.582	37	=-0.664	Right 0.745

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.455	0.522	4.333	0.5	18	=0.526	Two 0.605
1-2	Failed to Reject the Null	4.455	0.522	4.333	0.5	18	=0.526	Two 0.605
1-3	Failed to Reject the Null	4.636	0.674	4.889	0.333	18	=-1.023	Right 0.840
1-4	Failed to Reject the Null	4.455	0.688	4.444	0.527	18	=0.036	Right 0.486
1-5	Failed to Reject the Null	4.909	0.302	4.778	0.441	18	=0.790	Two 0.440
1-6	Failed to Reject the Null	1.545	0.522	1.556	0.527	18	=-0.043	Right 0.517
1-7	Failed to Reject the Null	1.545	0.688	1.667	0.707	18	=-0.387	Right 0.649
1-8	Failed to Reject the Null	4.727	0.467	4.778	0.441	18	=-0.247	Right 0.596
1-9	Failed to Reject the Null	1.545	0.820	4.222	0.441	18	=-8.779	Right 1.000
1-10	Failed to Reject the Null	3.818	1.471	4.333	1	18	=-0.893	Right 0.808
1-11	Failed to Reject the Null	4.182	1.168	4.333	0.5	18	* -0.389	Right 0.646

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.364	0.505	4.444	0.527	18	=-0.349	Right 0.635
2-2	Failed to Reject the Null	4.455	0.522	4.667	0.5	18	=-0.921	Right 0.815
2-3	Failed to Reject the Null	4.455	0.688	4.667	0.5	18	=-0.772	Right 0.775
2-4	Failed to Reject the Null	4.455	0.688	4.444	0.527	18	=0.036	Two 0.972
2-5	Failed to Reject the Null	4.818	0.405	4.667	0.5	18	=0.750	Two 0.463
2-6	Failed to Reject the Null	1.273	0.467	1.556	0.527	18	=-1.272	Right 0.890
2-7	Failed to Reject the Null	1.182	0.405	1.222	0.441	18	=-0.213	Right 0.583
2-8	Failed to Reject the Null	1.010	0.302	1.111	0.333	18	=-0.142	Right 0.556
2-9	Failed to Reject the Null	4.364	1.206	4.667	0.5	18	* -0.758	Right 0.765
2-10	Failed to Reject the Null	3.545	1.368	4.667	0.5	18	* -2.520	Right 0.982
2-11	Failed to Reject the Null	4.273	1.191	4.667	0.5	18	* -0.995	Right 0.826
2-12	Failed to Reject the Null	4.636	0.505	4.667	0.5	18	=-0.134	Right 0.553

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	2.909	1.221	3.111	1.054	18	=-0.391	Right 0.650
3-2	Failed to Reject the Null	4.727	0.467	4.667	0.5	18	=0.280	Two 0.783
3-3	Failed to Reject the Null	4.636	0.505	4.556	0.527	18	=0.349	Two 0.731
3-4	Failed to Reject the Null	4.636	0.674	4.556	0.527	18	=0.293	Two 0.773
3-5	Failed to Reject the Null	4.818	0.405	4.778	0.441	18	=0.213	Two 0.833
3-6	Failed to Reject the Null	1.364	0.505	1.778	0.972	18	=-1.230	Right 0.883
3-7	Failed to Reject the Null	1.364	0.924	1.222	0.667	18	=0.384	Two 0.706
3-8	Failed to Reject the Null	1.273	0.467	1.667	0.5	18	=-1.818	Right 0.957
3-9	Failed to Reject the Null	4.727	0.467	4.667	0.5	18	=0.280	Two 0.783
3-10	Failed to Reject the Null	3.545	1.508	4.667	0.5	18	* -2.316	Right 0.975
3-11	Failed to Reject the Null	4.182	1.168	4.444	1.014	18	=-0.530	Right 0.699
3-12	Failed to Reject the Null	4.455	0.934	4.667	0.5	18	=-0.611	Right 0.726

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.458	0.588	4.189	0.616	59	=1.696	Two 0.095
1-2	Failed to Reject the Null	4.542	0.509	4.595	0.686	59	=-0.324	Right 0.627
1-3	Failed to Reject the Null	4.333	0.482	4.568	0.555	59	=-1.694	Right 0.952
1-4	Failed to Reject the Null	4.458	0.588	4.541	0.558	59	=-0.551	Right 0.708
1-5	Failed to Reject the Null	4.625	0.495	4.811	0.397	59	=-1.620	Right 0.945
1-6	Failed to Reject the Null	1.625	0.495	1.459	0.556	59	=1.183	Two 0.242
1-7	Failed to Reject the Null	1.75	0.676	1.595	0.865	59	=-0.745	Right 0.230
1-8	Failed to Reject the Null	4.125	1.116	4.432	0.689	59	* -1.209	Right 0.881
1-9	Failed to Reject the Null	1.677	0.702	4.622	0.492	59	* -17.962	Right 1.000
1-10	Failed to Reject the Null	3.958	1.197	4.270	0.732	59	* -1.145	Right 0.868
1-11	Failed to Reject the Null	4.25	0.897	4.486	0.607	59	* -1.134	Right 0.866

