**EDUR 9131**

**Illustrated Statistical Analyses**

**1. Data Description**

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

**Academic Functioning**

Student Sex

Shape, rectangle

Description automatically generated

GPA

Text, email

Description automatically generated

Graduation Confidence

Graphical user interface

Description automatically generated with medium confidence

Graphical user interface, application, Word

Description automatically generated

University Connectedness

Table

Description automatically generated

Intrinsic Motivation and Identified Regulation

Table

Description automatically generated

Academic Control

Calendar

Description automatically generated

**Life Functioning**

Empathy

Table

Description automatically generated

Toxic Disinhibition

A picture containing graphical user interface

Description automatically generated

Impulsivity

Calendar

Description automatically generated

Stress

Graphical user interface, application, table

Description automatically generated

Life Satisfaction and Socially Connected

A picture containing table

Description automatically generated

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

Text

Description automatically generated

**2. Theoretical Models to Explore**

**Correlation Model**

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

Hypothesize how each may correlate with cybr-bullying behavior.

Analyze with correlation and test your hypotheses.

Life Functioning variables

* + Socially Connected
  + Impulsivity
  + Empathy
  + Stress
  + Toxic Disinhibition
  + Life Satisfaction

**Regression Models**

**College Graduation Confidence**

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

Analyze with regression and test your hypotheses.

Diagram

Description automatically generated

**Life Satisfaction**

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

Analyze with regression and test your hypotheses.

Diagram

Description automatically generated

**3. Results in APA Style**

To be done in class.

**A. Frequencies and Descriptive Statistics**

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

Variable: HarassGroup

Codes:

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

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

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

In SPSS, use Frequencies command.

(2) What is the level of AF\_CollegeGradConf (college graduation confidence) by HarassGroup?

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

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

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

**B. Cyber-harassment Bullying Correlations**

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

Hypothesize how each may correlate with might this correlate with bullying behavior?

Life Functioning variables

* + Socially Connected
  + Impulsivity
  + Empathy
  + Stress
  + Toxic Disinhibition
  + Life Satisfaction

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

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

*Note:* n =

\* p < .05

Written Inference:

Written Interpretation:

**C. College Graduation Confidence Regression**

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

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

*Table 2: Descriptive Statistics and Correlations for Graduation Confidence Data*

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

*Note:* n =

\* p < .05

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variable | b | se b | 95% CI | t |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Intercept |  |  |  |  |

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

\*p < .05.

Written Inference:

Written Interpretation:

**D. Life Satisfaction Regression**

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

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

*Table 4: Descriptive Statistics and Correlations for Life Satisfaction Data*

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

*Note:* n =

\* p < .05

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variable | b | se b | 95% CI | t |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Intercept |  |  |  |  |

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

\*p < .05.

Written Inference:

Written Interpretation: