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Understanding Perceptions of Cyberbullying in the Transition Between Primary and Secondary School

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PhD

2017

Understanding Perceptions of Cyberbullying in the Transition Between Primary and Secondary School

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A thesis submitted in partial fulfilment of the requirements of Northumbria University for the degree of Doctor of Philosophy

Research undertaken in the

Faculty of Health and Life Sciences

March 2017

Abstract

Over the last decade, the nature of bullying has changed dramatically, moving from traditional, face to face to via communication technologies. The associated bullying behaviours and technologies is collectively known as 'cyberbullying'. Cyberbullying is an increasing problem which results in negative outcomes for all involved. For victims, it is ubiquitous; there is no escape. Cyberbullying, has been directly and indirectly linked to an increased risk of suicide for both victims and bullies. It is therefore vital to explore what children, parents and teachers interpret as cyberbullying and how to design effective interventions to reduce cyberbullying and/or develop resilience and coping strategies.

To date, research on cyberbullying has focussed on children in their teens. However, little is known about the perceptions of younger children particularly at the key transitions point from primary to secondary school. At this age, self-esteem decreases and peer support and influence become very important in determining behaviour. Technology use increases around this age and parental monitoring decreases. This thesis uses multiple methods to fully explore similarities and differences in perceptions and experiences between children before (aged 10-11 years) and after (aged 12-15 years) this transition and develops a behaviour change intervention to promote more positive behaviour online, increase resilience and self-efficacy. This thesis aims to develop ways for children to overcome adversity by developing their problem-solving skills and increasing their confidence levels to deal with a negative situation through building their cyberbullying resilience. Cyberbullying resilience can be strengthened through external factors such as a supportive environment, strong peer support and a sense of belonging and internal factors including high self-esteem, self-control and self-efficacy (Bozak (2013) as cited in Hinduja and Patchin (2017)).

Initial findings suggested that cyberbullying is predominantly a female behaviour and that victims and bystanders are reluctant to seek adult intervention unless the situation is considered to be so extreme that they can no longer cope. Primary girls were found to be more likely to report a cyberbullying incident than secondary, even though there was no difference in their perception of the severity of the incident. This thesis adds to the literature by highlighting children, parents and teachers' understandings and expectations around reporting and what these are. This thesis identifies age differences in relation to cyberbullying perceptions and reporting channels and presents a behaviour change intervention which increased self-efficacy and resilience levels. It is also applies a unique intervention approach by introducing implementation intentions with the intention to increase kind online behaviour in addition to building self-efficacy, self-esteem and cyberbullying resilience so that children have skills and strategies in place to deal with adversity online should the time come.

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Acknowledgements

I would like to thank a number of people whose support and guidance have helped make the completion of this thesis possible. First and foremost, a big thank you to my wonderful supervisors; Professor Lynne Coventry and Dr Elizabeth Sillence. Their ongoing support, encouragement, patience and advice over the past 5 years have been invaluable. Thank you both for believing in me throughout this experience. Thank you also to Paul Agnew and Stuart Hotchkin for their administrative support.

I would also like to thank the schools that were involved in my research, in particular, Glen Iris Primary School and Ashwood High School. My research would not have been possible without the co-operation and support from the staff, students and parents.

Thank you also to my colleague and friend Dr Robyn Floyd, your support and guidance have helped me more than you could know. Your willingness to read over my work and remind me to 'keep my eye on the prize at the end' has helped me persist when times became challenging.

Genuine thanks go to my family and friends both in Scotland and Australia, who have supported and listened to me relentlessly talking about my research over the years. Finally, I would like to thank my husband Bruce, who encouraged me to pursue this journey and inspired me when it got hard. Thank you for your patience, technical support and for proofreading my thesis.

Declaration

I declare that the work contained in this thesis has not been submitted for any other award and that it is all my own work. I also confirm that this work fully acknowledges opinions, ideas and contributions from the work of others.

Any ethical clearance for the research presented in this thesis has been approved. Approval has been sought and granted by the Schools Ethics Committee and the Department of Education and Early Childhood Development, Victoria Ethics Committee for each study.

I declare that the Word Count of this Thesis is 79,946 words.

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Chapter 1: Introduction

Over the last decade, the nature of bullying has changed dramatically, moving from traditional, face to face bullying, to bullying via communication technologies. The nature of the behaviour and the technology utilised is constantly changing, however using communication technologies to deliberately hurt another has regularly been defined in the literature as 'cyberbullying'. It is difficult to ascertain the prevalence of cyberbullying, and reports of victimisation from children aged 10-17 years ranges from as low as 4% to 72%   (Aricak et al., 2008; Dehue, Bolman, & Vollink, 2008; Juvonen & Gross, 2008; Williams & Guerra, 2007; Ybarra & Mitchell, 2004). However, cyberbullying is an increasing problem which results in negative outcomes for all involved. For those victimised, it is ubiquitous; there is no escape and it can happen anywhere and at any time. Researchers consistently agree that cyberbullying results in social and emotional harm and these effects can be more severe and long term than those experienced by traditional bully victims (Perren, Dooley, Shaw, & Cross, 2010). Cyberbullying, has been directly and indirectly linked to an increased risk of suicide for both victims and bullies (Patchin & Hinduja, 2010). It is therefore vital to explore what children, parents and teachers interpret as cyberbullying, how they respond and how to design effective interventions to reduce cyberbullying and/or developing resilience and coping strategies.

Whilst definitions of cyberbullying vary quite considerably, most researchers agree that the term includes elements of repetition, intent, relentlessness and a power difference (Belsey, 2004; Juvonen & Gross, 2008; Slonje & Smith, 2008). Cyberbullying often using traditional bullying definitions as a foundation. For example, Belsey (2004) proposes that cyberbullying is *'the use of information and communication technologies such as email, cell phone and pager text messages, instant messaging, defamatory personal websites (does website have a capital), and defamatory online personal polling websites, to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others'* (Belsey, 2004, p. 1). Recognising that cyberbullying definitions had to be broad enough to allow for the progression of technology without requiring a new definition, Patchin and Hinduja (2006) developed a more generic definition. Patchin and Hinduja (2006) propose that cyberbullying is the '*wilful and repeated harm inflicted through the medium of electronic text'* (Patchin & Hinduja, 2006, p. 152). More recently, Pearce, Cross, Monks, Waters, and Falconer (2011) recognise the need to include all mediums and point out that cyberbullying is *'...over time, and includes (but is not limited to): mean, nasty or threatening text messages/instant messages/pictures/video clip/emails that are sent directly to a person or others via a mobile phone or the internet'*.

Cyberbullying has elements which make it unique from traditional bullying. These include the use of technology, the pervasive nature of the attacks, the opportunity to remain anonymous and the

rate at which messages can be disseminated to a potentially large audience. The growing issue of cyberbullying has been explored predominantly from a child's perspective providing an interesting but incomplete picture of this complex situation. While the term 'children' can refer to a large age range, for the purpose of this thesis, children will be used to refer to those aged 10-15 years. This thesis will investigate the experiences of children aged 10-15 years and parents and teachers of children these ages, to fully explore and uncover their understanding of the concept. Previous research has highlighted that parent and teachers' opinions and responses are pivotal for encouraging victims and bystanders to report (Monks, Mahdavi, & Rix, 2016).

A plethora of research has focussed on children of middle school age (12-14 years), minimal research has looked at younger children's perceptions and particularly around the transition between primary and secondary school. This gap in the literature has been examined in this thesis by focussing on children in the final two years of primary school, Grade 5 and Grade 6 (age 10-11 years) and the first two years of secondary school, Year 7 and Year 8 (age 12-15 years) in Melbourne, Australia. This is a particularly interesting age group as research shows that self-esteem decreases and peer support and peer influence become very important in determining their behaviours (Tokunaga, 2010). In addition to the importance of peer relationships, technology use increases as they gain more independence. As children transition from primary to secondary school, parents begin to give them more responsibility and are less likely to monitor their online behaviour as frequently (Mishna & Alaggia, 2005). Furthermore, children are thought to find events and comments more negative while transitioning into adolescence and the impacts of cyberbully could have long term effects (Tokunaga, 2010).

There is a lack of intervention and prevention strategies designed to help victims and bystanders cope with the negative online behaviour. Of those that have been recommended, some problems are present; firstly, they are based on traditional bullying approaches, secondly, they only appear effective for short-term situations and lastly, they have not been examined for their long-term impacts. Intervention and prevention strategies generally include passive forms such as blocking the perpetrator or ignoring the message; technology based such as deleting the app or setting up a new profile; educating parents, teachers and children through presentations, information evenings and drama re-enactments or reporting the incident to an adult, peer or website. Such strategies do not often work for all cyberbullying situations and others are deemed ineffective by children. Intervention strategies need to teach specific skills, particularly as the technology continues to develop. A one-size fits all strategy may not be effective for all forms of cyberbullying therefore some strategies may be better suited to specific incidents, age and gender groups (Rivers & Noret, 2010). As technology is rapidly changing, we need to build resilience and self-efficacy in children for behaving positively online.