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.25	0.676	4.459	0.558	59	=-1.318	Right 0.904
2-2	Failed to Reject the Null	4.583	0.584	4.757	0.495	59	=-1.246	Right 0.891
2-3	Failed to Reject the Null	4.333	0.565	4.649	0.538	59	=-2.192	Right 0.984
2-4	Failed to Reject the Null	4.417	0.654	4.622	0.545	59	=-1.325	Right 0.905
2-5	Failed to Reject the Null	4.542	0.588	4.811	0.397	59	≠ -1.969	Right 0.970
2-6	Failed to Reject the Null	1.708	0.751	1.514	0.837	59	=0.924	Two 0.359
2-7	Failed to Reject the Null	1.542	0.779	1.324	0.669	59	=1.162	Two 0.250
2-8	Failed to Reject the Null	1.5	0.780	1.243	0.435	59	≠ 1.471	Two 0.155
2-9	Failed to Reject the Null	4.5	0.590	4.568	0.801	59	=-0.355	Right 0.638
2-10	Failed to Reject the Null	3.75	1.391	4.757	0.435	59	≠ -3.438	Right 0.999
2-11	Failed to Reject the Null	4.167	1.050	4.541	0.691	59	≠ -1.542	Right 0.932
2-12	Failed to Reject the Null	4.375	0.970	4.649	0.588	59	≠ -1.242	Right 0.887

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3.292	1.122	3.351	1.207	59	=-0.194	Right 0.577
3-2	Failed to Reject the Null	4.292	0.908	4.622	0.545	59	≠ -1.603	Right 0.939
3-3	Failed to Reject the Null	4.292	0.550	4.568	0.555	59	=-1.904	Right 0.969
3-4	Failed to Reject the Null	4.417	0.584	4.595	0.498	59	=-1.274	Right 0.896
3-5	Failed to Reject the Null	4.5	0.590	4.757	0.435	59	=-1.955	Right 0.972
3-6	Failed to Reject the Null	1.625	0.770	1.432	0.689	59	=1.018	Two 0.313
3-7	Reject the Null	1.75	0.897	1.216	0.417	25	≠ 2.730	Two 0.012
3-8	Reject the Null	1.875	0.992	1.351	0.633	25	≠ 2.300	Two 0.031
3-9	Failed to Reject the Null	4.5	0.659	4.351	0.978	59	≠ 0.709	Two 0.486
3-10	Failed to Reject the Null	2.833	1.373	4.676	0.475	59	≠ -6.334	Right 1.000
3-11	Failed to Reject the Null	4.125	1.116	4.459	0.691	59	≠ -1.314	Right 0.899
3-12	Failed to Reject the Null	4.167	0.917	4.595	0.551	59	≠ -2.058	Right 0.975

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.118	0.844	4.273	0.935	54	=-0.643	Right 0.739
1-2	Failed to Reject the Null	4.382	0.697	4.409	0.796	54	=-0.133	Right 0.553
1-3	Failed to Reject the Null	4.618	0.652	4.591	0.503	54	=0.163	Two 0.871
1-4	Failed to Reject the Null	4.529	0.748	4.591	0.503	54	=-0.339	Right 0.632
1-5	Failed to Reject the Null	4.735	0.666	4.455	0.912	54	=1.331	Two 0.189
1-6	Failed to Reject the Null	1.647	0.812	1.545	0.912	54	=0.436	Two 0.665
1-7	Failed to Reject the Null	1.412	0.557	1.636	0.953	54	* -1.000	Right 0.836
1-8	Failed to Reject the Null	4.176	1.141	4.545	0.510	54	* -1.649	Right 0.943
1-9	Failed to Reject the Null	1.794	0.770	4.409	0.503	54	* -15.371	Right 1.000
1-10	Failed to Reject the Null	4.118	0.946	4.364	0.727	54	=-1.037	Right 0.848
1-11	Failed to Reject the Null	4.412	0.500	4.455	0.510	54	=-0.311	Right 0.621

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.235	0.699	4.545	0.510	54	=-1.793	Right 0.961
2-2	Failed to Reject the Null	4.5	0.564	4.591	0.503	54	=-0.614	Right 0.729
2-3	Failed to Reject the Null	4.588	0.557	4.591	0.503	54	=-0.018	Right 0.507
2-4	Failed to Reject the Null	4.559	0.613	4.591	0.503	54	=-0.205	Right 0.581
2-5	Failed to Reject the Null	4.765	0.496	4.636	0.492	54	=0.948	Two 0.347
2-6	Failed to Reject the Null	1.588	0.657	1.409	0.503	54	=1.088	Two 0.281
2-7	Reject the Null	1.706	1.142	1.227	0.429	25	≠ 2.214	Two 0.038
2-8	Failed to Reject the Null	1.382	0.604	1.182	0.395	54	≠ 1.503	Two 0.148
2-9	Failed to Reject the Null	4.235	1.046	4.545	0.510	54	≠ -1.479	Right 0.923
2-10	Failed to Reject the Null	3.794	1.274	4.545	0.912	54	=-2.395	Right 0.990
2-11	Failed to Reject the Null	4.088	0.996	4.545	0.510	54	≠ -2.259	Right 0.983
2-12	Failed to Reject the Null	4.235	0.955	4.545	0.510	54	≠ -1.578	Right 0.935

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample-Exposure to Social Media

Scenario- Question	Hypothesis 3	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	2.647	1.178	2.955	1.362	54	=-0.897	Right 0.813
3-2	Failed to Reject the Null	4.529	0.563	4.409	0.666	54	=0.726	Two 0.471
3-3	Failed to Reject the Null	4.559	0.561	4.545	0.510	54	=0.090	Two 0.928
3-4	Failed to Reject the Null	4.529	0.615	4.636	0.492	54	=-0.685	Right 0.752
3-5	Failed to Reject the Null	4.676	0.535	4.636	0.492	54	=0.283	Two 0.779
3-6	Failed to Reject the Null	1.559	0.705	1.455	0.510	54	=0.599	Two 0.552
3-7	Failed to Reject the Null	1.441	0.860	1.318	0.477	54	≠ 0.687	Two 0.500
3-8	Failed to Reject the Null	1.5	0.615	1.727	0.883	54	=-1.136	Right 0.870
3-9	Failed to Reject the Null	4.5	0.826	4.409	0.590	54	=0.447	Two 0.657
3-10	Failed to Reject the Null	3.382	1.518	4.364	0.902	54	≠ -3.032	Right 0.997
3-11	Failed to Reject the Null	4.029	1.029	4.409	0.590	54	≠ -1.751	Right 0.953
3-12	Failed to Reject the Null	4.382	0.739	4.455	0.510	54	=-0.400	Right 0.655

