"Am I bothered?" – Using Q-Methodology to explore what bothers young people on Facebook

Francine Elizabeth Wint

The University Of Sheffield.

Research thesis submitted in part requirement for the Doctorate of Educational and Child Psychology at the University of Sheffield, Department of Educational Studies

August 2013

Abstract

Existing research into cyberbullying has tended to utilise surveys in order to understand the extent to which cyberbullying is experienced by young people in society. However, there has been little homogeneity between researchers when attempting to define cyberbullying and consequently there is disparity in how it has been operationalised. As well as this, recycling of the term 'bullying' brings with it certain presumptions and qualifications which may not be apt for social interactions in the new and ever evolving virtual world. Furthermore, it implicitly assumes that cyberbullying will bother young people, whilst simultaneously failing to acknowledge the situations which may bother young people but which do not constitute cyberbullying. In the present study the word 'cyberbullying' was thus omitted from use with participants in an attempt to circumvent the 'trouble' inherent with the term.

The aim of this study was to gain an understanding of what bothers young people when on Facebook. A research methodology was sought which minimised the potential for researcher bias and maximised the opportunity for young people to give their personal account. Accordingly, Q methodology was employed to explore how 41 young people ranked 54 statements depicting hypothetical problem scenarios on Facebook. Participants sorted the statements according to personal significance from most agree (would bother) to most disagree (would not bother). The overall configuration of statements was subjected to factor analysis, from which a four factor solution was identified; 'I want to protect others'; 'I am worried about the dangers on Facebook'; 'I know who I am and what I'm doing'; and 'I don't want any trouble'.

The emergent social viewpoints were discussed further with four young people and an understanding was gained of what they perceived of Facebook; what action they would take if they experienced something negative on Facebook and what role they felt school should play in such situations.

The findings were discussed in relation to existing literature, and the potential roles of schools and Educational Psychologists were considered. Limitations were acknowledged and recommendations for further research suggested.

Contents Page

Chapter 3: Methodology

Chapter 4: Results

Chapter 5: Discussion

References...................................pages 127-137

Appendices

Figures

Tables

Chapter 1: Introduction

The aim of this research is to explore what bothers young people when communicating on Facebook. The focus stems from the growing research into cyberbullying and was predicated on a critique of the term cyberbullying itself, as well as attempts to define and 'measure' cyberbullying.

The word cyberbullying is troublesome. Recycling of the term 'bullying' means that the term brings with it inherent presumptions and qualifications, such as with regards to intentionality and repetition. Operationalised definitions of cyberbullying lack sensitivity to the complexity of the interactions which take place online and as such can provide only partial accounts of online experiences. The word 'cyberbullying' was consequently not used with the participants during the research process.

I chose to explore what bothers young people on Facebook for a number of reasons; firstly, within a short period of time there had been an influx of media reports documenting young people having negative experiences online and even committing suicide. Furthermore, as technological advancements continue, our understanding of how young people experience their interactions online is likely to evolve and research needs to acknowledge and respond to this. Finally, it was also a topic that was becoming a real cause for concern in schools. Both in my capacity as a Teacher and as a Trainee Educational Psychologist, I had found myself presented with situations which involved young people within school having negative experiences online, often when interacting with one another. This led me to question what the role of school should be in such instances, and subsequently, what the role of the Educational Psychologist could be in supporting young people and schools in the communities in which we work.

The current study sought to explore the views of young people in a manner that de-emphasised the role of the researcher and ensured that the voices of the minority could be heard. Q-methodology was felt to be appropriate given these requirements. Findings obtained from many young people were supplemented with interviews with some young people to aid understanding.

The following structure is adopted:

- A critical review of the literature on cyberbullying is given, gaps are identified and the research area is placed in context
- The aims and research questions are identified
- How I 'position' myself as a researcher is discussed and requirements for a methodology are outlined
- Q-methodology is outlined in detail and a step-by-step description of how to conduct a Q-methodological study is given; both in general and in relation to this specific study
- Potential ethical considerations are explored
- Findings obtained from the young people are analysed and interpreted, yielding four social viewpoints. These findings are discussed and supported with extracts from interviews
- Findings are discussed and situated back within existing literature on cyberbullying
- The role of the school is considered and implications for Educational Psychology practice are suggested
- Limitations of the study are identified and recommendations for further research are given

It is hoped that by sharing the views of the young people in this study, it will enhance our understanding of what bothers young people on Facebook, as well as identifying what young people perceive to be the role of the school in supporting young people who have had a negative experience on Facebook.

Chapter 2: Literature Review

Interpret and understand what others have done, and weave their contributions into a narrative

(Thomas, 2010, p. 59)

(2.a.) Introduction

Thomas (2010) refers to a Literature Review as an interpretative process, whereby the existing literature in a particular area is woven into a coherent structure in order to identify a 'gap' in the literature which needs further exploration.

The structure of this Literature Review is that of a funnel (see figure 1), from the broad research area to specific research questions. Built in to this structure are five key questions, purposefully selected with the aim of facilitating a greater understanding of the research area within a context and in defining and narrowing the research area. The conclusion of the Literature Review will therefore identify the research questions to be explored;

Current context

Research questions

(1) Why is researching cyberbullying currently important and in what context is the research area placed?

(2) How do we define cyberbullying? What do we know about cyberbullying from literature and research?

(3) What aspects of the research area have still not been explored/ what are the gaps?

(4) Why is a greater understanding of the gaps needed?

(5) What is the research that must be undertaken/ where do we go from here?

Figure 1: Literature Review structure

3

(2.b.) Why is researching cyberbullying currently important?

Chis Cloke, Head of the NSPCC has previously made reference to how unregulated cyberbullying is, and even goes as far as to compare interactions online to a Lord of Flies situation due to the lack of regulation. The number of parents and teachers who are fully aware of the types of interactions that their children are engaging in online are minimal. Those that have the technological skills and inclination to find out more often find that they have opened a '*window on youth culture*' (Swinford, 2002, p. 53 as cited in Kowalski, Limber & Agatston, 2008). The separation between adults and young people means that adults are often unaware of the difficulties young people are facing and the effects that cyberbullying may be having on their wellbeing. Hinduja & Patchin (2008) state that:

> ...youth are being bullied in ways that could be negatively affecting their physical, social, emotional, and cognitive functioning, development, and well-being

> (Hinduja & Patchin, 2008, p. 136)

This is evidenced further by a number of high profile media reports of young people who have committed suicide following their experience of cyberbullying. Ryan Halligan is an example of this, as are Megan Mier and Phoebe Prince. Ryan's father John summarised the vulnerability of young people and the potentially devastating consequences of cyberbullying in an impassioned preface to Kowalski et al's (2008) text:

> I believe there are few of us who would have had the resiliency and stamina to sustain such a nuclear level attack on our feelings and reputation as a young teen in the midst of rapid physical and emotional changes and raging hormones. I believe bullying through technology has the effect of accelerating and amplifying the hurt to levels that will probably result in a rise in teen suicide rates

> (Halligan, as cited in Kowalski et al, 2008 p. X)

Increasing media interest has escalated public concern and led to a demand for answers. This in turn has led to further research, including that commissioned by the government and the European Union. Byron's (2008) commissioned research

4

proposes that technological and social change is needed to combat cyberbullying, including a culture of responsibility. However, in an ever advancing technological world, where young people are perceived as more knowledgeable, skilled and competent than adults, the dearth of research in the area can appear alarming. In order to address the problems that cyberbullying raises, a better understanding of cyberbullying is needed and key questions of importance include;

- What is cyberbullying?
- How pervasive is the problem?
- How do people engage in cyberbullying/ what mediums are used?
- Can strategies to prevent traditional bullying be applied to cyberbullying? Are there similarities between the two?
- Who are cyber-bullies and cyber-victims e.g. demographics and personality variables?
- How does the notion of a bystander operate when interactions are online?
- Why do people cyberbully/ what motivates them?
- What are the views of young people towards cyberbullying/ what value do they place on it?
- What are the reported effects of cyberbullying for young people e.g. emotional, academic, social consequences?
- What coping strategies are victims of cyberbullying currently using?
- How effective are these strategies?
- What help do young people feel that cyber-bullies and cyber-victims need?
- How do the adults within the young people's lives understand cyberbullying/ what are their perceptions of the problem?
- Whose responsibility is it to 'deal with' cyberbullying?

Only by undertaking research and data gathering in an attempt to answer some of these questions can we better understand how to help address the problem of cyberbullying in order to help meet the needs of young people and to protect them from harm.

(2.c.) What do we know about cyberbullying from literature and research?

(2.c.i.) How do we define cyberbullying?

In order to effectively research the phenomenon that is cyberbullying, there needs to be a shared understanding of what it is. 'Cyberbullying' is a phrase coined by Bill Belsey which he defines below:

> Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others

> (Belsey, 2004)

However, since its conception, other terms have been used interchangeably with cyberbullying, which could cause confusion. Aftab (2006) strongly argued that adult cyber-harassment and cyber-stalking were different and should not be called cyberbullying. However, Smith (2007) reports a recent survey conducted by the Teacher Support Network and the Association of Teachers and Lecturers which found 17% of teachers had been cyberbullied. Other terms have also been used, such as cyber-aggression (Ponari & Wood, 2010) online aggression, internet harassment and online harassment (Ybarra & Mitchell, 2004a). Wolak, Mitchell & Finklehor (2007) suggest that the concept of cyberbullying might be inappropriate. They argue that the term 'online harassment' should be used, with the disclaimer that it does not constitute bullying unless it is part of or related to offline bullying. In comparison, Vandebosch & Van Cleemput (2008) state that cyberbullying can be distinguished from cyber-teasing, cyber-arguing and cyber-fighting on the basis of power. The former involves a weaker party, whereas the latter three are based on equality between the two parties.

The definition provided by Belsey (2004) provides four prerequisites for an act to be classed as cyberbullying. The features are:

(1)   Use of information and communication technologies (ICT)

(2)   Intentionality

(3)   Repetition

(4)   Hostility/ aggression

This can be compared with traditional bullying:

> Bullying is defined as aggression that is intentionally carried out by one or more individuals and repeatedly targeted towards a person who cannot easily defend him of herself

(Olweus, 1993, as cited in Smith, Mahdavi, Carvalho, Fisher & Tippett, 2008,

p. 376)

The key difference between the two types of bullying would appear to lie with the lack of necessity for a power imbalance in cyberbullying. However, Smith et al (2008) define cyberbullying as:

> An aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself

(Smith et al, 2008, p. 376)

This therefore, reinstates a power imbalance as being integral to the definition of cyberbullying.

If cyberbullying is seen to encompass five features, how are each of these defined?

(2.c.i.1.) Use of Information and Communication Technologies

The variety of mediums used to engage in cyberbullying is ever increasing. Dooley, Pyzalski & Cross (2009) list seven mediums which could be used for cyberbullying:

- Phone call
- Email
- Instant messaging
- Chatrooms
- Text messaging

- Picture/video messaging
- websites

They acknowledge that some mediums may be worse than others. Kowalski et al (2008) include additional mediums that may facilitate online bullying behaviours:

- Social networking sites
- Blogs
- Bash boards (online bulletins)
- Internet gaming

In a survey conducted by Smith et al (2008), young people were asked about eight of the 11 mediums previously listed. Slonje & Smith (2008) considered four, whereas Rivers & Noret (2010) only asked young people about text mail. In the discussion they acknowledge the setbacks of only researching one medium:

> In retrospect we should also acknowledge that during this study there was a rapid series of developments in online gaming, instant messaging (IM), short-range wireless connectivity, and social networking sites that changed, in a very short time, the way in which young people interacted with one another
>
> (Rivers & Noret, 2010, p. 650)

Slonje & Smith (2008) justified the inclusion of only four mediums based on the findings of Smith et al (2008) that the four they used were the most prevalent (text, email, phone, picture/ video messaging). They stated that by doing so they were able to keep the questionnaire within the attention span of adolescents rather than lengthening the questionnaire to include low incidence mediums for bullying. Disparity between researchers in both defining cyberbullying and in the mediums they acknowledge can be used to cyberbully, means that it is likely that there will be considerable variation in the reported prevalence of cyberbullying across the literature.

(2.c.i.2.) Intentionality

The nature of communicating electronically means that often written text is used. This is problematic as text alone lacks important contextual cues, which help

8

influence how the message is perceived. Text may be misinterpreted by bystanders and by the recipient; thus communication may be perceived in a negative way not intended by the sender. This is argued by O'Sullivan & Flanagin (2003):

> We argue that an outside observer most often cannot reliably know what the essence of a message means to the sender or the receiver. Furthermore, just as an outside observer might misinterpret the meaning of a particular interaction, the interactants themselves cannot necessarily have perfect understanding of one another through communication

> (O'Sullivan & Flanagin, 2003, p. 77-78)

Aftab (2011) states that almost as often as people intend to hurt each other, there are those that hurt each other through miscommunications and poor digital literacy skills. On the converse of this, there can also be interactions which are intended by the sender to hurt the recipient, but which the recipient is not concerned by. Patchin & Hinduja (2006) acknowledge that in the situations where the recipient is not hurt, cyberbullying may not be a problem:

> Cyberbullying is a problem only to the extent that it produces harm toward the victim

> (Patchin & Hinduja, 2006, p. 155)

Interactions online are likely to be interpreted differently by different people; what one person considers cyberbullying, another individual may consider to be playful banter, or an online version of 'horseplay'. Furthermore, one individual may consider an exchange to be positive or negative depending on the context and /or from whom the message was received.

(2.c.i.3.) Repetition

One of the key features of cyberbullying appears to be the need for repetition, however there is disagreement with regards to what would constitute repetition. Fauman (2008, as cited in Dooley et al 2009) advocates that as information posted online can be widely disseminated, the requirement for the act to be repeated is not as important as in traditional bullying. For example, it may be argued that a

picture seen repeatedly by multiple people is no different from multiple private incidents.

A specific example of where this might apply is with Ghyslain Raza, a young boy who filmed himself acting out a scene from Star Wars. This was posted online by one of his peers and the video spread, even featuring on its own website which received more than 76 million hits. Ghyslain moved schools after the incident and required psychiatric support (Kowalski et al, 2008).

Another example to consider is 'happy slapping', which is where individuals walk up and slap someone whilst another person records the event. As the clip is then shared online, Kowalski et al (2008) argue that this would constitute cyberbullying. However it could be questioned whether the multiple viewings of one event constitutes sufficient repetition to be considered cyberbullying. Perhaps the term online aggression is more appropriate in such instances.

Repetition often features in research into cyberbullying. Surveys often require young people to provide information pertaining to how many times they had been exposed to a negative experience within a specified time frame. Raskauskas & Stoltz (2007) required events to have occurred three or more times in the last thirty days before they could be classified as a victim, whereas other researchers have previously given a wider time frame of two months (Qing, 2007; Kowalski et al, 2008). This disparity raises the issue of how frequent the events would need to be with how wide a time period, for them to be classed as repeated.

(2.c.i.4.) Hostility/ aggression towards another

The fourth feature of cyberbullying is that the event be hostile or aggressive. This calls for consideration to be given to the kind of acts which would constitute cyberbullying. Kowalski et al (2008) explore a range of activities including:

- Impersonation – where the bully poses as the victim usually by gaining access to their online account
- Griefers – where people access online gaming with the sole aim of ruining the gaming experience for other players

Both of these raise questions. If an impersonator gains access to a victim's account and uses the account to be aggressive towards others – but not directly towards the victim – can it be seen as an act of hostility towards the victim? In addition to this, if a griefer is aggressive within a fantasy world filled with weapons and violence, is aggression in this context to be expected? Can such examples be considered more acceptable?

(2.c.i.4.) Power imbalance

A power imbalance in the context of traditional bullying refers to a physically or intellectually stronger bully. However, in the context of cyberbullying it is argued that the power balance arises from the inability of the victim to escape it. The lack of control over eradicating offensive material once online can result in victims feeling powerless (Dooley et al, 2009). There is a subtle difference in emphasis between the two forms of bullying; traditional bullying refers to the bully's possession of power, whereas cyberbullying refers to the victim's absence of power.

Disparity and divergence between researchers has served to confuse understanding of the term cyberbullying. Whilst some commonalities are agreed upon, it is still hard to gain a consensus on whether certain activities would constitute cyberbullying. One of the particular setbacks in my opinion has been the use of the word 'bullying' which immediately leads to comparisons being drawn between behaviours online and behaviours in the school playground. Are the two forms of bullying synonymous? If so, can tried and tested strategies for dealing with traditional bullying be applied to cyberbullying, or would it be an attempt to fit a round peg into a square hole?

(2.c.ii.) Can we treat cyberbullying the same as traditional bullying?

'New Bottle but Old Wine' is the title of the journal article by Qing (2007) in which it is argued that cyberbullying should not be examined as a separate issue. Instead it is advocated that consideration needs to be paid to what we already know about bullying and how this can be applied to cyberbullying. Campbell (2005) disagrees, stating that the consequences of cyberbullying could be more severe than traditional bullying because they have a potential to reach a wider audience and also due to the power of the written word, in that as it can be read over and over again, it can seem more concrete than verbal abuse.

Bauman & Pero (2011) expand further upon the contrasts between traditional bullying and cyberbullying . Firstly, they argue that the anonymity of the bully in cyberbullying can make it a difficult problem to tackle. It can add to the victim's feeling of helplessness and vulnerability (Grigg, 2010) and can result in young people adopting '*deviant coping behaviours*' (Diamanduros, Downs & Jenkins, 2008, p. 694; Livingstone, Haddon, Görzig & Ólafsson, 2011). Secondly, Bauman & Pero (2011) propose that cyberbullying is more invasive as there are no time and space constraints. Consequently, it can pervade the home environment which would previously have been perceived as a safe sanctuary for victims of traditional bullying which is usually constrained to the school environment.

Additional differences between cyberbullying and traditional bullying have been identified by Dehue, Bolman & Vollink (2008). They consider how the lack of physical and social cues which accompany interactions online can mean that cyber-bullies are not confronted with the reactions and consequences of the victim. This may reduce the potential for empathy and remorse, factors which would lessen the likelihood of the cyber-bully engaging in further acts (Slonje & Smith 2008). The lack of physical and social cues also means that normal behavioural restraints and social roles do not have to be adhered to; consequently cyber-bullies may display disinhibited behaviours (Mason, 2008). Dehue et al (2008) also suggest that a key difference lies in the unfamiliarity and unawareness of adults. The less parents and teachers know about the

cyberbullying that takes place, the less they are able to take action. This once again has implications for when trying to tackle cyberbullying.

Some support for this latter statement can be found in the research. Dehue et al (2008) found that the percentage of parents who acknowledged that their child might be engaged in cyberbullying was considerably lower (4.8%) than the number of children who actually were engaged in cyberbullying behaviours (17.3%). The same pattern is found for those that were being cyberbullied; 11.8% or parents believed that their child might be being cyberbullied, compared with 22.9% of children who reported being cyberbullied. Further evidence comes from research by Smith et al (2008) who found that 70.2% of victims from traditional bullying told someone, compared with 58.6% of cyberbullying victims. Research suggests that adults may be less informed about cyberbullying issues and consequently may be less likely to be approached by young people. They also found pessimism through their focus groups from young people about adults being able to prevent cyberbullying.

(2.c.iii.) How prevalent is cyberbullying?

There has been a plethora of recent research into the prevalence of cyberbullying. Smith et al (2008) state that there has been a rise in cyberbullying in contrast with the rates for traditional bullying in England which are declining. Research shows that there are no significant differences according to race (Hinduja & Patchin, 2008) and prevalence is similar between countries, once technological advances have been accounted for (Livingstone et al, 2011).

Livingstone et al (2011) found that 6% of 9-16 year olds report being bullied online. Tarapdar & Kellett (2011) taking a slightly different approach, found that 38% of 12-16 year olds had been directly affected either as victims themselves or witnessing bullying online. In the UK, Action for Children (formerly National Children's Home, NCH) found prevalence rates of 20% in a survey of 770 young people (NCH, 2005). The Microsoft Network (MSN, 2006) found 11% prevalence

of 518 12-15 year olds. Both of these studies were limited in the mediums that they included within the study. Smith et al (2008) conducted the most inclusive study and found that of 553 children from years 7-11, prevalence varied according to age from 14-23%. Not only was prevalence found to vary according to age, but the mediums used also varied.

Price & Dalgleish (2010) found that cyberbullying through social network sites became more prominent with age; 41% of cyber-victims aged 13-14 were bullied through social network sites, compared with 53% of 15-16 year olds and 57% of 17-18 year olds. Furthermore, the medium used also varied according to gender (Price & Dalgleish, 2010); males most frequently cited chatrooms as the source of bullying (52%), whereas females most frequently cited email as the source (47%).

(2.c.iv) Who are the cyber-bullies, the cyber-victims and the cyber-bystanders?

It has been suggested that individuals who are socially anxious might be more likely to use technology as a means of communicating with others (Kowalski et al, 2008) and thus are potentially more vulnerable. School problems, assaultive behaviours and substance abuse all have been found to have a statistically significant relationship with both cyber-victims and cyber-bullies in cyberbullying (Hinduja & Patchin, 2008).

Interestingly, in a study on the predictors of cyberbullying, it was found that the cyberbullying was related to a negative school environment, normative beliefs about bullying (i.e. their approval of it) and negative peer support (Williams & Guerra, 2007). It could be inferred from this that the more welcoming and inclusive a school, the less likely there are to be found instances of cyberbullying.

There appears to be an absence of research into the role and characteristics of a cyber-bystander in the literature.

14

(2.c.v.) Why do people cyberbully?

It has been suggested that people who cyberbully are motivated by different factors to those who engage in traditional bullying. Whereas a traditional bully may do so to dominate or acquire, a cyber-bully may be seeking revenge for traditional bullying. (Hinduja & Patchin, 2008). Whilst a traditional bully may gain immediate gratification e.g. seeing the fear on the victim's face, the reinforcement for the cyber-bully is delayed, and may be based upon anticipating how the victim will react, rather than how the victim is reacting at the time (Dooley et al 2009).

Kowalski et al (2008) conducted focus groups and found that the young people suggested boredom, power, meanness, retaliation for being bullied, attention, looking cool and tough, as well as jealousy as possible motivations behind cyberbullying. They also suggested that it was safer than traditional bullying due to anonymity online, as cyber-bullies did not have to do it face-to-face and were less likely to get caught. The focus group findings are in line with Aftab (2006, as cited in Kowalski et al, 2008) who proposed that there were four types of cyber-bully;

(i)   Vengeful angels – who seek justice to right wrongs

(ii)   Power hungry cyber-bullies – who want control, power and authority

(iii)   Mean girls – who bully out of boredom

(iv)   Inadvertent cyber-bullies – who respond to negative communications or who get brought into cyberbullying by proxy

The notion of an inadvertent cyber-bully is supported by Ybarra & Mitchell (2004a) who found that four out of five harassers said their harassing behaviour was in response to an online harassment incident initiated by someone else.

The idea of a cyberbully seeking revenge for traditional bullying was researched by Raskauskas & Stoltz (2007). They conducted a survey of 84 young people aged 13-18 years and found that there was no statistically significant relationship between young people being victims of traditional bullying and engaging in

cyberbullying. They did however find that the number of traditional bullies involved in cyberbullying was larger (35 participants) than those not involved (25 participants) in cyberbullying. Also, 17 of the 18 young people who identified themselves as a cyber-bully also identified themselves as a traditional bully. Hinduja & Patchin (2008) suggest that a traditional bully is also likely to be a cyber-bully:

> Indeed, bullies may just be adapting to technological change and employing a different medium to harass and mistreat. Those predisposed to harass and mistreat their peers perhaps choose to do so regardless of context—in real space or in cyberspace
>
> (Hinduja & Patchin, 2008, p. 149)

(2.c.vi.) What do young people consider to be the impact of cyberbullying?

Researchers are divided over the potential impact of cyberbullying, and its impact is often only considered relative to traditional bullying. Young (1996, as cited in Rivers & Noret, 2010) questioned the impact that an interaction through internet fantasy could have when the perpetrator is potentially in another country or at least is in another room. In contrast, Smith et al (2008) accept that the impact of cyberbullying may be comparable to that of traditional bullying; whereas Campbell (2005) asserts that the consequences of cyberbullying may be more severe than the consequences of traditional bullying.

Rivers & Noret (2010) list ten categories of content within cyberbullying, including:

- Threat of physical violence
- Abusive or hate related
- Name calling
- Death threats
- Ending of platonic relationships
- Sexual acts
- Demands/ instructions
- Threats to damage existing relationships
- Threats to home and family
- Menacing chain messages

- Other

They then go on to argue that these types of content reinforce a sense of worthlessness in victims. Such content leads one to consider and reflect upon the level of anxiety and fear that the victims experience when being cyberbullied. Dehue et al (2008) state that cyberbullying can result in serious physical, social and psychological problems, with children who have depressive symptoms experiencing more emotional stress. This highlights the increased vulnerability of particular groups of children. Hinduja & Patchin (2008) reiterate these problems and emphasise how such an impact can impair cognitive functioning and have an effect on engagement with school, as well as academic performance.

Price & Dalgleish (2010) conducted a questionnaire survey of 548 participants aged 5-25, 101 of which were male. Participants had all accessed either a Kids Helpline website or email counselling service, from which they were recruited. They found that 78% of participants reported an impact on their self confidence, 70% on their self esteem, 42% friendships, 35% school grades, 28% school attendance, and 19% reported family effects. On average, participants reported 2.39 effects, males reported 2.18 effects whereas females reported 2.99 effects. This study shows the potentially wide reaching implications of cyberbullying, as well as raising questions about gender differences. Gender differences may be attributed to males and females being exposed to different types of cyberbullying, or even due to females being more sensitive to bullying behaviours online.

Further questioning on the emotional impact of cyberbullying found that 75% of participants reported sadness (of this, 54% reported extreme sadness), 72% reported being annoyed (from which, 52% reported anger), 58% frustrated, 48% embarrassed, 48% afraid (from which 29% reported feeling terrified), 3% reported suicidal thoughts and 2% reported self harming (these latter two were added in a free-text space by the participants, rather than in answer to specified response items). This demonstrates the severity of the impact of cyberbullying and further emphasises the need to try to tackle cyberbullying. There are however some limitations with this study which need to be acknowledged, particularly the predominance of female participants in the study, as well as the recruitment of participants who had already sought help through either the website or the

counselling service. It also highlights the problems with set items in surveys, as some responses may be missed.

Raskauskas & Stoltz (2007) found in a survey of 84 young people aged 13-18 years that those that had experienced cyberbullying felt that they had been negatively affected, with social and emotional disruptions most frequently cited. Feelings of sadness and hopelessness were also reported, linking with the findings that depression is a common outcome identified with traditional bullying.

Victims of cyberbullying are more likely to experience suicide ideation as a reaction, compared to traditional bullying (Price & Dalgleish, 2010). Kowalski et al (2008) even go as far as to consider the potential for a suicide contagion effect. This is where individuals who have been contemplating suicide may actually make the attempt if they saw a newspaper story about an individual who resembled them in some way. If this is considered in light of the high profile media reports of young people who have committed suicide at the hands of cyber-bullies, the potential danger there is considerable.

Many researchers have argued that further research is needed on the consequences of cyberbullying (Dehue et al, 2008; Rivers & Noret, 2010).

(2.c.vii.) What strategies are young people currently using to cope with cyberbullying/ what strategies do they advise that victims use?

A lot of suggestions are provided in the literature for how best to 'deal with' the problems of cyberbullying. However, it is worth noting that the origins of the advice are frequently derived from existing literature on how to deal with traditional forms of bullying. It has already been explored earlier in this review that this may be inappropriate given the complexity of cyberbullying and its distinctive features compared with traditional bullying. Kowalski et al (2008) discuss miscommunications in response to cyberbullying, and give examples such as; zero tolerance policies, group treatment for bullies, and conflict resolution/ peer mediation. It is important to understand cyberbullying and how it is

experienced by young people in order to determine the most appropriate advice and strategies to cope.

25,000 young people in 25 countries were surveyed by Livingstone et al (2011). In relation to coping strategies they found that 36% of young people tried to fix the problem, 77% told someone and 46% blocked the person who sent the hurtful messages. If young people are telling someone, who are they telling? The National Children's Home (NCH, 2005) found 24% of young people told a parent, 14% told a teacher, 41% a friend and 28% told no one. Of the people who told no one, explanations for nondisclosure included; 31% of participants not thinking that it was a problem, 12% not having anybody that they wanted to tell, 11% not thinking that it would stop the bullying, and 10% not knowing where to go for help.

In comparison, Slonje & Smith (2008) conducted a survey of 360 participants in Sweden, and found that young people were most likely to tell a friend (35.7%) followed by a parent/ guardian (8.9%), then someone else (5.4%). No young people reported telling a teacher. The key difference between the two studies is the number of young people who reported telling a teacher. The disparity between the findings of these two studies deserves investigation. It is possible that as cyberbullying often occurs outside of school, young people may not consider it appropriate to tell a teacher. If this is a commonly held view it can raise potential problems:

> If more cyberbullying occurs outside school, as found by Smith et al (2006) in the UK, then schools may perceive that the responsibility to tackle cyberbullying does not lie mainly with them

(Slonje & Smith, 2008, p. 148)

An additional consideration is raised by Agatston, Kowalski & Limber (2007) who conducted focus groups with 14 participants. They found that young people were unlikely to report cyberbullying to adults at school as it occurs through phones and it is against school policy to have phones at school (even though most young

19

people use their phones despite the policy). The participants did not think the adults at school could or would help and furthermore they were reluctant to tell parents through fear of being punished twice by losing the technology or their online privileges. The strategies they suggested were to block or to ignore it.

In a survey exploring coping strategies, Price & Dalgleish (2010) included open questions, which allowed young people to state what advice they would give to other young people being cyberbullied. In order of prevalence, they are listed below;

- Speak out
- Ignore it
- Avoid it
- Be positive
- Retaliate

It is worthy to note that young people advised others to speak out, however they do not appear to take heed of their own advice. In the discussion, Price & Dalgleish (2010) ask what strategies need to be in place to encourage victims to speak out and how to engender this behaviour. Retaliation was also advised by the participants. Despite the findings of Raskauskas & Stoltz (2007) that retaliation does not appear to be something that young people who bully online are motivated by, it is interesting that the perceptions of young people are that the internet could be used for this purpose. Why would young people advise and thereby legitimise retaliating as an appropriate action? Would such advice be given to victims of traditional bullying?

Price & Dalgleish (2010) argue that further research is needed to qualitatively explore the coping strategies that are used by young people, particularly, what they are, how effective they are and how ineffective strategies can be addressed.

(2.c.viii.) How do adults 'fit in' with cyberbullying?

A prevalent theme in the literature is adults and their lack of understanding of the cyberbullying phenomenon. Tarapdar & Kellett (2011) state that adults have an unfamiliar grasp of the problem, whilst Agatston et al (2007) speak of a 'cloak of invisibility' around cyberbullying. They argue for a multi-disciplinary approach based on education:

> Children, parents and school personnel need to become aware of what electronic bullying is, how to help to prevent it, and how to address the electronic bullying that has occurred. School administrators should work to educate students, teachers and staff about electronic bullying, its dangers and what to do if it is suspected. They should also ensure that school rules and policies related to bullying include electronic bullying
>
> (Agatston et al, 2007, p. 528-529)

Hinduja & Patchin (2008) reiterate this and further emphasise the role of law enforcement agents. However, discourse on the wiredsafety website blog shows that this view is not one felt by all adults. As one teacher who chose to remain anonymous stated:

> Unless the bullying happens at school, on school computers or causes a disruption in the educational process, the parents or police should be handling this
>
> (Anonymous, 2011, wiredsafety)

It would be beneficial to explore further whether the views of the researchers, regarding a multi-disciplinary approach is representative of the views of those directly working with young people within an educational setting, or whether the anonymous comment from a teacher is more indicative of current views.

In a Q-methodological study of traditional bullying, Wester (2004) proposed that adult attitudes about bullying play a major role in determining the extent to which bullying occurs and might be tolerated within a setting. In the article it is questioned whether passive tolerance of adults to instances in some way communicates to young people that the behaviour is condoned? It is possible that the same may apply to cyberbullying, particularly when considering the

finding that school climate and peer support are influential in reported levels of cyberbullying (Williams & Guerra, 2007).

Campbell (2005) raises questions around the ability of school to censor that which students write and the concerns expressed by some that it could potentially be seen as a breach of the right to freedom of expression. Other concerns relate to the role of school in punishing students for activities engaged in off site. The Equality Act 2010 has to some degree addressed this by giving powers to Headteachers to regulate the behaviour of students offsite, including through the imposition of disciplinary measures.