1.1   Aims and objectives

The overall aim of this thesis was to address cyberbullying from a positive perspective and design a personalised behaviour change intervention to provide children with strategies to utilise when they are faced with cyberbullying situations. The focus of the project was on children in the years around the transition from primary to secondary school in Australia (age 10-15 years), their parents and teachers. As the research progressed and differences between boys and girls cyberbullying behaviours were identified and the focus was directed to girls.

To achieve the aim the following research questions are addressed:

RQ1: What differences exist in the perceptions of cyberbullying between children, parents and teachers?

RQ2: Do children's perceptions of cyberbullying differ across age groups and genders?

RQ3: Do primary and secondary girls perceive the severity of a cyberbullying incident differently and does this affect the likelihood of reporting the incident?

RQ4: Can implementation intentions and diaries have a positive effect on the online behaviour of girls?

To address these research questions the following objectives were designed:

- Explore cyberbullying from the perspective of children, parents and teachers to obtain a collective understanding of cyberbullying and its impacts by all stakeholders (study 1, chapter 3).

- Determine whether the age and/or gender of a child influences the form of cyberbullying they experience, the severity and how they respond (studies 1 & 2, chapters 3 & 4).

- Examine the different ways children deal with cyberbullying incidents and investigate whether this differs between primary and secondary children (studies 1, 3 & 4, chapters 3, 5 & 7).

- Explore the barriers that prevent reporting of cyberbullying incidents (studies 1, 2 & 3, chapters 3, 4 & 5).

- Develop a behaviour change intervention and measure the effect on girls' online behaviour, resilience and self-efficacy (study 4, chapter 6).

- Evaluate the effectiveness of this behaviour change intervention (study 4, chapter 7).

1.2   Thesis approach

A review of the literature highlighted a lack of qualitative research in cyberbullying (Bauman, Cross, & Walker, 2012). Based upon the overall research aim and specific research questions, this thesis takes a mixed methods approach. Mixed method studies allow for a richer and deeper understanding of the area through both qualitative and quantitative data collection. This approach enables a more thorough understanding of a relatively new and complex field of research. The use of a mixed methods approach is becoming more widely utilised. Quantitative data explores whether the results from qualitative studies can be generalised, while the reasons behind the quantitative data can be identified through administering qualitative follow up studies (Creswell, Plano Clark, Gutman, & Hanson, 2003).

Being able to integrate the results from qualitative and quantitative studies allows greater insight and provides an opportunity to derive a more complete picture of cyberbullying than by using a single approach (Creswell et al., 2003). A sequential exploratory method was used to explore the varied perceptions of cyberbullying, what contextual factors influence the perceptions of severity of a cyberbullying incident and likelihood to report, where qualitative research was followed by a quantitative survey approach. Quantitative methods have high levels of internal validity and as such causal inferences can be drawn from them (Bradbury, Dennison, Little, & Yardley, 2015; Driscoll, Appiah-Yeboah, Salib, & Rupert, 2007). By combining methods, complex data can be explained in a more detailed manner. A concurrent mixed method design was applied in the intervention study. Quantitative analysis explored online behaviour and other measures such as self-efficacy and intention to change, while qualitative analysis explored the child's explanation of their online behaviour. This enabled a more complete evaluation to be formed when looking at what responses were effective and offered accompanying evidence to help guide the design and development of a successful personalised intervention.

Currently, to the best of the researcher's knowledge, there are no interventions which provide individual education or individualised strategies to help children cope with cyberbullying. Therefore, applying a mixed method research design will offer a more comprehensive understanding of cyberbullying behaviours, the impacts and effective coping strategies utilised by victims and bystanders of cyberbullying.

1.3   Overview of studies

This thesis begins with a literature review (chapter 2) providing the background into cyberbullying perceptions, prevalence rates, effects and current intervention and prevention strategies. Based upon an extensive literature review the lack of a unified definition has posed problems in research. Most research has focussed on the perception of children from 12 years old with regards to

cyberbullying, with a small number of studies beginning to independently look at parents' and teachers' perceptions. This gap in the literature was explored in study one (chapter 3). To address the research question '*What differences exist in the perceptions of cyberbullying between children, parents and teachers?*', 141 children took part in focus groups discussions to provide a triangulated and rich description of children, parents and teachers' perceptions of cyberbullying. The children were from grade 5 and 6 in primary school (aged 10-11 years) and year 7 and 8 in secondary school (aged 12-15 years). Parents and teachers of children in this age group took part in separate groups. Although all stakeholders felt cyberbullying was a serious issue and intervention was necessary, views on the types of behaviour which constituted cyberbullying behaviour and the response needed varied considerably between groups. This study revealed age and gender differences regarding the importance of the relationship between the victim and who they would report to. Barriers to reporting were also disclosed in this study.

Study two (chapter 4) used drawing and writing tasks to further explore children's understanding of cyberbullying and explored the research question '*Do perceptions of cyberbullying differ across age groups and genders?*' This study investigated a group of 64 boys and girls from grade 5 – year 8 (aged 10-15 years) who were asked to draw or write about a cyberbullying situation they had heard of, witnessed or experienced. Drawings and narratives are commonly used for therapeutic purposes and offer children a way to express their feelings, perceptions and thoughts in forms other than words. This method allowed for more detail to be extracted from the children's work to give a richer insight into their perceptions. Drawings and narratives permit more self-expression, particularly with younger children, and highlighted the gender divide present in cyberbullying behaviours. While girls drew and wrote about more gossip and social conflicts; boys demonstrated more online gaming, commenting on videos and taunting behaviours which through discussion were opportunistic rather than planned behaviours.

This study also allowed a consideration of the characteristics and roles of those involved, forms of cyberbullying and message content. Throughout this study, it was evident that most cyberbullying situations were perceived as involving a bully-victim dyad and where bystanders were described they often took the role of being a bully defender. The anonymity of the perpetrator was presented strongly through narratives compared to the drawings. Whilst consistent with previous research, the results highlighted a gender difference between forms of cyberbullying.

As the previous studies highlighted different behaviours by boys and girls, a decision was taken to focus on girls. This decision was supported by previous research having indicated that girls are more likely to engage in cyberbullying behaviours due their involvement in more relational aggression (Kowalski & Limber, 2007). Study three (chapter 5) provides an exploration of a female perspective on the severity of cyberbullying situations using animated scenarios. The research question addressed in his study was '*Do primary and secondary girls perceive the severity of a*

cyberbullying incident differently and does this affect the likelihood of reporting the incident?' A total of 237 girls took part in an online animated scenario study. The animated scenarios illustrated situations provided by children in the previous studies. To make the scenarios as realistic as possible, they were displayed on a mobile phone, as age restrictions on social networking sites meant that children in this study were not legally allowed to use these, however, many had a mobile phone or had used one. Within this study the severity of different scenarios were analysed to examine whether contextual factors made a situation more severe when the girls took on the role of victim and bystander. For example, the content of the message, the number of bystanders and the anonymity of the perpetrator. It further sought to discern whether the perceived severity of a scenario influenced the likelihood of reporting. Overall the results showed that the number of perpetrators did not influence the severity or likelihood of reporting regardless of the girl taking the role of the victim or the bystander. However, the anonymity of the perpetrator increased perceptions of severity and likely to be reported by both victims and bystanders. Furthermore, more scenarios perceived as more severe were more likely to be reported regardless of perpetrator anonymity as the situation was less likely to be misinterpreted.

Following the exploratory studies, study four firstly designed an intervention (chapter 6). The intervention allowed girls to create their own, personal implementation intentions to identify specific behaviours they would adopt when faced with a cyberbullying scenario. Ideas for the behaviours were derived from the literature but the girls could also create their own. The research question for this study was '*Does the use of implementation intentions have a positive effect on the online behaviour of girls?'* 80 girls took part in the intervention study with 40 being involved in using the implementation intentions and 40 in a control group. Once again, the girls were in the final two years of primary school and the first two years of secondary school. The intervention study (chapter 7) used a mixed methods approach. Data was collected about positive behaviours via diary. The diary was found to act as a reflection aid for the girls. The results found that building the self-efficacy levels of girls to cope with negative online behaviours was imperative. Whilst, the implementation intentions did not increase kind behaviour online, it was evident that different strategies were deemed effective in different situations by different children. Therefore, personalised strategies may help take the different needs of cyberbullying roles into account. This study also found that drawing attention to kind online behaviours through the use of a diary was valued by girls as a tool to help them consider their actions online and encouraged them to send more nice comments to others.

1.4   Original contributions of this thesis

- This thesis provided an important research spotlight on the transition phase from primary to secondary school. This is a very important period which is marked by a quick change in independence, peer pressure, new surrounds etc. However, little research has addressed this

time period and tends to start when they are in secondary school rather than earlier (studies 1-4, chapters 3-7). Differences in likelihood of reporting were found.