Aspiring Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario- Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4	1	4.389	0.964	37	=-0.670	Right 0.746
1-2	Failed to Reject the Null	4.333	0.577	4.694	0.467	37	=-1.268	Right 0.894
1-3	Failed to Reject the Null	4.333	0.577	4.444	0.735	37	=-0.254	Right 0.600
1-4	Failed to Reject the Null	4.667	0.577	4.528	0.696	37	=0.335	Two 0.740
1-5	Failed to Reject the Null	4.667	0.577	4.722	0.454	37	=-0.200	Right 0.579
1-6	Failed to Reject the Null	1.333	0.577	1.639	0.762	37	=-0.675	Right 0.748
1-7	Reject the Null	2.667	0.577	1.639	0.762	37	=2.272	Two 0.029
1-8	Failed to Reject the Null	4.333	0.577	4.333	0.793	37	=0.000	Right 0.500
1-9	Failed to Reject the Null	1.667	0.577	3.889	1.326	37	=-2.852	Right 0.997
1-10	Failed to Reject the Null	4.333	0.577	4.194	0.889	37	=-0.264	Two 0.793
1-11	Failed to Reject the Null	4	0	4.5	0.609	37	* -4.922	Right 0.981

Aspiring Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario-Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	3.667	0.577	4.361	0.899	37	=-1.306	Right 0.900
2-2	Failed to Reject the Null	4.333	0.577	4.722	0.454	37	=-1.402	Right 0.915
2-3	Failed to Reject the Null	4.333	0.577	4.583	0.692	37	=-0.606	Right 0.726
2-4	Failed to Reject the Null	4.333	0.577	4.611	0.645	37	=-0.721	Right 0.762
2-5	Failed to Reject the Null	4.333	0.577	4.75	0.439	37	=-1.549	Right 0.935
2-6	Failed to Reject the Null	1.667	0.577	1.556	0.773	37	=0.242	Two 0.810
2-7	Failed to Reject the Null	1.333	0.577	1.278	0.454	37	=0.200	Two 0.842
2-8	Failed to Reject the Null	1	0	1.222	0.485	37	* -2.751	Right 0.945
2-9	Failed to Reject the Null	4.333	0.577	4.361	1.046	37	=-0.045	Right 0.518
2-10	Failed to Reject the Null	2	0	4.694	0.467	37	* -34.605	Right 1.000
2-11	Failed to Reject the Null	4.333	0.577	4.333	0.894	37	=0.000	Right 0.500
2-12	Failed to Reject the Null	4	0	4.528	0.696	37	* -4.547	Right 0.977

Aspiring Social Workers, January 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario-Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3	1	3.194	1.261	37	=-0.259	Right 0.602
3-2	Failed to Reject the Null	4.667	0.577	4.75	0.439	37	=-0.310	Right 0.621
3-3	Failed to Reject the Null	4.333	0.577	4.583	0.649	37	=-0.645	Right 0.738
3-4	Failed to Reject the Null	4	1	4.611	0.645	37	=-1.520	Right 0.932
3-5	Failed to Reject the Null	4.333	0.577	4.5	0.878	37	=-0.321	Right 0.625
3-6	Failed to Reject the Null	1.667	0.577	1.389	0.494	37	=0.926	Two 0.361
3-7	Failed to Reject the Null	1.333	0.577	1.389	0.766	37	=-0.122	Right 0.548
3-8	Failed to Reject the Null	2	0	1.639	1.150	37	≠ 1.884	Two 0.200
3-9	Failed to Reject the Null	4	0	4.389	1.076	37	≠ -2.168	Right 0.919
3-10	Failed to Reject the Null	1.667	0.577	4.25	1.204	37	=-3.647	Right 1.000
3-11	Failed to Reject the Null	4.333	0.577	4.222	1.045	37	=0.180	Two 0.858
3-12	Failed to Reject the Null	4	0	4.444	0.695	37	≠ -3.839	Right 0.969

Existing Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario- Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.25	0.5	4.438	0.512	18	=-0.657	Right 0.740
1-2	Failed to Reject the Null	4.5	0.577	4.375	0.5	18	=-0.435	Two 0.669
1-3	Failed to Reject the Null	4.5	1	4.813	0.403	18	≠ -0.613	Right 0.708
1-4	Failed to Reject the Null	4	0.816	4.563	0.512	18	=-1.752	Right 0.952
1-5	Failed to Reject the Null	5	0	4.813	0.403	18	≠ 1.861	Two 0.160
1-6	Failed to Reject the Null	1.5	0.577	1.563	0.512	18	=-0.213	Right 0.583
1-7	Failed to Reject the Null	1.5	0.577	1.625	0.719	18	=-0.321	Right 0.624
1-8	Failed to Reject the Null	4.75	0.5	4.75	0.447	18	=0.000	Right 0.500
1-9	Failed to Reject the Null	1.5	1	3.063	1.482	18	=-1.978	Right 0.968
1-10	Failed to Reject the Null	3.5	1.732	4.188	1.167	18	=-0.962	Right 0.826
1-11	Failed to Reject the Null	4.5	0.577	4.188	0.981	18	=0.604	Two 0.554