(2.d.) Which aspects of the research area have still not been explored?

Cyberbullying research has predominantly used a survey methodology, although there has been some use of focus groups. Surveys have focused on measuring the prevalence of cyberbullying; mediums used; and differences according to age and gender. There have been some surveys which have compared traditional bullying with cyberbullying, for example whether cyberbullying through certain mediums is perceived as more, less or equally as severe as traditional bullying.

One of the key difficulties with undertaking surveys lies with how cyberbullying has been defined and operationalised. Vandebosch & Van Cleemput (2008) refer to how reported prevalence rates may differ due to definitions and operationalisation of cyberbullying. There are marked differences in studies according to definitions used, mediums acknowledged, as well as the frequency of occurrences within specific time periods.

Other difficulties with surveys include that they are designed by the researcher; therefore it is possible that the response sets included may not get to the crux of

the matter for the participants, and therefore their voice may still not be heard. For example, Price & Dalgleish (2010) found that some participants chose to add suicidal thoughts and self harming as consequences of cyberbullying. Would other young people have thought to do so, or are the statistics for these feelings an under-representation due to a lack of inclusion of these issues by the researcher? On the converse of this, are participants displaying some social desirability bias by providing answers that they think are appropriate or that suit the research predictions of the researcher? Social desirability may be shown by the fact that some researchers have used the term cyberbullying which is pejorative in nature; therefore even if some young people identify with some of the behaviours that are used to define cyberbullying, they may not acknowledge that they are a cyber-bully due to concerns over the societal implications of doing so.

Focus groups are problematic in that they still are not necessarily gaining the voices and experiences of the young people who have been affected by cyberbullying, but instead are asking young people what they think the experiences might be like for the young people involved. For example, Smith et al (2008) found that students thought that a higher incidence of cyberbullying was occurring than what they found from the anonymous surveys. They also found focus groups suggested that bully motivation was due to a desire to retaliate, which is based on the hypotheses of young people, rather than the views of cyber-bullies and cyber-victims.

Quantitative research lacks depth and insight into the experience of cyberbullying and how it is perceived by those involved in it. There is a real dearth of qualitative research which is highlighted by Rivers & Noret (2010):

> Attention should now focus on qualitatively understanding the cyberbullying phenomenon

> (Rivers & Noret, 2010, p. 668)

This is reiterated by Livingstone et al (2011);

> As well as conducting surveys, qualitative work based on listening to children is vital to learn what new risks they are experiencing

(Livingstone et al, 2011, p. 29)

Agatston et al (2007) further highlight the overemphasis on prevalence rates at the expense of other useful information:

> In addition to rates of cyberbullying reported by youth, it is helpful to gain an understanding of how concerned youth are about cyberbullying and whether or not the prevention of cyberbullying is being addressed in the school and community setting

(Agatston et al, 2007, p. S59)

The review of the literature has highlighted numerous gaps in the current body of research, beyond that of methodological constraints, particularly the dearth of qualitative research. Gaps identified include; we do not fully understand how interactions online are perceived by young people, including whether or not they are concerned by what they experience, and whether or not they would consider their experiences to be an example of cyberbullying. We do not know why young people do not report instances of cyberbullying as much as traditional bullying (Campbell, 2005), and we do not have extensive knowledge of what coping strategies are being used by young people (Price & Dalgleish, 2010). We do not know how parents respond when their children confide in them (Kowalski et al, 2008) or what role schools are currently playing in educating and intervening (Kowalski et al, 2008). To add a final thought, we do not know enough about cyberbullying to understand the role that an Educational Psychologist could play in the prevention and intervention of cyberbullying.

(2.e.) Why is a greater understanding of the gaps needed?

It is important to understand what concerns young people when they are interacting online and what strategies they have to deal with negative experiences online. Only by understanding this are researchers in some way positioned to suggest strategies to prevent and react in a way which is responsive to the worries and needs of young people.

24

Once a greater understanding is gained of how young people experience interacting online, then it will be possible to share these concerns and raise the awareness of the key adults in a young person's life, such as parents and educators.

At minimum, research into cyberbullying is necessary to ensure that schools are meeting their legal obligations. The Education and Inspections Act 2006 outlines that *'encouraging good behaviour and respect for others on part of pupils and, in particular, _preventing all forms of bullying_ among pupils'* is a responsibility for school. Furthermore, the School Standards and Framework Act 1998 states that schools must have a written policy on measures to prevent all forms of bullying. The policy should contain a definition of and acknowledge different types of bullying. In addition to these two legal obligations, DfE advice (DfE, 2012) provides that schools should have policies for dealing with bullying and poor behaviour which are clear to parents, pupils and staff. Furthermore, Ofsted will expect schools to be able to demonstrate the impact of anti-bullying policies. The Local Authority will therefore have an important role in supporting schools to implement such policies. The Educational Psychology Service could potentially have an integral role in the creation of policies with schools and in reviewing their effectiveness. In order to ensure that bullying is defined in line with the views of young people and that it acknowledges the behaviours which young people consider hurtful, schools which strive for inclusion and listening to the voice of the student body, would find it appropriate to consult with young people prior to the creation of policies. This research aspires to provide a means of expression for young people in educational settings.

(2.f.) What is the research that must be undertaken/ where do we go from here?

A qualitative research investigation was undertaken in order to explore what actually concerns young people when interacting online. Due to the broad range of activities which young people can engage in online, I decided to focus on

25

Facebook. This decision was based on two main reasons; firstly, a focus group was held with a number of young people who stated that "*Facebook is where it all (cyberbullying) happens*". It is also a commodity regularly accessed by young people, as reported by Livingstone et al (2011) who surveyed 25,000 young people and their parents from 2009 to 2011. They reported that 77% of 13-16 year olds have a profile on a Social Networking Service, from which, Facebook was the most commonly used. Secondary school aged young people were selected to participate in the study. The youngest participants were aged 13 as this is the minimum age from which a Facebook account can be opened (Facebook, 2011) and the eldest young people were aged 18. The research aimed to answer the following research questions:

- **What views do Secondary School aged young people give about what would bother them when communicating on Facebook?**
- **What are the implications of the findings for people who work with young people?**

Chapter 3: Methodology

(3.a.) Introduction

The previous Literature Review Chapter illustrated the journey from the conception of a topic idea to the formulation of specific research questions. Within this chapter consideration will be given to why Q-methodology was chosen as the methodology to address the research questions.

The methodology chapter will therefore take the following form:

- What is 'methodology'?
- What did I want from the research methodology?
- What beliefs do I hold as a researcher which influenced my choice of methodology?
- What is Q-methodology?
- Why did Q-methodology appeal to me?
- What does Q-methodology not do and consequently was there a more suitable alternative?
- What criteria could be used to ensure that the Q-methodological process was of 'good quality'?
- What ethical considerations were taken?
- What are the practical stages of a Q-methodological study and what procedures were used in this research experience?
- Summary

(3.b.) What is 'methodology'?

For the purposes of this research, methodology will be understood as follows:

> I mean by *methodology* the study- the description, the explanation, and the justification- of methods and not the methods themselves

(Kaplan, 2009, p. 18)

Methodology should therefore be viewed as a broad term encompassing the beliefs and theoretical underpinnings which determine the method chosen to explore the research questions. Method can thus be understood as the techniques or procedural tools used for data collection, such as interviews and questionnaires (Carter & Little, 2007).

Q-methodology as discussed extensively throughout this chapter, is aptly named as it is seen to be more than just a method as intrinsically it incorporates epistemological and ontological considerations (Stenner, 2009).

(3.c.) What did I want from the research methodology?

In the previous chapter a critique was given of the prevalent methods used to study cyberbullying. In particular it was felt that operational definitions of cyberbullying lacked consistency and were often based on the subjective selections of the researcher. Furthermore, value laden terms such as 'bully' and 'bullying' were felt to carry with them inherent presumptions and qualifications. A research methodology was needed which listened to the voices of young people in a way which minimised the extent to which the *a priori* beliefs and expectations of the researcher could influence the views gained.

This attempt to minimise bias was pervasive and applied not only to the data collection stage, but also to the subsequent analytic stage where beliefs and expectations could *a posteriori* influence the interpretation of the stories voiced by the young people.

It was desirable to ensure that the methodology was accessible for young people so that they would be able to participate in the research. A possible barrier to participation included the potential sensitivity of the topic which may make it difficult for young people to openly share their views.

28

Finally, personal moral values and ethical standards led to two further considerations; discomfort was felt towards methodologies which privileged dominant or most prevalent stories. A methodology was sought which had the capacity to 'listen to' the voices of the minority or the individual. Secondly, there was an underlying desire to minimise the power differential between the researcher and the young people.

This 'wish list' informed the decision to conduct a Q-methodological study. It must be acknowledged that the wish list was informed by the personal beliefs and values of the researcher. It is seldom that a person will be called upon to consider the philosophical beliefs which guide their subsequent thoughts and actions. However, in an endeavour to present a sincere and transparent account of the research process (Tracy, 2010), consideration will be given to the philosophical beliefs which I feel the strongest affinity towards.

(3.d.) What beliefs do I hold as a researcher which influenced my choice of methodology?

Ontology is concerned with the question '*What is the nature of social reality?*' (Blaikie, 2009, p. 13) or '*What is there to know?*' (Willig, 2007, p. 13). There are three distinct camps of thought in relation to this question; Realists, Idealists and Relativists. Realists believe that there is a 'real' material world independent of human thought (Blaikie, 2009). Idealists believe that '*all we can be sure of is our own experience*' (Gergen, 2001, p. 8) and that consequently there is no 'real' world independent of human thought. Whilst Relativists believe that '*there exist only numerous versions of events, all of which must theoretically be accorded equal status and value. Because there can be no truth...*' (Burr, 2000, p. 81).

I have adopted a Relativist stance within this research process. I do not see it as beneficial to debate the existence of a 'real' world independent of human thought, as the world will never be viewed independently of thought – we are

thinking beings. To quote the Sophist Protagoras; '*The question is complex and life is short'*. Nor do I believe that views of the world will be formed by isolated independent individuals. Therefore, I believe that all there 'is' in the social world are the subjective perceptions and interpretations of individuals in a social world shaped by culture, history and experience. Meaning is given to experiences within this social sphere and this constitutes the 'social reality' that ontology concerns itself with (Blaikie, 2009).

Epistemology is concerned with '*how can social reality be known?'* (Blaikie, 2009, p. 18) or '*how, and what, can be known?'* (Willig, 2007, p. 2). Blaikie effectively demonstrates the opposed camps of objectivism and subjectivism by use of an analogy. From an objectivist point of view, things (e.g. a tree) exist independently of humans and have intrinsic meaning. The role of a researcher would be to discover the meaning that resides within the thing (e.g. tree). A subjectivist point of view would be that things are given their meaning by the researcher (e.g. one person's tree would be another person's shelter). An alternative viewpoint is that of Constructionism. Constructionists believe that the attribution of 'meaning' is an active process through engagement with the thing i.e. the researcher plays an active part in the process but is constrained by the nature of the thing itself.

Personally I feel most affinity with the <u>Social Constructionist</u> epistemological viewpoint. Social Constructionists assert that people construct reality through social interactions:

> When people interact, it is rather like a dance in which they are constantly moving together, subtly responding to each other's rhythm and posture. The dance is constructed between them and cannot be seen as the result of either person's prior intentions

(Burr, 2000, p. 28)

'Knowledge' is the shared meanings or understandings created through interactions which are historically and culturally specific (Burr, 2000). 'Truth' can therefore be seen as the current socially accepted ways of viewing the world, rather than an objective account of an external reality.

Language is a central tenet of Social Constructionism:

> Everything we know about it [the world] is mediated by language, and the meanings which are available through language never represent the world neutrally

<div align="right">(Holloway & Jefferson, 2007, p. 14)</div>

To summarise; Social Constructionists assert that all that can be known about the world are the shared understandings constructed through the use of language within a historically and culturally specific social sphere. Consequently, the aim of a researcher is to use research methods which are <u>Interpretivist</u> in nature and thus seek to understand the socially constructed meanings ascribed by people to situations (Blaikie, 2009).

Guba & Lincoln (1989) state that:

> It is useful, by way of introduction, to think of a paradigm as a basic set of beliefs, a set of assumptions we are willing to make, which serve as touchstones guiding our activities

<div align="right">(Guba & Lincoln, 1989, p. 80)</div>

It is hoped that by acknowledging the beliefs which I implicitly value as a researcher, it may serve to clarify why Q-methodology was felt to be the 'best' research methodology to explore the research questions. The following section will attempt to describe what Q-methodology is; the central tenets and assumptions of Q-methodology; and why Q-methodology appealed to me.

(3.e.) What is Q-methodology?

(3.e.i.) Brief explanation

Q-methodology is used to uncover the subjective viewpoints of people in relation to a given topic. Firstly a concourse is created; this usually is a list of possible statements on a topic and is commonly derived from a review of the literature and conducting focus groups. From the concourse a smaller, more manageable

number of statements are selected and refined; these form the Q-set. The Q-set should be representative of the possible breadth of viewpoints on the given topic. Participants are asked to actively sort the statements according to some criteria; for instance from 'most agree' to 'most disagree' within a fixed distribution. The final array of statements is said to have been sorted according to the psychological significance for the participant based on their own subjective interpretation of the statements. The gestalt array of statements produced by participants is then analysed using statistical techniques of correlation and factor analysis to reveal patterns. These patterns are in turn interpreted to create profiles of the range of views identified by the participants about the issue at that moment in time. The Q-methodological approach is thereby seen by some to provide a way for researchers to objectively study subjectivity (see Sections 3.e.iii. and 3.e.iv. for further discussion about the concept of subjectivity).

The preceding paragraph was provided as a brief explanation of what it is like to 'Do Q'. Its purpose was to avoid a situation where the reader is left to 'guess' what the Q methodological process involves until all is revealed in Section 3.j. However, as Q-methodology is indeed a methodology, it is important to consider the principles upon which it is premised before detailing the process of conducting a Q-methodological study. The purpose of this section therefore is to consider the central tenets and assumptions integral to Q-methodology and to explain why Q-methodology appealed to me as a Social Constructionist researcher.

(3.e.ii.) Background to Q-methodology

William Stephenson first introduced Q-methodology in a letter to the journal Nature in 1935. It was proposed as an alternative to qualitative and quantitative empirical methods. His proposition was simply to invert the traditional method of 'R' methodology which seeks to identify correlations among variables across a set of people:

> Factor analysis in the past in the hands of Spearman, Thurstone, Hotelling and others, has concerned itself with individual

> differences; its variables have been estimates or tests, its populations are groups of persons. The analysis I aim to describe serves a very different, yet complementary purpose: its variables are persons, whilst its populations are groups of tests or estimates

> (Stephenson, 1936, p. 345)

To clarify; R methodology tests people to gain measures of something such as intelligence or height:

> The simple problem for R methodology, however, was that its focus on specific bits of people – variables, traits, abilities and so on – necessarily invoked a kind of methodological dissection

> (Watts & Stenner, 2012 p. 12)

Q methodology overcame this problem of *'methodological dissection'* by inverting the R methodological procedure. So rather than applying tests to a sample of people, William Stephenson applied people to a sample of statements. This inversion meant that analysis of data could reveal people whose subjectively shared viewpoints bear a 'family resemblance' (Brown, 1980).

By using a methodological approach that operated in this manner, Stephenson was moving away from passively doing something to a person such as measuring their height (R methodology) to actively getting the participant to physically engage with the items.   Stephenson is therefore said to have been concerned with human expressivity, or operant subjectivity (Stainton-Rogers, 2001). This will be considered next.

(3.e.iii.) Operant Subjectivity

At the crux of Q-methodology is the concept of subjectivity. Subjectivity is described in the Oxford English Dictionary (2012) as:

> The quality or condition of viewing things chiefly or exclusively through the medium of one's own mind or individuality...the condition of being dominated by or absorbed in one's personal feelings, thoughts, concerns, etc

> (Oxford English Dictionary, 2012)

33

Q-methodology makes some important assumptions in relation to subjectivity;

- All subjective points of view are advanced from a position of self reference - a personal frame of reference (McKeown & Thomas, 1988)
- Subjective viewpoints have structure and form (Brown, 1986)
- All subjective points of view are communicable (McKeown & Thomas, 1988)
- When subjectivity is expressed operantly it can be systematically analysed like other behaviours (Van Exel & de Graaf, 2005)

To try to put this into practice; a participant completing a Q-sort is actively (Stainton-Rogers, 2001) doing so. Participants sort the statements according to psychological significance and by doing so '*a large and formerly heterogeneous set of items can be rendered homogeneous with respect to a particular individual*' (Stenner, Watts & Worrell, 2008, p. 218). Goldman (1990) asserts that this sorting process is likely to be an expression of feelings, or the unconscious of which a person may not be fully aware. As Stephenson (1968) states:

> One has not asked him to introspect, or turn on his stream of consciousness: instead he has expressed his subjectivity operantly, modelling it in some manner as a Q sort. It remains his viewpoint

> (Stephenson, 1968, p. 501)

By physically sorting the items, participants operantly are able to express their subjective view (Cross, 2005) on an issue. There are no right or wrong answers (Brown, 1993) and the unusual process of Q-sorting prevents meanings from being imposed *a priori* by the researcher (Dudley, Siitarinen, James & Dodgson, 2009; Goldman, 1990).

(3.e.iv.) Subjectivity and Social Constructionism

Q-methodology was initially advocated as a means of studying self referent viewpoints or opinions, a view which may be seen as Constructivist in nature (Vygotsky, 1978) as it focuses on the <u>personal</u> way in which individuals make

sense of the world in which they live. This view acknowledges an individual's capacity to actively process, interpret and attribute value to things within the social world.

The notion of self reference fails to give credence to the Social Constructionist belief that all participants know about the world is that which is constructed through language within the social sphere (see section 3.d.). Consequently, a person's self reference would already include and be inseparable from a social, or '*already-out-there*' theme (Wolf, 2009). This means that there are no completely within individual viewpoints.

Consequently, many Social Constructionist researchers using Q-methodology today are wary of some of the assertions made and terminology used by Stephenson (1935). They question whether Q-methodology can be seen as a '*royal road to subjectivity as a viewpoint*' (Stainton-Rogers & Stainton-Rogers, 1990). To elaborate:

> Where however, we would take issue is with the use of "viewpoints." We would prefer to stick to terms such as "stories" or "accounts", because we are troubled by (and wish to trouble) the reality that the term "viewpoint" brings into being
>
> (Stainton-Rogers & Stainton-Rogers, 1990)

The notion of self-reference causes 'trouble' as it does not consider the influence of the social world within which individuals live. Furthermore, it does not give consideration to the potential for a participant to lie, which raises questions of validity if the researcher is asserting that they are accessing the subjective viewpoint of the participant. To circumvent this, Social Constructionists take a different stance and propose that the Q-sort should not be seen as 'their' viewpoint but instead as 'the one they gave'. Watts & Stenner (2012) have since utilised the term '*social viewpoints*' (Watts & Stenner, 2012, p. 42).

The Social Constructionist view of subjectivity has support from one of the central features of Q-methodology which enables it to work. Despite there being a hyperastronomical number of sorting options (Brown, 1980, Watts & Stenner, 2005) only a very limited number of factors emerge from a Q-study. As Watts & Stenner (2012) state:

> There is...no obvious reason why any commonly held or shared viewpoints should appear at all. Yet they do

> (Watts & Stenner, 2012, p. 43)

Shared viewpoints therefore reflect the proposition that a person's self reference draw on existing social themes.

Throughout this thesis the Social Constructionist view of Q-methodology will be adopted. The Q-sort produced by participants will be referred to as a 'social viewpoint' and will be seen, not as 'theirs' but 'the one that they gave'.

(3.e.v.) Qualiquantilogical

One of the unique features of a Q-methodological study is that it provides a scientific, systematic approach to studying subjectivity, whilst at the same time *'retaining the depth, diversity and individuality of a more humanistic approach'* (Ellingsen, Størksen & Stephens, 2010, p. 395). As it utilises both qualitative and quantitative means for data collection and analysis, it is sometimes referred to as a qualiquantilogical method (Watts & Stenner, 2005). Akhtar-Danesh, Baumann & Cordingley (2008) assert that Q-methodology has the strengths of both qualitative and quantitative approaches, and could possibly offer a bridge between the two. Ellingsen et al (2010) elaborate further:

> Many aspects of social work deal with issues that do not lend themselves easily to quantification, often because of the multi-layered complexity that arise in the field...Qualitative instruments can sometimes get to the parts the statisticians cannot, but qualitative research also has its limitations. For example, qualitative research methods have been criticised for being too impressionistic and subjective and influenced by researcher's prior understandings and views. Q provides a technique to study

> systematically qualitative aspects of human subjectivity in a way
> that reduces the interference of the researcher's preconceptions
>
> (Ellingsen, Størksen & Stephens, 2010, p. 396)

An introduction to the basic principles of Q-methodology has been provided. Next, consideration will be given to the types of studies that Q-methodology is well suited for, and consequently the appeal (advantages) it held for this research.

(3.f.) Why did Q-methodology appeal to me?

(3.f.i.) What kind of research is Q-methodology suited to?

Q-methodology studies are generally seen as appropriate for research questions that have *'many, potentially complex and contested answers'* (Watts & Stenner, 2005, p. 75). It acknowledges that for any given topic there are likely to be multiple rather than singular views (Stainton-Rogers & Stainton-Rogers, 1990) and it provides a way of presenting this variety of social viewpoints on complex issues in an ordered way (Watts & Stenner, 2005).

The technique of Q-sorting has been described as a 'participant friendly tool' which allows participants to express their views on potentially sensitive issues (Dudley et al, 2009). Combes, Hardy & Buchan (2004) provide a discussion on how Q-methodology may be a useful tool for people with learning difficulties.

(3.f.ii.) What additional advantages are there to Q-methodology?

Q-methodology can give a voice to the marginal (Capdevila & Lazard, 2009). Furthermore, it is seen as empowering for participants through use of the Q-sorting technique which actively involves participants in the process, so they are 'doing research' rather than having research done 'to' them (Ellingsen et al, 2010). It therefore shifts the emphasis from the 'researcher as expert' to a more equal footing between the researcher and participant (Parker & Alford, 2010).

37

Q-methodology also offers an abductive approach to research, as opposed to traditional deductive approaches which seek to use data to confirm initial hypotheses. Abductive approaches on the other hand work from the data to create possible hypotheses from which the most plausible theory is selected to explain the data. This bottom up approach to research minimises the potential for researcher bias as the researcher is constrained by the data itself. Within Q-methodological research, the factors create boundaries within which the factor interpretations must fit.

(3.f.iii.) What were the advantages of Q-methodology for this research?

Section 3.c. outlined what was wanted from a methodology to research the topic at hand. The 'wish list' is summarised below:

- To minimise the influence of the researcher both *a priori* and *a posteriori*
- To give a voice to all participants
- To reduce the power differential between the researcher and those being researched
- To allow participants to 'speak of' sensitive issues

As the preceding subsections have demonstrated, Q-methodology has the potential to satisfy all of these requirements.

(3.g.) What does Q-methodology not do, and consequently was there a more suitable alternative?

(3.g.i.) What does Q-methodology not do?

One of the key advantages of Q-methodology is its uniqueness in using a qualiquantilogical approach to objectively study subjectivity. This can also be seen as a disadvantage when researchers are '*forced to spend a lot of time and energy explaining and justifying their method*' (Kitzinger, 1999, p. 273). A focus on the methodology used would be at the expense of the findings on the topic. Kitzinger (1999) leads on to assert that ignorance of the methodology has led to findings being misrepresented as indicative of 'categories' or 'types' of people '*I*

have frequently found my own research (mis)represented as indicating (for example) that there are "five types of lesbians".' (Kitzinger, 1999, p. 274). There is dissonance between this misinterpretation and Social Constructionism which believes views are not fixed over time but are dynamic and may change on the basis of their experience from one day to the next (Stainton-Rogers & Stainton-Rogers, 1990).

Whilst Q-methodology acknowledges the social viewpoints that are given at any one time, it does not suggest that these social viewpoints are fixed and will hold over time, thus generalisations cannot be made. Furthermore, whilst a researcher is able to see the variety of social viewpoints on a given topic, no population statistics are gained, i.e. researchers ascertain <u>what</u> 'social viewpoints' there might be but not <u>how many</u> people hold those 'social viewpoints' (Ellingsen et al, 2010).

There are also disadvantages of the **method** of Q-sorting; It can be time consuming (ten Klooster, Visser & de Jong, 2008); participants may put the statements where they think they ought to, rather than where they would like to (Cross, 2005) – although this does still provide the researcher with a social viewpoint; participants may feel constrained by the fixed distribution grid, despite the distribution effects being virtually nil (Brown, 1980); and participants may feel discomfort with the ambiguity of the statements they are required to ascribe meaning to (Watts & Stenner, 2005).

It is hoped that by providing a background to Q-methodology and by being transparent about the research process, some of the pitfalls identified by Kitzinger (1999) may be overcome. Issues of validity, reliability and generalisability are discussed further in Section 3.h. It is however worth acknowledging that although the accounts gained from a Q-methodological study cannot be seen as stable over time, I do believe that they are still of importance and the social viewpoints can be seen as indications of the '*accessible heterogeneity of understandings of social phenomena'* (Stainton-Rogers & Stainton-Rogers, 1990).

39

The reported disadvantages of the method may be considered minor. Whilst the process of Q-sorting is time consuming, it may be perceived as more interesting or 'fun' than a traditional questionnaire, as was indicated in the method pilot study I conducted (see Section 3.j.ii). By specifically addressing the subjective nature of the statements with participants and thus giving them 'license' to interpret them as they wish, this may resolve the discomfort that participants feel. Finally, as the forced distribution does not actually affect the findings (Brown, 1980) and may actually make it easier for the participant to complete the task (Watts & Stenner, 2012), the forced distribution will be maintained.

Although it is felt that the advantages of Q-methodology outweigh the disadvantages and the functions it does not serve, consideration should be given to the possible alternative methods that could have been used to explore the research questions and why they were rejected.

(3.g.ii.) Was there an alternative method that was more suitable?

Critique of existing cyberbullying studies outlined in the Literature Review (see Chapter 2), culminated in a topic focus and subsequent research questions which were critical of traditional, quantitative research methods such as surveys and questionnaires. Thus there was an active endeavour to avoid the pitfalls of traditional quantitative research. Furthermore, to refer back to Guba & Lincoln (1989), the path taken in research is shaped by underlying paradigms which in turn influence what the researcher chooses to prioritise as important when selecting a research methodology. Sections 3.c. and 3.d. have attempted to make explicit the beliefs which determined the often implicit decisions made in research. An alternative qualitative method could have been chosen, such as interviews or focus groups. Whilst these have been used to supplement the information obtained from the Q-methodological study, for a number of reasons, Q-methodology was felt to be more appropriate. Firstly, it is believed by Social Constructionist researchers that meaning-making is a social process (Burr, 2000). Consequently, there were concerns about using a research method where the researcher and participant extensively interact with each other, as it was felt that

this could increase the risk of researcher bias or influence the participant responses. Secondly, it was felt that there was further risk of researcher bias *a posteriori*, when researchers were required to analyse and interpret the responses from the participants, often in a thematic fashion (Watts & Stenner, 2005). It is likely that the personal values of the researcher may result in particular aspects of a participant's account being prioritised or neglected. In addition to this, many qualitative research methods attend to the voices of the majority at the expense of the minority and the marginal.

A number of reasons have been provided to account for why Q-methodology was preferred. Q-methodology was felt to be the most suitable methodology for the research questions due to the underlying philosophical beliefs of the researcher; the 'wish list' for the methodology and an acknowledgement of the pitfalls of the methods critiqued in the Literature Review (Chapter 2).

Before proceeding to conduct a Q-methodological study it was important to ensure credibility of the findings by conducting good quality research. This will be considered in the next section.

(3.h.) What criteria could be used to ensure that the research process was of 'good quality'?

Q-methodology is unique in its qualiquantilogical approach to the research process. Most research processes are either from a qualitative or quantitative 'camp' and as such there is a division between the two (Brown, 1993). This division stems from the underlying beliefs of the researcher, to the aims of the research, and ultimately extends to the criteria used to assess the quality of the research. Traditional scientific, quantitative research uses criteria such as generalisability, validity and reliability. It has been argued that it is illegitimate to try to apply such concepts to qualitative research. Indeed, Guba & Lincoln, (2005, p. 202) assert that it is like '*Catholic questions directed to a Methodist audience'*. Attempts have therefore been made to generate qualitative parallels to the

criteria and terms such as transferability, dependability and confirmability are examples of such (Guba & Lincoln, 2005).

There has been some discussion of validity in the literature on Q-methodology. These range from a denial of its importance; '*there is no outside criterion for a person's own point of view*' (Brown, 1980, p. 13) as meaning is attributed to statements *a posteriori* by the participant (Goldman, 1990). Other researchers have considered the validity of Q-methodological studies. Akhtar-Danesh et al (2008) discuss how face validity is enhanced by checking the 'readability' of the statements. Further to this, they suggest that content validity is enhanced by use of a literature review and pilot studies. Personally I believe that although there may be no outside criterion or 'truth' against which the accounts can be compared, there are a number of measures that can be taken to try to ensure that the accounts given by the participants are minimally influenced by the researcher.

Generally, attempts have been made to assert that Q-methodology is reliable by use of test-retest procedures. Social Constructionist researchers do not presume that the accounts provided by participants are fixed over time; rather it is assumed that they evolve and develop within a dynamic social sphere. However, it has been found that there are high correlations between tests and retests. A correlation coefficient of 0.80 found by Brown (1980) is widely cited (Akhtar-Danesh et al, 2008). Watts (2009) reported that a study on love carried out at the University of East London in 1997 and again in 2005 at the University of Nottingham obtained a correlation 0.86 which is at a level that might be expected for test-retest reliability.

Generalisability is not seen to be a consideration of Q-methodology (Goldman, 1990). Rather than making claims about the number of people expressing a view, Q-methodology instead aims to sample the range and diversity of views expressed (Cross, 2005). This view is voiced by many Q-methodologists; Darwin & Campbell (2009) assert that a population of ideas is generated rather than people, whilst

ten Klooster et al (2008) assert that Q-sorts are designed to sample from a universe of perspectives rather than a population of people.

An attempt was made to ensure that this research process was of 'quality', by considering each of the eight criteria for qualitative research proposed by Tracy (2010). Appendix A outlines each of the eight criteria, along with the steps that were taken in this research process to try to meet those criteria.

(3.i.) What ethical considerations were taken?

The research was approved by the University of Sheffield's Ethics Panel (Appendix B) and is compliant with both the British Psychological Society (BPS, 2009; 2010) and the Health Professions Council (HPC, 2008; 2009) guidelines. Informed consent was obtained from participants through use of Consent Forms (Appendix C) and Participant Information about the Research Forms (Appendix D). This was also recapped verbally with the participants on the day to check that they were still consenting. The forms included information relating to confidentiality of information, anonymity, data protection and the right to withdraw. A Debrief Sheet (Appendix E) provided further information should participants feel affected by taking part in the research process.

To minimise the potential for harm, a methodology was used which was felt to be less intrusive and did not require verbal responses. I also took potential ethical concerns to research tutorials. This included a qualitative response in the Post-Sort Feedback Sheet (Appendix F) in which a participant claimed that he had experience of many of the statements on the cards.

(3.j.) What are the practical stages of a Q-methodological study and what procedures were used in this research experience?

In this section of the Methodology chapter I will outline the procedural stages of conducting a Q-methodological study and attempt to illustrate how these stages were applied in practice during the course of my own research experience. The account is sequential and the structure is influenced by an amalgamation of the models of Q-methodology proposed by Ellingsen et al (2010), ten Klooster et al (2008) and Stenner et al (2008). However, it also discusses the additional follow up interviews that were completed with the participants who 'loaded' on each of the four factors. As I aspire to provide an account of the research process that is both sincere (Appendix A) and transparent (Tracy, 2010) I will endeavour to explain where appropriate, the decisions I made when the research path was unclear or when challenges arose. The procedural stages of the research process will therefore be discussed in the following sequential order:

- Identifying a concourse on a topic of interest
- Developing a representative set of statements (Q-set)
- Selecting the participants (P-set)
- Data collection (Q-sort)
- Analysing the Q-sort data
- Interpretation of the factors
- Designing the interview format
- Data collection (interview) and Interpretation

(3.j.i.) Identifying a concourse on a topic of interest

Procedure

The term concourse is taken from the Latin 'concoursus' which literally means 'running together' as when ideas run together in thought (Brown, 1993). It is the first stage of a Q-study and basically involves collecting a list of items on *'what is 'sayable' about...'* a given topic (Darwin & Campbell, 2009 p537). The items need not be statements but can include other items such as pictures (Combes et al,

2004); collections of paintings; pieces of art; photographs; and music (Brown, 1993). The items can be gathered from a variety of sources, including:

> reference to the academic literature...from both literary and popular tests (magazines, television programmes, etc.) from formal interviews, informal discussions and often via pilot studies

> (Watts & Stenner, 2005, p. 75)

The aim is to have a list of statements that are '*sufficiently representative of the "universe of viewpoints*" *about a topic'* (Akhtar-Danesh et al 2008, p. 761).