- Triangulated children, teachers' and parents' perceptions of cyberbullying within one study (study 1, chapter 3) highlighting different understandings and expectations which may act as a barrier to children reporting cyberbullying. Different expectations between parents of primary and secondary children may lead to confusion for the children as to who they should report to. Children's friends have a key role to play as bystanders and confidantes.

- Identified that both cyberbullies and victims were considered to be both strong and popular or weak and needy (study 1, chapter 3).

- Developed online animated scenarios as an evaluation tool (study 3, chapter 5).

- Identified that the role (victim or bystander) had a significant effect on the likelihood to report with bystanders being more likely to report than victims (study 3, chapter 5).

- Recognised that children were more likely to report severe cyberbullying situations than mild or moderate cases (study 3, chapter 5).

- Utilised implementation intentions to create a personalised behaviour change strategy for cyberbullying (study 4 & 5, chapters 6 & 7).

- Identified that diaries can play an important role as a reflective tool which can change girls' attitudes towards their online behaviour (study 4, chapter 7).

- Identified that primary girls felt more willing and uninhibited regarding sending kind comments to others while secondary girls felt more restricted (study 4, chapter 7).

- This was also the first to focus on increasing kind and positive behaviours as opposed to directly addressing the negative behaviours (study 4, chapter 7).

1.5   Chapter summary

This chapter highlighted the need to explore cyberbullying behaviours from the perspectives of children, parents and teachers in the years around the transition from primary to secondary school in Australia (age 10-15 years) The research questions, objectives and approach have been outlined. This thesis will take a positive behaviour change approach to provide personalised and specific actions to be applied when faced with a negative situation and assess which strategies children deem most effective for dealing with negative situations when they assume the role of victim, perpetrator or bystander.

Chapter 2 will present a literature including the theoretical background around the inconsistencies in a cyberbullying definition, the impacts cyberbullying can have and the current intervention strategies being trialled by parents and schools which are deemed ineffective by children. Evidence is presented supporting the need to build resilience from a young age and having a strong support network.

Chapter 2: Literature Review

This chapter reviews the literature around cyberbullying perceptions and interventions. It will begin by discussing the difficulties researchers face when defining cyberbullying, the perceived characteristics of both victims and perpetrators, suggested intervention and prevention strategies as well as the barriers children face to reporting cyberbullying incidents. It will go on to explore the limitations of a 'one size fits all' approach to interventions, particularly based upon age and gender differences.

Technology advancement continues to progress at a remarkable rate. At the start of this thesis many of the social media platforms now available did not exist, and those which did are no longer in demand or 'cool'. As Raskauskas and Stoltz (2007, p. 564) stated adolescents now are "*the first generation to have grown up in a society in which the internet is an integral part of daily life*".

The proliferation of mobile and internet devices along with the growth of social media sites means that everyone is connected, particularly children (Lenhart, 2015). We no longer go online, we in fact are online anywhere and anytime. Lenhart (2015) found that for teenagers aged 13-17, internet use was a constant, 92% were online daily. Although technology is used to good effect in terms of enhanced communication and connectedness, education, improved technological skills and entertainment it is also used in a number of less positive ways.

The heavy use and reliance on such tools for socialisation and connection, coupled with the lack of adult awareness and supervision has resulted in the growth of children using these tools to harass others (McQuade, Colt, & Meyer, 2009). Some children are not aware of the potential risks associated with the internet (Cross, Lester, & Barnes, 2015) but bullying, grooming and inappropriate postings have left adults feeling concerned about their children's technology use. Despite recognition that it is not the technology per se that's the problem but rather the bullying behaviour it facilitates, relatively little is known about how and why some children encounter online bullying or adequate prevention strategies.

2.1   Defining Cyberbullying

In recent years bullying has moved from the playground and into the home via technology (Li, 2007b). A variety of terms are used to describe such bullying behaviours including cyberbullying, cyber harassment, online bullying, online aggression and cyber aggression. Whilst research into cyberbullying has soared in the past decade, there is still no single, universal definition of the behaviour. Current definitions are built on traditional bullying definitions (Patchin & Hinduja, 2006) and show variability in terms of frequency, media usage and severity. Many definitions are very broad – and this means that innocent behaviours may be interpreted as cyberbullying. Mackay

(2012) questioned whether the definition should come from the perspective of the victim, the perpetrator or the person who provides the consequence. One thing is clear; cyberbullying is a very complex behaviour and there is a need for a generally accepted definition to set clear expectations of what is and is not acceptable online.

The notion of "*bullying via the internet*" suggests that cyberbullying is not a new form of bullying but simply makes use of a new medium (Campbell, 2005; Li, 2007b; Smith, Mahdavi, Carvalho, & Tippett, 2006). Whilst cyberbullying and traditional bullying are similar in many ways they also differ in terms of a number of important aspects and these characteristics are explored below.

To begin with a key element for both forms of bullying is the intent to harm another person (Kowalski, Limber, & Agatston, 2008). Whilst this is more easily identified in traditional bullying, there is scope for innocent behaviours to be misinterpreted in cyberbullying. Indeed Vandebosch and Van Cleemput (2008) believe that the harm endured does not have to be intentional, but if the overall outcome affects the victim emotionally, socially or psychologically then the behaviour is cyberbullying. There is a fine line between what is interpreted as a humorous message, harmless teasing and bullying. How children perceive these messages and what factors influence this perception has been marginally explored. Children differentiate the severity and intention of a hurtful content with reference to the perpetrator. A hurtful message sent by a friend or someone close to the victim is perceived as being less severe and more likely to be a joke compared to if the perpetrator is anonymous (Vandebosch & Van Cleemput, 2008).

The second element of cyberbullying which is similarly found in definitions of traditional bullying is repetition. Whilst traditional bullying definitions state that the behaviour must have occurred more than once, the use of technology and the online arena makes the discussion around repetition in cyberbullying more problematic. When a message or image is posted online or sent to others via their mobile phone, the image has the potential to be viewed repeatedly. Messages can be disseminated at a rapid rate as well as being viewed online in a public environment by a large audience. Research by Dooley, Pyzalski, and Cross (2009) reported that a single image uploaded to the internet is enough to cause widespread humiliation to the victim. They emphasised that even if the act was not repeated, the long-term consequences of this one-off event is very damaging. In effect, continual availability to others can equate to cyberbullying (Kowalski et al., 2008).

The third element identified in cyberbullying and traditional bullying is a power imbalance. In face-to-face bullying, this power may be physical, whereas online the power can be in terms of technological skills or through social status. As with traditional bullying, perpetrators of cyberbullying often target victims different from themselves in an attempt to gain a sense of power over them (Vandebosch & Van Cleemput, 2008). Power could also come from excluding an individual from their online activity. Social exclusion behaviours are seen in young children around

friendship groups in the playground. This type of exclusionary behaviour has extended to the online environment. This takes the form of groups of children separating themselves in a group chat and not inviting all members of the group to join the new session. Children can also use social media as a channel to send embarrassing messages or tease individuals who are then ostracised from their social group as friends disassociate with the individual to avoid becoming victims themselves (Goodwin, 2002).

Despite these similarities there are also elements of cyberbullying which make it unique from traditional bullying. These include anonymity, its incessant nature, the large public audience and the permanence of the message.

Firstly, cyberbullies can "*hide behind the screen*" (Mackay, 2012, p. 32). This anonymity makes it difficult for the perpetrator to be tracked and can affect the perceived severity of the situation. Anonymity allows the perpetrator to feel more powerful and makes them feel less accountable for their actions (Cross, Monks, Hall, Shaw, & Pintabona, 2011). Some perpetrators use this anonymity to intimidate others. Zimbardo's (1969) deindividuation theory is useful here, highlighting that being anonymous or unidentifiable among a group of others results in uninhibited expression. It has been claimed that children who cyberbully may act in ways they would not normally due to feeling safe and comfortable in their own home. The online environment enhances such feelings of deindividuation (Bussey, Fitzpatrick, & Raman, 2015).

Whilst online, children can create pseudonyms or manipulate the online environment so as to create the feeling that they will go undetected and as such will not have to deal with the consequences of their actions (Mishna, Saini, & Solomon, 2009). The recent development of anonymous social networking sites, such as AskFm, Whisper and Qoohme, where users can ask and receive answers to questions from unknown sources, has meant that cyberbullying behaviours can take place more readily. These social networking sites are very popular with adolescents, particularly girls who seek social approval and want to boost their self-esteem. Nonetheless, negative online activity via such sites has been ranked as a major source of cyberbullying (Hosseinmardi, Han, Lv, Mishra, & Ghasemianlangroodi, 2014). Such anonymity gives rise to the 'online disinhibition effect' whereby individuals feel detached from their words and actions online (Suler, 2005). This works both for the victim and the perpetrator. Cyberbullies feel protected by their anonymity and safe from repercussions. Victims on the other hand, are more likely to divulge personal information online with strangers and feel less vulnerable doing so (Hollenbaugh & Everett, 2013). This can be explained by the SIDE model (Social Identity Model of Deindividuation Effects) which expands on the online disinhibition effect by explaining how online anonymity and the lack of cues about the individual can empower people to behave in ways they would not in the real world (Lea and Spears 1991: cited in Phillips-Shyrock, 2014). Online behaviour can follow similar rules to group

behaviour. The SIDE model explains the negative impacts of anonymity and depersonalisation which can be observed in cyberbullying.