Existing Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario-Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.5	0.577	4.375	0.5	18	=0.435	Two 0.669
2-2	Failed to Reject the Null	4.5	0.577	4.563	0.512	18	=-0.213	Right 0.583
2-3	Failed to Reject the Null	4.5	0.577	4.563	0.629	18	=-0.180	Right 0.571
2-4	Failed to Reject the Null	4.25	0.957	4.5	0.516	18	=-0.730	Right 0.763
2-5	Failed to Reject the Null	5	0	4.688	0.479	18	≠ 2.611	Two 0.080
2-6	Failed to Reject the Null	1.25	0.5	1.438	0.512	18	=-0.657	Right 0.740
2-7	Failed to Reject the Null	1.25	0.5	1.188	0.403	18	=0.266	Two 0.794
2-8	Failed to Reject the Null	1.25	0.5	1.063	0.25	18	=1.095	Two 0.288
2-9	Failed to Reject the Null	4.75	0.5	4.438	1.031	18	=0.581	Two 0.569
2-10	Failed to Reject the Null	2	0.816	4.563	0.512	18	=-7.981	Right 1.000
2-11	Failed to Reject the Null	4.75	0.5	4.375	1.025	18	=0.701	Two 0.493
2-12	Failed to Reject the Null	4.75	0.5	4.625	0.5	18	=0.447	Two 0.660

Existing Social Workers, February 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario- Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	2.75	1.5	3.063	1.063	18	=-0.487	Right 0.684
3-2	Failed to Reject the Null	4.5	0.577	4.75	0.447	18	=-0.949	Right 0.822
3-3	Failed to Reject the Null	4.5	0.577	4.625	0.5	18	=-0.435	Right 0.666
3-4	Failed to Reject the Null	4.25	0.957	4.688	0.479	18	=-1.335	Right 0.901
3-5	Failed to Reject the Null	4.75	0.5	4.813	0.403	18	=-0.266	Right 0.603
3-6	Failed to Reject the Null	1.5	0.577	1.563	0.814	18	=-0.143	Right 0.556
3-7	Failed to Reject the Null	1.25	0.5	1.313	0.873	18	=-0.136	Right 0.553
3-8	Failed to Reject the Null	1.25	0.5	1.5	0.516	18	=-0.871	Right 0.802
3-9	Failed to Reject the Null	4.75	0.5	4.688	0.479	18	=0.232	Two 0.819
3-10	Failed to Reject the Null	2	1.414	4.563	0.512	18	* -3.566	Right 0.981
3-11	Failed to Reject the Null	3.75	1.893	4.438	0.814	18	* -0.710	Right 0.736
3-12	Failed to Reject the Null	4.75	0.5	4.5	0.816	18	=0.579	Two 0.570

Aspiring Counselors, January 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario- Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.429	0.787	4.278	0.596	59	=0.607	Two 0.546
1-2	Failed to Reject the Null	4.571	0.535	4.574	0.633	59	=-0.011	Right 0.504
1-3	Failed to Reject the Null	4.286	0.488	4.5	0.541	59	=-0.996	Right 0.838
1-4	Failed to Reject the Null	4.143	0.690	4.556	0.538	59	=-1.850	Right 0.965
1-5	Failed to Reject the Null	4.429	0.535	4.778	0.420	59	=-2.009	Right 0.975
1-6	Failed to Reject the Null	1.714	0.488	1.5	0.541	59	=0.996	Two 0.323
1-7	Failed to Reject the Null	1.857	0.900	1.630	0.784	59	=0.711	Two 0.480
1-8	Failed to Reject the Null	3.857	1.069	4.370	0.853	59	=-1.456	Right 0.925
1-9	Failed to Reject the Null	1.429	0.535	3.722	0.459	59	* -8.097	Right 1.000
1-10	Failed to Reject the Null	3.286	1.890	4.259	0.705	59	* -1.351	Right 0.887
1-11	Failed to Reject the Null	3.857	1.464	4.463	0.573	59	* -1.084	Right 0.840

Aspiring Counselors, January 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario-Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.143	0.690	4.407	0.599	59	=-1.081	Right 0.858
2-2	Failed to Reject the Null	4.429	0.787	4.722	0.492	59	=-1.380	Right 0.914
2-3	Failed to Reject the Null	4.143	0.690	4.574	0.536	59	=-1.940	Right 0.971
2-4	Failed to Reject the Null	4	0.816	4.611	0.529	59	=-2.693	Right 0.995
2-5	Failed to Reject the Null	4.286	0.756	4.759	0.432	59	≠ -1.623	Right 0.922
2-6	Failed to Reject the Null	2	1.155	1.537	0.745	59	=1.447	Two 0.153
2-7	Failed to Reject the Null	2	1.155	1.333	0.614	59	≠ 1.500	Two 0.184
2-8	Failed to Reject the Null	1.857	1.215	1.278	0.452	59	≠ 1.250	Two 0.258
2-9	Failed to Reject the Null	4.286	0.756	4.574	0.716	59	=-0.996	Right 0.838
2-10	Failed to Reject the Null	1.857	0.900	4.685	0.469	59	≠ -8.174	Right 1.000
2-11	Failed to Reject the Null	3.714	1.496	4.481	0.720	59	≠ -1.337	Right 0.885
2-12	Failed to Reject the Null	3.857	1.464	4.630	0.592	59	≠ -1.382	Right 0.892