Application

The statements for the concourse were gathered from the following sources (see figure 2 for a summary):

- A comprehensive Literature Review of the topic using the PsycINFO database to systematically and extensively give coverage to the psychological literature
- The first 50 'hits' on Google and YouTube using the search criteria "concerns young people Facebook"
- Current, relevant television programmes and newspaper articles
- Informal conversations with informed colleagues and teaching staff
- A focus group with young people

A focus group was conducted in April 2012 with eight young people aged 16-17. The aim of the focus group was to share the concourse and identify any statements that the young people felt were 'missing' and ought to be included, as well as to identify the statements they felt ought to be excluded. Suggestions were noted down on a flip chart pad and served as prompts for further discussion. All young people gave verbal contributions and by the end of the session all felt that there was sufficient breadth provided for by the statements.

Nine months after initially beginning to generate the concourse, the concourse contained 257 items. Due to the impractical size of the concourse, the next stage of the research process then involved developing a representative set of statements (Q-set).

(3.j.ii.) Developing a representative set of statements (Q-set)

Procedure

The Q-set (also known as Q-sample) refers to the heterogeneous set of items that the participants are required to sort. Items are extracted from the concourse and are usually presented as written statements. The items should be broadly representative of the topic at issue (Watts & Stenner, 2005). Imagining each statement as a carpet tile is a useful analogy:

> Taken together, the items must cover all the ground within the relevant conceptual space. Try to ensure that each individual item makes its own original contribution to the Q-set and that the items in their totality all sit neatly side by side without creating unsightly gaps or redundant overlaps

(Watts & Stenner, 2012, p. 58)

By ensuring that what is 'sayable about' the topic is only said once and by giving representative coverage of what is 'sayable', a balanced Q-set is obtained.

The final Q-set is much smaller than the original concourse. Watts & Stenner (2005) state that it should contain somewhere between 40 and 80 statements. They assert that any less than this may not give adequate coverage, whereas more may become unnecessary and unwieldy. Cross (2005) suggest a wider range of between 10 and 100 statements, whilst Webler, Danielson & Tuler (2009) sit in the middle with a suggestion of between 20 and 60 statements.

The aim is to select a representative Q-set, although it is not presumed that the Q-set will be exhaustive (Akhtar-Danesh et al, 2008) and it is thought that the statements would hold different meanings for different people (Stephenson, 1980).

The process of extracting a Q-set from the larger concourse usually involves some sort of classification process where statements are grouped under broad categories or themes. A structured approach, such as Fisher's (1960) variance

design (Brown, 1993) can be used, although less formal approaches can also be used. This can be seen as a means of ensuring that all possible views are included without 'overlap'. In creating the final Q-set it is also recommended that; duplicates are removed; ambiguity of meaning is reduced (Akhtar-Danesh et al, 2008); terminology is checked to ensure that it is appropriate (Darwin & Campbell, 2009); statements only contain one proposition; and that statements are standardised so that they follow on from the condition of instruction (Watts & Stenner, 2012). A good statement is described by Webler et al (2009) as being salient and understandable. The final Q-set should be representative, clear, appropriate, simple and applicable (Cross, 2005).

Application

The first step taken was to remove duplicate statements. Once this was completed, the remaining statements were printed and cut out. This allowed for the statements to be physically placed under rough categories (see figure 2 for a summary). The categories used were not pre-defined, but rather 'emerged' from clustering together similar statements. There were more than 15 rough categories, which included:

- Exclusion/ ostracism
- Embarrassment/ humiliation
- Rumours and lies
- Stranger Danger
- Verbal insults
- Sexual
- Physical violence

Roughly equal numbers of statements were taken from each of the categories. The statements were then clarified to reduce ambiguity of meaning and poorly worded statements were removed. Attention was paid to ensure that the statements only contained one proposition (Watts & Stenner, 2012). Statements were also standardised so that they began with either 'I saw...', I was...', I found...', or were in a similar vein (Watts & Stenner, 2012). Statements were standardised in this way so that they could follow on from the condition of

instruction which was worded as an unfinished sentence i.e. "On Facebook I would be bothered if..."

The final statements were then checked by three colleagues who were familiar with Q-methodology to ensure that they met the recommended criteria. Finally a second, focus group was conducted with the same young people to check they were happy with the wording of the statements. In particular, young people were asked if they felt the use of particular Facebook terms such as 'tagged', 'post' and 'closed group' would be accessible to research participants. It was during this focus group that the young people suggested I make a significant amendment to the research questions and consequently also to the condition of instruction. It was suggested that the word 'bothered' would be more child-friendly than 'concerned'. Therefore, the research questions and materials were adjusted accordingly. The second focus group helped to ensure that the Q-set used within the research was credible according to the eight criteria for qualitative quality (Appendix A).

Concurrent with the development of a Q-set, a further third pilot study was undertaken to familiarise myself with the process of Q-sorting. A bullying card sort contained within the Psychology in Education Portfolio (Frederickson & Cameron, 1999) was adapted and transformed into a Q-set. The Q-sort was then completed by two males aged 24 and their thoughts were subsequently sought. Feedback from the participants included:

- There were too many statements so sorting was difficult (24 statements were used)

- The participants felt that they had to make assumptions about the context behind the statement and that therefore it was a subjective process for them

- The numbers above each of the distribution grid columns led the participants to assume that all the minus numbers were 'not hurtful' and that positive numbers were 'hurtful. They suggested that it might be easier to omit the numbers ('most hurtful' and 'least hurtful' were used as poles for the continuum in this instance)

- The participants felt that the card sort would help to keep a young person's attention more than an interview or a questionnaire as it could be used as a game

From this method based pilot study I resolved to; aim for a Q-set which contained few statements; remove the numbers from the distribution grids; ensure that participants understood that it is their subjective view that the research was seeking to ascertain and that there are no right or wrong answers.

I thus found that I was presented with competing demands. Whilst the participants in the method based pilot study had advocated for a small number of statements, the participants in the topic based pilot study had felt that a final Q-set of 54 statements was needed to ensure sufficient coverage of the topic. I thus opted to proceed with the larger number of statements. I chose to do so as I felt uncertain how I would select statements to remove without resulting in an unrepresentative Q-set. Furthermore, I felt supported in my course of action due to the eight focus group participants and three colleagues who had approved the Q-set. Consequently, a 54 statement Q-set was produced (Appendix G).
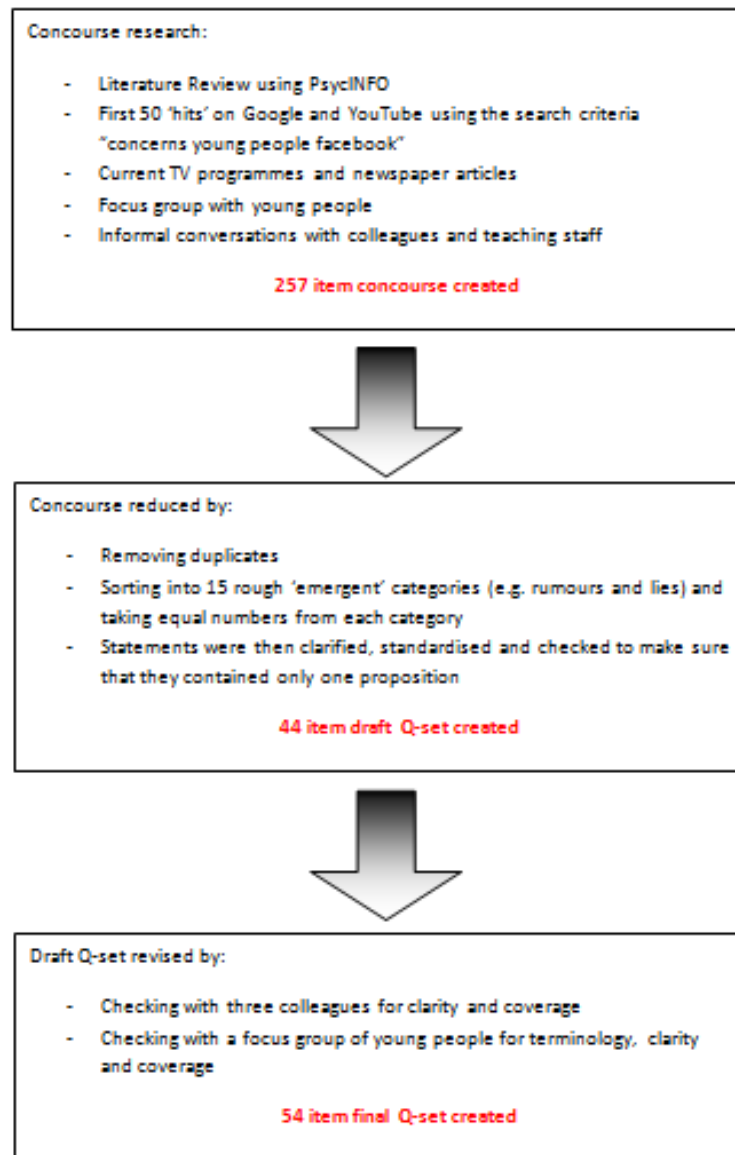
Figure 2: From Concourse to Q-set

(3.j.iii.)Selecting the participants (P-set)

Procedure

The P-set is the term used to refer to the group of participants used to actively sort the statements according to psychological significance. Large numbers of participants are not seen as necessary as the aim of Q-methodology is to identify the different social viewpoints on a topic rather than to find proportions of participants with the views (Akhtar-Danesh et al, 2008). Consequently, once a number of factors have been identified, if more and more participants are added

50

to the existing factors, little additional information is being obtained. The P-set tends to be smaller than the Q-set (Van Exel & de Graaf, 2005). Watts & Stenner (2005) state that as a rule of thumb, there should be between 40 and 60 participants, whilst Brown (1993) suggests that samples of more than 50 participants are rarely needed.

As it is a variety of social viewpoints that are being sought, it is more important to try to obtain a diverse sample in relation to variables such as gender and age (Watts & Stenner, 2005). However the proportion of participants 'representing' each of these variables is not important.

Application

Young people in Years 8, 10 and 12 were initially targeted, this was to try to ensure that a wide range of Secondary school ages were included within the research. Young people in Year 8 (aged 13) were the youngest to participate, in accordance with the Facebook Statement of Rights and Responsibilities (Facebook, 2011). Years 10 and 12 were used rather than the transitional Years 11 and 13 as the data collection process was likely to span the end of one academic year and the beginning of the next academic year, which meant that it was important for the participants to be easy to contact.

A decision was made that participants did not need to have a Facebook account at that time, but they did need to be comfortable with or 'know about' the use of Facebook and Facebook terminology. The reason for this was two-fold; firstly, it was thought that the participants without a Facebook account would still have a view about Facebook which it would be valuable to capture. For example, a participant who has chosen not to join Facebook - and is thus in the minority of the year group – may have particularly strong views behind the decision not to conform to the norms of his/ her year group. Furthermore, it was also presumed that although the participants would not necessarily have had specific experience on Facebook, they would still be able to place the hypothetical statements within a context when completing the Q-sort based on other life experiences and

interactions. For example, if an analogy is drawn with a Q-methodological study on war, few will have directly experienced a war, however most people would still have a view on the subject that they would be able to share.

Contact was made with five of the ten Secondary schools and one of the colleges in the Local Authority. A conscious effort was made to ensure that large and small schools were included, as well as inner city and more rural settings. The five schools were selected based on informal discussions with colleagues within the Local Authority as to whether they would be interested in participating. A decision was made to delay initiating contact with some schools for various reasons, including a recent critical incident at one school and an impending Ofsted inspection at another school. Fortunately, each of the schools and the college initially contacted wished to accommodate the research.

A link teacher was assigned to help in each of the six settings. The link teachers were briefed that the research was designed to hear the voices of a diverse group of young people and that the young people must be consenting. Link teachers were then provided with Consent forms (Appendix C) and Participant Information about the Research Sheets (Appendix D).

Link teachers used a variety of means to explore interest, including sending out Information about the Research Sheets to all students in the year group and addressing the year group in assembly. A number of young people initially expressed an interest, although only 41 participants obtained parental consent in time for the data collection days. Basic demographic information was obtained for the participants, outlined below (Table 1):

	Male	Female	Total per year:
Year 8 (2 schools)	2	9	11
Year 10 (2 schools)	6	9	15
Year 12 (1 school, 1 college)	8	7	15
Total per gender:	16	25	**41**

Table 1: Basic Demographic Information for the Participants

Information relating to ethnicity was not requested, although it was noted that there were evidently a variety of ethnic groups represented. The range of participants helped to ensure that the research was rich in rigor according to the eight criteria for qualitative quality research (Appendix A).

(3.j.iv.) Data collection (Q-sort)

Procedure

The Q-sort refers to the process whereby participants give a social viewpoint by actively ranking statements from the Q-set according to their psychological significance in relation to a specific condition of instruction based on the topic at issue. The rank-ordering of statements is done according to poles such as 'most agree' to 'most disagree' within the constraints of a fixed distribution grid. The final, gestalt configuration of items is then analysed (Watts & Stenner, 2005).

There are a number of aspects of the Q-sorting process that warrant further attention. These are; the condition of instruction; the fixed distribution grid; the instructions participants receive to guide them through the process of Q-sorting; and the qualitative information which is obtained from participants upon completion of the Q-sort.

The condition of instruction is informed by the research question (Watts & Stenner, 2005). Brown (1993) describes the condition of instruction as a rule according to which the participants are asked to consider the statements. Participants are asked to sort the statements according to how much they feel the statement represents their view on the issue presented in the condition of instruction. It usually ranges from 'most agree' to 'most disagree' (Brown, 1993). Statements are physically placed on the continuum from 'most agree' to 'most disagree', usually along either an 11 or 13 point scale (Brown, 1980). Participants have a fixed number of places where they can place statements, and it is thus referred to as a forced normal distribution format (Brown, 1980). Although the fixed distribution effectively constrains participant responses, it does not make a

noticeable contribution to the factors which emerge from a study (Brown, 1980). Consideration is also given to the kurtosis of the distribution grid, for topics which are likely to only hold some salience; a steeper kurtosis should be used to allow for ambiguity. Conversely, topics for which there are likely to be strong opinions should have a flatter kurtosis. An example of a distribution grid (the one used for this study) is provided in Figure 3 below:

MOST DISAGREE												MOST AGREE
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**

Figure 2: Example Distribution Grid

Participants are usually provided with either verbal or written instructions. They are advised that there is no right or wrong way to complete the Q-sort (Brown, 1980). Additionally, the subjectivity of the statements is acknowledged by asking participants to sort the statements according to personal significance based on their experience. Participants are then instructed to commence by roughly sorting the statements into three piles; agree, disagree and undecided/ neutral (Brown, 1993). The next stage would be for participants to select the two statements that they agree most with from the 'agree' pile and the two statements they disagree most with from the 'disagree' pile. These are then placed at the extremes on the distribution grid. This process continues alternately until all the cards are sorted. The 'undecided' pile is used when each of the

'agree' and 'disagree' piles run out of cards (Dudley et al, 2009). Participants are given the opportunity to change the configuration before declaring it final. An illustration of a participant completing a Q-sort (Stainton-Rogers, 2003) is shown in Figure 4 below:
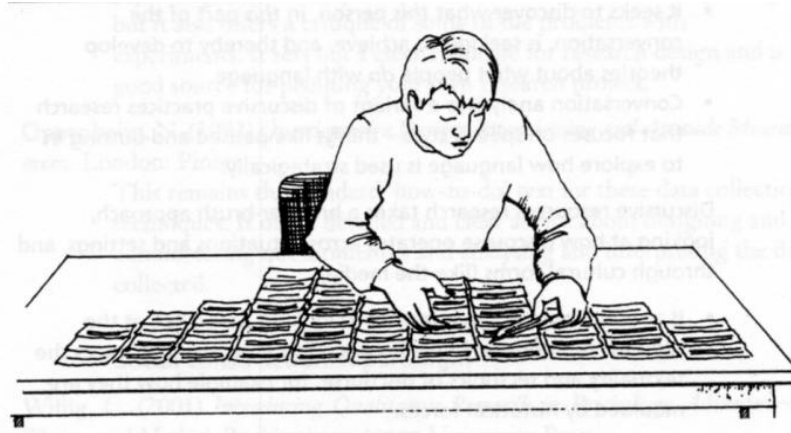
Figure 4: Example of a Participant Completing a Q-sort

Supporting information is often obtained after the completion of the Q-sort. This includes asking questions such as whether there were any statements that were confusing; whether there were any statements that should have been included; and how they interpreted the high and low ranking statements (Watts & Stenner, 2005). Webler et al (2009) also suggests that participants are asked to draw a line anywhere on the distribution grid to demarcate between the statements they agree with and those they disagree with. This reaffirms that the middle column need not necessarily contain statements that the participant feels neutral about. It acknowledges that the participant may not agree with an equal number of statements compared with the number of statements they disagree with. The qualitative information obtained from the post-sort feedback sheet can be valuable in interpreting the accounts shared by participants.

Application

When discussing how the Q-sorting was conducted for this research process it is important to discuss both the materials produced prior to Q-sorting, as well as the experience of Q-sorting itself.

Firstly, the research question needed to be turned into a condition of instruction, an instruction by which all the Q-set items are sorted. The condition of instruction provided was "On Facebook I would be bothered if…" This was printed in a large, bold, clear font on yellow paper so that the participants would be able to refer back to it when needed.

A fixed distribution grid (see Figure 3) was selected for the study in order to facilitate a more simple analytic process. A distribution grid containing 13 columns was created due to the large number of statements (54). Column headings were numbered from 1-13 to honour the voices of the participants in the method based focus group. On each of the headings, the number of statements to be placed under that column was also quoted. As the completed Q-sort was estimated to be large in size, time was spent connecting all the column headings together. This was done so that the resulting strip of card could be used to determine whether the workspace for the participants was large enough and to make the Q-sorting process simpler. Consideration was given to the kurtosis of the distribution grid and based on the rationale for a flattened vs steep kurtosis (Van Exel & de Graaf, 2005) a moderate kurtosis was used as I felt I could not anticipate the likely level of disagreement.

The Q-set statements (Appendix G) were typed in bold, black ink into a grid. They were then randomly numbered and printed onto thick white card. Each of the statements in the grid were then cut out at a size of 100:35cm. To keep them secure, the statements were bound by an elastic band and placed in an envelope with the condition of instruction and the distribution grid headings strip.

An Activity Instruction sheet (Appendix H) was then produced so that the participants had typed step-by-step instructions to support the verbal instructions provided on the day.

Next a Post-sort Feedback sheet was provided (Appendix F). This contained a blank distribution grid for the numbers of the Q-set statements to be recorded (see Figure 5). It was also an opportunity for participants to provide further qualitative information to support their Q-sort and to help crystallise the findings (Appendix A). The questions asked were:

(1) Have a look at the statements you have just sorted. If you feel that you are able to, please draw a line on the grid to separate the statements that you do not think would bother you from those that would bother you.

(2) Please write down any statements which you feel were missing from the cards (they do not have to represent your view).

(3) Do you think that the way you finally arranged the cards allowed you to give your view? If no, please explain why.

(4) Look at the cards you have sorted to the extreme left and to the extreme right. These are answers that you have felt most strongly about. What do you think makes these statements so important to you?

(5) Are there any other cards that have stood out to you? This may be because it did not make sense to you or because you felt it should not belong in the card sort. Please state which card and why.

MOST DISAGREE												MOST AGREE
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
33	6	29	14	44	4	48	18	30	40	21	47	1
15	42	3	23	32	49	9	35	2	11	52	31	28
	24	36	41	13	19	43	22	46	37	12	50	
			5	39	51	16	8	34	25			
				27	7	38	26	17				
					45	10	53					
						54						
						20						

Figure 5: Example Completed Distribution Grid

Finally, a Debrief Sheet (Appendix E) was provided in order to ensure that ethical guidelines were adhered to. Participants were provided with contact details for the researcher and signposted to useful charities and organisations should they wish to speak further with someone about anything triggered by completing the Q-sort.

Participants were invited to complete the Q-sort during one of their school lessons. A large room was booked out for the activity and tables were moved to accommodate the large size of the final Q-sort. A maximum of five participants were allowed to participate at any one time. This was so that a degree of control could be maintained over the proceedings. A background to the research was given and attention drawn to ethical considerations. Participants were offered additional copies of the Participant Information about the Research sheet and Consent forms for their safe keeping if they so wished. They were then instructed to open their Q-sorting packs which contained each of the items detailed above.

Verbal instructions were provided to the participants regarding the Q-sorting process, which were supplemented with more detailed written instructions. Key information included acknowledging that the statements would require subjective interpretation by the participants; that there were no right or wrong answers and that the middle of the grid need not contain the statements about which the participant felt neutral. Participants were then asked to sort the statements according to the steps outlined in the procedure subsection of this data collection section.

Once participants had completed the Q-sort, they were asked to check that they were happy with the final array. They then read out the numbers and I filled in the grid on the Post-sort Feedback sheet. This was so that I could ensure all numbers were legible to me when it came to the data input stage. Participants were then asked to complete the questions on the sheet whilst I put the cards back in numerical order and returned items to the Q-sorting materials pack.

58

(3.j.v.) Analysing the Q-sort data

Procedure

The analysis stage of Q-methodology is usually completed by use of a computer software package. The most common of these are; PCQ for Windows (Stricklin & Almeida, 2004) and PQMethod (Schmolk, 2002), which is available for free at:

http://www.lrz-meuenchen.de/~schmolck/qmethod/down-pqx.htm.

The final gestalt configuration actively produced by the participant is correlated with every other configuration (Watts & Stenner. 2005). The correlation coefficients between the Q-sorts are calculated to identify common viewpoints. Each factor produced represents a group of participants who have given a similar account in relation to the issue and therefore can be seen to share a social viewpoint (Akhtar-Danesh et al, 2008). A minimum of two participants giving the same account are needed for a factor to be created. Sometimes there are multiple options for researchers when choosing which factor solution is appropriate. Webler et al (2009) asserts that this decision should be based on:

- Simplicity – the fewest factors which still allow for important and interesting information to be retained
- Clarity – as many participants as possible should load on a factor. The number of participants who do not load on a factor or who load on two factors should be minimised
- Distinctiveness – lower correlations between factors are seen as better than highly correlated factors. This is because highly correlated factors mean that the accounts are similar. However it should be noted that although there are similar features, the points of difference may be of particular importance
- Stability – participant accounts which are similar and consequently cluster together are preserved

The final factors produced are seen to reflect the social narratives (Stephenson, 1965, as cited in Webler et al, 2009) or deeper organising principles within society at that moment in time. The factors are seen to reflect social narratives rather than individual narratives, as the sorting possibilities are so great that similar views would not be expected. Indeed, '*with N= 33 items, there are in excess of*

11,000 times more different ways to sort the statements, even in the forced distribution than there are people in the world!' (Brown, 1980, p. 201). This lends support to the Social Constructionist belief that knowledge and meaning is constructed through interactions within a social sphere in a historical and cultural context.

Application

The data analysis stage in relation to this research experience is further explained in the Results Chapter of the thesis (Chapter 4).

(3.j.vi.) Interpretation of the Factors

Procedure

Each of the factors or 'social viewpoints,' are created from the Q sorts provided by a minimum of two participants who share a similar view, and thus can be seen to 'load' on that factor. This data can then be used to generate a 'factor array' which is in effect a calculation of how a hypothetical, perfectly loading participant (see section 4.f.) would have sorted the items. This factor array is what is then subjected to interpretation. The entire array needs to be interpreted to ensure that the holistic nature of the social viewpoint provided is captured (Watts & Stenner, 2005). Crib sheets are often created as an organisational tool and to encourage a gestalt approach to interpretation (Watts & Stenner, 2012). A crib sheet allows the researcher to record the highest and lowest ranked items and to compare items within a factor relative to the other factors. The aim is to qualitatively describe the social viewpoint provided by each of the factor arrays. The potential for researcher bias is constrained by the configuration of the statements. However, further steps are often taken at the interpretation stage in an attempt to minimise bias. This includes taking the findings back to the participants who most strongly defined those factors to gain their views on the interpretation (Webler et al, 2009). However it must be remembered that the factor array interpreted will not exactly match up with the social viewpoint provided by the participant. Furthermore, it is not presumed that there is stability

in the social viewpoint provided by a participant over time (see Section 3.g.i.). The information obtained from the Post-Sort Feedback sheets can also serve as an interpretative aid (Kitzinger, 1999).

Application

Further consideration of the interpretative stage in relation to this research experience is provided in the Results and Discussion Chapters of the thesis (Chapters 4 and 5).

(3.j.vii.) The Interviews

Each of the participants who loaded highest on a factor was interviewed in an open, informal manner. They were each interviewed at school in a private room at the start of the following term, which was also the beginning of the next academic year. Before commencing the interviews, the consent of participants was sought again. It was explained that the content of the interview may be included in the thesis and the participant might be quoted, but that anonymity would be preserved. All participants consented to this.

The purpose of the interviews was firstly to validate the narratives by taking back the interpretations of the factor arrays to the participants to see whether participants would identify with the interpretation given of the factor they had previously loaded on. The interviews also sought to elicit further supporting information and to offer insights into the second research question; 'what are the implications of the findings for people who work with young people'? It was hoped that by using multiple methods it would help to crystallise the findings and thus add to the credibility of the research (Appendix A).

The interviews sought to answer the following questions:

- Which of the following Interpretative Factor Summaries (Appendix J) do you feel the strongest connection to/ is closest to your view of what would bother you when communicating on Facebook?

- Why did you choose this view rather than the others available?
- Are there any comments you would like to add in respect of this view?
- If you were faced with this experience on Facebook, what would you do?
- If you were faced with this experience on Facebook, who would you tell?
- What role do you think school should play in respect to experiences such as this on Facebook?
- Can you please give a brief summary of your view of Facebook (good/ bad/ indifferent)?
- Any questions?

Following the interview, participants were each asked if they would like to receive a summary of the findings once the process had been completed. The participants declined this invitation.

(3.k.) Summary

This chapter has explored why Q-methodology was chosen as a research methodology, what Q-methodology is and the procedural stages of a Q-methodology study. The following Results chapter will outline the findings from the study.

Chapter 4: Results

(4.a.) Introduction

The previous Methodology chapter has explained how the data from participants was collected. The next stage of a Q-methodological study involves the analysis and interpretation of the data. An abductive, bottom-up approach was used, where the data informed the creation of hypotheses and theories. This approach was seen as beneficial as it attempted to respect and preserve the integrity of the data obtained, so that the research could be seen as a sincere account that was rich in rigor (Appendix A).

As a quick reminder, Q-methodology utilises an inverted form of R methodology, meaning that persons are inter-correlated and factored, rather than tests or traits (Stainton Rogers, 1995). Therefore, each participant's gestalt configuration of statements (i.e. the Q-sort) is considered in comparison to every other participant's Q-sort.

Each individual Q-sort is entered into a suitable program (such as PQMethod) and an inter-correlation matrix is produced. This basically demonstrates the relationship between each individual Q-sort with every other Q-sort. The data is then reduced by use of factor analysis, to aid interpretation. The process of factor analysis involves the identification of patterns of similarity in the Q-sort configurations. If participants gave similar accounts, it can be inferred that they held a similar view on the subject matter. For example, in the present study, there were 41 accounts (from 41 participants). Following factor analysis, it was possible to identify four 'groups' of participants who had sorted their Q-sorts in a similar way and thus could be seen to share a similar social viewpoint (factor).

The participants within a group are said to 'load' on a 'factor'. The Q-sorts for each of the participants loading on a factor are then averaged to create a 'best estimate' of that factor. In effect, this shows what a perfectly loading Q-sort for

that factor would look like. This 'best estimate' configuration is known as a factor array and is used to facilitate the interpretation of each of the factors. Interpretation of the factor arrays can thus be said to provide a 'best fit' summary of most of the participants' social viewpoints.

A number of stages are subsequently used to try to ensure that throughout the interpretative process, each factor array is considered in its entirety whilst preserving the integrity of the social viewpoint it represents. A descriptive account of each of the factors is written to 'bring to life' the social viewpoint and this is aided by use of qualitative comments from participants in both the post-sort feedback sheets and from the interviews.

This Results chapter will outline the practical steps of the analytic and interpretative stages, from initial data entry to the descriptive accounts.

(4.b.) Software

PQMethod software (Schmolck, 2002) was used for the analysis in the current study. It was chosen due to it being available free from www.lrz-muenchen.de/~schmolck/qmethod/. PCQ for Windows (Stricklin & Almeida, 2004) is an alternative option.

(4.c.) Data Entry

The first stage of the data entry process involved inputting the 54 statements used for the Q study. Following this, the kurtosis of the fixed distribution grid was established. It must be noted that PQmethod then attributed values of -6 to +6 for the grid, with +6 representing most agree and -6 representing most disagree. However, at the data collection stage, values of 1 to 13 were used, to try to prevent a presumption towards the 0 value being seen to represent a neutral

64

position. Finally, each of the Q-sorts for the 41 participants were entered into the programme.

(4.d.) Factor Extraction

PQmethod can then be used to extract a number of factors from the data to simplify the data and aid the interpretative process. Remember, each of the factors can be thought of as a group of participants who gave a similar viewpoint on the subject matter being studied. In this instance, seven factors were extracted using Centroid factor Analysis (CFA).

(4.d.i.) Why Centroid Factor Analysis?

Centroid Factor Analysis (CFA) was the method chosen for factor analysis, in preference over Principal Component Analysis (PCA). This decision was based on the flexibility that CFA provided due on its 'indeterminate' nature (Stephenson, 1953). This is in contrast to PCA which provides the best mathematical solution. As Watts & Stenner (2012) state:

> Most Q methodologists don't think that the best mathematical solution is necessarily also the best, i.e. the most meaningful or the most informative solution from a substantive or theoretical perspective

(Watts & Stenner, 2012, p99)

CFA allows for factors to be rotated (unlike PCA) which enables exploration of and familiarisation with the data, until a solution can be decided upon which is not only good mathematically, but can be seen as a 'richer' or more informative account by the researcher.

(4.d.ii.) Why were seven factors extracted?

Seven factors were extracted as that is the maximum that can be extracted using the PQMethod software. It is also suggested that you extract a factor for every six

sorts in your study (Watts & Stenner, 2012). As this study involved 41 participants, seven would be the recommended number of factors to extract.

(4.d.iii.) What were the findings?