The second element of cyberbullying which is different from traditional bullying is the incessant nature of the behaviour, both in terms of location and time. Unlike traditional bullying, hurtful attacks do not stop at the school gates. Cyberbullying victims have been described as having no 'safe haven' as there is no longer the safety of your own home, messages can take place at any time during the day or night (Kieth and Martin 2005: cited in Andrysiak, 2014). One participant in a study by Mishna, Saini, et al. (2009) defined cyberbullying as *"non-stop bullying"* (Mishna, Saini, et al., 2009, p. 1224).

The third element that differentiates cyberbullying is the scale of the potential audience. Traditional bullying often occurs in front of a group of peers at school whereas cyberbullying has the potential to be witnessed by an infinite audience (Heirman & Walrave, 2008). For children experiencing cyberbullying the perception that all your friends have witnessed the hurtful message makes the impact of the behaviour more severe (Slonje & Smith, 2008). For the victim, not knowing the size or members of the audience could intensify the act and produce anxiety and self-esteem issues (Olenik-Shemesh & Heiman, 2016).

The fourth element is the permanence of the written word or image. Many children do not consider the impacts of their behaviour when online and are willing to share personal information or harass others (Papatraianou, Levine, & West, 2014). However, there is a lack the understanding regarding their privacy and the permanence of what they post and how it is difficult to control (Beavis et al., 2011). Messages and photos are difficult to remove once they have been posted online. Similarly, a message or image sent to a friend's mobile phone can be in circulation for long periods of time as children can download, save and share these (Shariff, 2007).

Given these differences it is not sufficient to simply add in *"via the internet"* to bullying to form a cyberbullying definition (Li, 2007b). For this reason, researchers have begun to propose their own definitions of cyberbullying. Over the years these definitions have changed to encompass a variety of new technologies and behaviours. Belsey (2004) describes cyberbullying as "*the use of information and communication technologies such as email, cell phone and pager text messages, instant messaging, defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others*" (Belsey, 2004, p. 1). One problem with this definition is that it is already rendered obsolete by the inclusion of specific outdated technologies.

Patchin and Hinduja (2006) provided a more focused definition. Cyberbullying is "*wilful and repeated harm inflicted through the medium of electronic text*" (Patchin & Hinduja, 2006, p. 152).

In this definition, the use of the word *'repeated'* raises questions about whether the act must be repeated or whether viewing the content counts as repeated harm. It too is at risk of becoming outdated as children now send videos and photos in addition to text based harassment. Some definitions encapsulate all ways in which technology can be used and others are more specific, stating social networking sites, chat rooms, mobile phones etc. Other definitions focus on the forms of harassment such as name calling or exclusion. This variety adds to the confusion in terms of fully understanding what cyberbullying is, when it occurs and how to do deal with it.

A more recent definition by Pearce et al. (2011) states that cyberbullying is "*...over time, and includes (but is not limited to): mean, nasty or threatening text messages/instant messages/pictures/video clip/emails that are sent directly to a person or others via a mobile phone or the internet*" (Pearce et al., 2011, p. 1).

This definition comprises many of the elements present in Belsey (2004), but has been expanded to include a greater range of antisocial behaviours and technologies. Despite this Pearce et al's (2011) definition states that messages are sent directly to a person or others which is not always the case. Hate websites can be set up to humiliate and harass victims (Shariff & Hoff, 2007). Therefore, current definitions do not capture the full range of events that can occur online. Rivers and Noret (2010) highlighted their concern with current definitions, stating that they need to be broad enough to prevent the need for the continual updating of laws and policies. Technology advances make it difficult to maintain a single, specific definition.

2.2   Multiple Perspectives of cyberbullying

Understanding the perspectives of children, parents and teachers is important when understanding cyberbullying behaviours and designing effective intervention and prevention strategies. While researchers contend with the task of defining cyberbullying it is important to ensure this is built on the experience of all stakeholders involved. Currently, to the best of the researcher's knowledge, there are no studies which triangulate different perspectives: children, parents and teachers within a single study.

2.2.1   Children's perceptions

Children are very technologically competent however many of them are not fully aware of the negative behaviour which can take place online and those who are aware do not think it will happen to them (Agatston, Kowalski, & Limber, 2007). Crosslin and Golman (2014) reported in their study that children in their late teens felt that the term 'cyberbullying' was outdated or something which would happen to younger children, they preferred the terms cyber-attack, cyber hate or harassment. A large proportion of studies compare children's perceptions of cyberbullying

in relation to traditional bullying with the assumption that victims of one are victims of the other. Researchers have found that many children, particularly girls, are concerned about cyberbullying, and they believe that it has more of an impact than traditional bullying (Cassidy, Brown, & Jackson, 2012). Sadly, they view it as an inevitable part of their online world (Agatston et al., 2007; Campbell, Spears, Slee, Butler, & Kift, 2012; Cross, Li, Smith, & Monks, 2012). Children also believe that cyberbullying is more prevalent in schools which tolerate bullying behaviour and lack a warm, supportive environment (Bryce & Fraser, 2013).

Children commented on the anonymity of the perpetrator, the 24/7 nature of cyberbullying, the lack of visual cues to recognise the intent of the perpetrator and they felt that the indirect nature meant bullies could be nastier online than in person. An exploration of children's perceptions by Smith et al. (2008) found that the severity of the cyberbullying incident was dependent upon the medium used, with text messages seen as less damaging than traditional bullying whereas picture and video messages had a much stronger impact. The relationship between the victim and the perpetrator was also deemed important by victims when determining the severity of the act, a hurtful comment from a friend was viewed as being more upsetting than one from a stranger (Corby et al., 2014; Vandebosch, Poels, & Deboutte, 2014). A study comparing the perceptions of traditional bully victims and cyberbully victims by (Spears, Keeley, Bates & Katz 2014: cited in Corby et al., 2014) found that children perceived traditional bullying to have a larger impact due to knowing who the perpetrator was, being aware of bystanders observing, the incident themselves and their inability to respond due to a power imbalance. Cyberbullying makes children feel sad, threatened, helpless, anxious, fearful and worried (Cross, Lester, et al., 2015; Smith et al., 2008)

A qualitative research project by Ofcom (2016a) highlighted the differences between children and adult's perceptions of cyberbullying. Many children, used sender information to determine if a message was intended to bully or be a joke. One child was quoted as saying *"it is banter gone too far"* (Ofcom, 2016a, p. 10). Children are aware that their online behaviour can be traced by others and therefore use subtle, technological methods to harass others online such as excluding from group chats and sending private hurtful comments.

2.2.2   Parents' perceptions

There is relatively little research examining parent's perspectives of cyberbullying, the ways they recognise and define the behaviour. In fact their perspectives have been described as the *'missing voice' (Sawyer, Mishna, Pepler, & Wiener, 2011)*. This generation of parents is the first to be teaching children about online safety and given that their own use of technology differs from that of their children, their knowledge and understanding of cyberbullying may not be up to date (Kowalski & Limber, 2007). Many children in fact believe they know more about the internet than their parents. For many parents, their understanding of cyberbullying is obtained from television,

media reports, school information sessions and reports from their own children of others being cyberbullied (Gasior, 2005). Given that most of these sources focus on the most severe outcome of cyberbullying it is understandable that parents may overreact to cyberbullying incidents.

While many parents respond generally positively to the internet, they are anxious about not being able to keep up-to-date with their child's online activities. This anxiety increased as their child got older and used more and more apps (Ofcom, 2016b). Despite concerns, Gasior (2005) found that 52% of parents did not access any cyber safety information. However, they did report employing techniques to monitor their child's online behaviour such as setting rules, time restrictions and installing filtering software. Dehue et al. (2008) also reported that a large percentage of parents set rules about what their child was and was not allowed to do online. Their study showed that 93% of parents monitored or supervised their child's use online (the extent of this monitoring is unknown); 80% regularly discussed appropriate use of the internet with their children in addition to 80% have their computer in a public area in the house.

boyd and Hargittai (2013)'s survey of parents with children aged 10-14 years noted that parents have five online fears about their children: meeting a stranger, accessing pornographic content, accessing violent content, being a victim of online bullying and bullying others. Ofcom (2016b) also found that cyberbullying was not parents main concern when their child was online. Parents were more concerned about companies collecting data on their child (42%), the amount of time they spent online (35%) and children giving out personal details to strangers (34%). Further analysis indicated mothers of younger children (aged 10-11 years) were much more concerned than fathers about their child being victimised online. They also found that low socio-economic parents were more concerned that their child was involved in online bullying both as a victim or perpetrator.

Although limited, research has identified that parents believe low parental involvement, increased time spent online and advanced ICT skills were factors which increased the likelihood of a child being a cyberbully. When asked about the likelihood of being cyberbullied, parents perceived victims of traditional bullying to be a victim of cyberbullying and felt that bullies were often cowards who relished in the anonymity to harass others. Parents did state that victimisation could take place during primary school, however, they did not believe that it was a concern until children reached 13 years or older. In the event that it did occur in younger children, parents felt that the impact would be more detrimental than for older victims (Monks et al., 2016). Parents' perceptions of cyberbullying may be distorted as they view themselves as being involved with their child's online activity.

Parents believe that cyberbullying occurs through social networking sites, texts, mobile phones and instant messenger. Parents are aware that cyberbullying is difficult for children to escape from (Monks et al., 2016).

2.2.3 Teachers' perceptions

Teachers play an important role in dealing with and preventing cyberbullying in schools. Although cyberbullying predominantly occurs at home, the effects spill over into the school environment. Nonetheless, teachers often fail to recognise cyberbullying as it occurs out of the school grounds. How teachers perceive cyberbullying and it's severity play an important role in whether children are willing to disclose and seek adult intervention (Sawyer et al., 2011). There is limited research on teachers' awareness, perceptions and concerns regarding cyberbullying. One study by Yilmaz (2010) found that 78% of pre-service teachers perceived cyberbullying to be a problem in schools yet only 48% felt they could manage and provide sufficient intervention, many citing a lack of training in the area.

In a study of 222 pre-service teachers, Boulton, Hardcastle, Down, Fowles, and Simmonds (2014) found that the majority of pre-service teachers wanted to be educated on how to deal effectively with cyberbullying. They reported that they would currently manage incidents in a similar way to traditional bullying as they perceive it as an extension of this type of victimisation. Teachers were likely to talk to the victim and report it to school administrators; however, they were unsure as to what would happen from here. The way pre-service teachers would intervene differed depending on how seriously they viewed the incident, empathy with the victim, gender of the teacher and age of the children they taught (Boulton et al., 2014). Female teachers who taught younger children perceived cyberbullying as being more detrimental than male teachers or those in the upper years. This gender difference was also identified in other studies (Eden, Heiman, & Olenik-Shemesh, 2012; Yilmaz, 2010).

Although teachers are concerned about cyberbullying they did not believe they could intervene effectively. Such low self-efficacy is reflected by children's perception of teachers and supports their belief that teachers do not know how to intervene to stop the cyberbullying and in many cases, make the situation worse. Where teachers fail to respond to reports of cyberbullying, or do so unsuccessfully, the bully's behaviour is reinforced and bystanders view this behaviour as acceptable, which increases the occurrence of the cyberbullying. Teachers believe that schools should be responsible for providing staff with professional development in the area. Schools which were committed to developing policies and educating their staff and children were found to have teachers who felt more confident in managing cyberbullying incidents (Li, 2007a).

Monks et al. (2016) found that teachers believed the impact of cyberbullying would be more damaging than traditional bullying because of its permanence and the potential for the behaviour to be witnessed by such a large audience. Stauffer, Allen Heath, Coyne, and Ferrin (2012) summarised teachers' perceptions in their study by stating that 81% felt it did not toughen kids up and 75% believed it had long lasting negative effects. A recent study by Huang and Chou (2013) found that Taiwanese teachers thought that distributing embarrassing messages, photos or videos was the most common form of cyberbullying recognised by teachers while teasing, threats and rumours were those commonly reported by children. Taiwanese teachers were under the impression that most cyberbullying took place via instant messenger and chat rooms. Teachers did identify the anonymous nature of cyberbullying and felt that it was an attractive feature to the perpetrators. Interestingly, Huang and Chou (2013) found teachers believed bystanders would be willing to speak up and report cyberbullying if they witnessed it. This reliance on bystanders to report is problematic as research states that they are reluctant and lack the skills to intervene effectively (see section 2.9).

2.3   Prevalence of Cyberbullying

2.3.1   Age differences

Understanding the prevalence of cyberbullying is complicated by a lack of consistent definition and methodological approaches to data collection. Despite a recent study by Ofcom (2016b) reporting that 60% of children aged 5-7 years, 82% of children aged 8-11 years and 96% aged 12-15 years owned three or more media devices. There is an uncertainty as to whether the problem of cyberbullying is growing as a result of increased access to technology or whether it is 'an over-rated phenomenon' (Olweus, 2012).

Due to the difficulty in asking children to self-report their own bullying behaviour prevalence rates for perpetration are not as widely documented. Current research relies heavily on self-report questionnaires concerning prevalence rates. While prevalence rates of cyberbullying are limited, anonymous surveys have provided some indication of the age group likely to engage in this behaviour.

Looking firstly at younger children, a study in Turkey exploring the prevalence of cyberbullying in children aged 8-11 years found that 27% reported being victimised, 18% of children reported being perpetrators and 15% reported being bully/victims (Arslan, Savaser, Hallett and Balci 2012: cited in Monks et al., 2016). In a sample of children aged 10-12-years in Canada, 22% of the children reported being victimised online at the start of the school year and they saw this increase over the year to 27% (Monks et al., 2016). Pergolizzi et al. (2009) found 15.2% of children age 12-14 years reported harassing others online, while Patchin and Hinduja (2015) found 17% admitted

cyberbullying others. Li (2007b) reported similar results, 14% of children surveyed disclosed that they harassed others online. A Swedish survey of children aged 10-13 years found that only 10% of children reported cyberbullying others at least once or twice, this was higher (13%) in children aged 12-13 years as opposed to 3% for children aged 10-11 years (Slonje, Smith, & Frisén, 2012). Although Olweus (2012) questioned the rise in cyberbullying, results from the previous studies indicate that cyberbullying prevalence among children age 12-14 is on the increase. Interestingly, Erdur-Baker and Tanrikulu (2010) found at the age of 10 and 14 years girls were more likely to cyberbully others, while boys victimised others during the ages of 11-13 years.

There are many studies that explore the prevalence of cyberbullying in mid adolescence. Research has indicated that cyberbullying begins to increase during elementary school (10-12 years), peaks during middle school (12-14 years) and begins to decline during high school (15-17 years) (Beale & Hall, 2007; Rivers & Noret, 2010; Tokunaga, 2010; Williams & Guerra, 2007). A meta-analysis on prevalence rates (Evans, 2012) estimated that 26% of children were victims of cyberbullying. Similarly, Pergolizzi et al. (2009) analysed surveys completed by children aged 12-14 years and found that 28% reported being victimised online. Mishna, Cook, Gadalla, Daciuk, and Solomon (2010) reported a much higher prevalence rate (49%) when they asked children about their involvement in cyberbullying over the previous 3 months suggesting that the timeframe children were given to report on is important. Kowalski and Limber (2007) and O'Moore (2012) surveyed children aged 11-16 years about their experience of online victimisation within the last 2 months and found 11% of children reported being bullied online. While the results are lower than those provided by Evans (2012) and Pergolizzi et al. (2009), children were given a specific period to reflect upon again and highlighting the importance of timeframe on prevalence rates.

As existing research points towards cyberbullying occurring primarily between the ages of 12-14 years there is a gap in the literature focussing on children below this age group (Slonje & Smith, 2008; Topcu & Erdur-Baker, 2010). If cyberbullying and victimisation peak between 12-14 years what is happening in the few years prior to this? What developmental changes are occurring in children which may help explain this behaviour and what changes occur making children more prone to becoming victims of cyberbullying?

Early adolescence is marked by the transition from childhood to adulthood and from primary school to secondary school and a time where individuals spend an increased amount of time with their peers. It is also a time where biological, social and emotional changes take place. Children seek to develop their own sense of independence and social identity. Previous studies have shown cyberbullying peaks when children start secondary school. Waters, Lester, and Cross (2014) found that peer support is essential for a smooth transition from primary to secondary school. Here children face social changes as they experience an adjustment in friendship groups, school structure and environment. These adjustments can lead to feelings of isolation and lower levels of self-

esteem. The transition period from primary to secondary was found to be particularly difficult for early maturing girls. They were found to have the lowest levels of self-esteem immediately after the transition and this continued for a half of the year and then it began to rise towards the end of the year as girls found their identity and became comfortable within their social groups (Simmons and Blyth, 1987: cited in Waters et al., 2014).

This difficulty in transitioning from primary to secondary may account for why more girls than boys engage in cyberbullying behaviour. During early adolescence (aged 12-14 years) girls develop more verbal manipulation skills and their peer group relationships become more complex (Patchin & Hinduja, 2013). As children transition into secondary school they begin to spend more time online to strengthen their social relationships, with this said, they become more technologically savvy which in turn means that parents give them more independence and monitor them less often. Unfortunately, this places them at a higher risk of engaging in problem behaviours. Although being bullied is difficult irrespective of age, being victimised during this time can have implications on the formation of the child's identity. In accordance with Erikson's (1959) Theory of Psychosocial Development, during primary school (age 5-12 years) children go through the identity vs inferiority stage where their place in school is important. The next stage is identity versus role confusion. During this stage, peer opinions and groups begin to play a significant role in their levels of self-esteem as adolescents are beginning to form their own identity. The role of ICT during this stage is critical as adolescents present themselves to their peers to be identified and accepted. This is the beginning of their social networking and it continues to dominate their free time. While individuals seek their own independence, and begin to develop their own sense of identity, they are highly influenced by their peers. This sense of self-worth is vital for adolescents when they are faced with adversity as it provides them with the confidence to achieve the desirable outcomes (Underwood & Ehrenreich, 2014). Victims of cyberbullying begin to question their self-worth particularly when they are seeking to be accepted by peer groups.

