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Submission date: 11-Dec-2020 12:11AM (UTC-0500)

Submission ID: 1471790894

File name: Article_Critique.edited.docx (18.02K)

Word count: 999

Character count: 5607

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The topic addresses how cyberbullying and face-to-face victimization, academic performance, depressive symptoms and gender are related. This study was carried out using samples taken from adolescents who finished the American 2015 Youth Risk Behavior System Survey. A Syndemic Framework of analysis is used to investigate the above-mentioned study. There are no theories used in this work because the problem is easily comprehensible. It is not necessary to use theories because the article demonstrates the topic that is straight forward thus, does not require any theory to explain it.

Most people who participated were females and a majority were 16 years of age. Among them, slightly lower than a quarter, 22.6% being specific, communicated that they faced face-to-face bullying where 20% announced that they faced cyberbullying (Okumu et al., 2020). This shows that a significant number of females experienced the investigated type of bullying as compared to males. With regards to their performance academically, the most commonly reported grade was an average of B. This was 39.4% for the female gender and 40.6% for the male gender (Okumu et al., 2020). As a result, it shows the significance the face-to-face bullying together with cyberbullying victimization has on performing academically of both male as well as female students. The percentage represented are almost equal, therefore, indicating that both genders are equally affected when it comes to the two types of bullying.

There are two main hypotheses in this article. Firstly, depression mediating the connection between low performance academically and being victimized through bullying for female students and secondly, depression partly mediating the correlation between bullying deception and low performance academically. There is no theory used in this article rather the said hypotheses are directly linked to previous findings used to determine the effectiveness of

depression operating as a mediator to the relationship that general bullying had over students' academic performance.

The sample population for this study was 15,756 students from both public and private schools (Okumu et al., 2020). Being that both educational sectors were included and the number was large, these statistics were appropriate for the research question. In this study, there are two main independent variables of interest. One of them is face-to-face and cyberbullying victimization. This type of variable is a predictor variable because it is an independent variable that gives information with regards to dependent variables concerning a given outcome. For that reason, this variable is manipulatable and is categorical. Face-to-face and cyberbullying are complicated in that they affect the students mentally making them question themselves most of the time. In this process all concentration is lost, therefore, resulting in poor academic performance. This variable is valid at the same time as an independent variable since changing it will impact the entire study, thus, capturing the full range of the concept. Additionally, depressive symptoms also come in as an independent variable that leads to further declining in academic performance.

The other variable is academic performance which is an outcome variable. The reason being, there has to be a variable that is responsible for the outcome of this specified variable. In this case, academic performance is dependent on face-to-face and cyberbullying victimization. This type of variable is measured rather than manipulated and it is continuous. The academic performance variable acts as an outcome of both types of bullying studied in this article. Operationally, this variable is a variable used to check the effects of bullying with regards to how students perform academically. This variable is a dependent variable at the same time, is

sensitive to change depending on the depressive symptoms or nature of bullying (Okumu et al., 2020). Therefore, this variable is valid according to this study.

The design used is cross-sectional research design to collect data from various students at a specific point in time. The design allows for casual interpretation through the provision of understandable results. This is since all the data collected is categorized into females and males and later treated separately throughout the article. Notably, in this study, there are various potential threats to internal rationality. Such a nuisance variable includes changing depressive symptoms, the difference in gender and the experimental group being of young age that is all dependent on face-to-face and cyberbullying victimization. Hence, the study almost simulates what happens in the real world. Nowadays, students get exposed to online content that is responsible for the pressure as a result of what they see from society. This exposure comes with its negativity where most online dwellers are more active in bullying random individuals such as students in this age group. In turn, this results in depression that later affects their academic performance.

ANOVA test was used to address the primary research questions. In this way, the survey results are significant. The main groups tested for their differences were male and female gender. Table 1 indicates the age and race targeted. The age difference was significant however a majority of those targeted were between the age of 14 to 18 years old (Okumu et al., 2020). Consequently, it goes further to categorize individuals who have experienced the different types of bullying of both females and males together with their academic performance in terms of grade attained. Therefore, it shows how depressive symptoms could affect academic performance.

The conclusion describes how the syndemic framework can be effective in developing ferocity prevention interventions in schools within the US. There are different alternative explanations provided by the author making it a convincing interpretation. The way the author has presented the study makes it easier to relate. For that reason, the findings are more practically critical compared to theoretically. The type of issue addressed is what a majority of young students go through daily due to exposure to online platforms.

Reference

Okumu, M., Kim, Y. K., Sanders, J. E., Makubuya, T., Small, E., & Hong, J. S. (2020). *Gender-Specific Pathways Between Face-To-Face and Cyber Bullying Victimization, Depressive Symptoms, And Academic Performance Among U.S. Adolescents*. Child Indicators Research.

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