PQMethod produced seven un-rotated factors; these are shown in Table 2 below:

Table 2: Seven Un-rotated Factors Generated by use of Centroid Factor Analysis

P	F1	F2	F3	F4	F5	F6	F7
1	0.7678	0.0685	0.2393	0.0265	0.0666	-0.0604	0.0055
2	0.7419	0.0604	0.0256	0.0025	-0.1352	-0.0778	0.0206
3	0.7513	0.3086	0.0210	0.0578	0.1444	-0.0045	0.0112
4	0.7982	-0.1225	-0.1661	0.0280	-0.1712	-0.3250	0.1073
5	0.2448	0.2696	0.0538	0.0442	-0.1439	0.1756	0.0326
6	0.5114	0.1335	-0.0186	0.0126	0.2529	0.0864	0.0415
7	0.6568	-0.1017	0.0426	0.0034	0.0020	-0.0186	0.0006
8	0.8049	-0.1539	-0.0091	0.0112	0.1392	-0.2554	0.0621
9	0.2957	0.2559	0.1460	0.0480	0.1794	-0.3653	0.1249
10	0.7592	0.0605	-0.1749	0.0265	-0.0820	-0.0841	0.0125
11	0.4983	-0.3337	0.3155	0.1026	-0.1137	0.0563	0.0115
12	0.5465	0.3574	-0.1227	0.0915	0.2677	0.1117	0.0497
13	0.3798	0.0864	-0.3959	0.1108	-0.1195	-0.1326	0.0272
14	0.7975	0.2426	0.0308	0.0361	0.1499	0.1320	0.0205
15	0.5904	-0.2934	-0.2340	0.0838	0.0032	-0.1052	0.0099
16	0.6851	0.2209	-0.1076	0.0411	-0.1166	0.1040	0.0155
17	0.4562	0.0428	-0.3736	0.0954	0.2041	0.1209	0.0313
18	0.7598	0.1167	0.0940	0.0108	-0.0923	-0.2253	0.0477
19	0.7489	0.1557	0.1398	0.0215	0.1311	0.2456	0.0438
20	0.7253	0.0046	-0.2548	0.0459	0.0860	0.1976	0.0244
21	0.7247	-0.3104	0.0755	0.0491	-0.0855	0.3951	0.1066
22	0.6747	-0.1558	0.0688	0.0108	-0.1783	0.1159	0.0306
23	0.7431	-0.3984	-0.0373	0.0858	-0.1722	-0.0686	0.0279
24	0.6858	0.0772	0.2028	0.0195	0.1450	0.0609	0.0122

25	0.7852	-0.0788	-0.3327	0.0777	0.0240	-0.0705	0.0049
26	0.8016	0.0632	0.2843	0.0376	-0.0941	-0.1803	0.0339
27	0.8287	0.0659	-0.0428	0.0064	-0.1221	-0.0330	0.0136
28	0.5434	0.1011	-0.2844	0.0633	-0.2438	0.1897	0.0651
29	0.5862	-0.1133	-0.2451	0.0479	0.1852	0.0694	0.0209
30	0.6776	-0.1922	0.0185	0.0167	0.3326	-0.2010	0.1059
31	0.7065	0.1980	-0.0591	0.0289	-0.1832	-0.0225	0.0265
32	0.6381	-0.1035	-0.1284	0.0180	0.0549	-0.1641	0.0231
33	0.7423	0.2695	0.0793	0.0453	-0.0638	-0.2350	0.0473
34	0.7633	0.0122	0.2089	0.0166	-0.2344	-0.0938	0.0499
35	0.7017	0.1791	0.3252	0.0680	0.0339	0.0660	0.0012
36	0.4586	-0.4547	0.0682	0.1108	0.3364	0.0282	0.0723
37	0.6776	-0.1396	-0.1107	0.0193	0.2215	0.1308	0.0373
38	0.3530	-0.1016	0.4688	0.1119	-0.0888	0.0727	0.0089
39	0.7768	-0.0259	0.2392	0.0227	-0.2220	0.0892	0.0403
40	0.8012	-0.2871	0.2269	0.0621	-0.0513	0.0289	0.0023
41	0.6425	-0.0164	-0.2094	0.0319	-0.2197	0.2838	0.0864
Eigenvalues	**18.4549**	**1.6289**	**1.16671**	**0.1261**	**1.1110**	**1.1030**	**0.0966**
% expl. Var.	**45**	**4**	**4**	**0**	**3**	**3**	**0**

From the data in Table 2, it can be seen that factors 4 and 7 have eigenvalues of less than one. As explained later (Section 4.d.iv.1.) it would not serve as a data reduction exercise to include these factors further.

Consequently, I decided to extract and rotate all the possible factor solutions up to a five factor solution. This meant that I undertook analysis of a one, two, three, four and five factor solutions. The 'best' two solutions quantitatively were then subjected to qualitative analysis in order to determine which was the 'best' solution combining quantitative and qualitative influences.

(4.d.iv.) Quantitative influences on the 'best' solution

Watts & Stenner (2012) provide a step-by-step guide to making sensible analytic decisions. The analytic process was completed by assessing the extent to which the factor solutions met certain quantitative criteria and consequently which factor solution was quantitatively 'best'. Each of the criteria applied are explained below;

(4.d.iv.1.) Kaiser-Guttman criterion

According to the Kaiser-Guttman criterion (as described by Watts & Stenner, 2005) only factors with an eigenvalue greater than 1.00 should be retained. Each variable (participant) is assigned an eigenvalue of 1.00, therefore if a factor yields an eigenvalue of less than 1.00 it means that the factor explains less of the results than would be obtained from one participant. Factor analysis is used to reduce and simplify the data, so by including factors of eigenvalues of less than 1.00, it would not serve as an effective reduction of the data. However, it is worth noting that there might be exceptional circumstances where factors which have eigenvalues of less than one would be included. An example of this would be if a Q-methodology study was conducted within a school, it may be considered beneficial for the Q-sort produced by the Headteacher to be analysed separately to the staff and pupils. In this instance, it was not felt that this was necessary.

(4.d.iv.2.) Significantly loading Q-sorts

The calculation to determine the significance of a Q-sort is:

$= 2.58 \times (1 \div \sqrt{\text{no. of items in Q-set}})$

$= 2.58 \times (1 \div \sqrt{54})$

$= 2.58 \times (1 \div 7.3485)$

$= 2.58 \times 0.1361$

$= 0.3511$ rounded up to ± 0.35

This system ensures that at least two participants 'load' on that factor and it can therefore be seen as an effective reduction from the initial correlation matrix.

In addition to this, as it is the factors (social viewpoints) that will be interpreted and discussed in more detail, the greater the number of participants that load significantly on a factor, the more participants will be included in the final, detailed interpretations and will hence have their views acknowledged.

(4.d.iv.3.) Factor Variances

Common variance is a term used to refer to '*the proportion of the meaning and variability in a Q sort or study that is held in common with, or by, the group*' (Watts & Stenner, 2012, p98). To put it differently, there will be some shared meaning between some of the participants, factor analysis extracts this and creates a factor based on that portion of shared meaning. A proportion of the shared meaning will have then been extracted. The remaining shared meaning will then be analysed and a second factor extracted. This continues until there are no more factors to be extracted. The extraction of portions of shared meanings form the factors which are then interpreted further by the researcher so that their meanings can be established.

The greater the level of common variance explained by the factors, the more effective the factor analysis has been in identifying what the Q-sorts share in common. Watts & Stenner (2012) state that a total study variance of greater than 35-40% should be considered sound.

(4.e.) What is factor rotation?

Following Factor Extraction, the next stage of analysis involves rotating the factors. Factor rotation does not change the data per se, but can be seen to change the angle from which the factors are viewed:

> By rotating the factors, the investigator muddles about the sphere of opinions, examines it from different angles...Rotation does not affect the consistency and sentiment throughout individual Q-sorts or the relationships between Q sorts, it only shifts the perspective from which they are observed

(van Exel & de Graaf, 2005, p. 9)

To explain it by use of analogy, Watts & Stenner (2012) compare this '*sphere of opinions'* to a lecture theatre. From every seat in the lecture theatre, it is possible to see the speaker, however '*each and every position in the space reflects a unique viewpoint or perspective'* (Watts & Stenner, 2012, p. 115).

(4.e.i.) How should the factors be extracted?

A decision has to be made whether to use a manual (or hand) rotation technique, or a varimax rotation technique (computer generated). Manual rotation is often referred to as judgemental rotation and is often used when a researcher is looking for a confirmation of a theory (van Exel & de Graaf, 2005). Consequently, many researchers regard the technique with suspicion as it may be subjective or unreliable (Brown & Robyn, 2004). As Watts & Stenner (2012) consider:

> Does a factor solution derived in this way reflect the reality of a particular situation, or might it simply reflect the researcher's own understanding of that situation?

(Watts & Stenner, 2012, p. 123)

Varimax rotation is an easy to use computer generated technique. It is thought of as an appropriate technique to use if you are seeking to understand the majority of the viewpoints from the participants as it automatically maximises the amount of study variance explained (Watts & Stenner, 2012).

Varimax rotation was chosen as the factor rotation technique for this study as I felt it was important to try to minimise the potential for me as a researcher to impose my own subjectivity on the findings. Varimax offered a simple solution based upon statistics rather than the researcher 'looking for' particular patterns and I felt that this was most suitable for an abductive approach to data analysis. Minor judgemental hand rotation was undertaken subsequently to fine tune the rotations, however the sole purpose of the hand rotation was to maximise the number of participants who load significantly on a factor.

(4.e.ii.) Following extraction, what information is used to determine the 'best' solution?

Qvarimax (Option 6) on the PQMethod software is the command used to perform factor rotation on the data. Factor solutions for one to five rotated factors were each computed. When deciding on the best solutions, consideration was given to:

- The Kaiser-Guttman criterion (all factors had eigenvalues greater than one)
- Significantly loading Q-sorts (all factors had at least two participants who loaded at the ±0.35 critical value, although this level was increased where appropriate to maximise the number of participants loading on a factor)
- The total number of participants who loaded (maximising that number)
- The amount of variance explained by the solution (maximising the amount)
- The degree of correlation between the factors (minimising the amount of correlation, based on the correlation score between the two most highly correlated factors)

A brief summary of the findings for each of the factor solutions is provided in Table 3 below:

Table 3: Quantitative Summary of a One to Five factor Solution

Factor solution	Eigenvalues greater than 1.00	Two significantly loading participants per factor	Total number of participants accounted for in the solution*	Amount of variance explained	Highest correlation between factors
1	Yes	Yes	36 (36)	46%	N/A
2	Yes	Yes	28 (15, 13)	49%	0.7862
3	Yes	Yes	28 (7, 10, 11)	52%	0.7415
4 (yielded 3 factors)	Yes	Yes	29 (8, 10, 11)	53%	0.7506
5 (yielded 4 factors)	Yes	Yes	31 (9, 8, 8, 6)	56%	0.7615

* Brackets indicate the number of participants accounted for in the solution per factor

Based on a quantitative analysis of the one to five factor solutions, both the one and four factor (yielded by rotating the five factors) solutions seemed viable. More specifically, the one factor solution accounted for the most participants, whilst the four factor solution explained the greatest variance.

In order to select between a one and a four factor solution, it began to feel necessary to engage in a qualitative exploration of the data to determine which factor solution was most appropriate. From a tentative, preliminary analysis of the four factor solution, I identified certain aspects that were similar across all the factors. However, when I looked at the remaining information in each of the factor arrays, I felt that there were sufficient nuances in the data to justify the retention of a four factor solution. I felt that the four factor solution would be more respectful of the data and allow for a more thorough and informative account. The single factor solution I did not feel would capture the differences between the social viewpoints provided by the participants.

The following table outlines the four factor solution:

Table 4: 4 factor Solution Following Varimax Rotation at ±0.45 Critical Value of Significance

<div style="color:red">■</div> = Confounded Q-sort

<div style="color:blue">■</div> = Q-sort which does not significantly load

<div style="color:green">■</div> = loading Q-sort (indicating which factor the Q-sort loads on)

Participant Number	Factor 1	Factor 2	Factor 3	Factor 4	Notes
1	0.2156	0.5285	0.5081	0.2695	Confounded Q-Sort
2	0.4437	0.3778	0.4462	0.1818	
3	0.3496	**0.6706**	0.2373	0.2368	
4	0.6012	0.2125	0.4376	0.3334	
5	0.1986	0.2814	0.1205	-0.1555	No significant loading
6	0.1728	0.4505	0.1073	0.3144	
7	0.3006	0.2731	0.4161	0.3238	No significant loading
8	0.3400	0.3504	0.4257	0.5202	
9	0.0027	0.4469	0.0768	0.636	
10	0.5653	0.3574	0.3055	0.2763	
11	0.0688	0.0513	0.6343	0.2444	
12	0.2889	0.6135	-0.0340	0.2434	
13	0.5467	0.1156	-0.0357	0.01366	
14	0.3544	0.6500	0.2918	0.2934	
15	0.4372	0.0334	-0.2736	0.4772	
16	0.5187	0.4405	0.2615	0.1159	
17	0.4059	0.2513	-0.0964	0.4026	No significant loading
18	0.3930	0.4617	0.4597	0.1695	Confounded Q-Sort
19	0.2521	0.5817	0.3760	0.2808	
20	0.5143	0.3441	0.1881	0.4264	
21	0.3350	0.1324	0.5858	0.4042	
22	0.3726	0.1809	0.5363	0.2350	
23	0.4563	0.0176	0.5914	0.4334	Confounded Q-Sort
24	0.1596	0.5134	0.4060	0.2913	
25	0.6217	0.2719	0.2263	0.4779	Confounded Q-Sort
26	0.2818	0.4924	0.6222	0.1685	Confounded Q-Sort
27	0.5303	0.4141	0.4417	0.2415	
28	**0.6149**	0.1889	0.1702	0.0841	

29	0.3723	0.2277	0.1233	0.4975	
30	0.1557	0.3383	0.3097	0.6103	
31	0.5256	0.4212	0.3402	0.0805	
32	0.3824	0.2399	0.2761	0.3962	No significant loading
33	0.4016	0.5724	0.3702	0.1008	
34	0.3740	0.3625	0.6318	0.1057	
35	0.1557	0.5858	0.4969	0.1379	Confounded Q-Sort
36	-0.0185	0.0528	0.3169	**0.6584**	
37	0.3048	0.3018	0.2536	0.5397	
38	-0.0944	0.1943	0.5553	0.0316	
39	0.3501	0.3542	0.6672	0.1335	
40	0.2589	0.2401	**0.6991**	0.4083	
41	0.5866	0.1809	0.3065	0.1874	
Total participants:	**9**	**8**	**8**	**6**	**= 31 loading participants + 6 confounded Q-sorts + 4 No significant loading**
Explanation variance	**15%**	**14%**	**16%**	**11%**	**= 56% total**
Eigenvalues	**6.15**	**5.74**	**6.56**	**4.51**	

A critical significance value of ±0.45 was chosen for the data rather than the initial calculation of ±0.35 at the 0.01 significance level. This was to allow for the greatest number of participants to load significantly onto one of the factors. Six participants (participant numbers 1, 18, 23, 25, 26, and 35) were confounded. This meant that they loaded significantly on more than one factor at the critical value of 0.45. Furthermore, four participants (participant numbers 5, 7, 17 and 32) were idiosyncratic as they did not load significantly onto any of the factors. The Q-sorts and qualitative comments provided by the ten participants in the post-sort feedback sheet were considered to see whether they illuminated or added further insight to the findings. This was also to ensure that all participants who took part in the study had the opportunity to have their views heard.

The four factor solution satisfied the Kaiser-Guttman rule regarding eigenvalues being greater than 1.00, it explained a healthy 56% of the total study variance, and it had at least two participants significantly loading on each factor.

The four factor solution offered a statistically sound solution, using the quantitative criterion. However, it is worth noting that the correlations between the factor scores (as presented in Table 5) demonstrated that there was a high level of similarity between all of the factors.

Table 5: Correlations Between Factor Scores

	1	2	3	4
1	**1.000**	0.7615	0.7335	0.6756
2	0.7615	**1.000**	0.6790	0.6658
3	0.7335	0.6790	**1.000**	0.7194
4	0.6756	0.6658	0.7194	**1.000**

This is supported further when reconsidering the two factor solution presented earlier (in Table 3) which reported a correlation of 0.7862 between the two factors. Highly correlated factors are not desirable as it indicates that the factors share a high level of similarity. It would also lead one to infer that a one factor solution might be most appropriate. However, the one factor solution did not allow for the differences in views to be heard, which something I wanted to honour.

(4.e.iii.) A summary of why a four factor solution was chosen

The four factor solution satisfied each of the quantitative criterion regularly used when conducting Q-methodological studies and was one of the most viable options, along with the one factor solution. It did however reveal high correlations between factor scores which would indicate that a solution with fewer factors might be more appropriate. Following preliminary qualitative

analysis, it was felt that there were nuanced differences between each of the four factors which would not be captured by a one factor solution. Thus, despite the high correlations, a four factor solution was chosen for interpretation.

(4.f.) The factor arrays

All of the Q-sorts that are not confounded or non-significant are then included in the next stage of analysis; the creation of factor arrays. Factor arrays are a 'best estimate' of a factor and in effect they represent '*how a hypothetical respondent with a 100% loading on that factor would have ordered all their statements within the Q-set'*. (van Exel & de Graaf, 2005, p. 9). All of the Q-sorts that load on one factor are used to create a factor array:

> A factor estimate is generated through a procedure of weighted averaging (this occurs automatically in programmes such as PCQ and PQ Method). In effect, the Q sorts of all participants that load significantly on a given factor are merged together to yield a single (factor exemplifying) Q sort which serves as an interpretable 'best-estimate' of the pattern of item configuration which characterises that factor. Confounded Q sorts (which load significantly on two or more factors) are excluded from this weighted averaging procedure
>
> (Watts & Stenner, 2005, p. 82)

Whilst the 10 confounded and non-significant Q-sorts were not included within the factor arrays, they were still considered at the interpretative stage in order to ensure that nothing of value was lost from the data. This supports one of the main aims of the research, to hear the voices of the participants.

Each of the factor arrays for the four factors are outlined in Table 6 below:

Table 6: Factor Arrays for each of the Four Factors

No.	Statement	F 1	F2	F3	F4
1	I saw someone being physically hurt	5	5	6	5
2	I was physically hurt offline and this information was posted online	5	4	4	4
3	I received messages that were made to get a response out of me	1	-1	0	0
4	I saw that someone had lied about his/ her age on his/ her profile	-4	-2	-1	-2
5	I received a threat to people I am close to	3	3	5	5
6	I received a hate message insulting a group of people I relate to (such as race or religion)	1	0	3	2
7	I had met someone online who wanted to meet up with me offline	0	-1	1	1
8	I saw images of pornographic content	0	3	0	5
9	I received unwanted communication from an individual	-4	-2	0	0
10	I found that I had been communicating with someone pretending to be someone else	2	2	4	2
11	I found that someone had taken personal information from my account	3	5	3	4
12	I found that someone I did not trust had used my account to pretend to be me	4	3	4	3
13	I saw that someone had linked my name to a photograph without my consent	-2	0	-1	-3
14	I saw that a picture of me had been edited to spread a lie	2	2	1	1
15	I found that someone was deliberately trying to embarrass me	0	1	-1	0
16	I was scared into doing something I did not want to on Facebook	3	-1	1	-2
17	I was left out of an 'invite only' (closed) group	-5	-4	-2	-6
18	I found that my communication was being ignored	-3	-4	-1	-5
19	I saw that someone had been offering drugs for sale	2	0	2	1
20	I saw that I had been linked to something which might get me into trouble with my family	4	1	2	2
21	I saw that a vulnerable person was being encouraged to hurt himself/ herself	6	4	6	6
22	I received a friendship request from someone I did not want to accept	-6	-5	-3	-4
23	I saw someone saying that he/she is going to hurt himself/ herself	1	3	5	3
24	I found that when I communicated on Facebook my location was automatically shared for people to see	-5	0	0	-1
25	I found that I was spending all of my free time on Facebook	0	-3	-1	-5
26	I found out that someone had reported me to Facebook for 'abuse'	0	1	0	-3
27	I received hurtful comments from a profile which I knew to be fake	-1	2	-3	-3
28	I saw a person being killed	6	6	5	6

29	I was called names	1	0	-2	-3
30	I was included as an option in an opinion poll that asked an offensive question	0	-2	0	1
31	I found that my beliefs were disrespected	-2	-3	3	-2
32	I received a threatening message	0	2	2	-1
33	I was contacted by a stranger	-2	0	-2	0
34	I received unwanted sexual messages	-1	5	0	3
35	I received repeated communication from someone more often than I wanted	-2	-2	-3	-1
36	I found that someone had commented on all of my communication	-3	-1	-2	-1
37	I felt that someone's general comment was an indirect 'dig' (comment) about me	-1	1	-3	-2
38	I found that someone had changed information on my account	3	2	2	0
39	I saw that someone had shared some private information about me	4	6	3	2
40	I found that rumours had been spread about me	1	4	0	-1
41	I found that people were laughing at me	2	1	-5	-4
42	I was made to feel that my friends would not like me unless I did something they wanted on Facebook	1	-1	-4	0
43	I found that my boyfriend / girlfriend was checking on my communication	-3	0	-4	-2
44	I was deleted as a friend by someone	-6	-6	-5	-6
45	I saw swearing being used	-3	-5	-6	-4
46	I saw that someone had been offering weapons for sale	5	0	1	2
47	I was sent something that caused damage to my computer	0	1	1	4
48	I received communication giving me tips on how to behave in a way which would be bad for my health	-1	-3	-2	0
49	I saw that someone was trying to present himself/ herself in a certain way (which was different to how I saw him/ her)	-4	-4	1	1
50	I saw that someone was using Facebook to try and get a 'gang' together to do something they shouldn't	2	-1	2	1
51	I found that someone used his/ her account just to share gossip about people	-1	-2	-1	0
52	I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update)	-2	-3	-4	-1
53	I received a chain message which made me feel that if I did not pass it on then something bad would happen	-1	-5	-6	-5
54	I found that someone was posting everything about his/ her life	-5	-6	-5	3

(4.f.i.) Information used when interpreting factor arrays

When interpreting each of the factor arrays, I made use of the following information:

- The entire gestalt Q-sort configuration
- Distinguishing statements
- Demographic information
- Additional qualitative information obtained from the post-sort feedback sheets and interviews

From this information, I created interpretations of the four factors. I have adopted a commentary style as opposed to narrative style (Watts & Stenner, 2012) as I felt this allowed more for the subtle nuances within the factors to be identified and emphasised. Guidance for writing in this style was taken from reading studies which have made use of this approach; namely Jordan, Capdevila & Johnson (2005) and Stenner et al (2008).

(4.f.ii.) The entire gestalt item configuration

As participants are sorting the statements according to psychological significance (Stenner et al, 2008), it can be presumed that every placement holds meaning and importance. Therefore, it is important to ensure that the interpretation of each of the factor arrays takes into consideration the entire item configuration, not just the statements at the extreme ends (+6 and -6). Watts & Stenner (2012) recommend using a crib sheet to methodically and holistically explore each and every factor. The main categories included in the crib sheet are: highest ranking statements, lowest ranking statements, items ranked higher in the factor array than other factor arrays, and items ranked lower in the factor array than in the other factor arrays. Each of the factor interpretations in Section 4.g. therefore have drawn upon information contained in the factor arrays (Appendix K) and crib sheets (Appendix L).

(4.f.iii.) Consensus and Distinguishing Statements

Identification of the consensus and distinguishing statements allows for the factors to be compared and contrasted. The distinguishing statements are particularly of interest as they show which statements within an array have been placed in a significantly ($p<0.01$ and $p<0.05$) different place to the other factors and thus demonstrate how the factor is unique. Distinguishing statements may reveal certain themes which can be explored further through consideration of all the available information. Each factor interpretation in Section 4.g. has given consideration to the consensus and distinguishing statements which can be found in full in Appendix I.

(4.f.iv.) Demographic Information

This Q-methodological study was conducted with young people from six different schools, three different year groups and both gender (see Section 3.j.iii). Determining the demographic profiles of each of the factor arrays may yield interesting patterns that are worthy of further consideration. Each factor interpretation in Section 4.g. includes basic demographic information for the participants who load on that factor.

(4.f.v.) Additional qualitative information from the post-sort feedback sheets and interviews

To complement and enhance the understanding of the factor arrays, reference is given to the qualitative comments provided by the participants who load on that factor. These qualitative comments originate from the post–sort feedback sheets (Appendix F) completed by every participant so that it would be possible to try to better understand the reasoning behind the Q-sorting process.

It is worthwhile noting at this point that in relation to question 1 of the post-sort feedback sheet, a mean was taken of the column at which every participant felt the statements which 'bothered' them could be separated from the statements

80

which did not 'bother' them. 39 participants answered the question, from which a mean of 7.3 was calculated. This indicates that the middle column of the grid (column 7 of 13) was felt by participants on average to indicate the midline between the statements which did and did not bother them (Appendix N). However, it is still important to give consideration to statements which may have been placed in the middle for an alternative reason, possibly due to not understanding the statement. If this is the case, it will hopefully be revealed through participant responses to question 5 (see Appendix F).

Participants 3, 28, 36 and 40 were identified as the participants who loaded highest on each of the four factors (as indicated in Table 4). Whilst it must be acknowledged that the responses the participants gave in the initial Q-sort are not thought to necessarily hold constant over time (see Section 3.g.i.), it was still felt that some benefit might be obtained from interviewing each of the participants that loaded highest on the factors. Consequently, attempts were made to interview each of the participants. Due to difficulties engaging with the school that participant 28 attended, the second highest loading participant for factor 1 had to be interviewed; this was participant 4. Participant 40 had also left the local area, so the second highest loading participant on factor 3 was interviewed; namely participant 39. An open, informal interview style was used with each of the four participants interviewed (see section 3.j.vii. for further information about the interview schedule).

Each factor interpretation in Section 4.g. includes information relating to the participant interviewed, and where appropriate, extracts from the interviews are used to support and illuminate the interpretations. The interviews are explored in more detail in Section 4.i., with a focus on exploring what action participants think they should and would take in response to the hypothetical Facebook scenarios.

(4.g.) Factor Interpretations

(4.g.i.) Factor 1

(4.g.i.1.) Quantitative Summary and Demographic Information

Factor 1 has an eigenvalue of 6.15 and explains 15% of the variance within the study. Nine participants significantly load on this factor. Demographic details for the nine significantly loading participants are outlined in Table 7 below:

Table 7: Demographic information for the nine participants significantly loading on Factor 1

Participant number	Gender	Year Group	School Code
4*	Female	8	PGS
10	Male	8	KNG
13	Male	10	STM
16	Female	10	STM
20	Female	10	STM
27	Female	12	BCO
28**	Male	10	CCC
31	Male	10	CCC
41	Male	12	TAC

** Highest loading participant   * Second highest loading participant

As can be seen from Table 7, there are five males and four females loading on factor 1. Each of the six schools involved in the study have a participant loading on this factor. Two participants are from Year 8, five participants are from Year 10 and two participants are from Year 12.

(4.g.i.2.) Additional Qualitative Information

Additional qualitative information was firstly obtained from all nine loading participants through use of the post-sort feedback sheet and is recorded in Appendix M exactly as provided by the participants.

Participant number 4; the second highest loading participant on factor 1 (see Table 7) was interviewed, which provided further qualitative information. She selected the factory summary for factor 1 from the Participant Qualitative Interpretative Summary Sheet (Appendix J) as the summary she felt most affinity towards.

(4.g.i.3.) Interpretation of Factor 1

Factor 1: I want to protect others

I hate to see people I care about at risk of harm and I will try to protect them, including by keeping my private information safe. It bothers me if I am manipulated into doing something I don't want to, but other than that I am strong enough to deal with the situations that might arise on Facebook.

The narrative these young people share is that it is concerning when people they care about may be at risk of harm. The greatest harm they fear is the potential for physical violence to occur (21:+6, 28:+6, 1:+5, 2:+5, 46:+5). This is particularly in relation to family and friends rather than themselves (5:+3 vs. 32:0, 30:0, 29:+1). They seem able to brush off personal attacks, as indicated by post sort feedback responses:

> *'They are being sarcastic! It doesn't matter'* (Participant 4)

> *'I don't really care...'* (Participant 10)

> *'...wouldn't bother me much, as their opinion won't change mine'*

> (Participant 16)

However they remain concerned for loved ones who they wish to help and protect, as participant 4 explained in her interview:

> *'I'm not really bothered about this stuff as it doesn't really matter, but if you like saw your friend being verbally abused you'd try and help...get them to go tell someone'*

(Participant 4: Interview)

When these young people do show concern for themselves, it is in relation to situations that require action to avoid potentially unpleasant consequences. Statements of this nature were placed relatively higher for this factor than for the other factors (16:+3, 53:-1, 42:+1, 3:+1, 20:+4). As participant 4 states:

> *'I do not like it when people try to involve themselves in my life in a negative way'*

(Participant 4)

If situations did not require action (17:-5, 44:-6), young people did not appear concerned, even when of a sexual nature (34:-1, 33:-2, 8:0) or where there was a potential for stranger danger (7:0). Nor did excessive (36:-3, 54:-5) or unwanted communication (9:-4, 35:-2).

Young people did indicate some concern for their privacy of information (39:+4, 11:+3, 38:+3, 12:+4) which could be viewed as an extension of the desire they have to protect others such as family members, from harm.

(4.g.ii.) Factor 2

(4.g.ii.1.) Quantitative Summary and Demographic Information

Factor 2 has an eigenvalue of 5.74 and explains 14% of the variance within the study. Eight participants significantly load on this factor. Demographic details for the eight significantly loading participants are outlined in Table 8 below:

Table 8: Demographic information for the eight participants significantly loading on Factor 2

Participant number	Gender	Year Group	School Code
3**	Female	8	PGS
6	Female	8	KNG
9	Female	8	KNG
12	Female	10	STM
14	Female	10	STM
19	Female	10	STM
24	Female	12	BCO
33	Female	10	CCC

*** Highest loading participant*

As can be seen from Table 8, all of the participants loading on factor 2 are female. Five of the six schools involved in the study have a participant loading on this factor. Half of the participants are from Year 10, although participants from each of the three year groups have loaded on this factor. The highest loading participant on factor 2 is participant number 3 and she was consequently interviewed to gain a better understanding of the factor.

(4.g.ii.2.) Additional Qualitative Information

Additional qualitative information was obtained from all eight loading participants through use of the post-sort feedback sheet (Appendix M).

An interview was also conducted with participant 3, who was the highest loading participant on factor 2. She selected the factor summary for factor 2 as the summary she felt the closest affinity towards from the Participant Qualitative Interpretative Summary Sheet (Appendix J). Qualitative comments provided by the participant are used at times to support and enhance the interpretative commentary provided in section (4.g.ii.3.) below.

(4.g.ii.3.) Interpretation of Factor 2

Factor 2: I am worried about the dangers on Facebook

I get upset thinking about all the potential dangers on Facebook. I am really vulnerable to harm so I need to make sure that I am careful with my private information and alert to sexual dangers.

The narrative shared by these young people is one which communicates worry and upset about a wide range of dangers on Facebook, including physical violence, privacy of information and sexual dangers. Accompanying the Q-sorts are descriptive accounts in the post-sort feedback sheets which use emotive language such as 'upset', 'worry', 'vulnerable' and 'frightening' to convey this message.

Once again concern is shown about the potential for physical harm, (28:+6, 1:+5, 21:+4, 2:+4) however this concern is also for the self (5:+3 vs. 32:+2). This message of concern is expressed clearly in the post-sort feedback sheets:

> '*they would really upset me*' (Participant 24)

> '*it would be upsetting*' (Participant 33)

Young people sharing this social viewpoint place particular emphasis on the protection of personal information (39:+6, 11:+5, 38:+2, 12:+3, 10:+2). This may be perceived by the young people as a real source of potential danger. Post-sort feedback sheet responses suggest so:

> '*I would be very angry if someone put some of my personal information out on Facebook because it's not theirs to share. It would also be very frightening*'

> (Participant 3)

> '*I don't want people to share my private things*'

> (Participant 6)

A more detailed explanation is given by participant 3 during the interview:

> *'When I first got Facebook it always concerned me that I wouldn't be able to have any privacy. Because obviously when I became friends with people on Facebook I saw that a lot of people had like public profiles and that worried me a little bit because if I did have any communication with them, if anybody wanted to look at their profile they would be able to see my activity on their profile too. So it worried me about other people's privacy as well as my own*
>
> *It also concerned me that obviously I couldn't see the person I'm talking to on Facebook because I've had quite a few friends who have had their accounts hacked so it concerned me that if I was saying anything personal to them or anything that might give away my location or anything like that, errm then it wouldn't be my friend who got the information, it might be somebody else'*

(Participant 3:Interview)

All the young people who share this view are female and they show great concern with regards to the potential for sexual or stranger dangers (34:+5, 8:+3). They make repeated references to sexual dangers in the post-sort feedback responses and in the interview:

> '*sexual messages can make you feel vulnerable and helpless*'

(Participant 3:)

> '*pornographic things and these are to the extreme right because they are disturbing*'

(Participant 14)

> '*Sexual dangers...errm I'm not sure, I am just quite...sensitive about things like that. Errm I don't like any kind of sexual talk or harassment. It worries me quite a lot, even if it's just some silly Year 11 boys or something just talking a load of nonsense in school, that's the kind of things that worries me*'

(Participant 3: Interview)

Unlike the young people in Factor 1, these young females do not privilege concerns for others, (19:0, 46:0, 50:-1, 51:-2) demonstrating just as much, if not

87

more concern specifically for their own wellbeing (26:+1, 15:+1, 27:+2, 37:+1, 40:+4, 14:+2, 32:+2). For example, little regard was shown for a Facebook profile created to gossip about people (51:-2) but concern was shown for rumours being spread about her (40:+4).