2.3.2 Gender differences

The literature surrounding cyberbullying and gender is inconsistent. Unlike traditional bullying, power is obtained through indirect aggression. This indirect or relational aggression takes the form of spreading gossip or rumours with the intent on damaging the victims' relationships or social status. Boys have long been reported as being involved in physically aggressive behaviours whereas girls are more likely to engage in relational aggression. This might suggest that girls are more likely to be involved in cyberbullying than boys (Campbell, 2005; Lenhart, 2007).

Children, girls in particular, view the internet as "a *critical tools for their social life*" (Kowalski et al., 2008, p. 2). Girls are more proficient when using online tools among their peer groups. This gives them increased confidence and self-assurance resulting in them feeling less inhibited when

online and more empowered to behave in ways they would not normally. Adolescent girls form a hierarchy online and exclude peers based on their status within that hierarchy. Online communications allow teenage girls to become more extreme in behaviours such as gossiping, criticising the appearance of others and being disloyal. Many girls want to be accepted by their peers and to do so they inflict their power by harassing others (Owens, Shute, & Slee, 2000). In Li's study of Grade 7 children, more girls than boys reported being victims of cyberbullying (59% and 39% respectively) (Li, Smith, & Cross, 2012). In a study of 3767 children, Kowalski et al. (2008) found that 25% of girls and 11% of boys were victims of cyberbullying. Research has highlighted that girls are more likely to engage in bullying which ostracises and teases and damages others' social standing (Campbell, 2005).

Girls aged 12-15 years have more negative online experiences than boys of a similar age. Ofcom (2016b) found that 23% of girls compared to 15% of boys had received nasty comments online. Whilst the numbers are low girls experienced more people pretending to be them online and using their password to obtain personal information than boys (5% vs 2% respectively). Girls also received more messages and images of a sexual nature which made them feel uncomfortable compared to boys (6% vs 2%).

Not all studies have identified gender differences. Several earlier studies have found that boys were more likely to cyberbully than girls (Ayas & Horzum, 2012; Erdur-Baker & Tanrikulu, 2010; Li, 2006). Erdur-Baker and Tanrikulu (2010) found that girls were more likely to cyberbully others during the early stages of adolescence while boys were likely to engage in such behaviour in late adolescence. A study by Aricak et al. (2008) showed that boys self-reported being cyberbullies more than girls (19% and 16% respectively). However only 3% of boys and girls reported to be cybervictims. Other studies have also shown no significant difference in gender (Barlett & Coyne, 2014; Mishna, Khoury-Kassabri, Gadalla, & Daciuk, 2012).

The association between gender and victimisation is mixed. The suggestion that girls are more likely to engage in cyberbullying could be linked to larger use of social media. The differences in rates of cyberbullying between genders could be explained due to the varied definitions of cyberbullying, some focusing on group and social based interactions and others on direct attacks.

2.4   Forms of cyberbullying

Children vary in terms of how they use their time online. Girls are more likely to use it for communication purposes, research and uploading photos, whereas boys go online for game play and to watch videos (Mishna, Cook, Gadalla, et al., 2010). Research exploring the common mediums used to cyberbully have provided varying results and are outdated. Smith et al. (2008)

found telephone calls were the most common medium used. However, Slonje and Smith (2008) found emails were the preferred medium to harass others.

Dehue et al. (2008) identified that abusive comments and rumour spreading occurred via email, instant messenger and chatrooms for children aged 11-13 years. However, for older children, aged 13 and above this aggressive behaviour took place through social network sites. Rivers and Noret (2010) found that although instant messenger and email were still a medium used in cyberbullying there was a more diverse range. In their study, they briefly explored the range of mediums used over a five-year period and highlighted that many reported cases were via email, text message, instant messages and chatroom messages although this has expanded to include uploading pictures onto websites, social network sites and acts such as happy slapping and sexting.

Rivers and Noret (2010) note that several studies fail to recognise the role of mobile phones when carrying out their study on cyberbullying and focus on internet bullying. Therefore, it is difficult to assess whether these new methods and new technologies such as iPhones have had an impact on the occurrence of cyberbullying. Cyberbullying can be done easily by anyone; however, some activities, such as hacking require more skills than sending a mean email. This could be the power imbalance which is not found in face-to-face bullying. Furthermore, as new apps are developed and with the instant access to the internet via mobile phones, the digital divide between children and adults widens. Although cyberbullying varies depending upon the technology used, research has yet to determine whether given mediums are riskier than others or result in the incident being perceived to be more severe (Juvonen & Gross, 2008). It should be noted that many of these studies are relatively old and more up-to-date research on cyberbullying media is required.

Mobile phone use by children has been researched in America and in Australia, although the implications for cyberbullying are less well understood. American research conducted by Lenhart, Ling, Campbell, and Purcell (2010) found that children's mobile phone use had risen from 45% in 2004 to 75% in 2010 for aged 12-17 years and they were now viewed as indispensable tools. Their findings indicated that one in three teens aged 12-17 years reported sending more than 100 text messages per day. Girls aged 14-17 years were the most active when sending and receiving text messages. A total of 86% of girls text their friends several times per day whereas 42% of boys reported doing the same. The report showed that children mainly use their mobile phones to take photos and share these with others (83% and 64% respectively). Other uses include, playing music, playing games, exchanging videos, exchanging instant messages, browsing online, accessing social network sites, using email and buying items. Such findings were similarly reported by an Australian study in 2016 exploring the activities children aged 14-17 year conduct when they go online and the mediums used when online. Seventy eight percent of teens used a mobile phone to access the internet, while 91% used a computer and 39% used a tablet. More recently, Ofcom (2016b) explored mobile phone use of children aged 8-11 and 12-15 years. Mobile phones were

seldom used for call based purposes with only 9 calls being made weekly by children aged 8-11 years and 22 calls for children aged 12-15 years. Of the 22 calls made, more were made by girls than boys. Text-based messages were much more popular with the older children estimating 135 per week compared to younger children estimating 41 per week. Once again girls took the lead with regards to most text messages sent.

Research is now focussing on the forms of behaviour that constitute cyberbullying. These include mean comments, rumours, hurtful or embarrassing pictures or videos posted online or physical threats (Patchin & Hinduja, 2015; Vandebosch & Van Cleemput, 2008).

Cyberbullying can take different forms, Willard (2007): cited in Li et al. (2012) provided a classification of the different forms cyberbullying can take: flaming, harassment, cyberstalking, denigration (put-downs), masquerade, out-ing, trickery and exclusion. Missing from this list are new techniques being used by children such as blocking and defriending.

Juvonen and Gross (2008) found the most common forms of cyberbullying among children aged 12-17 years were name calling, password theft, sharing personal photos without consent and threatening messages. Mishna, Cook, Gadalla, et al. (2010) noted that the form of cyberbullying was indicative of the gender of the perpetrator. Girls aged 11-16 years were more likely to be called names (27%), have rumours spread about them (22%) and have others masquerade as them online (18%) compared with boys. For girls aged 16-18 years, this form of harassment evolved into unwanted sexual content or they experienced a breakdown of trust within their peer groups whereby their personal messages or photos were redistributed without their consent. Patchin and Hinduja (2015) found that the most common cyberbullying behaviour received and carried out was to post a mean or hurtful photo of someone online. Baldry, Farrington, and Sorrentino (2016) sought to investigate gender differences with regards to the types of cyberbullying employed by children aged 10-18 years. The results concluded that boys were more likely to engage in cyberbullying than girls, with their main behaviour involving sending mean, cruel or threatening messages. While Ponsford (2007): as cited in Çetin, Yaman, and Peker (2011) found that girls were more likely to disclose secrets or gossip told to them privately. Humour can also be used in cyberbullying, maladaptive humour, i.e. making self-depreciating comments about themselves or others to make people laugh, is often used by cyberbullying perpetrators and can take the form of altering photos, creating fake websites to harass others, sharing embarrassing photos or videos (Sari, 2016; Slonje & Smith, 2008; Smith et al., 2008; Vandebosch & Van Cleemput, 2008)

2.5 Effects of cyberbullying

Bullying is not just a *"part of growing up"* or a *"rite of passage"* (Campbell, 2005, p. 4). The research on cyberbullying suggests that the effects may be similar if not more severe to those of

traditional bullying (Campbell, Slee, Spears, Butler, & Kift, 2013). Studies have established that many children who are cyberbullied are also victims of traditional bullying (Dooley et al., 2009). Schneider, O'Donnell, Stueve, and Coulter (2012) demonstrated an increased likelihood of psychological distress, including suicidal thoughts and suicide attempts, for victims of either cyber or school bullying. The bullying extends from the school playground and into the home via technology. The impacts of cyberbullying can be classified into three areas: emotional, social and academic impacts.