Aspiring Counselors, January 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario-Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3.571	0.535	3.296	1.223	59	≠ 1.051	Two 0.334
3-2	Failed to Reject the Null	3.714	0.951	4.593	0.630	59	=-3.264	Right 0.999
3-3	Failed to Reject the Null	3.857	0.378	4.537	0.539	59	=-3.222	Right 0.999
3-4	Failed to Reject the Null	3.857	0.378	4.611	0.492	59	=-3.896	Right 1.000
3-5	Failed to Reject the Null	4	0.577	4.741	0.442	59	=-4.027	Right 1.000
3-6	Failed to Reject the Null	2	1.55	1.444	0.634	59	≠ 1.249	Two 0.258
3-7	Failed to Reject the Null	2	1.155	1.352	0.588	59	≠ 1.461	Two 0.194
3-8	Failed to Reject the Null	2	1.155	1.5	0.771	59	=1.521	Two 0.133
3-9	Failed to Reject the Null	4.143	0.900	4.444	0.861	59	=-0.867	Right 0.805
3-10	Failed to Reject the Null	1.857	0.900	4.222	1.076	59	=-5.558	Right 1.000
3-11	Failed to Reject the Null	3.571	1.618	4.426	0.716	59	≠ -1.380	Right 0.892
3-12	Failed to Reject the Null	3.714	1.113	4.519	0.637	59	≠ -1.873	Right 0.945

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario-Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.2	0.422	4.174	0.950	54	≠ 0.135	Two 0.896
1-2	Failed to Reject the Null	4.2	0.919	4.435	0.688	54	=-0.920	Right 0.819
1-3	Failed to Reject the Null	4.6	0.516	4.609	0.614	54	=-0.042	Right 0.517
1-4	Failed to Reject the Null	4.6	0.699	4.543	0.657	54	=0.244	Two 0.808
1-5	Failed to Reject the Null	4.7	0.949	4.609	0.745	54	=0.334	Two 0.739
1-6	Failed to Reject the Null	1.9	1.197	1.543	0.751	54	≠ 0.904	Two 0.390
1-7	Failed to Reject the Null	1.8	1.229	1.435	0.583	54	≠ 0.917	Two 0.383
1-8	Failed to Reject the Null	4.2	1.229	4.348	0.900	54	=-0.440	Right 0.669
1-9	Failed to Reject the Null	2.2	1.317	2.957	1.460	54	=-1.509	Right 0.931
1-10	Failed to Reject the Null	4.1	0.994	4.239	0.848	54	=-0.456	Right 0.675
1-11	Failed to Reject the Null	4.4	0.516	4.435	0.501	54	=-0.198	Right 0.578

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario- Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	3.9	0.876	4.457	0.546	54	* -1.930	Right 0.957
2-2	Failed to Reject the Null	4.4	0.516	4.565	0.544	54	=-0.878	Right 0.808
2-3	Failed to Reject the Null	4.5	0.527	4.609	0.537	54	=-0.582	Right 0.719
2-4	Failed to Reject the Null	4.6	0.699	4.565	0.544	54	=0.174	Two 0.862
2-5	Failed to Reject the Null	4.9	0.316	4.674	0.519	54	=1.320	Two 0.192
2-6	Failed to Reject the Null	1.8	0.919	1.457	0.504	54	* 1.145	Two 0.282
2-7	Failed to Reject the Null	2.1	1.370	1.391	0.802	54	* 1.578	Two 0.149
2-8	Failed to Reject the Null	1.3	0.483	1.304	0.533	54	=-0.023	Right 0.509
2-9	Failed to Reject the Null	4.1	1.197	4.413	0.805	54	=-1.017	Right 0.843
2-10	Failed to Reject the Null	1.9	0.994	4.565	0.501	54	* -8.251	Right 1.000
2-11	Failed to Reject the Null	4	1.054	4.326	0.818	54	=-1.084	Right 0.859
2-12	Failed to Reject the Null	4.1	1.106	4.413	0.748	54	=-1.098	Right 0.862

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample-Social Media and Relational Aggression in General

Scenario-Question	Hypothesis 3a	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	2.8	1.317	2.761	1.251	54	=0.089	Two 0.930
3-2	Failed to Reject the Null	4.4	0.516	4.5	0.624	54	=-0.472	Right 0.681
3-3	Failed to Reject the Null	4.5	0.527	4.565	0.544	54	=-0.346	Right 0.635
3-4	Failed to Reject the Null	4.4	0.699	4.609	0.537	54	=-1.055	Right 0.852
3-5	Failed to Reject the Null	4.7	0.483	4.652	0.526	54	=0.264	Two 0.793
3-6	Failed to Reject the Null	1.7	0.949	1.478	0.547	54	* 0.714	Two 0.494
3-7	Failed to Reject the Null	1.3	0.483	1.413	0.777	54	=-0.440	Right 0.669
3-8	Failed to Reject the Null	1.7	0.675	1.565	0.750	54	=0.523	Two 0.603
3-9	Failed to Reject the Null	4.5	0.972	4.457	0.690	54	=0.167	Two 0.868
3-10	Failed to Reject the Null	2	1.155	4.152	1.115	54	=-5.499	Right 1.000
3-11	Failed to Reject the Null	3.8	0.919	4.261	0.880	54	=-1.489	Right 0.929
3-12	Failed to Reject the Null	4.1	0.994	4.478	0.547	54	* -1.165	Right 0.863