The young people did not appear concerned by situations arising from day to day use of Facebook, such as unwanted friend requests (22:-5), being left out of closed groups (17:-4) and being deleted as a friend by someone (44:-6). These types of situations were classed as *'insignificant'* (Participant 19).

(4.g.iii.) Factor 3

(4.g.iii.1.) Quantitative Summary and Demographic Information

Factor 3 has an eigenvalue of 6.56 and explains 16% of the variance within the study. Eight participants significantly load on this factor. Demographic details for the eight significantly loading participants are outlined in Table 9 below:

Table 9: Demographic information for the eight participants significantly loading on Factor 3

Participant number	Gender	Year Group	School Code
2	Female	8	PGS
11	Male	8	KNG
21	Male	12	BCO
22	Male	12	BCO
34	Male	12	TAC
38	Male	12	TAC
39*	Female	12	TAC
40**	Female	12	TAC

*** Highest loading participant   * Second highest loading participant*

As can be seen from Table 9, there are five males and three females loading on factor 3. Four of the six schools involved in the study have a participant loading

on this factor. Predominantly, this view was given by participants in Year 12 (75%). No participants in Year 10 gave this view.

(4.g.iii.2.) Additional Qualitative Information

Additional qualitative information was firstly obtained by all eight loading participants through use of the post-sort feedback sheet (Appendix M).

An interview was also conducted with participant 39, who was the second highest loading participant on factor 3. She stated in her interview that she identified most with factor 4 (View D) from the Participant Qualitative Interpretative Summary Sheet (Appendix J). Qualitative comments provided by the participant are used at times to support and enhance the interpretative commentary provided in section (4.g.iii.3.) below and to reconsider the initial tentative interpretative analysis initially given to factor 3.

(4.g.iii.3.) Interpretation of Factor 3

Factor 3: I know who I am and what I'm doing

I care about what my friends think of me and I want them to like me for who I am. I don't really care what others think. There is no need to worry about anything like sexual dangers as you are in control of your Facebook experience.

Young people who share this narrative can be distinguished from the other factors by the importance they place on acceptance by their peers. They show concern for communication which may challenge their beliefs (31:+3) and sense of identity (6:+3). Compared to the other factors they also seem concerned about being left out by their friends (17:-2, 18:-1), deceived or lied to (4:-1, 10:4).

On the whole, the young people are not concerned by deliberate attempts to upset them, such as by being called names (29:-2, 15:-1, 41:-5, 27:-3, 37:-3, 52:-4, 30:0). This may be due to the young people distinguishing between genuine friends and 'facebook friends':

> *'maybe a bit younger people had arguments on Facebook, I don't really see that anymore'*

> (Participant 39: Interview)

This is further supported by the lack of concern shown about people trying to influence or place pressure on them (42:-4, 53:-6):

> *'my friends aren't really like that...if they were, they wouldn't be my friends'*

> (Participant 39: Interview)

The young people present as in control of their facebook experience:

> *'If I don't want it to be on Facebook, I won't put it on Facebook'*

> (Participant 39: Interview)

> *'well you can sort of have your profile so no one besides your friends can see it and you can control who your friends are'*

> (Participant 39: Interview)

As the majority of young people who hold this view are in Year 12, this could be considered a more mature view.

This notion of control may account for why less consideration is given to sexual or stranger dangers, which are given more neutral ratings (8:0, 9:0, 34:0, 7:+1, 33:+2). This is supported again in the interview:

> *'I'm not concerned about stranger danger or anything, because you can choose who you're friends with on Facebook and block people so it's not an issue'*

> (Participant 39)

Despite this, just like with the other factors, young people who share this narrative also seem to be concerned by the potential for physical harm to take place (1:+6, 21:+6, 28:+5, 23:+5, 2:+4, 5:+5).

(4.g.iv.) Factor 4

(4.g.iv.1.) Quantitative Summary and Demographic Information

Factor 4 has an eigenvalue of 4.51 and explains 11% of the variance within the study. Six participants significantly load on this factor. Demographic details for the six significantly loading participants are outlined in the Table 10 below:

Table 10: Demographic information for the six participants significantly loading on Factor 4

Participant number	Gender	Year Group	School Code
8	Female	8	KNG
15	Male	10	STM
29	Male	10	CCC
30	Female	10	CCC
36**	Male	12	TAC
37	Female	12	TAC

*** Highest loading participant*

As can be seen from Table 10, there are three males and three females loading on factor 4. Four of the six schools involved in the study have a participant loading

on this factor. This view was given by participants from each of the three year groups.

(4.g.iv.2.) Additional Qualitative Information

Additional qualitative information was obtained from all six loading participants through use of the post-sort feedback sheet (Appendix M).

An interview was also conducted with participant 36, who was the highest loading participant on factor 4. He selected View D (factor 4) from the Participant Qualitative Interpretative Summary Sheet (Appendix J). Qualitative comments provided by the participant are used at times to support and enhance the interpretative commentary provided in section (4.g.iv.3.) below.

(4.g.iv.3.) Interpretation of Factor 4

Factor 4: I don't want any trouble

I don't want to get involved in any trouble that might take place on Facebook; leave me out of it. I'm not concerned about petty things people might say about me on Facebook - they can say what they like - although it is annoying when people use Facebook excessively.

Young people who share this narrative express concern about being involved in situations which could result in trouble (46:+2, 20:+2, 50:+1, 19:+1). For example, damaging the home computer (47:+4) which was ranked higher for this factor than any other factor. However, this concern did not extend to trouble relating to the use of Facebook (26:-3).

Participant 8 discusses 'trouble' in the post sort feedback response:

> *'Answer 19 (I saw someone selling drugs) and answer 46 (I saw someone selling weapons) this would concern me, but I don't understand why people would do that sort of thing on a public website. Wouldn't they get caught?'*

The young people are also concerned about the physical harm (28:+6, 21:+6, 1:+5, 2:+4, 5:+5) as well as sexual and stranger danger (8:+5, 34:+3, 7:+1). It is possible that they perceive these situations as most dangerous and therefore most likely for trouble to ensue.

Statements which do not present as likely to cause trouble for the young person are given low rankings. For example, being ignored (17:-6, 18:-5, 44:-6) is seen as the least concerning situation. In fact, the interview with participant 36 advocates for people being able to speak their mind and say what they think to each other:

> *'Everyone should have the right to freedom of expression, their ideas, whether it insults the other people or not. They should be entitled to that'*

> (Participant 36: Interview)

Furthermore, statements that only involve the young person and thus can be seen as contained, are also given low rankings (29:-3, 41:-4, 27:-3, 45:-4). Participant 36 is quite dismissive of these situations, such as name calling:

> *'people tend to overreact about a lot of things...petty things'*

> (Participant 36: Interview)

Young people who shared this view did find excessive communication bothersome (54:+3, 35:-1, 36:-1) and rated these statements higher than the other factors. This may be because the young people perceived statements of this type as annoying and want to be left alone. This view is indicated in the post sort feedback responses and interviews:

> *'...trying to annoy you'* (Participant 15)

> *'...because it is annoying'* (Participant 36)

'I don't want to know what people ate for breakfast and I can see what the weather is like'

*(*Participant 36: Interview)

(4.h.) Supplementary Information Obtained from Confounded and Non-Significant Q-Sorts

There were six confounded Q-sorts, meaning that they loaded significantly onto two factors. Namely, participants 1, 18, 23, 25, 26 and 35 were confounded. Of the six confounded Q-sorts, four of the participants (1, 18, 26 and 35) were confounded between factors 2 and 3. However, the interpretation of factor 2 is an awareness of vulnerability, whereas factor 3 seems to feel more in control of their Facebook experience. Exploration of the qualitative comments (Appendix M) and individual Q-sorts for each of the six participants failed to highlight any further information which would be thought to enhance the existing findings or offer an understanding of the confounded sorts.

Furthermore, there were four Q-sorts which did not load significantly on any of the factors. These were participants 5, 7, 17 and 32. Each of their individual Q-sorts (Appendix O) and qualitative comments (Appendix M) were considered to see whether any additional idiosyncratic viewpoints could be identified. Of particular interest was participant 5, who was the only participant who would also not load significantly on any factor even if the original significance level of ±0.35 was retained. Participant number 5 did appear to hold a different view to that of the other factors (see Appendix O). There was more concern shown for social standing and how she was perceived by others around her:

15	I found that someone was deliberately trying to embarrass me	+5
40	I found that rumours had been spread about me	+5
12	I found that someone I did not trust had used my account to pretend to be me	+4

20	I saw that I had been linked to something which might get me into trouble with my family	+4
44	I was deleted as a friend by someone	+3
17	I was left out of an 'invite only' (closed) group	+3
4	I saw that someone had lied about his/ her age on his/her profile	+3
41	I found that people were laughing at me	+2
18	I found that my communication was being ignored	+2

Most of the other participants had presented with a degree of resilience about being treated in this way on Facebook. It had generally been seen as something that occurred frequently:

> I found that the ones on the extreme left are things that are done every day and nobody is really bothered about it

(Participant 27)

and which they had learned to deal with:

> Because things like name calling I learned to ignore

(Participant 9)

However it appears that participant 5 is still concerned by such communication on Facebook. Perhaps such resilience is something that develops over time, participant 5 is in Year 8. It is possible that involvement of additional younger participants would provide further support for this viewpoint.

(4.I.) Interviews

Interviews were not only completed to try to validate the initial narratives created from the interpretation of the data. They were also conducted with a view to looking forwards and taking action.

95

One of the main aims was to identify what action young people were currently taking in relation to the communication on Facebook which concerned them. Table 11 below identifies which communication participants would 'act' on and what they would do:

Table 11: Identifying what action participants think they would take

Participant no.	Factor the participant loaded on	The type of communication the participant thought he/she would 'act' on	What action the participant thought that he/she would take in relation to the type of communication experienced
4	1	Sexual danger Damage to computer	Tell close friends Tell parents
3	2	Physical harm Illegal activities Private information shared	Tell police and parents Tell police Report it to Facebook
39	3	Threats Private information shared	Block the person. If serious "I would get my mum to take it further" Tell parents
36	4	Physical harm Private information shared	Depends upon what it was Report it to Facebook

Participants were candid about their apathy in the situation:

> I don't think I would do anything to be honest

> (Participant 4)

> I don't think I would do a lot about the other things...I'd probably just try and ignore them

> (Participant 3)

96

Furthermore, there was a general acceptance that there would be disparity between what they would do and what they would recommend what others do in the situation:

> The right answer is probably to report it...I don't think I would do anything

> (Participant 39)

When participants were asked what role they thought that school should play when incidents occurred on Facebook there seemed to be little that was identified as a specific role or expectation:

> I think it's just nice to know that the school's here and I think it's nice to know that teachers are here if for any reason your parents can't do anything or that it's not serious enough for the police or anything like that. Erm, I think if something's going wrong relating to somebody else in the school it's nice to know that there are teachers there to help. Like my form teacher and stuff, I always feel like I can go to teachers for help. So it's nice to have them there

> (Participant 3)

Participant 3 identified a role for the school as an advocate for the young person if the parent is not available. Participant 39 felt that school should only get involved when the situation moved from Facebook to the school premises:

> I dunno you can sort of judge it. I mean there are silly arguments between people and then there are ones where it gets transferred into real life. Like I've seen some in lower school; we do stair duty and you watch all the little kids come up and someone actually hit the other kid because they'd said something on Facebook they didn't like and it was untrue. And I think when it gets that far, like physically into the real world I think they should do something about it like perhaps talk to parents, bring them in so that...coz parents often have a bigger effect on kids don't they coz they can enforce punishments and stuff

> (Participant 39)

This view appeared to be in agreement with participant 36, who felt that if the problem was not present in school then school should not be involved:

> If they're fine within school with each other, there's no bullying going on there, then I don't really see there is much of a problem,

97

than if it continues in school as well...there is a block button for a
reason

(Participant 36)

Participants on the whole felt that Facebook was a positive commodity, although
there was an awareness of its disadvantages and some participants felt that there
were changes that Facebook could put into practice.

Table 12: Participant views of Facebook and changes needed

p. no.	Factor loaded on	View of Facebook	Changes needed
4	1	"It's good to like talk to people and stuff and see what people are doing"	"I don't think so"
3	2	"It does worry me quite a lot when I am on Facebook. It's the sort of thing I'm quite wary of and I'm very careful about my privacy settings and things like that. I feel like it can be quite dangerous if you misuse it but if it's just a harmless communicating photo sharing type thing to have, I think it's quite a good thing to have as its good for communicating with your friends and things like that"	"I think they need to be more strict because the amount of pages that are really inappropriate for younger children, it's really not...there's a lot of them. [*What kind of pages?*] Like sexual ones, and drug ones. And drug related things which make these causes seem like a joke and I really don't think they monitor age restrictions very well coz there is like kids that are about 9 having Facebook accounts and things like that and you can just basically lie about your age and I know there is not a lot you can do about that, but it probably would be something that they should look into a little bit better"
39	3	"I don't use it as much as other people but I think it's nice to keep in contact with friends from like high school and family you don't live near. I think if you're worried about like people posting untrue stuff just	"Well you can sort of have your profile so that no one besides your friends can see it and you can control who your friends are so I don't think that's an issue but age maybe because under 13's quite young isn't it? So yeah, I think there should be an

98

		"ignore it"	"age thing"
36	4	"It's good for some things, for example on a larger scale, Arab Springs, for example. Social revolution, conjured up through Facebook. It's good for spreading something, though most people just bitch about each other"	"No. Everyone should have the right to freedom of expression, their ideas, whether it insults other people or not. They should be entitled to that"

There was some disparity in the views of participants with regards to what further role Facebook should take. Two participants (4 and 36) felt that Facebook did not need to make any changes, and of these two participants, participant 36 felt quite strongly in support of freedom of expression. This is in contrast to the view of participant 3 who felt that there needed to be a stricter control of the pages that were accepted on Facebook. Participant 3 also felt that age was a concern; she felt that children younger than aged 13 were opening Facebook accounts and that this should be controlled better, whereas participant 39 felt that the age limit of 13, was in itself too young.

(4.j.) Summary

Analysis of the data obtained from the Q-sorts revealed a highly correlated four factor solution. This was selected over a one factor solution as it was felt that there were sufficient nuances in the data to justify doing so.

Each of the four views identified prioritise physical harm as something that would bother them on Facebook. Other than that, there are differences in the extent to which participants are concerned by issues such as sexual and stranger danger; private information being shared; beliefs being disrespected and concern for others. The four factors have been discussed in turn and short summaries provided. There is some suggestion that particular social viewpoints may be supported more by participants of a particular year group or gender.

Further exploration of confounded and non-significantly loading participants, suggests that there may be additional social viewpoints. In particular, participant 5 presented with a view which indicates that is concerned by how she is perceived by others and subsequently her social standing.

Interviews with participants suggest that they would do little about the things that concern them on Facebook, although they are aware that perhaps they should do more. Action was most likely to be taken if private information was shared. Participants generally recognised the benefits of Facebook, although they feel there are some changes which could take place, particularly with regards to age restrictions. Participants do not attribute a large responsibility to school, although some consideration is given to its role as an advocate for young people when their parents are unable to assist and its role when the problem transcends Facebook and enters the 'real world'.

The next 'Discussion' chapter will critique the research undertaken and suggest further research opportunities. The findings will be considered in relation to existing literature and attention will be paid to what contribution this research can make to our knowledge and understanding of young people's experiences on Facebook, as well as the implications for schools and the practice of Educational Psychologists.

Chapter 5: Discussion

(5.a.) Introduction

The previous Results chapter documented the analytic and interpretative stages of the Q-methodological study, followed by a presentation of the four views that were identified:

- I want to protect others
- I am worried about the dangers on Facebook
- I know who I am and what I'm doing
- I don't want any trouble

Consideration was also given to the interviews conducted with four of the participants.

In this chapter, the findings are discussed in relation to existing literature. Implications for schools as well as Educational Psychologists are explored, and a critique is offered, both of using Q-methodology in research, as well as of the study in general. Some personal reflections are shared, along with recommendations for further research in this area. Finally, the conclusion attempts to elucidate what the findings from this study indicate, as well as some key points for further consideration.

(5.b.) What can be learnt from the viewpoints and how does this relate to existing literature?

The aim of the research was to explore the accounts given by young people about what bothers them on Facebook. Q-methodology was used to yield a four factor solution. Q analysis revealed that there was a high level of correlation between the factors, however there were still sufficient nuances in the findings for a four factor solution to be selected for interpretation.

101

All four viewpoints deem situations relating to the potential for physical harm as something that would bother them on Facebook. Beyond this, there are some differences which are summarised briefly below:

- Factor 1 relates to concerns for others such as family and friends; privacy of information and the potential for personally being manipulated into doing something undesirable
- Factor 2 shows much more concern for the self, and presents as a more vulnerable factor. Participants loading on this factor also emphasise the importance of privacy of information, as well as additional dangers such as sexual and stranger danger. Only female participants loaded on this factor
- Factor 3 participants present with a greater sense of control about their Facebook experiences when compared to Factor 2. They are concerned about how they are viewed by their friends and being accepted for who they are, although this concern does not seem to extend beyond the friendship group. Older participants tended to load on this factor
- Factor 4 participants present with a more laissez faire attitude, particularly when compared to the altruism of Factor 1. They feel that people should be left to do what they want on Facebook and only really concern themselves when there are situations which they can potentially find themselves embroiled in that might cause them trouble

The differences between each of the factors indicate that concern for physical harm taking place is a homogenous concern for young people on Facebook, beyond that, there is considerable heterogeneity in views.

The factor interpretations lend support for the argument put forward in the Literature Review; that measures of prevalence based on operationalised definitions of cyberbullying may be reporting situations which do not concern young people, or even omitting situations which do concern young people. Hinduja & Patchin (2008) operationalised cyberbullying as:

> Bothering someone online, teasing someone in a mean way, calling someone hurtful names, intentionally leaving persons out of things, threatening someone and saying sexually related things to someone
>
> (Hinduja & Patchin, 2008, p. 138)

However, from the findings it can be seen that many of the aforementioned behaviours do not bother the participants, or only bother some participants. For example, only Factor 2 participants express real concern about being called names or being teased. Furthermore, this definition does not include respect for privacy of information, which was raised as a concern by participants both in Factor 1 and Factor 2.

Hinduja & Patchin (2008) reported that 32% of boys and 36% of girls have been victims of cyberbullying. If the findings from the present study can be seen as social viewpoints that young people hold about Facebook, it would appear that existing research may provide only a partial account of some of the situations that concern young people. Patchin & Hinduja (2006) acknowledge this difficulty:

> Cyberbullying is a problem only to the extent that it produces harm toward the victim
>
> (Patchin & Hinduja, 2006, p. 155)

The findings thus indicate that research on cyberbullying perhaps needs to refocus its aims and concentrate on determining what bothers or harms young people online and the extent to which they have experienced such situations online. This approach would reflect the heterogeneity of views that this research indicates young people hold and would yield rich, informative accounts of the risks and harm young people face online. The information obtained would be based on experience and grounded in context, which is important due to the disparity between how different situations are perceived by different people (O'Sullivan & Flanagin, 2003). Within this study, participants were asked to sort the statements according to psychological significance, based on their life experiences and personal views (as discussed in Section 3.j.iii.). Enhancing our understanding of what bothers young people and how much it bothers them is also likely to also be a more fruitful exercise than attempts to define and

conceptualise cyberbullying by use of arbitrary criteria devoid of context. As has previously been advocated by some researchers; '*we need to conceptually define what cyberbullying is*' (Rivers & Noret, 2010, p. 668).

One concern that all social viewpoints shared, was that of the potential for physical harm. This may be because young people perceive the threat as more serious than the others, with a greater likelihood of harm to result when compared to other situations on Facebook. This is an immediate, overt threat for the young people to face. It leads one to question how attuned young people are to the potential harm that can arise from less overt and less immediate dangers, such as manipulation, or grooming of the more vulnerable.

Q-sort responses, post-sort feedback sheets and interviews indicated that participants did not feel that many of the commonly occurring situations on Facebook would bother them (such as being deleted as a friend by someone, or seeing swearing being used). As well as this, name calling and mean comments did not appear to trigger much concern. This suggests that young people have learnt to deal with such instances as part of life. Furthermore, many participants were able to suggest coping strategies, such as ignoring it or blocking the person. This led me to infer that many of the participants involved in the research were demonstrating resilience. However, this did differ across the social viewpoints shared, as Factor 2 participants were more sensitive to these potential situations than the other Factors, and presented as more vulnerable. Due to the differences between the social viewpoints, it is likely that different approaches and interventions would be needed to help young people when they are bothered by something on Facebook.

The social viewpoint given by Factor 1 mainly expressed concern for family and friends. O'Sullivan & Flangin (2003) discuss how a problematic message online may be interpreted differently depending on the role of the interactant; whether they are a sender, a recipient or a third party. They discuss how some messages may be perceived as acceptable by the sender and recipient but may still violate

the norms of a third party. Targeted work in relation to this social viewpoint may be best to focus on the role of a bystander online, including when and how to take action.

Factor 2 participants give a social viewpoint which communicates vulnerability. This is in line with other research into what cyberbullying 'feels like'. Spears, Slee, Owens & Johnson (2009) found participants reported that cyberbullying made them feel like: the problem was inescapable; they were unsafe; and they were alone. Price & Dalgleish (2010) stated that young people who had been cyberbullied reported feeling effects on their self-confidence (78%) and self-esteem (70%). In particular, Factor 2 participants expressed concern about sexual dangers, which other social viewpoints did not highlight. This supports the findings of Livingstone et al (2011) who reported that most young people were not bothered by sexual content, but more vulnerable young people and girls were most likely to be upset. Perceived vulnerability was also expressed in relation to privacy of information online. This was also acknowledged in recent research by Livingstone el al (2011) who stated that researchers and policy makers need to listen to and be more aware of the new risks that worry children, such as personal data misuse. They advocated for an intervention which could make young people feel empowered in staying safe and managing risks.

The social viewpoint provided by Factor 3 participants emphasises the importance that older students place on friendships and acceptance; identity and beliefs were held as important. Across all the social viewpoints, Factor 3 expressed greatest concern about being ignored by someone. Research undertaken by Abrams, Weick, Thomas, Colbe & Franklin (2011) found that cyber ostracism affected an adolescents' sense of _belonging_. This perhaps calls for shift in approach as young people become more mature, so that the complexity of social interactions online and affective responses can be considered more thoroughly.

Finally, the young people who give the social viewpoint provided by Factor 4 only appear to be bothered by situations that have the potential to involve them in

trouble. They advocate for freedom of speech and little seems to bother them online. This leads one to question whether they are fully aware of the sensitivities of others online. Interventions focusing on this social viewpoint may need to acknowledge what is and is not acceptable to share online, with consideration being paid to the digital footprint, its permanency and the potential for what is said to cause harm to others.

It is likely that different social viewpoints regarding what bothers young people are likely to warrant different courses of action.

From interviews an interesting discourse was also obtained; participant 39 spoke of what happens on Facebook transcending into the 'real world'. It was a cause for some concern to think that many young people might potentially view what happens on online as being somehow separable from life offline. This may mean that participants feel able to say things online that they would not say in a face to face context. In a study of the experiences of Trainee Hairdressers on Facebook, Davies (2013) reported that one young female drew parallels between how people behave on Facebook and how people behave in their cars; i.e. that they will shout comments that they would not say outside of the safe physical confines of the car. Upon further investigation, I noted that several of the researchers also refer to this concept of the 'real world' (Byron, 2008; Hinduja & Patchin, 2008; Patchin & Hinduja, 2006). By use of such language, are the adults around young people reinforcing the view that what is said online is not of the same gravitas as what is said offline? Suler (2004) speaks of cyberspace as being 'faceless' which creates an illusion of invisibility. This danger was identified and predicted by Slouka (1996) as use of the internet was becoming more commercialised:

> Social roles had always been bound and kept in check by the constraints and limitations of the physical world...Take away those boundaries and the ego could refract wildly and at will
>
> (Slouka, 1996, p. 5)

By reference to the psychoanalytic concept of the ego, Slouka (1996) appears to be suggesting that young people are succumbing to their more primitive, instinctual urges. Indeed:

> The elements of perceived anonymity on-line, and the safety and security of being behind a computer screen, aid in freeing individuals from traditionally constraining pressures of society, conscience, morality and ethics to behave in a normative manner
>
> (Hinduja & Patchin, 2008, p. 134)

Thus, such findings lend support to the disinhibition effect as a psychological explanation of negative interactions online. Disinhibition means people do not follow normal behavioural restraints. The anonymity of interacting online means that socially accepted roles do not have to be observed and the internet can be an arena for aggressive acts (Ybarra & Mitchell, 2004b). In effect, young people dissociate their 'real identity' from their 'virtual identity'; they consequently feel less vulnerable about opening up and less inhibited in their behaviour which means that young people are dissociated from their real self when online (Joinson, 1998). The invisibility removes concerns of detection, social disapproval and punishment (Mason, 2008). Further consideration perhaps ought to be given to teaching young people how to interact online in a socially acceptable way; which is often referred to as 'netiquette' (Mason, 2008).

A further point to note is that the participants interviewed in this study generally did not feel like they would tell teachers about a situation on Facebook. This is despite them admitting that they probably should say that they would tell an adult. This is supported by other studies (NCH, 2005; Smith, Mahdavi, Carvalho, & Tippett, 2006; Slonje & Smith, 2008):

> Rarely do they tell a teacher or any other adult in a position of responsibility
>
> (Livingstone et al, 2011, p. 36)

Price & Dalgleish (2010) suggest that a barrier may be that young people perceive that teachers will be ineffective. If young people perceive what takes place on Facebook to be separate from the 'real world', they may be less likely to see a role for school staff in supporting them through a negative experience online. Taking this into consideration, it might be more appropriate for adults working with young children to focus on both developing the digital skills of young people, as

107

well creating a positive school climate which encourages young people to confide when then need to.

Young people today are part of a 'digital generation' (Wong-Lo, Bullock & Gable, 2011, p. 317) which provides *'extraordinary opportunities'* (Byron, 2008 p. 3) and so rather than talking about increased regulation and restriction of the internet, it may be more appropriate to consider building on the digital skills of the young people who are online. This is supported in the independent review conducted by Byron (2008) who stated:

> Just like in the offline world, no amount of effort to reduce potential risks to children will eliminate those risks completely. We cannot make the internet completely safe. Because of this, we must also build children's resilience to the material to which they may be exposed so that they have the confidence and skills to navigate these new media waters more safely
>
> (Byron, 2008, p. 5)

Further support for this approach is given in a more recent, comprehensive study of EU Kids Online:

> It is important to support children's capacity to cope themselves, thereby building resilience for digital citizens
>
> (Livingstone et al, 2011, p. 3)

Livingstone et al (2011) explored what kind of strategies young people were using online:

- Fatalistic responses – hope it will go away; stop using the internet for a while
- Communicative responses – talk to someone
- Proactive responses – try to fix the problem; delete the problematic message; block an unwanted person

Although young people were making use of more proactive responses, fatalistic responses were still being regularly used, which suggests a lack of social, technical and skilful forms of support. In particular, younger children; children with low self-efficacy; children who do fewer online activities and children with more psychological difficulties are more likely to rely on fatalistic responses.

To summarise, the findings from this study suggest that there is some heterogeneity in the views of young people with regards to what bothers them on Facebook. The participants also for the most part, show themselves to be in control of their online experiences and aware of a number of coping strategies. The interviews and post-sort feedback responses indicate that there may be a view shared by some young people that what takes place online can be seen as distinguishable from what occurs in the 'real world'. Finally, it was found that young people thought that if a young person was having a negative experience online then they should report it, however this would not generally be their course of action. From these findings I have questioned the utility of creating a conceptual definition of cyberbullying as it may only give a partial account of what is bothering young people online. Consideration has been given to whether young people may experience disinhibition online due to the anonymity of their interactions. I have advocated for the potential benefit of building up the digital skills of young people so that they are able to manage risks and experience the benefits of being online. Next I will consider in more detail what the implications of the findings may be for people who work with young people.

(5.c.) What are the implications of the findings for people who work with young people?

The research findings have highlighted three strands to the implications for adults working with young people. The first of these strands is that adults need to acknowledge and understand how online experiences can be perceived in different ways by different young people. This prompts for consideration of how to work with vulnerable groups and how to be responsive to the changing needs of young people as they mature. Secondly, schools should focus on empowering young people so that they have the digital skills and confidence to stay safe and manage risks online. This would include focused work with young people which covers the young person in the role as a victim, bystander and as a potential 'bully'. Thirdly, schools need to consider how they can provide a foundation of support for young people, so that when a young person has exhausted the

strategies and skills they have to hand, that they can feel able to trust and confide in the adults in their lives.

This three strand approach links in with the comprehensive EU Online research undertaken by Livingstone et al (2011). They suggest that there are three main roles for adults in school:

(1) Encourage young people to engage with a wider diversity of online activities. Support this by teaching the skills, so that they can build their resilience to harm, with a particular emphasis on less privileged and younger children.

This links in with the second of the three strands I propose, by focusing on development of skills. It also focuses on the first strand by adopting a personalised approach depending on the age and vulnerability of the children.

(2) Support young people and parents in gaining digital literacy and safety skills.

This links with the second strand.

(3) Teacher relations with young people should enable more trust and they could harness the potential of peer mentoring.

This links with the third strand by emphasising the supportive foundation that schools can provide.

(5.c.i.) Understanding the unique experiences young people have online

Schools need to understand that working from a closed definition of 'cyberbullying' is restrictive. Adults working with young people should recognise that different situations will bother different young people in different ways. For example, name calling and other commonly occurring scenarios on Facebook do not bother many young people, yet are most commonly cited in cyberbullying definitions. However, privacy of information, which bothers many young people, is infrequently included. Schools should ensure that policies outlining their stance, as well as lesson plans and targeted work are encompassing of the range

of experiences that young people might have online which they feel would bother them.

The research identified that some young people feel more vulnerable than others. The social viewpoint shared by factor 2; *'I am worried about the dangers on Facebook'*, is at odds with that shared by factor 3; *'I know who I am and what I'm doing'*. Schools should consider the potential benefits of identifying young people who may be particularly vulnerable, or perhaps even young people who perceive themselves as vulnerable, for additional support through targeted interventions. Such interventions should reinforce whole school work on the development of confidence and digital skills so that they are able to manage risks and stay safe, however underlying the intervention there should be a focus on cognitive emotional regulation (Troy & Mauss, 2011).

Cognitive emotional regulation focuses on reframing how a potential stressor is perceived. In this context, the stressor would be the situation on Facebook that is bothering the young person. By changing how the situation is viewed, it is thought that this would attenuate the negative emotional reaction, which would in turn lead to a more adaptive response. Troy & Mauss (2011) suggest that this process leads to increased resilience, based on conceptualising resilience as a potential outcome after exposure to a stress, i.e. that there would be an improvement to mental health in the face of stress, after a disruption to normal functioning. By focusing on cognitive emotional regulation, vulnerable young people should become more equipped to cope with and feel less negatively affected by situations online.

The research also indicated that a progressive shift in focus may be needed for any lessons or interventions as young people mature. This was based on the social viewpoint provided by factor 3 participants; *'I know who I am and what I'm doing'*. They express confidence in handling their online experiences, and are seemingly more concerned about acceptance and how they are viewed by their friends. This view was generally provided by older, sixth form students. In this

situation it is probable that the teaching of basic digital skills will be unnecessary and patronising. A more appropriate approach may be to focus on more complex online situations, such as respect for diversity, handling online differences of opinion, and dealing with situations which are perceived to be unjust or unfair. Thus underlying this approach would be a focus on online morality.

(5.c.ii.) Empowering young people and teaching digital skills

Empowering young people involves providing them with knowledge and skills so that they are confident in being able to stay safe and manage risks online. This is as opposed to protecting children from potential dangers online such as by restricting access to the internet. Byron (2008) in her review advocated for empowering young people with the protective skills they need to thrive and make the most of opportunities online. She used a powerful quote from a child to support this approach:

> Kids don't need protection, we need guidance. If you protect us, you are making us weaker; we don't go through all the trial and error necessary to learn what we need to survive on our own...don't fight our battles for us, just give us assistance when we need it

> (anonymous, cited in Byron, 2008, p. 13)

In the later progress review, Byron (2010) reported that there had been significant progress towards empowering young people with the skills, knowledge and confidence needed to embrace the digital world. Research conducted for the review found that 18% of young people who had access to the internet reported experiencing inappropriate or harmful content and of these, 87% said that they would know how to take action, although only 52% actually 'did something' about it.