Research consistently recognises the consequences of victimisation for the emotional wellbeing of children. The emotional impact of cyberbullying includes sadness, embarrassment, anxiety, fear, lower self-esteem and self-worth, powerlessness and depression (Beran & Li, 2005; Mitchell, Finkelhor, Wolak, Ybarra, & Turner, 2011; Raskauskas & Stoltz, 2007; Ybarra & Mitchell, 2007). The emotional effects of cyberbullying were reported more by girls than boys in a study conducted by Ortega et al. (2012).

Research has found that children who cyberbully others or are victims themselves are at an increased risk for suicidal thoughts or ending their life. Although it is not believed that being victimised itself leads to suicide, it intensifies a perception of low self-worth and feelings of helplessness (Hinduja & Patchin, 2007).

In terms of the social impacts, the victims of both traditional and cyberbullying report poor social adjustment, low self-esteem, feeling socially inept, lack of peer support, isolation and loneliness. It is not known whether these social effects are a result of the victimisation or were a causal factor which increased their likelihood of being victimised (Olenik-Shemesh, Heiman, & Eden, 2012). While victims do not believe that they experience social problems prior to be being victimised, it seems the effects of the emotional problems, such as low self-esteem and anxiety then result in social problems. Children who are victimised are fearful about leaving the house and this results in increased social isolation.

In terms of academic impact, school avoidance coupled with the emotional impacts can result in lower grades (Beran & Li, 2005). Other impacts to their academic performance include an increase in delinquency and engaging in rule breaking behaviours (Ybarra & Mitchell, 2007). It is possible that the emotional and social impacts of cyberbullying cause children to be less motivated and less attached to their school environment. It is not known whether academic difficulties are the result of cyberbullying or whether they are present prior to cyberbullying.

2.6   Cyberbully characteristics

Little research has explored the reasons why children target others online or their mental wellbeing. The explanations provided by the limited research available point towards two different reasons; their own insecurities and/or their high social status. Firstly, it is suggested that perpetrators have low self-esteem and feelings of self-worth and therefore try to boost their own inadequacies by degrading others. This belief was supported by the use of maladaptive humour, where cyberbullies humiliate others in order to feel more superior than others (Sari, 2016). Interestingly, Sari (2016) also concluded that perpetrators have such low self-worth that they belittle themselves in order to make others laugh. They also lack social support and are therefore striving to be accepted by their peer group or are being bullied themselves and gain power by exerting their hurt onto others. This power is often acquired due to the anonymous nature of cyberbullying. Campbell et al. (2013) supported this claim by finding that cyberbullies reported higher rates of depression and anxiety than children who were not involved in bullying. Furthermore, Ybarra and Mitchell (2004) reported that children who cyberbullied showed evidence of delinquent behaviour with 39% dropping out of school, 32% committing substance abuse and 16% being severely depressed.

While research into social support and cyberbullying is relatively new, it has been shown that cyberbullying perpetrators perceive themselves to have lower social support. This feeling of lacking friends, support and loneliness could be a factor which contributes to cyberbullying (Navarro & Larranaga, 2015). Perpetrators have a need for social recognition which may lead to harassment. Perpetrators were found to have low skill levels in effectively managing social situations, and lower perceptions of social support from their peers and therefore they manipulate the event to benefit themselves (Gini, Pozzoli, Borghi, & Franzoni, 2008). They also have lower perceived social competence. Children may bully others when their own needs for belongingness are threatened or when they want to enhance their own social status (Underwood & Ehrenreich, 2014). Online communication offers a context for experiencing connectedness with peers but it is also used for harassment. Perpetrators may do it because they want to belong. This need to belong is extremely strong in adolescence especially for girls who rely on positive relationships (Underwood & Ehrenreich, 2014).

In contrast, Holt and Espelage (2007) and Dodge, Cole, and Lynam (2006) found that cyberbullying was not associated with rejection and acceptance by others, in fact perpetrators had more supportive friends than victims. Cyberbullying behaviours may be socially motivated. Perpetrators may have a good social standing within their peer group hierarchy and wish to maintain this by asserting their power and making others laugh. They may be impulsive and not think about the impact their behaviour has on others or they may lack empathy towards the victim. It has also been suggested that their high social status encourages bystanders to defend the inappropriate behaviour which in turn reinforces the negative behaviour to the perpetrator. They

may also continue due to the lack of any form of immediate response, visual or verbal, from the victim which may have been enough to cause them to stop. This lack of understanding about the impact of their behaviours was shown in a study by Campbell et al. (2013). They asked children aged 9-19 years to complete an anonymous self-report questionnaire regarding the frequency of cyberbullying incidents they had taken part in over the last year. Although they found low prevalence rates of 9%; 74% of those who did report cyberbullying others believed that their actions did not impact the victim's life and 54% did not view their behaviour as being harsh. Smith et al. (2008) found that some perpetrators stated that they harassed others online *'for fun'* and *'they were bored and were entertaining themselves'* (Smith et al., 2008, p. 380). Smith et al (2008) were not the only researchers to find that perpetrators took great joy from humiliating their peers (Barlett & Coyne, 2014; Kyriacou & Zuin, 2016). Varjas, Talley, Meyers, Parris, and Cutts (2010) explored children's motivations for cyberbullying and determined that these could be broken down into internal motivators and external motivators. Internal motivators included revenge, to make themselves feel better, boredom, protection, jealousy, seeking approval, trying out a new persona and anonymity. External motivators included the feeling that they could get away with their behaviour, it was non-confrontational and the victim was different (in appearance or reputation). These motivators can be traced back to the fact that cyberbullying can be anonymous and that they are asynchronous and results in feelings of disinhibition.

Slonje et al. (2012) found most perpetrators did not report feeling any remorse (57.5%), however, girls felt more remorse than boys. This lack of remorse and empathy could be explained through moral disengagement. This refers to a process whereby individuals convince themselves that their negative behaviour is justifiable and that any ethical standards do not apply to them. Thus perpetrators who are morally disengaged fail to put themselves in the victims' shoes and therefore do not deem their behaviour inappropriate and lack awareness of the consequences of their behaviour (Kyriacou & Zuin, 2016). Furthermore, they justify their actions by placing blame on the victim e.g. they deserve it because they act or look a particular way (Varjas et al., 2010). The physical distance provided by online bullying as well as the lack of social cues may explain this behaviour. This strengthens the belief that perpetrators lack empathy. Cyberbullies may also have a need to dominate and control others. While with traditional bullying, this dominance may have been physical strength, online it could be expertise, anonymity or the freedom to verbally abuse or intimidate others.

The social identity theory further explains why children may harass others online. Children are motivated to be accepted into the 'right group' by their peers. They seek this positive identity and believe that the group they want to be a part of is superior than all other groups. Some go to extraordinary lengths to be accepted by their peers, in doing so they may engage in behaviours such as cyberbullying. If they are not accepted or they do not perceive themselves to be fitting in with their peers then they begin to feel inadequate (Underwood & Ehrenreich, 2014).

Cyberbullies are described in studies as being strong, powerful individuals. Nevertheless, Law, Shapka, Hymel, Olson, and Waterhouse (2012) reported that the features of a cyberbully and a victim overlap. Law et al. (2012) suggested that a clear line was lacking when determining who initiated the first attack. She felt that in most situations individuals are involved in reciprocal give and take before it is perceived as cyberbullying. It is not clear as to whether the victim who replies then becomes a bully/victim.

Based upon the social cognitive aspects of the behaviour change theory, research is beginning to focus on children's perceived efficacy when faced with cyberbullying incidents as a victim or bystander. Children who bully tend to have low self-efficacy, low self-esteem and social problems. A cyberbullies' poor perception of themselves may be the fuel which motivates them to harass others in order to gain power and dominance (Okoiye, Nwogi, & Onah, 2015). The lack of social acceptance by peers' results in feelings of rejection and negativity. Interestingly, Andreou, Vlachou, and Didaskalou (2005) found that bullies do not necessarily lack pro-social skills. In many cases individuals bully to gain social dominance or status among peers. Bullies have been found to have high self-efficacy for aggression (Andreou et al., 2005).

2.7   Victim Characteristics

Victims have been found to exhibit a range of characteristics. Firstly, girls are at an increased risk of being victimised because of the time they spent online and their use of the internet as an extension of their social network (Dehue et al., 2008). It appears that children who become the victims of cyberbullying are targeted due to having poor social skills which results in them having a poor social network and are thus seen as being unpopular among their peer group (Lester, Cross, & Shaw, 2012). For children, the lack of friendships creates emotional difficulties which consequently become another feature which perpetrators hone in on. Rivers and Noret (2010) found girls who were unpopular among their peer group were more likely to have received nasty or threatening messages. Victims have also been found to be more withdrawn, quiet and sensitive. Victimised children report experiencing low levels of self-esteem, social anxiety and depression. It is not known whether the emotional and social difficulties demonstrated by victims is the cause or the effect of their victimisation.