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.375	0.744	4.484	0.626	37	=-0.423	Right 0.663
1-2	Failed to Reject the Null	4.375	0.518	4.742	0.445	37	=-2.014	Right 0.974
1-3	Failed to Reject the Null	4.375	0.744	4.452	0.723	37	=-0.266	Right 0.604
1-4	Failed to Reject the Null	4.5	0.535	4.548	0.723	37	=-0.177	Right 0.570
1-5	Failed to Reject the Null	4.625	0.518	4.742	0.445	37	=-0.642	Right 0.738
1-6	Failed to Reject the Null	1.5	0.535	1.645	0.798	37	=-0.485	Right 0.685
1-7	Failed to Reject the Null	2.125	0.835	1.613	0.761	37	=1.666	Two 0.104
1-8	Failed to Reject the Null	4.5	0.535	4.290	0.824	37	=0.680	Two 0.501
1-9	Failed to Reject the Null	1.625	0.744	4.258	0.965	37	=-7.161	Right 1.000
1-10	Failed to Reject the Null	4.375	0.588	4.161	0.934	37	=-0.619	Two 0.540
1-11	Failed to Reject the Null	4.5	0.535	4.452	0.624	37	=-0.201	Two 0.842

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	3.5	1.069	4.516	0.724	37	=-3.199	Right 0.999
2-2	Failed to Reject the Null	4.5	0.535	4.742	0.449	37	=-1.317	Right 0.902
2-3	Failed to Reject the Null	4.25	0.707	4.645	0.661	37	=-1.488	Right 0.927
2-4	Failed to Reject the Null	4.375	0.518	4.645	0.661	37	=-1.071	Right 0.854
2-5	Failed to Reject the Null	4.5	0.535	4.775	0.425	37	=-1.544	Right 0.935
2-6	Failed to Reject the Null	1.75	0.463	1.516	0.811	37	=0.778	Two 0.441
2-7	Failed to Reject the Null	1.25	0.463	1.290	0.461	37	=-0.220	Right 0.587
2-8	Failed to Reject the Null	1.125	0.354	1.226	0.497	37	=-0.537	Right 0.703
2-9	Failed to Reject the Null	4.625	0.518	4.290	1.101	37	* 1.242	Two 0.254
2-10	Failed to Reject the Null	3.625	1.408	4.710	0.461	37	* -2.150	Right 0.966
2-11	Failed to Reject the Null	4.375	0.518	4.323	0.945	37	=0.150	Two 0.881
2-12	Failed to Reject the Null	4.375	0.518	4.516	0.724	37	=-0.516	Right 0.696

Aspiring Social Workers, February 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Females	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	2.5	0.926	3.355	1.253	37	=-1.799	Right 0.960
3-2	Failed to Reject the Null	4.5	0.535	4.806	0.402	37	=-1.798	Right 0.960
3-3	Failed to Reject the Null	4.375	0.518	4.613	0.667	37	=-0.935	Right 0.822
3-4	Failed to Reject the Null	4.25	0.707	4.645	0.661	37	=-1.488	Right 0.927
3-5	Failed to Reject the Null	4.5	0.535	4.484	0.926	37	=0.047	Right 0.481
3-6	Failed to Reject the Null	1.625	0.518	1.355	0.486	37	=1.383	Two 0.175
3-7	Failed to Reject the Null	1.25	0.463	1.419	0.807	37	=-0.566	Right 0.713
3-8	Failed to Reject the Null	1.375	0.418	1.742	1.210	37	* -1.291	Right 0.881
3-9	Failed to Reject the Null	4.5	0.535	4.323	1.137	37	* 0.638	Two 0.544
3-10	Failed to Reject the Null	1.625	0.744	4.677	0.475	37	=-14.348	Right 1.000
3-11	Failed to Reject the Null	4	1.309	4.290	0.938	37	=-0.719	Right 0.762
3-12	Failed to Reject the Null	4.375	0.518	4.419	0.720	37	=-0.163	Right 0.564

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.333	0.577	4.412	0.507	18	=-0.243	Right 0.595
1-2	Failed to Reject the Null	4.667	0.577	4.353	0.493	18	=0.997	Two 0.332
1-3	Failed to Reject the Null	5	0	4.706	0.588	18	≠ 2.063	Two 0.175
1-4	Failed to Reject the Null	4.333	0.577	4.471	0.624	18	=-0.354	Right 0.636
1-5	Failed to Reject the Null	5	0	4.824	0.393	18	≠ 1.852	Two 0.205
1-6	Failed to Reject the Null	1.333	0.577	1.588	0.507	18	=-0.790	Right 0.780
1-7	Failed to Reject the Null	1.333	0.577	1.647	0.702	18	=-0.727	Right 0.762
1-8	Failed to Reject the Null	5	0	4.706	0.470	18	≠ 2.582	Two 0.123
1-9	Failed to Reject the Null	1	0	3.059	1.435	18	≠ -5.916	Right 0.986
1-10	Failed to Reject the Null	3.333	2.082	4.176	1.131	18	=-1.058	Right 0.848
1-11	Failed to Reject the Null	4.667	0.577	4.176	0.951	18	=0.854	Two 0.405