'Digital skills' refer to ensuring that young people are confident in their use of technology that they can manage their experiences. This would include; knowing how to check and change privacy settings, knowing how to block users and knowing how to report abuse.

112

From the research undertaken in this study, there was homogeneity in the concern expressed by young people with regards to the potential for physical harm to take place. This begged the question of whether young people were as astute in recognising the potential for more subtle and less immediate sources of danger, such as manipulation or grooming. One role for schools may be to raise awareness of the dangers that adults may be more attuned to. This would likely include helping young people recognise the signs that they are at danger.

The social viewpoint given by Factor 3; '*I want to protect others*', raises an interesting issue in relation to online bystanders, as they express concern for the safety of their family and friends. This was not emphasised as much by the other factors, such as factor 2. To date there has been little research into the role of a bystander online. It is likely that young people may on occasion be faced with situations which they experience online that do not directly affect them, but which still give them cause for concern. Schools could help young people identify when and what action to take, so that they do not make the situation worse or inadvertently embroil themselves in other people's situations.

As well as the potential for young people to be victims or bystanders, empowering young people with digital skills should also include consideration of our own actions and how they can be perceived by others. The social viewpoint put forward by Factor 4; '*I don't want any trouble*' advocates for freedom of speech. Digital skills should include consideration of how a situation may be viewed differently by different people. Therefore what is and is not acceptable online should be discussed. The term 'netiquette' has been coined to refer to the rules that apply when communicating on technology. It acknowledges the difficulties in interpreting messages that are devoid of facial expressions and body language.

Teaching of netiquette may also help to minimise the Disinhibition effect (see section 5.b.). This should be done alongside work highlighting and reinforcing the

links between what is communicated online and what is experienced offline. Included in this is consideration of the permanency of what is shared online, also known as the 'digital footprint'. A bottom-up approach might be best to communicate this point, possibly led by Online School Ambassadors, who may also be peer mentors. An interactive approach could be taken, making use of drama, technology, and student-led research to raise awareness of the consequences in the real world of what is said when communicating online.

(5.c.iii.) Supportive schools

When young people have exhausted their knowledge and skills or feel unable to deal with a situation online, then it is important that they feel like they can share their concerns with adults in their lives, such as teachers and parents. Williams & Guerra (2007) found that cyberbullying was related to a negative school environment. Therefore, schools should strive to ensure that they have a positive school environment, where staff are supportive and positive. They should acknowledge and be open about dangers online and be responsive to the spoken and unspoken needs which are communicated by the young people in their classes.

Interviews conducted with the participants in this study indicated that young people did not tell adults about their negative experiences online. Reasons for this may be that as cyberbullying often occurs outside of school, they do not see it as appropriate to tell a teacher; they may also fear being reprimanded for using technology such as smart phones in school if they area again school policy. In addition to this, it may be that young people do not feel like teachers or parents will understand as they are likely to be less conversant in technology than the young people who have grown up with technology as an integral part of their daily lives. Therefore, it would be beneficial for teaching staff to also have a basic level of digital skills. Additionally, schools may benefit from teaching the same skills to the parents of the young people in their school, especially as they may be more knowledgeable in that area, and have the technology and resources to do so

(Livingstone et al, 2011). The continued need to develop the skills in parents was advocated in the progress review conducted by Byron (2010).

Suggesting that schools create a more positive climate is a somewhat vague recommendation. Schools may benefit from a framework which they can compare their existing practices against and then derive areas for development. Benard (1991) states that resiliency research demonstrates how characteristics of school environments can serve as 'protective factors' which can alter the potential negative outcomes from a stressor and enable a child to cope in adversity. Benard suggests three key protective factors which school staff can provide; caring relationships; high expectations; and opportunities for participation and contribution. Harvey (2007) suggests seven factors for schools:

- A caring and supportive learning environment
- Fostering positive attitudes
- Nurturing positive emotions
- Fostering academic self determination and feelings of competence
- Encouraging volunteerism
- Teaching peace building skills
- Ensuring health habits

Such frameworks could be used to audit school systems and identify possible areas for development.

(5.d.) What are the implications of the findings for Educational Psychologists?

Educational Psychologists can offer support to schools, parents, groups and individuals, both in a preventative and reactive capacity.

(5.d.i.) Schools

Educational Psychologists could conduct work around schools as systems. This may involve offering an objective analysis or audit of the extent to which a school has a positive climate which offers support and encourages trust and openness. This in turn would then generate areas for development which Educational Psychologists could support schools with.

Research could also be conducted, possibly with young researchers, into what students feel that they would need in order to feel happy and safe in their school. This would be a bottom up approach, where the response of the school is determined by the demands of the young people. Educational Psychologists are highly trained in research methodologies, they might be in a unique position to support and facilitate further research by young people within schools. The research findings can then be used by young people, staff and interested parties to create policies, raise awareness and inform interventions.

Training could also be offered to school staff on topics that might be relevant when supporting young people who have had a negative experience online. For example, training staff in setting up a peer mentoring programme; or increasing understanding and awareness by discussing behavioural norms and the Disinhibition effect; or supporting staff in feeling able to respond to young people if they came to them with their concerns, such as through active listening and Rogerian skills.

Supervision could be provided to key adults such as Learning Mentors who may be presented with a range of emotional wellbeing concerns each day. This would ensure that the adults supporting young people feel equipped and able to do so.

(5.d.ii.) Parents

Educational Psychologists could offer Drop-In Sessions at schools which parents can attend if they have any concerns about their child at home. The Educational Psychologist would be able to signpost to useful agencies, information and training, such as supporting parents in developing their own digital skills.

Training could also be offered which emphasises the development of digital skills in young people so that they can manage risks and stay safe online, as opposed to regulating and restricting what young people can access. Advice and recommendations could be shared to empower parents in feeling able to respond effectively should they have personal concerns about their son or daughter, or should their child come to them with concerns.

(5.d.iii.) Group work

At the group level, Educational Psychologists could help to set up a peer mentoring programme, which would require training of the peer mentors with the knowledge and skills to be able to offer appropriate help, support and advice to their peers. Targeted group work could also be offered to support vulnerable young people identified by school as a potential cause for concern. This might be at a general level, or in relation to a specific concern; e.g. a number of girls identified as having been accessing pro-anorexia material online.

(5.d.iv.) Individual work

It is often more appropriate for individual work to be offered to young people by a trusted adult who is available when the young person needs them and who see the young person regularly so can be vigilant to any unusual behaviours or changes in circumstances. However, at times it might be beneficial for the Educational Psychologist to work with individual young people about their experiences on line. For example, if a young person has had negative experiences online that are effecting his or her emotional wellbeing and there are concerns

117

that the young person is making a lot of self-deprecating comments or experiencing unhelpful thoughts. In such an instance it might be appropriate for the Educational Psychologist to help a young person with their worries and their feelings of being able to cope, possibly through a therapeutic intervention.

To summarise, Educational Psychologists may be able to offer support to schools, parents, groups or individuals at a preventative and reactive level, to try to minimise the extent to which young people are experiencing harm. As well as this, to maximise the extent to which young people are empowered, digital citizens who are able to make the most of the opportunities afforded to them online and who feel confident in seeking help from adults when they need it.

(5.e.) What were the strengths and limitations of the study?

The selection of a suitable methodology for the research was informed by the following wish list:

- To listen to young people
- To minimise the potential for researcher bias throughout the research process
- To enable young people to have their voices heard, including minority or individual viewpoints
- To minimise the power differential between the researcher and the participants

Overall, I feel that Q-methodology was effective in meeting the intended aims for the methodology. Q-methodology listened to young people, by allowing participants to answer within their own frame of reference rather than just a yes/no answer as might be found in a questionnaire, or by following the lead of the researcher in an interview. Participants were generally positive about the Q-sorting process, although 5 of the 41 participants stated in the post-sort feedback sheets that they did not feel that they were fully able to give their view with regards to what bothers them on Facebook. Reasons for this were varied and included one participant who stated that the lack of context provided by the

researcher made it difficult to sort the statements. Another participant stated that he felt constrained by the fixed distribution which only gave limited placement options. A third participant felt that the cards did not encompass enough of the potential situations that might bother him, and finally, one participant felt that after he had considered and placed the statements that were of importance to him, he did not concern himself too much with where he placed the other statements. As has already been discussed in the Methodology chapter (Chapter 3), the fixed distribution in fact makes little difference to the results obtained compared with a free distribution (Brown, 1980). In addition to this, it would be difficult to cover every possible situation that might feasibly occur, so the Q-set should be seen as 'broadly representative' of the topic (Watts & Stenner, 2005). The Q-set may also be further developed and evolved, particularly in light of the additional statements recommended by the participants of the study. A diverse range of mediums were used (e.g. focus groups, literature reviews, media etc) and extensive coverage was given to ensure that a broad, representative sample of statements was provided. The issue of participants possibly not giving their full commitment to the research is undoubtedly one which many methodologies are troubled by, and which it is difficult to address. Finally, it is understandable that participants may feel concerned by the lack of context provided, as they may question whether they are interpreting the statements 'correctly'. However, the Q-methodological process requires participants to construct their own meanings during the reading and sorting process, based on what has value or significance from their perspective (Watts & Stenner, 2005). This was communicated to participants verbally and in the written instructions for the research process, but perhaps consideration could have been given to how this could have been emphasised more to reassure participants from the outset.

The potential for <u>researcher bias</u> was constrained by the comprehensive approach to the creation of the concourse and subsequent Q-set, through minimal involvement at the data collection stage, and by the data itself at the analytic and interpretative stages. The experience of conducting a Q-methodological study did highlight the importance of following the initial stages when creating the concourse, such as the focus group, as this added a number of additional

statements which had not previously been considered. I also felt uncomfortable at the data analytic and interpretative stages, as it was not as prescriptive as I had expected. For me, this raised some concerns with regards to the extent to which I as a researcher might have influenced the way in which the data was interpreted. However, the transparency of the factor analysis does leave the interpretation open to public scrutiny so readers can challenge any interpretations provided.

The Q-methodological process did allow for <u>social viewpoints other than the dominant or majority view to be heard</u>. However, the methodology still seems inherently to focus on participants included in the factor solution. During the research process, attention was purposefully given to interpreting the viewpoints provided by participants that were confounding and non-significant. From doing this, it was possible to identify that participant 5 may hold a distinct view and that there may be further social viewpoints and shared discourses held in society. Had attention simply been paid to the Q-sorts included within the factor solutions, this information would have been lost. Furthermore, it is not strictly part of the Q-methodological process that the participants who load highest on a factor are interviewed, however in an attempt to try to demonstrate the validity and reliability of research, many researchers do. By only interviewing a small number of participants, it may be seen by some to suggest that their views are privileged above the other participants within the study. This is not the case, and it would have been preferable had there been sufficient time in the research schedule, to interview all of the participants.

Q-methodology effectively <u>reduced the power differential</u> between the researcher and the participant at the data collection stage, as participants worked alone to sort the statements according to personal significance. The creation of the Q-set also included and was responsive to suggestions from young people, to try to ensure that it was as representative as possible. The power differential was most evident at the analytic and interpretative stages, as the researcher alone was left to make decisions with regards to what to which factor solution to use and what language to use when summarising the social viewpoints. However, this was constrained by the factor analysis which gave a transparency to the process

and allowed for the interpretation to be disputed by the reader. Attempts were also made to check and clarify the researcher's understanding by sharing the interpretations of the social viewpoints with some of the participants.

A limitation of Q-methodology frequently cited by people is that the results obtained cannot be generalised to the population. However, as previously discussed in the Methodology Chapter (Section 3.g.i.) this argument is not relevant as the Social Constructionist view of Q-methodology is that it does not seek to determine how many people hold a particular view, but rather tries to identify what views there are on a given topic. This is particularly useful when commencing a large-scale research project, or when studying highly emotive or contentious issues, as it can indicate the diverse range of social viewpoints prevalent in society at that time.

One drawback of the research is that only social viewpoints about Facebook were gained. This was an informed decision based on the complexity of the interactions that occur online and consequent concerns about giving adequate coverage to the topic within a reasonable sized Q-set (further consideration of this issue is given in Section 3.f.) As a result of this, the findings cannot be seen to be directly transferable to other mediums on the internet, such as online gaming, chatrooms or instant messaging.

The validity of the data obtained from the participants must also be considered. Some participants initially expressed difficulties understanding which statements they should place at the 'Most Agree' and 'Most Disagree' ends of the distribution grid. This raised concerns as to whether there were some participants who did not understand but who kept quiet and may consequently have provided a Q-sort which was reversed and not representative of their view at that time. It is also questionable whether all participants considered fully every statement which they placed (one participant has confessed to not doing so). The considerable range between the quickest time to complete the Q-sorting exercise (20 minutes) and the longest time to complete the Q-sorting exercise (45 minutes) suggests that

some participants may have rushed the Q-sort or applied little thought to the exercise. A further worry is whether some participants gave socially desirable responses and thus the view they shared is what they consider to be acceptable rather than a genuine account, or whether participants may have failed to give an honest account (although such views would still be of interest, see Sections 3.e.iv. and 3.g.i. for further discussion).

Finally, social constructionists assert that all that can be known about the world are shared understandings constructed through language in a social sphere (see Methodology Chapter, Section 3.d.). It is questionable whether participants are fully able to share their understandings within the confines of the Q-sorting process which gives a fixed distribution and pre-written statements to the participants. The follow up interview with one participant yielded rich information, as she situated Facebook outside of the 'real world'. The Q-set used in this Q-methodological study did not enable the participant to share this view. This perhaps leads one to infer that quality research would involve Q-methodology as part of a robust research process optimising qualitative and quantitative methods.

(5.f.) Did the research satisfy the eight criteria for qualitative quality?

The research conducted sought to satisfy the eight criteria for qualitative quality advocated by Tracy (2010), and the steps taken in relation to each of the eight criteria are outlined in detail in Appendix A. Care has been taken to provide a sincere, transparent account of the research process and the decisions made along the way. Also, an attempt has been made to present the thesis in a clear, accessible manner which is explicit about and meets its aims, in order to ensure that the thesis makes a meaningful contribution to the existing body of research on this topic.

In an endeavour to conduct credible research which could be considered rich in rigor, a thorough, systematic process incorporating multiple methods was

122

undertaken, which allowed for a more detailed understanding of the topic to be gained.

The topic area studied could be considered <u>worthy</u> as it has been prolific in the media leading up to and throughout the duration of the research process. It also offers an alternative approach to research on this topic by purposefully omitting the word 'cyberbullying' in an attempt to avoid influencing or constraining the participants. The subsequent findings indicate that young people demonstrate some resilience and may benefit from being empowered through the development of their digital skills. It is hoped that an approach based on empowering young people will have <u>resonance</u> with and will inspire schools to reflect on and possibly adapt their existing practice. Any improvements in practice will mean that this research has made a <u>significant contribution</u> for young people within the Local Authority where the research was conducted. However, it is also hoped that the research will have heuristic significance in that it provides some critique of the traditional, commonly used approaches to studying the experiences of young people online.

Finally, <u>ethical</u> procedures were followed in accordance with the HPC and BPS guidelines. As well as this, a methodology was chosen which sought to reduce the power differential between the researcher and the participants. Regular research tutorials allowed for ethical concerns to be raised and discussed with an experienced researcher who had the benefit of not being immersed within the research experience.

(5.g.) Personal Reflections of the Researcher

The research was undertaken from a Social Constructionist stance, which acknowledges that the researcher will influence the research process. Despite this, I feel that by undertaking a thorough, transparent process which consulted others and was receptive to feedback, I was able to limit the influence that I had as a researcher on the research process.

123

At times throughout the research process, I found myself to be surprised by the research findings. In particular, I was pleasantly surprised by the level of resilience young people showed in the face of such potentially negative situations. I was also quite surprised that many young people did not seem bothered by sexual and stranger dangers. On reflection, I feel this surprise may be due to my personal beliefs influencing my thoughts as a researcher. The Q-sort which I completed at the start of the data collection stage ranked sexual and stranger dangers as highly concerning. It is also possible that media coverage of cyberbullying and the exposure of young people to sexual content has resulted in a misrepresentation of what the experience of being on Facebook is actually like for young people of today:

> although public concern over online sexual content is justified, the extent of children's exposure should not be exaggerated and nor should it be assumed that all children are harmed by such exposure

> (Livingstone, 2011, p. 23)

(5.h.) What recommendations can be offered for further research?

Throughout the research process a number of decisions were made which gave shape and form to the project. A decision was made to use participants in Years 8, 10 and 12, however it is widely reported that children from a much younger age regularly have Facebook profiles. Recent studies suggest that 34% of 9-12 year olds have a Facebook profile (Sweney, 2013). Further research could include younger children, as it may be that younger children are more vulnerable to risks on Facebook. In addition to this, the research only explored negative experiences on Facebook. Further research could also look into other activities online, such as chatrooms and online gaming. It may be worthwhile to compare the views of young people to those of parents and educators, to see whether adults are aware of what bothers young people online.

Using a different methodological approach, it may be beneficial to conduct a case study into a negative online experience, such as how one school handled reports of an anonymous gossip profile on Facebook. The experiences of teachers, parents and young people could be ascertained.

An evaluative study could also be conducted, into the effectiveness of resiliency, e-safety, netiquette and/or digital skills work in schools. From this, examples of best practice could be shared and a working model implemented within the schools.

(5.i.) Conclusions

The current research has attempted to explore and reveal the accounts given by young people regarding what bothers them on Facebook. Four social viewpoints were identified, which shared some similarities and some areas of distinctiveness. The findings indicate that studies making use of operationalised definitions of cyberbullying may only account for some of what bothers young people on Facebook. The young people in this study presented as resilient individuals who had existing coping strategies and infrequently disclosed negative experiences to adults within an educational setting. Interviews brought to light an interesting discourse around the 'real world' as opposed to the virtual world of Facebook. This provided some support for the disinhibition effect theory.

The role of schools in giving young people the knowledge and skills to be responsible digital citizens was suggested, as well as the importance of fostering a positive, supportive school environment in which young people would feel able to share their concerns. The role of Educational Psychologists in supporting schools, parents, groups and individuals through both preventative and reactive measures was considered.

There were a number of limitations to using a Q-methodological approach to research, however overall it was felt to be an effective approach which mostly satisfied the methodological requirements of the researcher.

Further research was considered, including expanding the range of the research to other forms of online communication and a broader age range. The potential benefits of conducting a case study approach and/ or a review of the effectiveness of work in schools were suggested.

It is hoped that this study will prompt researchers to consider the approach they take to defining and reporting on cyberbullying, as well as the heterogeneity of young people's views. A proactive approach to developing responsible digital citizens who can embrace the opportunities afforded to them online has been advocated, as opposed to protecting young people from risks. Further research to determine the effectiveness of this approach would be beneficial.

References

Abrams, D., Weick, M., Thomas, D., Colbe, H., & Franklin, K.M. (2011). On-line ostracism affects children differently from adolescents and adults. *British Journal of Developmental Psychology, 29,* 110-123.

Aftab, P. (2006). Retrieved October 10, 2011 from http://wiredsafety.net

Aftab, P. (2011). Retrieved October 10, 2011 from http://www.wiredsafety.org

Agatston, P.W., Kowalski, R., & Limber, S. (2007). Students' Perspectives on Cyber Bullying. *Journal of Adolescent Health, 41*, S59-S60.

Akhtar-Danesh, N., Baumann, A., & Cordingley, L. (2008). Q-Methodology in Nursing Research. *Western Journal of Nursing Research*, *30,* 759-773.

Anonymous. (2011). Retrieved October 10, 2011 from http://3wiredsafety.blogspot.com/2011/06/whos-job-is-it.html

Bauman, S., & Pero, H. (2011). Bullying and Cyberbullying among Deaf Students and Their Hearing Peers: an Exploratory Study. *Journal of Deaf Studies and Deaf Education*, *16(2),* 236-253.

Belsey, B. (2004). Retrieved December 1, 2011 from http://www.Cyberbullying.ca/

Benard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community.* San Francisco: Far West Laboratory for Educational Research and Development. ED 335 781. Retrieved July 25, 2013 from www.friendsofthechildrenboston.org/mentors/articles/Benard%20-%20%20Fostering%20Resiliency.pdf

Blaikie, N. (2009). *Approaches to Social Enquiry.* (2nd Ed). Cambridge: Polity Press.

British Psychological Society. (2009). *Code of Ethics and Conduct: Guidance Published by the Ethics Committee of the British Psychological Society*. Leicester: British Psychological Society.

British Psychological Society. (2010). *Code of Human Research Ethics*. Leicester: British Psychological Society.

Brown, S.R. (1980). *Political Subjectivity: Applications of Q Methodology in Political Science.* London: Yale University Press.

Brown, S.R. (1986). Q Technique and Method. In W. Berry, and M. Lewis-Beck (Eds.), *New Tools for Social Scientists.* (pp.48-62). Beverly Hills: SAGE Publications.

Brown, S.R. (1993). A Primer on Q methodology. *Operant Subjectivity*, *15,* 91-138.

Brown, S.R., & Robyn, R.R. (2004). Reserving a Key Place for Reality: Philosophical Foundations of Theoretical Rotation. *Operant Subjectivity, 27,* 104-124.

Burr, V. (2000). *An Introduction to Social Constructionism*. London: Routledge.

Byron, T. (2008). *Safer Children in a Digital World: the Report of the Byron Review.* Retrieved November 20, 2011 from http://www.dcsf.gov.uk/byronreview/

Byron, T. (2010). *Do we Have Safer Children in a Digital World?: A Review of Progress Since the 2008 Byron Review*. Retrieved April 11th, 2013 from www.education.gov.uk/ukccis/about/a0076277/the-byron-reviews

Campbell, M.A. (2005). Cyberbullying: an Old Problem in a New Guise? *Australian Journal of Guidance and Counselling, 15,* 68-76.

Capdevila, R., & Lazard, L. (2009). Is It Just Me...? Q Methodology and Representing the Marginal. *Operant Subjectivity*, *32,* 70-84.

Carter, S. M., & Little, M. (2007). Justifying Knowledge, Justifying Method, Taking Action: Epistemologies, Methodologies, and Methods in Qualitative Research. *Qualitative Health Research*, *17,* 1316-1328.

Combes, H., Hardy, G., & Buchan, L. (2004). Using Q Methodology to Involve People with Intellectual Disability in Evaluating Person-Centred Planning. *Journal of Applied Research in Intellectual Disabilities*, *17,* 149-159.

Cross, R. M. (2005). Exploring Attitudes: the Case for Q Methodology. *Health Education Research*, *20,* 206-213.

Darwin, Z., & Campbell, C. (2009). Understandings of Cervical Screening in Sexual Minority Women: A Q-Methodological Study. *Feminism & Psychology*, *19,* 534-554.

Davies, J. (2013). 'Trainee Hairdressers' Uses of Facebook as a Community of Gendered Literacy Practice'. *Pedagogy, Culture and Society, 21, 00-00.*

Dehue, F., Bolman, C., & Vollink, T. (2008). Cyberbullying: Youngsters' Experiences and Parental Perception. *Cyberpsychology and Behaviour, 11,* 217-233.

Department for Education. (2012). *Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies*. Retrieved December 12th 2011, from www.education.gov.uk/publications/eOrderingDownload/Preventing%20and%Tackling%20Bullying.pdf.

Diamanduros, T., Downs, E., & Jenkins, S.J. (2008). The Role of School Psychologists in the Assessment, Prevention and Intervention of Cyberbullying. *Psychology in the Schools*, *45,* 693-704.

Dooley, J.J., Pyzalski, J., & Cross, D. (2009). Cyberbullying Versus Face-to-Face Bullying a Theoretical and Conceptual Review. *Journal of Psychology, 217*, 182-188.

Dudley, D., Siitarinen, J., James, I., & Dodgson, G. (2009). What do People with Psychosis Think Caused Their Psychosis? A Q-Methodology Study. *Behavioural and Cognitive Psychotherapy*, *37*, 11-24.

Education and Inspections Act, c. 40 (2006). Retrieved from www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf (Education and Inspections Act, 2006).

Ellingsen, I.T., Størksen, I., & Stephens, P. (2010). Q Methodology in Social Work Research. *International Journal of Social Research Methodology, 13,* 395-409.

Facebook. (2011). *Statement of Rights and Responsibilities*. Retrieved October 10, 2011 from: http://www.Facebook.com

Frederickson, J., & Cameron, R. J. (1999). *Psychology in Education Portfolio*. Windsor: NFER-Nelson.

Gergen, K.J. (2001). *An Invitation to Social Constructionism*. London: SAGE Publications.

Goldman, I. (1990). Abductory Inference, Communication Theory and Subjective Science. *Electronic Journal of Communication/La Revue Electronique de Communication.* 1(1). Retrieved April 9, 2012 from http://www.cios.org/www/ejcmain.htm

Grigg, D.W. (2010). Cyber-Aggression: Definition and Concept of Cyberbullying. *Australian Journal of Guidance and Counselling, 20,* 143-156.

Guba, E.G., & Lincoln, Y.S. (1989). *Fourth Generation Evaluation*. London: SAGE Publications.

Guba, E.G., & Lincoln, Y.S. (2005). Paradigmatic Controversies, Contradictions and Emerging Confluences. In N. Denzin, & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research.* (3rd Ed). (pp.191-216). Thousand Oaks, CA: SAGE Publications.

V. S. Harvey (2005). Fostering Resilience: A Handout for Teachers and Parents. NASP Communiqué`, 34(3). Retrieved July 25, 2013 from http://www.nasponline.org/publications/cq/mocq363resiliency_ho.aspx

Health Professions Council. (2008). *Standards of Conduct, Performances and Ethics.* London: Health Professions Council.

Health Professions Council. (2009). *Guidance on Conduct and Ethics for Student: Information for Students and Education Providers*. London: Health Professions Council.

Hinduja, S., & Patchin, J.W. (2008). Cyberbullying: an Exploratory Analysis of Factors Related to Offending and Victimisation*. Deviant Behaviour*, *29,* 129-156.

Holloway, W., & Jefferson, T. (2007). *Doing Qualitative Research Differently: Free Association, Narrative and the Interview Method*. London: SAGE Publications.

Joinson, A. (1998). Causes and Effects of Disinhibition on the Internet. In J. Gackenbach (Ed.), *The Psychology of the Internet: Intrapersonal, Interpersonal, and Transpersonal Implications.* (pp. 43-60). New York: Academic Press.

Jordan, K., Capdevila, R., & Johnson, S. (2005). Baby or Beauty: A Q Study into Post Pregnancy Body Image. *Journal of Reproductive and Infant Psychology, 23*, 19-31.

Kaplan, A. (2009). *The Conduct of Inquiry: Methodology for Behavioural Science*. London: Transaction Publishers.

Kitzinger, C. (1999). Researching Subjectivity and Diversity. *Psychology of Women Quarterly*, *23*, 267-276.

Kowalski, R. M., Limber, S.P., & Agatston, P.W. (2008). *Cyberbullying: Bullying in the Digital Age*. Oxford: Blackwell Publishing.

131

Livingstone, S., Haddon. L., Görzig, A., & Ólafsson. K. (2011). *EU Kids Online*. Retrieved May 21, 2012 from http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20(2009-11)/EUKidsOnlineIIReports/Final%20report.pdf

Mason, K.L. (2008). Cyberbullying: A Preliminary Assessment for School Personnel. *Psychology in Schools*, *45*, 323-348.

McKeown, B., & Thomas, D. (1988). Q Methodology. *Sage University Paper Series on Quantitative Applications in the Social Sciences Series no. 07-066*. London: SAGE Publications.

Microsoft Network. (2006). *MSN Cyberbullying Report: Blogging, Instant Messaging, and Email Bullying amongst Today's Teens*. Retrieved October 29, 2011 from http://www.msn.co.uk/Cyberbullying

National Children's Home. (2005). *Putting U in the Picture: Mobile Bullying Survey*. Retrieved November 21, 2011 from http://www.stoptextbully.com/files/textbully_inserts.pdf

O'Sullivan, P.B., & Flanagin, A.J. (2003). Reconceptualizing 'Flaming' and other Problematic Messages. *New Media & Society, 5,* 69-94.

Parker, J., & Alford, C. (2010). How to Use Q-Methodology in Dream Research: Assumptions, Procedures and Benefits. *Dreaming,* 20, 169-183.

Patchin, J.W., & Hinduja, S. (2006). Bullies Moves beyond the Schoolyard: A Preliminary Look at Cyberbullying. *Youth Violence and Juvenile Justice*, *4*, 148-169.

Ponari, C.D., & Wood, J. (2010). Peer and Cyber Aggression in Secondary School Students: the Role of Moral Disengagement, Hostile Attribution Bias and Outcome Expectancies. *Aggressive Behaviour*, *36,* 81-94.

Price, M., & Dalgleish, J. (2010). Cyberbullying: Experiences, Impacts and Coping Strategies as Described by Australian Young People. *Youth Studies Australia*, *29*, 51-59.

Qing, L. (2007). New Bottle but Old Wine: Research of Cyberbullying in Schools. *Computers in Human Behaviour, 23*, 1777-1791.

Raskauskas, J., & Stoltz, A.D. (2007). Involvement in Traditional and Electronic Bullying among Adolescents. *Developmental Psychology*, *43*, 564-575.

Rivers, I., & Noret, N. (2010). 'I h8 u' Findings from a Five-Year Study of Text and Email Bullying. *British Educational Research Journal*, *36,* 643-671.

Schmolck, P. (2002). PQMethod (Version 2.11) [Computer software]. Neubiberg: University of the Bundeswehr Munich. Retrieved June 14, 2012 from http://www.lrzmuenchen.de/~schmolck/qmethod/downpcqx.htm

School Standards and Framework Act, c. 31 (1998). Retrieved from www.legislation.gov.uk/ukpga/1998/31/introduction (School Standards and Framework Act, 1998).

Slonje, R., & Smith, P.K. (2008). Cyberbullying: Another Main Type of Bullying? *Scandinavian Journal of Psychology. 49,* 147-154.

Slouka, M. (1996, January 30). 'Virtual Anarchy' (edited extracts from *The War of the Worlds.* Abacus, 1995). *Guardian*, pp. 2-5.

Smith, A. (2007) Cyberbullying Affecting 17% of Teachers, Poll Finds. *The Guardian*. Retrieved December 1, 2011 from http://www.education.guardian.co.uk

Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its Nature and Impact in Secondary School Pupils. *Journal of Child Psychology and Psychiatry, 49,* 376–385.

Smith, P. K., Mahdavi, J., Carvalho, M. & Tippett, N. (2006). Department for Education and Schools. *An investigation into Cyberbullying, its Forms, Awareness and Impact, and the Relationship between Age and Gender in Cyberbullying*. Research Brief No. RBX03-06. London, DfES.

Spears, B., Owens, L., & Johnson, B. (2009). Behind the Scenes and Screens: Insights into the Human Dimension of Covert and Cyberbullying. *Journal of Psychology*, *217*, 189-196.

Stainton-Rogers, R. (1995). Q Methodology. In J. Smith., R. Harre and I. Van Longenhove (Eds.), *Rethinking Methods in Psychology.* (pp. 178-193). London: SAGE Publications.

Stainton-Rogers, R. (2001). Q Methodology. In J. Smith, R. Harré, and L. Lagenhove (Eds.), *Rethinking Methods in Psychology*. London: SAGE Publications.

Stainton-Rogers, W. (2003). *Social Psychology: Experimental and Critical Approaches*. Maidenhead: Open University Press.

Stainton-Rogers, R., & Stainton-Rogers, W. (1990). What the Brits got out of Q: And Why Their Work May Not Line Up with the American Way of Getting into It! *Electronic Journal of Communication/ La Revue Electronique doe Communication.* 1(1). Retrieved April 7, 2012 from http://www.cios.org/www/ejc/v1n190.htm)

Stenner, P. (2009). Introduction: Between *method* and *ology*. *Operant Subjectivity*, *32,* 46-69.

Stenner, P., Watts, S., & Worrell, M. (2008). Q Methodology. In C. Willig, and W. Stainton-Rogers (Eds.), *The SAGE Handbook of Qualitative Research in Psychology*. (pp.215-239). London: SAGE Publications.

Stephenson, W. (1935). Techniques of factor analysis. *Nature*, *136,* 297.

Stephenson, W. (1936). The inverted Factor Technique. *British Journal of Psychology*, *26,* 344-361.

Stephenson, W. (1953). *The Study of Behaviour: Q Technique and its Methodology.* Chicago: University of Chicago Press.

Stephenson, W. (1968). Perspectives in Psychology: XXVI Consciousness out – Subjectivity in. *Psychological Record*, *18,* 499-501.

Stephenson, W. (1980). Newton's Fifth Rule and Q Methodology: Application to Educational Psychology. *American Psychologist, 35*, 882-889.

Stricklin, M. & Almeida, R. (2004) *PCQ for Windows (Academic Edition 1.4) Computer program.* Retrieved June 14, 2012 from http://www.pcqsoft.com/

Subjectivity - In *Oxford English Dictionary* (2012) Retrieved February 28, 2013 from www.oed.com

Suler, J. (2004). The Online Disinhibition Effect. *CyberPsychology and Behaviour, 7*, 321-326.

Sweney, M. (2013). Facebook Admits it is Powerless to Stop Young Users Setting up Profiles. *The Guardian. Retrieved February 25, 2013 from* www.guardian.co.uk/technology/2013/Jan/23/Facebook-addmits-powerless-young-users

Tarapdar, S., & Kellett, M. (2011). *Young People's Voices on Cyberbullying: What can Age Comparisons Tell Us?* London: Diana Award.

Ten Klooster, P.M., Visser, M., & de Jong, M.D.T. (2008). Comparing Two Image Research instruments: The Q-sort Method Versus the Likert Questionnaire. *Food Quality and Preference*, *19,* 511-518.

The Equality Act, c.15 (2010). Retrieved from www.legislation.gov,uk/ukpga/2010/15/introduction (The Equality Act, 2010).

135

Thomas, G. (2010). *How to Do your Research Project*. London: SAGE Publications.

Tracy, S. J. (2010). Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, *16*, 837-851.

Troy, A.S., & Mauss, I.B. (2011). Resilience in the Face of Stress: Emotion regulation as a Protective Factor. In S.M.Southwick., B.T.Litz., D.Charney and M.J.Friedman (Eds.), *Resilience and Mental Health: Challenges Across the Lifespan*. (pp. 39-44). Cambridge: Cambridge University Press.

Van Exel, N.J.A., & de Graaf. G. (2005). *Q Methodology: A Sneak Preview*. Retrieved 12 April, 2012 from www.jobvanexel.nl

Vandebosch, H., & Van Cleemput, K. (2008). Defining Cyberbullying: a Qualitative Research into the Perceptions of Youngsters. *Cyberpsychology and Behaviour*, *11,* 499-503.

Vygotsky, L. (1978) *Mind in Society: The Development of Higher Psychological Processes*. London: Harvard University Press.

Watts, S. (2009). Social Constructionism Redefined: Human Selectionism and the Objective Reality of Q Methodology. *Operant Subjectivity*, *32,* 29-45.

Watts, S., & Stenner, P. (2005). Doing Q Methodology: Theory, Method and Interpretation. *Qualitative Research in Psychology*, *2,* 67-91.

Watts, S., & Stenner, P. (2012). *Doing Q Methodological Research: Theory, Method and Interpretation.* London: SAGE Publications.

Webler, T., Danielson, S., & Tuler, S. (2009). Using Q Method to Reveal Social Perspectives in Research. *Greenfield MA:Social and Environmental Research Institute.* Retrieved April 13, 2012 from www.ser-us.org/pubs/Qprimer.pdf

Wester, K.L. (2004). Youth Perceptions of Bullying: Thinking outside the Box. *Operant Subjectivity*, *27*, 68-83.

Williams, K.R., & Guerra, N.G. (2007). Prevalence and Predictors of Internet Bullying. *Journal of Adolescent Health, 41,* S14-S21.

Willig, C. (2007). *Introducing Qualitative Research in Psychology: Adventures in Theory and Mind*. Maidenhead: Open University Press.

Wolak, J., Mitchell, K.J., & Finklehor, D. (2007). Does Online Harassment Constitute Bullying? An Exploration of Online Harassment by Known Peer and Online-Only Contacts. *Journal of Adolescent Health, 41,* S1-S18.

Wolf, A. (2009). Subjectivity, the Researcher and the Researched. *Operant Subjectivity*, *32,* 6-28.

Wong-Lo, M., Bullock, L.M., & Gable, R.A. (2011). Cyberbullying: Practices to Face Digital Aggression. *Emotional and Behavioural Difficulties, 16*, 317-325.

Ybarra, M., & Mitchell, K. (2004a). Youth Engaging in Online Harassment: Associations with Caregiver-Child Relationships, Internet use, and Personal Characteristics. *Journal of Adolescence, 27,* 319 -336.

Ybarra, M.L., & Mitchell, K.J. (2004b). Online Aggressor/ Targets, Aggressors and Targets, a Compromise of Associated Youth Characteristics. *Journal of Child Psychology and Psychiatry. 45*, 1308-1316.

Eight Criteria for Qualitative Quality

Criteria	Definition	Considerations in this research
Worthy Topic	Research explores a topic which is relevant, timely, significant, interesting	▪ The topic is very current and has been quite prolific in the media since the commencement of the research process ▪ It is a relatively new topic so research is limited and to date has been mainly conducted by use of surveys ▪ The findings will be shared with schools so that they are aware of the multiple viewpoints given by young people on the topic and how they think the issue should be dealt with

Rich Rigor	- Are there enough data to support significant claims? - Did the researcher spend enough time to gather interesting and significant data? - Is the context or sample appropriate given the goals of the study? - Did the researcher use appropriate procedures in terms of data collection and analysis	- Q-methodology was used as it was felt that there are likely to be multiple viewpoints on the topic and there was enough data gathered to allow for a range of viewpoints to be found - The research utilised a two-stage process where the results from the first stage were supplemented by the second stage to explore the data further and to try to identify a 'way forward' with the data collated - The study was conducted on young people from a varied range of schools within the local authority. A range of ages, gender, ethnicity were used to optimise the potential for a range of accounts to be gained - A systematic process, drawing on a range of sources was used to create the concourse and subsequent Q-sort for the study. This was checked with young people for appropriateness in terms not only of breadth but also accessibility - Data collection procedures were used in a way to minimise researcher bias through minimal researcher involvement - Data interpretation stages were constrained by the quantitative data (i.e. factor arrays)

139

Sincerity	- Self-reflexivity about subjective values, biases and inclinations of the researcher - Transparency about the methods and challenges	- In writing the thesis an active attempt has been made to make explicit the beliefs and values of the researcher and to acknowledge the influence they have had on the research process - An attempt has been made in the research process to minimise the potential for the beliefs and values of the researcher to influence the accounts given by the participants - A discussion was given for why Q-methodology was chosen and consideration has been given to decisions that had to be made and challenges that arose

Credibility	...or trustworthiness ▪ Thick descriptions and showing rather than telling ▪ Triangulation or Crystallisation ▪ Multivocality ▪ Member reflections	▪ In the interpretation stage crib sheets were used to ensure that consideration was given to the gestalt account rather than just highly placed statements. For example, distinguishing statements were also recorded and considered ▪ Due to high correlations between factor arrays, an attempt was made to explore and share the nuanced findings as well as dominant features ▪ Pilot studies were used to ensure that language was appropriate for the young people ▪ Crystallisation is where multiple methods are used '*not to provide researchers with a more valid singular truth, but to open up a more complex, in-depth, but still thoroughly partial, understanding of the issue*' (Tracy, 2010, p. 844). This was achieved by supplementing the Q-sort data with a post-sort feedback sheet and by interviewing some participants ▪ Multivocal research is that which '*includes multiple and varied voices in the qualitative report and analysis*' (Tracy, 2010, p. 844). Q-methodology held appeal as a research methodology for this very reason, as it gives a voice to minority and marginal voices. The analysis stage reveals the range of accounts and does not privilege dominant views ▪ When constructing the Q-set, input from pilot studies was used to refine the statements used ▪ The participants who provided accounts which most closely matched the final factor arrays were interviewed and their reflections and elaborations were sought. This meant that interpretations could be checked with participants

Resonance	The research affects, or moves particular readers or a variety of audiences through:
	
	  ▪ Aesthetic, evocative representation
	  ▪ Naturalistic generalisations
	  ▪ Transferable findings
		▪ An attempt has been made to write in a clear way which is accessible for a reader
		
		▪ An attempt has also been made to give justice to the accounts given by the participants by simultaneously preserving their integrity and presenting the findings in a way which respects that what is being shared are the feelings and thoughts of people rather than dry 'data'
		
		▪ It is hoped that the findings allow professionals working with young people to have a better understanding of what bothers them about Facebook and that this understanding can lead to improved practice

Significant Contribution	The research provides a significant contribution:
	
	  ▪ Theoretically
	  ▪ Practically
	  ▪ Morally
	  ▪ Methodologically
	  ▪ Heuristically
		▪ It is hoped that the research will have heuristic significance in that it may influence future research. It would be desirable for quantitative research methods such as surveys to give credence to the multivocity of accounts on what bothers them on Facebook so that studies on cyberbullying do not provide only partial accounts
		
		▪ It is also hoped that the findings will be useful for educational practitioners and professionals who work with young people in recognising the heterogeneity of views on what bothers them about Facebook and to help in thinking about what steps can be taken and what adaptations can be made to existing practice in light of this information
		
		▪ Finally it is hoped that the study will raise awareness of the utility of Q-methodology in systematically exploring the possible accounts that there might be in relation to complex and topical issues

Ethics	The research considers: • Procedural ethics (such as human subjects) • Situational and culturally specific ethics • Relational ethics • Exiting ethics (leaving the scene and sharing the research)	• The study was approved by the University of Sheffield Ethics panel and meets the ethical guidelines published by the HPC and BPS (see Section 3.i. for further elaboration) • It was felt that the potential benefits of the research outweighed the potential negative outcomes from the research, particularly due to the uniqueness of the Q-methodological approach which de-emphasises the use of language so all participants were not asked to discuss a sensitive topic • Ethical considerations were given at each stage of the research and specifically in relation to each participant. When there were concerns about particular participants this was raised in Research Tutorials and the most ethical course of action was subsequently taken • A research methodology was chosen which sought to reduce the power differential between the researcher and the researched and to also empower the participants by getting them to 'do' research rather than have research done 'to' them • Participants were offered the opportunity to attend a focus group and put the findings into action • Schools and the Educational Psychology Service within the Local Authority will also receive a summary of the findings and be offered support and guidance in making changes based on the research findings

Meaningful Contribution	The study: - Achieves what it purports to be about - Uses methods and procedures that fit its stated goals - Meaningfully interconnects literature, research questions, findings and interpretations with each other	An attempt has been made to write a transparent thesis which flows; *'ensuring that the study hangs together well. The reviewed literature situates the findings. The findings attend to the stated research questions or foci. Finally, the conclusions and implications meaningfully interconnect with the literature and data presented'* (Tracy, 2010, p. 848).

The University Of Sheffield.

The School

Of

Education.

Francine Wint
DEdCPsy

Head of School
Professor Jackie Marsh

Department of Educational Studies
388 Glossop Road
Sheffield
S10 2JA

23 September 2013

Telephone: +44 (0)114 222 8096
Email: DEdCPsy@sheffield.ac.uk

Dear Francine

ETHICAL APPROVAL LETTER

Facebook Communitcation - Does it hurt?

Thank you for submitting your ethics application. I am writing to confirm that your

application has now been approved.

You can proceed with your research but we recommend you refer to the reviewers'

additional comments (please see attached).

This letter is evidence that your application has been approved and should be included as

an Appendix in your final submission.

Good luck with your research.

Yours sincerely

S. A. Warral

Dr Simon Warren

Chair of the School of Education Ethics Review Panel

cc   Dr M.Pomerantz
Enc   Ethical Review Feedback Sheet(s)

Participant Consent Form

Facebook communication – Am I Bothered?

An exploratory study into the views of young people

Researcher: Francine Wint   Participant ID:

1. I have read and understood the 'Participant Information about the Research' sheet which explains the research. I understand that there are potentially three stages of research that I might be asked to participate in. I have had the opportunity to ask questions, especially if there is something I do not understand.

    Please initial

2. I understand that taking part is voluntary and that I am free to change my mind and withdraw at anytime, without giving any reason. I also do not have to answer any questions I do not want to. I understand that if I withdraw part way through the research, the data collected by this point may still be used.

    Please initial

3. I understand that my answers will be kept confidential, which means that only Francine will know what I have said (unless Francine really worries that I or someone I know is at risk of harm – and if this happens, she will talk to me first). I also understand that my name will not be linked to anything I have said. However, I know that I will be completing part of the research in the same room as some of the people in my class.

    Please initial

4. I agree to having what I say audio recorded if I have a one-to-one interview

    Please initial

5. I agree that what I say can be used in this research and may be used in future research

   [ ] Please
        initial

6. I understand that if I need to talk to somebody about the experience of participating in this research, I can go to XXX who can be found in the XXX at school. S/he can get Francine back in to talk to me and/ or can give information on useful websites and helplines

   [ ] Please
        initial

7. I agree to participate in the research

   ✓ [ ] Please
           initial

_____

Name of participant   Date   Signature

_____

Name of parent   Date   Signature
(legal representative)

Francine Wint
_____

Name of Researcher   Date   Signature

The University Of Sheffield.

PARTICIPANT INFORMATION ABOUT THE RESEARCH SHEET

INTRODUCTION

Hello, my name is Francine Wint and I am an Educational Psychologist in training. As part of my training I am doing some research and I have chosen to explore what young people think about Facebook. In particular, I am interested in finding out more about what bothers young people when communicating on Facebook and what could be done about it. By <u>Facebook communication</u> I mean a message (written, spoken or signalled) communicated by, to or between people through the Facebook Social Networking Service.

WHY AM I STUDYING THIS?

More and more of how we talk to each other is on the internet through electronic devices and young people are especially good at communicating in this way. Sometimes people can be bothered by what happens through Facebook. I want to find out more about what bothers young people and why. I also want to know what young people think can be done about it. The reason I want to know this is because I hope to use the information to help adults such as Teachers, Parents and Professionals understand what communicating through Facebook is like for young people, as well as how we can support young people who have been affected by their experiences.

WHY HAVE I INVITED YOU?

To take part in the research project you need to be in either Year 8, 10 or 12 as I want to gain the views of a range of young people. I also want to have a roughly equal mixture of males and females.

It is up to you whether you want to take part. If you do agree to take part, you will be given this 'Information about the Research Sheet' to keep and a Consent form to sign. The Consent form has a section on it for your parents to sign to say that they agree to you taking part. Remember that you can pull out at any stage if you want to and you do not need to say why.

WHAT WILL I ASK YOU TO DO?

Everybody would be asked to complete stage 1 which will take place in a classroom during one lesson with some of the people from your year:

Stage 1: You would complete a Q-sort activity which is where you are given some cards with statements on and asked to rate them on a line from 'most agree' to 'most disagree'. The statements will refer to types of Facebook communication. After this you would be asked to complete a short Post-sort Feedback sheet which will contain about five questions.
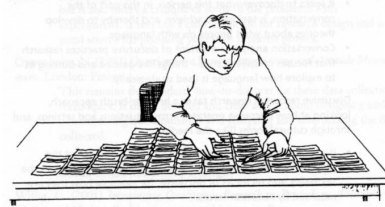
I can help you by reading or explaining any difficult words if you need me to. At the end of stage 1 I will go away, have a look at the results and choose some people to take part in stage 2. I will choose people who represent different ages, gender and viewpoints.

Stage 2: You will be invited to chat with me in a bit more detail about your views, particularly what you think people could do if they were having a negative experience communicating through Facebook.

Stage 2 will also be done during one lesson, however rather than being in a group like you were in stage 1, we will talk on our own in a quiet room at school. Finally, everyone will be asked if they want to take part in stage 3.

Stage 3: You would be invited to talk with me for about 40 minutes in a small group with about seven other people to check that I have understood properly what has been shared with me during this research. You will also be asked how we could use this information and whether you would like to help me share the information with people in our community.

There are no right or wrong answers to this research project, I simply hope to understand your views.

WHAT WILL HAPPEN WITH WHAT YOU SAY?

If I chat with you I will audio record what you say but only I will have access to the recording. I will then type out (transcribe) what you say. Whilst I am writing my research I will keep the recordings and transcriptions safe until the research is over when I will destroy it.

Anything you say or do during this research is confidential. That means that only I will know what you have said. The only exception to this would be if I was very

worried that you or someone you knew was at risk of harm and if this happened I would talk to you about it first.

What you say may be used for my research now or for other future research. If it is used it will remain anonymous, which means that it will not be possible for anyone to know that you have taken part.

WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF TAKING PART?

Advantages: The main advantage to taking part will hopefully be that the information you give me can be used to help adults better understand what bothers young people when communicating on Facebook. This in turn will hopefully mean that adults are better able to keep young people safe and to offer help when it is needed.

Disadvantages: You will need to give up about two hours of your time. As well as this, you might find it hard talking about the topic, particularly if you have or you know someone who has been affected by their experiences of communicating online. If you do feel upset afterwards, we can discuss who you could go to if you want to talk more, but I will give you a sheet with some websites and helplines on anyway just in case you think of something after you have left.

WHERE CAN YOU GET MORE INFORMATION FROM?

If you want me to talk to you more about the research or you have any questions, please contact me on the details below. I have also included the details of my Supervisor.

Researcher: Francine Wint	Supervisor: Dr. Michael Pomerantz
Email: edp10fw@sheffield.ac.uk	Email: M.pomerantz@sheffield.ac.uk
Mobile: 01226 773621	Telephone: 01629 582761

You can also talk to XXX at school if you have any worries. S/he can be found in her/his usual place in XXX at school. S/he is there for you to talk to whether or not you take part in the research. If you choose to, XXX can put you in touch with me and we can chat alone (not as part of the research). S/he can also give you some details of websites you can look at or helplines you can call if you want more information, or just to talk.

Facebook Communication -

'Am I bothered?'

Debrief Sheet

If you have had a negative experience when communicating online, it is important that you tell someone. For help and advice on how to respond to negative communication, the following contacts may be useful:

www.childline.org

Information on cyberbullying and message boards where you can get help and ask questions

https://cybermentors.org

A social network where you can find out more about bullying, what you can do about it and talk to mentors your own age

0800 1111 Childline

A helpline you can call to discuss your concerns

If you want to talk to me again about any aspect of the research or concerns that you may have, I can be contacted on 01226 773621 or edp10fw@sheffield.ac.uk although if I feel that you or someone you know is in danger, I will not be able to promise you that I will keep what you say a secret. I would have to talk to XXX at school and your parents/ carers.

151

Facebook communication – Am I Bothered?
An exploratory study into the views of young people
Post-sort feedback sheet

MOST DISAGREE												MOST AGREE
1	2	3	4	5	6	7	8	9	10	11	12	13

(1) Have a look at the statements you have just sorted. If you feel that you are able to, please draw a line on the grid to separate the statements that you do not think would bother you, from those that would bother you

(2) Please write down any statements which you feel were missing from the cards (they do not have to represent your view):

(3) Do you think that the way that you finally arranged the cards allowed you to give your view? If no, please explain why:

YES	NO

(4)Look at the cards you have sorted to the extreme left and to the extreme right. These are answers that you have felt most strongly about. What do you think makes these statements so important to you?

(5)Are there any other cards that have stood out to you? This may be because it did not make sense to you or because you felt it should not belong in the card sort. Please state which card and why:

Thanks,

Frankie

1	28
I saw someone being physically hurt	I saw a person being killed
2	**29**
I was physically hurt offline and this information was posted online	I was called names
3	**30**
I received messages that were made to get a response out of me	I was included as an option in an opinion poll that asked an offensive question
4	**31**
I saw that someone had lied about his/ her age on his/ her profile	I found that my beliefs were disrespected
5	**32**
I received a threat to people I am close to	I received a threatening message
6	**33**
I received a hate message insulting a group of people I relate to (such as race or religion)	I was contacted by a stranger

7 I had met someone online who wanted to meet up with me offline	34 I received unwanted sexual messages
8 I saw images of pornographic content	35 I received repeated communication from someone more often than I wanted
9 I received unwanted communication from an individual	36 I found that someone had commented on all of my communication
10 I found that I had been communicating with someone pretending to be someone else	37 I felt that someone's general comment was an indirect 'dig' (comment) about me
11 I found that someone had taken personal information from my account	38 I found that someone had changed information on my account
12 I found that someone I did not trust had used my account to pretend to be me	39 I saw that someone had shared some private information about me

13 I saw that someone had linked my name to a photograph without my consent	40 I found that rumours had been spread about me
14 I saw that a picture of me had been edited to spread a lie	41 I found that people were laughing at me
15 I found that someone was deliberately trying to embarrass me	42 I was made to feel that my friends would not like me unless I did something they wanted on Facebook
16 I was scared into doing something I did not want to on Facebook	43 I found that my boyfriend/girlfriend was checking on my communication
17 I was left out of an 'invite only' (closed) group	44 I was deleted as a friend by someone
18 I found that my communication was being ignored	45 I saw swearing being used

19 I saw that someone had been offering drugs for sale	46 I saw that someone had been offering weapons for sale
20 I saw that I had been linked to something which might get me into trouble with my family	47 I was sent something that caused damage to my computer
21 I saw that a vulnerable person was being encouraged to hurt himself /herself (such as to self harm or commit suicide)	48 I received communication giving me tips on how to behave in a way which would be bad for my health
22 I received a friendship request from someone I did not want to accept	49 I saw that someone was trying to present himself/ herself in a certain way (which was different to how I saw him/ her)
23 I saw someone saying that he/ she is going to hurt himself/ herself	50 I saw that someone was using Facebook to try and get a 'gang' together to do something they shouldn't

24	51
I found that when I communicated on Facebook my location was automatically shared for people to see	I found that someone used his/ her account just to share gossip about people
25	52
I found that I was spending all my free time on Facebook	I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update)
26	53
I found out that someone had reported me to Facebook for 'abuse'	I received a chain message which made me feel that if I did not pass it on then something bad would happen
27	54
I received hurtful comments from a profile which I knew to be fake	I found that someone was posting everything about his/ her life

Facebook communication – 'Am I Bothered?' An exploratory study into the views of young people Q-Sort Instructions

Thank you for agreeing to take part in this study. I am interested in exploring what types of things on Facebook would bother young people. I would like you to read each of the statements and think about which are important to you; which you strongly agree with and which you strongly disagree with. There are no right or wrong answers and the statements are likely to mean different things to different people. The activity should take no more than 45 minutes. For each statement I am asking you to consider whether it would bother you <u>IF</u> it did happen. The numbers on the cards do not mean anything, they are just to help me to record at the end which statement you have placed where.

Step by Step Instructions

(1)   Lay out the long strip which numbers each of the columns. This will help you to remember how many statements should go in each column and which way to place the statements ('*Most Disagree*' on the far left - '*Most Agree*' on the far right).

(2)   Put the sentence starter where you can keep looking at it throughout the activity if you need to ('*On Facebook I would be bothered if...*')

(3)   Read through each of the 54 statements and sort them into three piles:

-    On the right – those which you agree with

-    On the left – those you disagree with or agree with much less

-    In the middle – those you have no strong feeling about

(4)   From the pile on the right, choose two statements which are most like your view and put them in the far right column (it doesn't matter which is on the top and which is on the bottom).

(5)   From the pile on the left, choose two statements which are least like your view and put them in the far left column.

(6)   Back to the pile on the right; choose two statements which are more like your view than the others in the pile but not as much your view as the two you have

already chosen. Put them in the second column from the right. Move statements around if you change your mind.

(7) From the pile on the left; choose two statements to place in the second column from the left.

(8) Keep doing this, working your way towards the middle with the statements you have left over.

(9) Check that you are happy with your arrangement and make any changes needed to make sure that the sort fits your view.

(10) Complete the '*Post-sort Feedback sheet*'; try to answer the questions as honestly as possible.

Thanks for taking part!

Frankie

Consensus and Distinguishing Statements

Consensus Statements

Table demonstrating the consensus statements non-significant at the p>0.01 level and at the p<0.05 level (statements that are non-significant at the p<0.05 level are denoted in red)

Statement	F1	F2	F3	F4
2. I was physically hurt offline and this information was posted online	5	4	4	4
7. I had met someone online who wanted to meet up with me offline	0	-1	1	1
11. I found that someone had taken personal information from my account	3	5	3	4
12. I found that someone I did not trust had used my account to pretend to be me	4	3	4	3
15. I found that someone was deliberately trying to embarrass me	0	1	-1	0
20. I saw that I had been linked to something which might get me into trouble with my family	4	1	2	2
44. I was deleted as a friend by someone	-6	-6	-5	-6
51. I found that someone used his/ her account just to share gossip about people	-1	-2	-1	0
52. I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update)	-2	-3	-4	-1

Distinguishing Statements

Table demonstrating the distinguishing statements significant at the p<0.05 level and p<0.01 level (p<0.01 level denoted in red)

Factor	Distinguishing Statement Number	Distinguishing Statement
1	46	I saw that someone had been offering weapons for sale
	23	I saw someone saying that he/she is going to hurt himself/ herself
	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen
	9	I received unwanted communication from an individual
	24	I found that when I communicated on Facebook my location was automatically shared for people to see
2	40	I found that rumours had been spread about me
	21	I saw that a vulnerable person was being encouraged to hurt himself/ herself
	27	I received hurtful comments from a profile which I knew to be fake
	37	I felt that someone's general comment was an indirect 'dig' (comment) about me
	43	I found that my boyfriend/ girlfriend was checking on my communication
	13	I saw that someone had linked my name to photograph without my consent
	42	I was made to feel that my friends would not like me unless I did something they wanted on Facebook
	30	I was included as an option in an opinion poll that asked an offensive question
3	31	I found that my beliefs were disrespected
	18	I found that my communication was being ignored
	17	I was left out of an 'invite only' (closed) group
	29	I was called names
	42	I was made to feel that my friends would not like me unless I did something they wanted on Facebook
4	47	I was sent something that caused damage to my computer
	54	I found that someone was posting everything about his/ her life
	38	I found that someone had changed information on my account
	35	I received repeated communication from someone more often than I wanted
	26	I found out that someone had reported me to Facebook for 'abuse'
	29	I was called names

<u>Participant Qualitative Interpretative Summary Sheet</u>

<u>Introduction</u>

In Summer 2012, 41 young people from the XXXXX area completed a card sort about the kind of things that would bother them on Facebook. The results showed that different people would be bothered by different things on Facebook.

Physical violence and threats of physical violence emerged as the thing that would most bother young people. Other than that, there were four different views which emerged from the data as a big concern. Which one of these views do you think 'best fits' your view about what would bother you on Facebook?

(A) **I want to protect others**

I would be bothered if someone that I care about was at risk of being physically harmed. I need to protect them from harm by keeping information about me and my family safe. I am not bothered by people contacting me or sexual dangers.

(B) **I am worried about the dangers on Facebook**

There are many things on Facebook which could cause me harm. I need to be careful with my private information and alert to potential sexual dangers. It is distressing to see physical harm taking place and this could happen to me if my privacy is invaded.

(C) **I know who I am and what I'm doing**

I am bothered by physical harm taking place on Facebook but other than that I think it is important that people respect me and my beliefs. I am not so worried about my information being kept private; I feel in control on Facebook, although I don't like to be left out by my friends.

(D) I don't want any trouble

I don't want to get into trouble for anything that takes place on Facebook. I am aware of sexual and stranger dangers and I don't like to see people being hurt. Other than that, I am not too concerned about what people say about me.

If you were faced with each of these 'bothersome' situations

(a) what would you do?

(b) what would you advise someone else should do?

- You were being physically hurt or you saw someone else being physically hurt
- You saw that people were doing things that society consider wrong or which is illegal
- You were being pressured into doing something you did not want to
- Your private information was taken and/ or shared
- You were deceived by someone
- You were exposed to sexual content
- Things were happening on Facebook which you thought might affect how people perceived you
- You felt that your beliefs or sense of identity was being challenged
- Untruths were being said about you

Factor Arrays

Factor Array for Factor 1

+6	21	I saw a vulnerable person was being encouraged to hurt himself/ herself
+6	28	I saw a person being killed
+5	1	I saw someone being physically hurt
+5	2	I was physically hurt offline and this information was posted online
+5	46	I saw that someone had been offering weapons for sale
+4	12	I found that someone I did not trust had used my account to pretend to be me
+4	20	I saw that I had been linked to something which might get me into trouble with family
+4	39	I saw that someone had shared some private information about me
+3	5	I received a threat to people I am close to
+3	16	I was scared into doing something I did not want to on Facebook
+3	38	I found that someone had changed information on my account
+3	11	I found that someone had taken personal information from my account
+2	10	I found that I had been communicating with someone pretending to be someone else
+2	14	I saw that a picture of me had been edited to spread a lie
+2	19	I saw that someone had been offering drugs for sale
+2	41	I found that people were laughing at me
+2	50	I saw that someone was using Facebook to try and get a 'gang' together to do something they shouldn't
+1	3	I received messages that were made to get a response out of me
+1	6	I received a hate message insulting a group of people I relate to
+1	23	I saw someone saying he/she was going to hurt himself/ herself
+1	29	I was called names

+1	42	I was made to feel that my friends would not like me unless I did something they wanted on Facebook
+1	40	I found that rumours had been spread about me
0	7	I had met someone online who wanted to meet up with me offline
0	8	I saw images of pornographic content
0	15	I found that someone was deliberately trying to embarrass me
0	30	I was included as an option in an opinion poll that asked an offensive question
0	32	I received a threatening message
0	47	I was sent something that caused damage to my computer
0	26	I found that someone had reported me to Facebook for 'abuse'
0	25	I found that I was spending all my free time on Facebook
-1	27	I received hurtful comments from a profile which I knew to be fake
-1	34	I received unwanted sexual messages
-1	37	I felt that someone's general comment was an indirect 'dig' (comment) about me
-1	48	I received communication giving me tips on how to behave in a way which would be bad for my health
-1	51	I found that someone used his/ her account just to share gossip about people
-1	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen
-2	13	I saw that someone had linked my name to a photograph without my consent
-2	31	I found that my beliefs were disrespected
-2	33	I was contacted by a stranger
-2	35	I received repeated communication from someone more often than I wanted
-2	52	I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update)
-3	18	I found that my communication was being ignored
-3	36	I found that someone had commented on all of my communication

-3	45	I saw swearing being used
-3	43	I found that my boyfriend/ girlfriend was checking on my communication
-4	4	I saw that someone had lied about his/her age on his/her profile
-4	9	I received unwanted communication from an individual
-4	49	I saw that someone was trying to present himself/ herself in a certain way
-5	17	I was left out of an 'invite only' (closed) group
-5	54	I found that someone was posting everything about his/ her life
-5	24	I found that when I communicated on Facebook my location was automatically shared for people to see
-6	44	I was deleted as a friend by someone
-6	22	I received a friendship request from someone I did not want to accept

Factor Array for Factor 2

+6	28	I saw a person being killed
+6	39	I saw that someone had shared some private information about me
+5	1	I saw someone being physically hurt
+5	11	I found that someone had taken personal information from my account
+5	34	I received unwanted sexual messages
+4	2	I was physically hurt offline and this information was posted online
+4	21	I saw that a vulnerable person was being encouraged to hurt himself/ herself
+4	40	I found that rumours had been spread about me
+3	5	I received a threat to people I am close to
+3	8	I saw images of pornographic content
+3	12	I found that someone I did not trust had used my account to pretend to be me
+3	23	I saw someone saying he/she is going to hurt himself/ herself
+2	10	I found that I had been communicating with someone pretending to be someone
+2	14	I saw that a picture of me had been edited to spread a lie
+2	27	I received hurtful comments from a profile which I knew to be fake
+2	32	I received a threatening message
+2	38	I found that someone had changed information on my account
+1	15	I found that someone was deliberately trying to embarrass me
+1	20	I saw that I had been linked to something which might get me into trouble with my family
+1	26	I found that someone had reported me to Facebook for 'abuse'
+1	37	I felt that someone's general comment was an indirect 'dig' (comment) about me
+1	41	I found that people were laughing at me
+1	47	I was sent something that caused damage to my computer
0	6	I received a hate message insulting a group of people I relate to
0	13	I saw that someone had linked my name to a photograph without my consent
0	19	I saw that someone had been offering drugs for sale
0	24	I found that when I communicated on Facebook my location was automatically shared for people to see
0	29	I was called names