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario-Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Females	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.667	0.577	4.353	0.493	18	=0.997	Two 0.332
2-2	Failed to Reject the Null	4.667	0.577	4.529	0.514	18	=0.420	Two 0.680
2-3	Failed to Reject the Null	4.667	0.577	4.529	0.624	18	=0.354	Two 0.728
2-4	Failed to Reject the Null	4.667	0.577	4.412	0.618	18	=0.663	Two 0.516
2-5	Failed to Reject the Null	5	0	4.706	0.470	18	* 2.582	Two 0.123
2-6	Failed to Reject the Null	1	0	1.471	0.514	18	* -3.771	Right 0.968
2-7	Failed to Reject the Null	1	0	1.235	0.437	18	* -2.219	Right 0.922
2-8	Failed to Reject the Null	1	0	1.118	0.332	18	* -1.461	Right 0.859
2-9	Failed to Reject the Null	5	0	4.412	1.003	18	* 2.416	Two 0.137
2-10	Failed to Reject the Null	1.667	0.577	4.471	0.624	18	=-7.231	Right 1.000
2-11	Failed to Reject the Null	5	0	4.353	0.996	18	* 2.678	Two 0.116
2-12	Failed to Reject the Null	5	0	4.588	0.507	18	* 3.347	Two 0.079

Existing Social Workers, January 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	2.333	1.528	3.118	1.054	18	=-1.122	Right 0.862
3-2	Failed to Reject the Null	4.667	0.577	4.706	0.470	18	=-0.130	Right 0.551
3-3	Failed to Reject the Null	4.667	0.577	4.588	0.507	18	=0.243	Two 0.811
3-4	Failed to Reject the Null	4.667	0.577	4.588	0.618	18	=0.204	Two 0.841
3-5	Failed to Reject the Null	4.667	0.577	4.824	0.393	18	=-0.600	Right 0.722
3-6	Failed to Reject the Null	1.333	0.577	1.588	0.795	18	=-0.526	Right 0.697
3-7	Failed to Reject the Null	1	0	1.353	0.862	18	* -1.689	Right 0.883
3-8	Failed to Reject the Null	1	0	1.529	0.514	18	* -4.243	Right 0.974
3-9	Failed to Reject the Null	5	0	4.647	0.493	18	* 2.954	Two 0.098
3-10	Failed to Reject the Null	1.333	0.577	4.529	0.514	18	=-9.780	Right 1.000
3-11	Failed to Reject the Null	3.667	2.309	4.412	0.795	18	* -0.553	Right 0.682
3-12	Failed to Reject the Null	5	0	4.471	0.800	18	* 2.729	Two 0.112

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Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.438	0.629	4.244	0.609	59	=1.080	Two 0.285
1-2	Failed to Reject the Null	4.5	0.516	4.6	0.654	59	=-0.553	Right 0.709
1-3	Failed to Reject the Null	4.25	0.447	4.556	0.546	59	=-2.009	Right 0.975
1-4	Failed to Reject the Null	4.313	0.602	4.578	0.543	59	=-1.631	Right 0.946
1-5	Failed to Reject the Null	4.625	0.5	4.778	0.420	59	=-1.187	Right 0.880
1-6	Failed to Reject the Null	1.688	0.479	1.467	0.548	59	=1.429	Two 0.158
1-7	Failed to Reject the Null	1.875	0.719	1.578	0.812	59	=1.294	Two 0.201
1-8	Failed to Reject the Null	4.063	0.998	4.4	0.837	59	=-1.317	Right 0.904
1-9	Failed to Reject the Null	1.688	0.704	4.089	1.276	59	≠ -9.265	Right 1.000
1-10	Failed to Reject the Null	3.813	1.377	4.267	0.720	59	≠ -1.260	Right 0.887
1-11	Failed to Reject the Null	4.125	1.025	4.489	0.589	59	≠ -1.344	Right 0.901

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4.188	0.655	4.444	0.586	59	=-1.461	Right 0.925
2-2	Failed to Reject the Null	4.5	0.632	4.756	0.484	59	=-1.670	Right 0.950
2-3	Failed to Reject the Null	4.25	0.577	4.622	0.535	59	=-2.343	Right 0.989
2-4	Failed to Reject the Null	4.25	0.683	4.644	0.529	59	=-2.369	Right 0.989
2-5	Failed to Reject the Null	4.5	0.632	4.778	0.420	59	≠ -1.633	Right 0.938
2-6	Failed to Reject the Null	1.875	0.806	1.489	0.787	59	=1.675	Two 0.992
2-7	Failed to Reject the Null	1.688	0.873	1.311	0.633	59	=1.842	Two 0.071
2-8	Failed to Reject the Null	1.625	0.885	1.244	0.435	59	≠ 1.651	Two 0.120
2-9	Failed to Reject the Null	4.375	0.619	4.6	0.751	59	=-1.074	Right 0.857
2-10	Failed to Reject the Null	3.313	1.493	4.733	0.447	59	≠ -3.747	Right 0.999
2-11	Failed to Reject the Null	3.938	1.181	4.556	0.659	59	≠ -1.986	Right 0.967
2-12	Failed to Reject the Null	4.188	1.109	4.667	0.564	59	≠ -1.654	Right 0.941

Aspiring Counselors, February 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	3.25	1.065	3.356	1.209	59	=-0.309	Right 0.621
3-2	Failed to Reject the Null	4.063	0.998	4.644	0.529	59	* -2.224	Right 0.979
3-3	Failed to Reject the Null	4.188	0.544	4.556	0.546	59	=-2.319	Right 0.988
3-4	Failed to Reject the Null	4.25	0.577	4.622	0.490	59	=-2.489	Right 0.992
3-5	Failed to Reject the Null	4.438	0.629	4.733	0.447	59	=-2.034	Right 0.977
3-6	Reject the Null	1.813	0.834	1.4	0.654	59	=2.013	Two 0.049
3-7	Reject the Null	1.875	0.806	1.267	0.580	59	=3.240	Two 0.002
3-8	Reject the Null	2.063	1.124	1.378	0.614	30	* 2.318	Two 0.035
3-9	Failed to Reject the Null	4.375	0.719	4.422	0.917	59	=-0.186	Right 0.574
3-10	Failed to Reject the Null	2	0.730	4.644	0.484	59	* -13.470	Right 1.000
3-11	Failed to Reject the Null	3.875	1.258	4.489	0.661	59	* -1.862	Right 0.959
3-12	Failed to Reject the Null	3.938	0.998	4.6	0.539	59	* -2.528	Right 0.988