0	33	I was contacted by a stranger
0	43	I found that my boyfriend/ girlfriend was checking on my communication
0	46	I saw that someone had been offering weapons for sale
-1	3	I received messages that were made to get a response out of me
-1	7	I had met someone online who wanted to meet up with me offline
-1	16	I was scared into doing something I did not want to on Facebook
-1	36	I found that someone had commented on all of my communication
-1	42	I was made to feel that my friends would not like me unless I did something they wanted me to on Facebook
-1	50	I saw that someone was using Facebook to try and get a 'gang' together to do something they shouldn't
-2	4	I saw that someone had lied about his/her age on his/her profile
-2	9	I received unwanted communication from an individual
-2	30	I was included as an option in an opinion poll that asked an offensive question
-2	35	I received repeated communication from someone more often than I wanted
-2	51	I found that someone used his/ her account just to share gossip about people
-3	25	I found that I was spending all my free time on Facebook
-3	31	I found that my beliefs were disrespected
-3	48	I received communication giving me tips on how to behave bad for my health
-3	52	I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update)
-4	17	I was left out of an 'invite only' (closed) group
-4	18	I found that my communication was being ignored
-4	49	I saw that someone was trying to present himself/ herself in a certain way
-5	22	I received a friendship request from someone I did not want to accept
-5	45	I saw swearing being used
-5	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen
-6	54	I found that someone was posting everything about his/ her life
-6	44	I was deleted as a friend by someone

Factor Array for Factor 3

+6	1	I saw someone being physically hurt
+6	21	I saw that a vulnerable person was being encouraged to 'hurt' himself/herself (such as self harm or commit suicide)
+5	5	I received a threat to people I am close to
+5	23	I saw someone saying that he/she is going to hurt himself/ herself
+5	28	I saw a person being killed
+4	2	I was physically hurt offline and this information was posted online
+4	10	I found that I had been communicating with someone pretending to be someone else
+4	12	I found that someone I did not trust had used my account to pretend to be me
+3	6	I received a hate message insulting a group of people I relate to (such as race or religion)
+3	11	I found that someone had taken personal information from my account
+3	31	I found that my beliefs were disrespected
+3	39	I saw that someone had shared some private information about me
+2	19	I saw that someone had been offering drugs for sale
+2	20	I saw that I had been linked to something which might get me into trouble with my family
+2	32	I received a threatening message
+2	38	I found that someone had changed information on my account
+2	50	I saw that someone was using Facebook to try and get a 'gang' together to do something they shouldn't
+1	7	I had met someone online who wanted to meet up with me offline
+1	14	I saw that a picture of me had been edited to spread a lie
+1	16	I was scared into doing something I did not want to on Facebook
+1	46	I saw that someone had been offering weapons for sale
+1	47	I was sent something that caused damage to my computer
+1	49	I saw that someone was trying to present himself/ herself in a certain way (which was different to how I saw him/ her)
0	3	I received messages that were made to get a response out of me
0	8	I saw images of pornographic content
0	9	I received unwanted communication from an individual
0	24	I found that when I communicated on Facebook my location was automatically shared for people to see

0	26	I found out that someone had reported me to Facebook for 'abuse'
0	30	I was included as an option in an opinion poll that asked an offensive question
0	34	I received unwanted sexual messages
0	40	I found that rumours had been spread about me
-1	4	I saw that someone had lied about his/ her age on his/ her profile
-1	13	I saw that someone had linked my name to a photograph without my consent
-1	15	I found that someone was deliberately trying to embarrass me
-1	25	I found that I was spending all of my free time on Facebook
-1	51	I found that someone used his/ her account just to share gossip about people
-1	18	I found that my communication was being ignored
-2	17	I was left out of an 'invite only' (closed) group
-2	29	I was called names
-2	33	I was contacted by a stranger
-2	36	I found that someone had commented on all of my communication
-2	48	I received unwanted communication giving me tips on how to behave in a way which would be bad for my health
-3	22	I received a friendship request from someone I did not want to accept
-3	27	I received hurtful comments from a profile which I knew to be fake
-3	35	I received repeated communication from someone more often than I wanted
-3	37	I felt that someone's general comment was an indirect 'dig' (comment) about me
-4	42	I was made to feel that my friends would not like me unless I did something they wanted on Facebook
-4	43	I found that my boyfriend/ girlfriend was checking on my communication
-4	52	I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update)
-5	41	I found that people were laughing at me
-5	44	I was deleted as a friend by someone
-5	54	I found that someone was posting everything about his/ her life
-6	45	I saw swearing being used
-6	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen

Factor Array for Factor 4

+6	28	I saw a person being killed
+6	21	I saw that a vulnerable person was being encouraged to hurt himself/ herself
+5	1	I saw someone being physically hurt
+5	8	I saw images of pornographic content
+5	5	I received a threat to people I am close to
+4	2	I was physically hurt offline and this information was posted online
+4	11	I found that someone had taken personal information from my account
+4	47	I was sent something that caused damage to my computer
+3	12	I found that someone I did not trust had used my account to pretend to be me
+3	23	I saw someone saying that he/ she is going to hurt himself/ herself
+3	54	I found that someone was posting everything about his/ her life
+3	34	I received unwanted sexual messages
+2	6	I received a hate message insulting a group of people I relate to
+2	10	I found that I had been communicating with someone pretending to be someone
+2	46	I saw that someone had been offering weapons for sale
+2	20	I saw that I had been linked to something which might get me into trouble with my family
+2	39	I saw that someone had shared some private information about me
+1	7	I had met someone online who wanted to meet up with me offline
+1	50	I saw that someone was using Facebook to try and get a 'gang' together
+1	14	I saw that a picture of me had been edited to spread a lie
+1	19	I saw that someone had been offering drugs for sale
+1	30	I was included as an option in an opinion poll that asked an offensive question
+1	49	I saw that someone was trying to present himself/ herself in a certain way
0	3	I received messages that were made to get a response out of me
0	9	I received unwanted communication from an individual
0	15	I found that someone was deliberately trying to embarrass me
0	33	I was contacted by a stranger
0	42	I was made to feel that my friends would not like me unless I did wanted on FB
0	38	I found that someone had changed information on my account

0	48	I received communication giving me tips on how to behave bad health
0	51	I found that someone used his/ her account just to share gossip about people
-1	24	I found that when I communicated on Facebook my location was automatically shared
-1	32	I received a threatening message
-1	35	I received repeated communication from someone more often than I wanted
-1	36	I found that someone had commented on all of my communication
-1	40	I found that rumours had been spread about me
-1	52	I felt that someone was being sarcastic with me (such as an ex's friends liking my relationship status update)
-2	4	I saw that someone had lied about his/her age on his/her profile
-2	16	I was scared into doing something I did not want to on Facebook
-2	31	I found that my beliefs were disrespected
-2	37	I felt that someone's general comment was an indirect 'dig' (comment) about me
-2	43	I found that my boyfriend/ girlfriend was checking on my communication
-3	13	I saw that someone had linked my name to a photograph without my consent
-3	26	I found out that someone had reported me to Facebook for 'abuse'
-3	27	I received hurtful comments from a profile which I knew to be fake
-3	29	I was called names
-4	22	I received a friendship request from someone I did not want to accept
-4	41	I found that people were laughing at me
-4	45	I saw swearing being used
-5	25	I found that I was spending all my free time on Facebook
-5	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen
-5	18	I found that my communication was being ignored
-6	44	I was deleted as a friend by someone
-6	17	I was left out of an 'invite only' (closed) group

Crib Sheets

Crib Sheet for Factor 1

Highest ranked statements	28	I saw a person being killed (+6)
	21	I saw a vulnerable person was being encouraged to hurt himself/ herself (+6)
	1	I saw someone being physically hurt (+5)
	2	I was physically hurt offline and this information was posted online (+5)
	46	I saw that someone had been offering weapons for sale (+5)
Statements ranked higher in Factor 1 than in the other factors	2	I was physically hurt offline and this information was posted online (+5)
	3	I received messages that were made to get a response out of me (+1)
	16	I was scared into doing something I did not want to on Facebook (+3)
	20	I saw that I had been linked to something which might get me into trouble with my family (+4)
	25	I found that I was spending all my free time on Facebook (0)
	29	I was called names (+1)
	38	I found that someone had changed information on my account (+3)
	41	I found that people were laughing at me (+2)
	42	I was made to feel that my friends would not like me unless I did something they wanted on Facebook (+1)
	45	I saw swearing being used (-3)
	46	I saw that someone had been offering weapons for sale (+5)
	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen (-1)
Statements ranked lower in Factor 1 than in the other factors	4	I saw that someone had lied about his/ her age on his/ her profile (-4)
	9	I received unwanted communication from an individual (-4)
	22	I received a friendship request from someone I did not want to accept (-6)
	23	I saw someone saying that he/ she is going to hurt himself/ herself (+1)
	24	I found that when I communicated on Facebook my location was automatically shared for people to see (-5)
	34	I received unwanted sexual messages (-1)
	36	I found that someone had commented on all of my communication (-3)
	47	I was sent something that caused damage to my computer (0)
Lowest ranked statements	17	I was left out of an 'invite only' (closed) group (-5)
	24	I found that when I communicated on Facebook my location was automatically shared for people to see (-5)
	54	I found that someone was posting everything about his/ her life (-5)
	22	I received a friendship request from someone I did not want to accept (-6)
	44	I was deleted as a friend by someone (-6)

Crib Sheet for Factor 2

Highest ranked statements	28	I saw a person being killed (+6)
	39	I saw that someone had shared some private information about me (+6)
	1	I saw someone being physically hurt (+5)
	11	I found that someone had taken personal information from my account (+5)
	34	I received unwanted sexual messages (+5)
Statements ranked higher in Factor 2 than in the other factors	11	I found that someone had taken personal information from my account (+5)
	13	I saw that someone had linked my name to a photograph without my consent (0)
	15	I found that someone was deliberately trying to embarrass me (+1)
	26	I found out that someone had reported me to Facebook for 'abuse' (+1)
	27	I received hurtful comments from a profile which I knew to be fake (+2)
	34	I received unwanted sexual messages (+5)
	37	I felt that someone's general comment was an indirect 'dig' (comment) about me (+1)
	39	I saw that someone had shared some private information about me (+6)
	40	I found that rumours had been spread about me (+4)
	43	I found that my boyfriend/ girlfriend was checking on my communication (0)
Statements ranked lower in Factor 2 than in the other factors	3	I received messages that were made to get a response out of me (-1)
	6	I received a hate message insulting a group of people I relate to (such as race or religion (0)
	7	I met someone online who wanted to meet up with me offline (-1)
	19	I saw that someone had been offering drugs for sale (0)
	20	I saw that I had been linked to something which might get me into trouble with my family (1)
	21	I saw that a vulnerable person was being encouraged to hurt himself/ herself (+4)
	30	I was included as an option in an opinion poll that asked an offensive question (-2)
	31	I found that my beliefs were disrespected (-3)
	46	I saw that someone had been offering weapons for sale (0)
	48	I received communication giving me tips on how to behave in a way which would be bad for my health (-3)
	50	I saw that someone was using Facebook to try and get a 'gang' together to do something they shouldn't (-1)
	51	I found that someone used his/her account just to share gossip about people (-2)
	54	I found that someone was posting everything about his/ her life (-6)
Lowest ranked statements	22	I received a friendship request from someone I did not want to accept (-5)
	45	I saw swearing being used (-5)
	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen (-5)
	54	I found that someone was posting everything about his/ her life (-6)
	44	I was deleted as a friend by someone (-6)

Crib Sheet for Factor 3

Highest ranked statements	1	I saw someone being physically hurt (+6)
	21	I saw that a vulnerable person was being encouraged to hurt himself/ herself (+6)
	28	I saw a person being killed (+5)
	23	I saw someone saying that he/ she is going to hurt himself/ herself (+5)
	5	I received a threat to people I am close to (+5)
Statements ranked higher in Factor 3 than in the other factors	1	I saw someone being physically hurt (+6)
	4	I was physically hurt offline and this information was posted online (-1)
	6	I received a hate message insulting a group of people I relate to (such as race or religion) (+3)
	10	I found that I had been communicating with someone pretending to be someone else (+4)
	17	I was left out of an 'invite only' (closed) group (-2)
	18	I found that my communication was being ignored (-1)
	22	I received a friendship request from someone I did not want to accept (-3)
	23	I saw someone saying that he/she is going to hurt himself/ herself (+5)
	31	I found that my beliefs were disrespected (+3)
	44	I was deleted as a friend by someone (-5)
Statements ranked lower in Factor 3 than in the other factors	15	I found that someone was deliberately trying to embarrass me (-1)
	28	I saw a person was being killed (+5)
	35	I received repeated communication from someone more often than I wanted (-3)
	37	I felt that someone's general comment was an indirect 'dig' (comment) about me (-3)
	41	I found that people were laughing at me (-5)
	42	I was made to feel that my friends would not like me unless I did something they wanted on Facebook (-4)
	43	I found that my boyfriend/ girlfriend was checking on my communication (-4)
	45	I saw swearing being used (-6)
	52	I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update) (-4)
	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen (-6)
Lowest ranked statements	41	I found that people were laughing at me (-5)
	44	I was deleted as a friend by someone (-5)
	54	I found that someone was posting everything about his/ her life (-5)
	45	I saw swearing being used (-6)
	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen (-6)

Crib Sheet for Factor 4

Highest ranked statements	28	I saw a person being killed (+6)
	21	I saw that a vulnerable person was being encouraged to hurt himself/ herself (+6)
	1	I saw someone being physically hurt (+5)
	8	I saw images of pornographic consent (+5)
	5	I received a threat to people I am close to (+5)
Statements ranked higher in Factor 4 than in the other factors	8	I saw images of pornographic content (+5)
	30	I was included as an option in an opinion poll that asked an offensive question (+1)
	35	I received repeated communication from someone more often than I wanted (-1)
	47	I was sent something that caused damage to my computer (+4)
	48	I received communication giving me tips on how to behave in a way which would be bad for my health (0)
	51	I found that someone used his/ her account just to share gossip about people (0)
	52	I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update (-1)
	54	I found that someone was posting everything about his/ her life (+3)
Statements ranked lower in Factor 4 than in the other factors	13	I saw that someone had linked my name to a photograph without my consent (-3)
	16	I was scared into doing something I did not want to on Facebook (-2)
	17	I was left out of an 'invite only' (closed) group (-6)
	18	I found that my communication was being ignored (-5)
	25	I found that I was spending all my free time on Facebook (-5)
	26	I found out that someone had reported me to Facebook for 'abuse' (-3)
	29	I was called names (-3)
	32	I received a threatening message (-1)
	38	I found that someone had changed information on my account (0)
	39	I saw that someone had shared some private information about me (+2)
	40	I found that rumours had been spread about me (-1)
Lowest ranked statements	25	I found that I was spending all my free time on Facebook (-5)
	53	I received a chain message which made me feel that if I did not pass it on then something bad would happen (-5)
	18	I found that my communication was being ignored (-5)
	44	I was deleted as a friend by someone (-6)
	17	I was left out of an 'invite only' (closed) group (-6)

Post-sort feedback sheet responses per factor

Responses are recorded exactly as provided by participants, however red writing denotes where the researcher has clarified which statements the participants are making reference to.

FACTOR 1

p. no.	Line drawn to separate bother from not bother	Missing statements?	Able to give view?	What makes the statements at the extremes (+6 and -6) so important?	Any other statements which stood out?
4	Columns 6-13	You witnessed somebody being verbally abused	Yes	I find these comments either offensive and disgusting e.g. 'a person being killed' or I find them completely pointless e.g. 'deleted as a friend by someone'	52 (I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update)) They are being sarcastic! It does not matter
10	Columns 6-13		Yes	19 (I saw that someone had been offering drugs for sale) and 28 (I saw a person being killed) agree with because it is wrong to photograph a person and selling and doing drugs is mostly illegal 44 (I was deleted as a friend by someone) and 22 (I received a friendship request from someone I did not want to accept) because I don't really care about deleting people, same with 22	Number 28 (I saw a person being killed) because I didn't expect it and it is so wrong

179

| 13 | Columns 4-13 | If you saw your friend being abused

If people posted about a crime being committed

If people violated Facebook 'hacked accounts' | Yes | They make it important to me because I have experienced most of them but not all | Numbers 2 (I was physically hurt offline and this information was posted online), 14 (I saw that a picture of me had been edited to spread a lie), 29 (I was called names), 40 (I found that rumours had been spread about me) usually occur on Facebook |
|---|---|---|---|---|---|
| 16 | | I saw someone being discriminated towards because of their race, sexuality, gender etc | Yes | For most agree, seeing someone being killed or physically hurt isn't an image you can just erase from your memory, and not knowing whether they were innocent may add to the guilt of seeing that person be treated so horribly. With the most disagree side, Facebook is bound to have messages about what people are doing, what else would people post about? People posting lyrics to songs is more irritating. Also, if I don't want someone to see my personal information, I won't let them | If people were disrespecting my beliefs that wouldn't bother me much, as their opinion won't change mine, i didn't feel that someone being killed was appropriate because I would never get involved with someone who has access to this footage, but everything else seemed highly appropriate. Also this survey can relate to other social networking sites as well as Facebook |
| 20 | Columns 8-13 | Game requests from strangers | Yes, however some in the way I thought may be out of context to how others would look at it | On the left – things that don't really bother like being left out of groups if it didn't concern me, I'd not be bother

On the right something's would never want to see | 28 – I saw someone being killed = very extreme and if this was on Facebook it should be a criminal offence |

27	Columns 7-13		Yes	I found that the ones on the extreme left are things that are done every day and nobody is really bothered about it and the ones on the extreme right are more physical things that can affect me emotionally	Card 36 (I found that someone had commented on all of communication) I found didn't make sense when reading it however when it was explained I understood it better
28	Columns 7-13		Yes	Because if I saw someone being killed or selling weapons I would be worried and get someone involved	
31	Columns 8-13		No because you could only have so many options and not able to fully decide	Some are just silly so I would not react to it, however some I felt strongly upset and would feel hurt to see that	
41	Columns 8-13		Yes	Because I do not like when people try to involve themselves in my life in a negative way	Number 10 (I found that I had been communicating with someone pretending to be someone else) stood out to me because talking to a false profile could cause problems especially when they know your personal details

FACTOR 2

p. no.	Line drawn to separate bother from not bother	Missing statements?	Able to give view?	What makes the statements at the extremes (+6 and -6) so important?	Any other statements which stood out?
3	Columns 5-13	Somebody indicated what items you have on your person (phone, amount of money, expensive items) along with your location

Your friends make hurtful comments to people then encourage you to join in | Yes | My cards to the extreme right I would feel upset about because sexual messages can make you feel very vulnerable and helpless and you may be too embarrassed to report it
I would be very angry if someone put some of my personal information out on Facebook because it is not theirs to share. It would also be very frightening because everybody would know your business | I don't think the card 'I found that someone had commented on all my communication' made sense to me. Other than that, I think all the cards made sense and were appropriate |
| 6 | Columns 8-13 | | Yes | Because in the right I don't want to get into any bother and I don't want people to share my private things
In the left because it would not really do much to me or my friends | Card 8 (I saw images of pornographic content) because I did not really understand what one of the words meant |

9	Columns 8-13	I received hurtful comments on a photo or status update	Yes	Because things like name calling I learned to ignore. But things that show people being hurt concerns me because its wrong, its bullying and the victims are my friends	"I found that someone had changed personal information on my account" I think this does not apply to many people. Many don't share passwords, like myself, I don't, and I wouldn't ever share a password. Reason being anything could happen and arguments could be caused Also I wouldn't share personal info that I don't want anyone to know about
12	Columns 6-13	Being sent game requests from strangers	Yes	The ones which stands out are the ones which are about me because they would upset me the most because they would be used against me	Yes the ones that I didn't think of because I didn't know they happened
14	Columns 7-13	When people don't write properly	Yes	To the extreme left they are more about people who don't like me or I don't like them or they call me names etc and I don't think these bother me as I don't really care what people think and also things like someone wanted to meet up with me I would never do anything that silly. Ones on the far right are more like people getting physically hurt and killed and threatening people and pornographic things and these are to the extreme right because these are disturbing and could last a long time	A card that stood out is someone being killed and it stood out because I thought it was very disgusting thing to do and would be very disturbing and probably stick in your mind for the rest of your life and it may make you scared however I would never watch a video like that
19	Columns 6-13		Yes	I feel most strongly about the cards I placed at the extreme left I think they're insignificant and wouldn't affect me I feel most strongly about the cards at the extreme right as for example seeing someone kill himself would be awful and have an impact on me	

24	Columns 6-13	If I saw that a young member of my family was partaking in an activity that I knew their parents wouldn't agree with – this would really bother me	Yes	I chose 'I saw a person being killed' and 'I receive unwanted sexual messages' as most agree because they would really upset me and I wouldn't be able to forget them I chose 'I found that someone was posting everything about his/her life' this would not bother me as it is their choice unless they were a close friend or family member	They all make sense because they are sensible scenarios that unfortunately take place regularly on Facebook
33	Columns 8-13	If you were bullied on and off Facebook	Yes	Because if someone died through bullying and it happened to someone close it would be upsetting	No they were all fine

FACTOR 3

p. no.	Line drawn to separate bother from not bother	Missing statements?	Able to give view?	What makes the statements at the extremes (+6 and -6) so important?	Any other statements which stood out?
2	Columns 9-13	My friends were being bullied or called names I saw an animal being abused	Yes	Well if I saw someone being killed it would be something that stayed with you all of your life and it would be a piece of important information and somebody might just be offline and not able to send a message back so it doesn't really matter	No not really they were all things that could happen on Facebook
11		There is enough cards that show a wide range of statements, so I don't think it's necessary for any other cards	Yes	Some of the statements have happened to me and other people before, some of the statements have to be taken seriously.	
21	Columns 8-13	There aren't any	No	They show that I am concerned about relevant things. Things that are irrelevant don't mean anything to me	
22	Columns 7-13	Someone being made fun of constantly	Yes	Because they are the 4 most extreme statements that would either really get to me or wouldn't	Felt all were relevant to the table
34	Columns 12-13	None	Yes	I feel that the most disagree column was so important and clear to see. These statements were totally irrelevant to me as a person. However the most agree column is very strong since seeing that would affect me personally	The weapons card since it's highly unlikely to happen. Also the drugs card

185

38	Columns 6-13		Yes	3 (I received messages that were made to get a response out of me) & 1 (I saw someone being physically hurt) – If I received a threat about someone close to me it could mean me getting dragged into it. I don't like people physically being hurt	25 (I found that I was spending all my free time on Facebook) Not really linked to the subject
39	Columns 6-13		Yes	To the right (most concern) it's extremely negatively impacting somebody, particularly someone who is vulnerable. Also, threats / harm to me or my family is concerning. To the left (least concern) is behaviour that occurs often and doesn't harm me or anyone else seriously – especially as there's the option of blocking	
40	Columns 10-13		Yes	'I saw a person being killed' this bothers me because this person has a family who loves them and has lost them! '21' (I saw that a vulnerable person was being encouraged to hurt himself/ herself (such as to self harm or commit suicide)) this bothers me because if the person was to harm and die because of others then they don't get arrested for it and it would also affect families '44' (I was deleted as a friend by someone) that really doesn't bother me because I wouldn't notice it and they can do what they want '52' (I felt that someone was being sarcastic with me (such as an ex's friends 'liking' my relationship status update) it doesn't bother me because I don't believe in that stuff	

FACTOR 4

p. no.	Line drawn to separate bother from not bother	Missing statements?	Able to give view?	What makes the statements at the extremes (+6 and -6) so important?	Any other statements which stood out?
8	Columns 7-13	If someone was encouraging you to do drugs If people were telling you to do things to hurt yourself (Suicide/ Self harm) If people were discriminating other because of race or religion They were saying horrible things about handicapped/ disabled people	Yes	I felt most strongly about answer 21 (I saw that a vulnerable person was being encouraged to hurt him/herself such as suicide or self harm) because self harm is a problem that someone is trying to get through. People who self harm have a very personal reason why they do harm themselves and if people tell them to hurt themself they're going to harm themselves more. And that's not fair. Suicide is also no joke and people don't understand why and how painful it is to the person And answer 28 (I saw a person being killed) that is just wrong. A person's death is personal to the family. Not right?	Answer 19 (I saw someone selling drugs) and answer 46 (I saw someone selling weapons) this would concern me but I don't understand why people would do that sort of thing on a public website? Wouldn't they get caught?

15	Columns 8-13	People who write like this – Hiyaaa howww aaa yuuu doinggg	No On some of the questions it doesn't put it into context	The fact that they are doing it on purpose and trying to annoy you	
29	Columns 5-13	'How would you feel if your mum or dad was checking up on you?'	Yes	That I can share my views to other people	'I was left out of an invite' because I don't get how that would get to someone
30	Columns 9-13	A stranger using your personal information to come to your location	Yes	They are important to me because it hurts people's feelings when they get bullied over Facebook that become physical offline and some people get scared to go out of the house because of threats. I don't think it's ok to do that	I didn't really like I saw a person being killed it didn't bother me much just made me thought what it would be like if that happened
36	Columns 12-13	Arguments	Yes	Right – because it's annoying Left – I find it funny	
37	Columns 9-13	Family writing concerning issues or problems	Yes	I feel strongly about statement 21 (I saw that a vulnerable person was being encouraged to hurt himself/ herself (such as to self harm or commit suicide)), 28 (I saw a person being killed) as I would feel very emotional and disturbed because I feel that the two are wrong. I can see a link to the two on how I have put them there. The images and everything else would make me feel how much pain the individuals may have felt. I feel that murder and bullying a person through physical abuse is wrong	27 (I received hurtful comments from a profile which I knew to be fake) and 44 (I was deleted as a friend by someone) are not the most concerning as they don't have an insult as they are not threat or important. If someone wanted to delete me they probably have a reason for it or they have got rid of their account, Comments from a fake profile is ridiculous as its aimed to be a set up

188

CONFOUNDED Q-SORTS

p. no.	Line drawn to separate bother from not bother	Missing statements?	Able to give view?	What makes the statements at the extremes (+6 and -6) so important?	Any other statements which stood out?
1	Columns 4-13	People posting hurtful and unwanted comments and posts about you	Yes	I think because they include my friends being hurt, me being hurt and other people being hurt. Not just hurt physically but hurt by words or actions as well	49, I saw that someone was trying to present himself/ herself in a certain way (which was different to how I saw him/her) 37 (I felt that someone's general comment was an indirect 'dig' (comment) about me) I found the way they were worded confusing but after it was explained I understood them
18	Columns 7-13	Not having your profile set to private or friends only	Yes	Most agree = no one wants to see anyone close or a threat to some close to them Most disagree = everyone uses swearing and for younger people to get on Facebook they have to lie about their age	I saw a person being hurt and killed because it's not something that people want to see and it's not good to brag about it
23	Columns 6-13	No	Yes	Most of the messages which was on the cards were quite negative touching people's feelings and others just comments which you could just ignore	Cards like 'seeing someone getting killed' posted on Facebook and pornographic which is unnecessary to be honest
25	Columns 7-13	Fake profiles being made to disguise someone's hate towards a person or people	Yes	Agree – seeing someone hurt by others on Facebook is completely wrong and people shouldn't boast about it Disagree – people ignoring me on Facebook isn't a huge issue as they may not have got round to me yet or busy	

26	Columns 8-13		Yes In a way, I arranged them in a way that allowed me to give my view, however when I got to the ones that didn't concern me I weren't too fussed what order they went in	It is something which affect someone's life forever	
35	Columns 10-13		Yes	Far left – see/ hear swearing all the time Mid left – everyone entitled to freedom of speech Far right – distressing	48(I received communication giving me tips on how to behave in a way which would be bad for my health), can't think of any examples as to what it means

NON-SIGNIFICANT Q-SORTS

p. no.	Line drawn to separate bother from not bother	Missing statements?	Able to give view?	What makes the statements at the extremes (+6 and -6) so important?	Any other statements which stood out?
5	Columns 7-13	Someone pretending to be your friend but really spreading lies about you	Yes	It is disturbing and I wouldn't want it to happen to me. But I also wouldn't do it to any other person because it might hurt them and their feelings	54 (I was found that someone was posting everything about his/her life) Someone was posting everything in their life. I don't think it would concern anyone but it does depend on what kind of things they were posting. I was left out of an 'invite-only' (closed group) because it is their decision who gets invited
7	Columns 7-13		Yes	I think these are the most important because if I actually saw someone being physically hurt or killed because of something over Facebook then in my opinion that is really stupid and if people kill other people over an argument on Facebook then I think it should stop	No
17	Columns 9-13 did	Someone created a false account of me and sent offensive messages to people	No because when I filled in the ones that didn't affect me, I had to put the spare cards were there were gaps, so it wasn't like a true opinion	Because, if they actually happened you wouldn't be able to just forget about it, it would have long consequences which could lead to self harming or dangerous consequences	I saw a person being killed made me think that you were like a witness as you have seen it and could have emotions

191

| 32 | Columns 5-13 | People who blocked you. People who used themselves on Facebook to look good and popular but weren't really | No Not all of my views were on the cards but most were | That they are my opinion not anyone else's | |

Appendix N:

Calculations to determine whether the distribution of the statements around the middle column reflected a separation between statements which would and would not bother participants

Participant number	Column selected by the participant to separate statements which would bother them from statements which would not bother them	Participant number (continued)	Column selected by the participant to separate statements which would bother them from statements which would not bother them (continued)
1F8PGS	4	22M12BCO	7
2F8PGS	9	23M12BCO	6
3F8PGS	5	24F12BCO	6
4F8PGS	6	25M12BCO	7
5F8PGS	7	26F12BCO	8
6F8KNG	8	27F12BCO	7
7F8KNG	7	28M10CCC	7
8F8KNG	7	29M10CCC	5
9F8KNG	8	30F10CCC	9
10M8KNG	6	31M10CCC	8
11M8KNG	No response	32M10CCC	5
12F10STM	6	33F10CCC	8
13M10STM	4	34M12TAC	12
14F10STM	7	35M12TAC	10
15M10STM	8	36M12TAC	12
16F10STM	No response	37M12TAC	9
17F10STM	9	38M12TAC	6
18F10STM	7	39F12TAC	6
19F10STM	6	40F12TAC	10
20F10STM	8	41M12TAC	8
21M12BCO	8		

Total Mean

Total number of responses ÷total number of participants who responded= mean response given by participants

286 ÷ 39 = <u>7.3</u>

Factor 1 Mean (Participants 4, 10, 13, 16, 20, 27, 28, 31, and 41)

54 ÷ 8 = <u>6.75</u>

Factor 2 Mean (Participants 3, 6, 9, 12, 14, 19, 24, and 33)

54 ÷ 8 = <u>6.75</u>

Factor 3 Mean (Participants 2, 11, 21, 22, 34, 38, 39, and 40)

58 ÷ 7 = <u>8.3</u>

Factor 4 Mean (Participants 8, 15, 29, 30, 36, and 37)

50 ÷ 6 = <u>8.3</u>

Appendix O

Q-sorts for the four participants who did not significantly load on a factor

Statement number	Participant 5	Participant 7	Participant 17	Participant 32
1	+1	+6	-1	0
2	0	+2	+4	+2
3	-4	+5	-3	+1
4	+3	+2	-6	+1
5	-2	-1	-4	+5
6	-1	+2	+2	+4
7	0	-1	-1	-1
8	+1	0	0	+5
9	-5	-1	-2	0
10	+2	-1	+3	0
11	-2	+2	+2	-1
12	+4	+3	+6	0
13	-5	-1	-4	-4
14	-2	0	0	+2
15	+5	-1	-3	-2
16	0	-2	-2	0
17	+3	-5	-1	-3
18	+2	-6	-3	-6
19	0	+3	-3	+2
20	+4	+1	+2	+3
21	+1	+5	+4	+6
22	-4	-2	-6	-2
23	-1	+4	+3	-1
24	-2	+5	-1	-6
25	+4	-4	0	-4
26	+2	+1	+2	+1
27	+5	+1	-2	-1
28	+6	+6	+5	+6
29	-4	-3	-5	0
30	-3	+1	-2	+1
31	+3	0	-5	-2
32	0	+3	-2	+1
33	-3	-6	-5	+1
34	+6	0	+1	+5
35	-5	-4	+1	+4
36	+1	-3	-1	-3
37	-1	+1	+3	-2
38	+2	0	+3	+2
39	0	+4	+5	+2
40	+5	+1	+1	-1
41	+2	-2	0	-3

42	-1	-2	0	-1
43	-6	-4	+5	0
44	+3	-3	0	-3
45	+1	-5	-4	-4
46	0	+4	+6	+4
47	-1	-2	+1	+3
48	-1	+2	+1	+3
49	-3	+3	+-1	-5
50	-2	0	0	+3
51	0	-3	+4	-5
52	+1	-5	0	0
53	-3	0	+2	-2
54	-6	0	+1	-5