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
1-1	Failed to Reject the Null	4.125	0.5	4.2	0.992	54	* -1.642	Right 0.939
1-2	Failed to Reject the Null	4.125	0.806	4.5	0.679	54	=-1.768	Right 0.959
1-3	Failed to Reject the Null	4.5	0.816	4.65	0.483	54	* -0.688	Right 0.749
1-4	Failed to Reject the Null	4.563	0.814	4.55	0.597	54	=0.064	Two 0.950
1-5	Failed to Reject the Null	4.563	0.892	4.65	0.736	54	=-0.378	Right 0.647
1-6	Failed to Reject the Null	1.8125	1.047	1.525	0.751	54	=1.152	Two 0.254
1-7	Failed to Reject the Null	1.813	1.047	1.375	0.540	54	* 1.589	Two 0.133
1-8	Failed to Reject the Null	4.313	1.078	4.325	0.917	54	=-0.044	Right 0.517
1-9	Failed to Reject the Null	1.938	1.124	3.175	0.874	54	=-3.094	Right 0.998
1-10	Failed to Reject the Null	4.313	0.873	4.175	0.874	54	=-0.532	Two 0.597
1-11	Failed to Reject the Null	4.438	0.512	4.425	0.501	54	=-0.084	Two 0.934

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
2-1	Failed to Reject the Null	4	0.730	4.5	0.555	54	=-2.777	Right 0.996
2-2	Failed to Reject the Null	4.313	0.602	4.625	0.490	54	=-2.017	Right 0.976
2-3	Failed to Reject the Null	4.438	0.629	4.65	0.483	54	=-1.361	Right 0.911
2-4	Failed to Reject the Null	4.563	0.629	4.575	0.549	54	=-0.074	Right 0.529
2-5	Failed to Reject the Null	4.688	0.602	4.725	0.452	54	=-0.254	Right 0.600
2-6	Failed to Reject the Null	1.688	0.793	1.45	0.504	54	* 1.111	Two 0.284
2-7	Failed to Reject the Null	1.938	1.237	1.35	0.770	54	* 1.768	Two 0.097
2-8	Failed to Reject the Null	1.375	0.619	1.275	0.506	54	=-0.626	Two 0.534
2-9	Failed to Reject the Null	4.313	1.014	4.375	0.838	54	=-0.237	Right 0.593
2-10	Failed to Reject the Null	2.75	1.342	4.625	0.540	54	* -5.417	Right 1.000
2-11	Failed to Reject the Null	4.063	0.929	4.35	0.834	54	=-1.129	Right 0.868
2-12	Failed to Reject the Null	3.938	1.237	4.525	0.506	54	* -1.840	Right 0.957

Existing Counselors, January 2015 t test: Two Independent Means for a Small Sample- Social Media and Relational Aggression from Scenarios

Scenario- Question	Hypothesis 3b	Sample 1 Females Mean	Standard Deviation Females	Sample 2 Males Mean	Standard Deviation Males	Degree of Freedom	t test	p value
3-1	Failed to Reject the Null	2.625	1.360	2.825	1.217	54	=-0.537	Right 0.703
3-2	Failed to Reject the Null	4.438	0.629	4.5	0.599	54	=-0.348	Right 0.635
3-3	Failed to Reject the Null	4.438	0.629	4.6	0.496	54	=-1.024	Right 0.845
3-4	Failed to Reject the Null	4.5	0.632	4.6	0.545	54	=-0.592	Right 0.722
3-5	Failed to Reject the Null	4.563	0.629	4.7	0.464	54	=-0.902	Right 0.815
3-6	Failed to Reject the Null	1.625	0.885	1.475	0.506	54	* 0.638	Two 0.533
3-7	Failed to Reject the Null	1.313	0.602	1.425	0.781	54	=-0.517	Right 0.696
3-8	Failed to Reject the Null	1.625	0.719	1.575	0.747	54	=0.229	Two 0.820
3-9	Failed to Reject the Null	4.438	0.892	4.475	0.679	54	=-0.170	Right 0.567
3-10	Failed to Reject the Null	1.813	0.834	4.55	0.504	54	* -12.263	Right 1.000
3-11	Failed to Reject the Null	3.938	0.929	4.275	0.877	54	=-1.280	Right 0.897
3-12	Failed to Reject the Null	4.188	0.911	4.5	0.506	54	* -1.295	Right 0.893

Vitae

Karla Holland earned a Bachelor of Social Work degree from Central Missouri State University. Her Master of Arts degree in Professional Counseling was attained at Lindenwood University, while working for CHAN Healthcare Auditors as an Associate Services Coordinator providing social work services for uninsured patients of Forest Park Hospital. Ms. Holland continued her education by completing certifications in K-8 School Counseling and Psychological Examination from Lindenwood University, while working as a School Social Worker for the Hazelwood School District. Ms. Holland is very active in her school community by being a member of Hazelwood Bright Futures, Hazelwood Parent Involvement Committee, and a practicum student field instructor for the Washington University Brown School of Social Work. Ms. Holland is pursuing a Doctor of Education degree in Instructional Leadership with the emphasis in Higher Education from Lindenwood University, and she anticipates completion in 2015. She lives in Jennings, Missouri and is very close to her parents June and Prines Holland, and her sister Kelli Holland.