Children who perceive themselves to have low social skills often have low self-efficacy levels which may in turn result in them being viewed by their peers as being weak and easy targets for victimisation (Navarro & Larranaga, 2015). Children who have a large social support network and perceive these friends to be caring and helpful are less likely to report being victims of bullying (Navarro & Larranaga, 2015). The quality of the friendship is important (Holt & Espelage, 2007).

In contrast, cyberbullying victims have been shown to have fewer close friends compared to perpetrators and children of a similar age who are not involved in bullying (Boulton et al, 1999). Children who report a lack of friends to confide in were more likely to feel cyberbullied. Victims have a higher sense of loneliness than non-victims (Olenik-Shemesh et al., 2012). Because victims want to be popular and accepted yet have low confidence levels they leave themselves open to rejection by others as they are more vulnerable. The association between bullying and poor mental health may work in both directions: victims may develop depressive and anxiety symptoms which in turn may result in a higher chance of being bullied.

Experiencing cyberbullying can result in feelings of inadequacy, embarrassment, anxiety and depression. However, not all victims of cyberbullying experience these feelings. How victims of cyberbullying respond to these incidents depend upon a range of factors, including frequency, severity and their own levels of efficacy (Patchin & Hinduja, 2006; Singh & Bussey, 2009). Individuals with low levels of self-efficacy are associated with increased stress, anxiety and lower levels of wellbeing (Bandura, 1997). Unfortunately, they also tend to be repeated victims of cyberbullying as they do not have confidence in their ability to effectively assert themselves to intervene and stop the negative behaviour. Cyberbullying victims with low self-efficacy believe that they cannot cope or manage the threats received, resulting in increased levels of stress, withdrawal and depression. Being able to assert and defend yourself effectively will reduce cyberbullying. However, victims who respond in a provocative or aggressive manner may experience further bullying (Andreou et al., 2005). In situations where cyberbullying occurs privately or the victim feels embarrassed and reluctant to seek support, their efficacy levels continue to decline resulting in increased feelings of helplessness. With this in mind the amount of social support a victim has or perceives that they have, will increase their level of self-efficacy when dealing with difficult and stressful situations. This perception of strong social support enables the victim to tackle difficult situations in a positive, pro-active manner and feel confident in doing so (Karademas, 2006).

2.8   Bully/Victims

Bully/victims are a group of individuals who were victims of cyberbullying or traditional bullying and who consequently target others. Patchin and Hinduja (2006) found that of the 11% who admitted bullying others online, 75% of these were also the victim of cyberbullying themselves. Interestingly, bully/victims have been found to have higher levels of depression and lack self-control than victims only (Ybarra & Mitchell, 2004). Bully/victims are thought to have poorer social skills and weaker relationships with their peers resulting in an increased intensity of emotional, social and academic effects. Thus, they take their hurt and anger out on others. The association between bully/victim was also reported in a study in Turkey by Aricak et al. (2008) who found 24% of cyberbullies were also victims.

2.9   Bystander Effect

There is limited work examining the role of bystanders with regards to cyberbullying (Shultz, Heilman, & Hart, 2014). Cyberbullying is often a group based behaviour rather than one-on-one behaviour and this means there may be numerous bystanders involved in the process (Bauman, 2013). In cyberbullying the bystanders can be those who are physically with the perpetrator as the message is being sent, the recipient of a hurtful message or someone who witnesses the event online. Mishna, Saini, et al. (2009) found that cyberbullying often occurs in the presence of other witnesses because of the public nature of the online forum.

Bystanders play an important role, influencing the repetition and escalation of cyberbullying by reading or forwarding the message (Juvonen & Gross, 2008). Nonetheless, many bystanders fail to intervene through fear of being victimised themselves or be called a tell-tale (Bauman, 2013). Children are often unaware of how to respond when they observe cyberbullying online (Kowalski & Limber, 2007). Li (2007a) found that 14% of children who witnessed cyberbullying online chose to join in with the harassment, 13% supported the perpetrator and more than 25% of the bystanders left the site without saying or doing anything. In this study, more than 50% of victims reported that they received no help or support from the bystanders. The bystanders may include peers known to the victim which makes the emotional impact more damaging (Li, 2007a). Weber, Ziegele, and Schnauber (2013) found that bystanders were more likely to blame the victim for the unwanted attention if they were extremely extraverted or shared a large amount of personal information. This is an interesting finding as it suggests that bystanders are not only reluctant to help through fear of being the next target, but also because in some cases they believe the victim warrants the resulting behaviour. One explanation by Salmivalli, Lagerspetz, Bjorkqvist, Osterman, and Kaukianinen (1996, p. 117) proposed that *'bystanders were trapped in a social dilemma'* where they know that the behaviour they are witnessing is wrong but they are scared to intervene because they are anxious about their own safety and status with their own peer group.

Bystanders may lack the self-efficacy to intervene effectively. For a bystander to intervene there are several factors to consider. They have to determine if they are capable of acting, the future consequences to themselves for acting, the value of what is required of them as well as reflecting on their own ability to do so effectively (Kim, 2014). Although with cyberbullying, bystanders can intervene anonymously by reporting the behaviour to the website, there is an element of diffusion of responsibility and fear of consequences (Barlinksa, Szuster, & Winiewski, 2013; Darley & Latane, 1968; DeSmet et al., 2014).

2.10   Interventions and coping strategies

The literature around cyberbullying interventions is still limited but a number of researchers have been examining the strategies children and adults apply to reduce and effectively manage this form of aggression. These strategies are varied but can be loosely grouped into three main approaches: Technological interventions, school-based interventions and social-emotional interventions. These approaches are often used in combination with each other.

2.10.1   Technical Interventions

Technical interventions can be divided into two groups: direct technological interventions and technology-focussed behavioural strategies. Direct technological interventions applied by children include deleting the message, blocking the sender, deactivating the account and avoiding sites. These strategies are deemed valuable as they are easy to enact and children have the skills to apply these. Aricak et al. (2008) found that the most popular response by children was to block the perpetrator (46%), while 41% deleted the message and 20% stopped using the internet. Although these responses are often the first choice of victims and adults there is a lack of research highlighting the long-term effectiveness of this solution. Cyberbullying scenarios have been used within virtual learning environments to teach children to cope with cyberbullying, however children's perceptions of different scenarios has not been investigated (Watson et al., 2007; Wright & Burnham, 2012).

Parents and children employ a range of behavioural strategies via technology to prevent negative online behaviour. Parents who are technology confident set rules and guidelines, install filters and security settings, monitor their child's behaviour online and keep devices in a common space in the house. Gasior (2005) found that 63% of parents admitted to setting rules about what sites their child could access, 47% set time limits, 11% said they directly supervised their child while they were online and 23% set filters/blocking software. Whilst parents claimed that they monitored their child's online use and stay nearby it is not known whether they do for the entire time they are online or if they regularly pass by and look at what they are doing (Kowalski & Limber, 2007). Such technology based strategies have been shown to reduce the risks encountered online. Whether children are less likely to engage in negative online behaviour due to having proactive and technology literate parents or whether these protective strategies reduce the risk is unclear (Monks et al., 2016). The Australian Communication and Media Authority (2007) found that parents were more vigilant and set more explicit rules for younger children (aged 8-12 year) compared to older children (aged 13-18 year). This shows an increase in independence, trust and responsibility given to older children by parents. Research has indicted that applying one strategy alone is not effective, parents must combine all approaches to effectively reduce risks and intervene if necessary (Ofcom, 2016b).

For parents who are less confident, they are more likely to respond to negative online behaviour by removing the device (Strom & Strom, 2005). Victims then feel punished and isolated from their peers. This response is not seen as being effective by children and is often one reason why they are reluctant to seek adult intervention (Gasior, 2005).

The technology based behaviour strategies employed by children include ignoring the message and using appropriate social conventions. It has been noted that teaching children the appropriate 'netiquette' through rules and guidelines will help reduce cyberbullying by changing the online culture (Ang & Goh, 2010).

2.10.2 Social-Emotional Interventions

Social and emotion focussed interventions help to buffer the negative impact of cyberbullying and reduce feelings of anger, fear and helplessness. Emotional interventions involve teaching children skills to improve confidence and self-efficacy and to develop resilience strategies. These interventions based around empathy, self-efficacy, resilience and social support are described below.

2.10.2.1 Empathy training

Empathy needs to be nurtured if children are to have a greater understanding and awareness of others feelings (Del Rey et al., 2015). Although research has seldom examined the relationship between empathy and cyberbullying, literature focussing on traditional bullying has indicated that perpetrators have lower levels of empathy (Ang & Goh, 2010). The online nature of cyberbullying and the resulting lack of social cues suggests that perpetrators would be less able to see things from the other persons' perspective and thus are less empathic. It is not clear whether this lack of social cues results in lower levels of empathy or if the perpetrator acts in this negative manner due to being less empathic. Low levels of empathy is a key predictor in both traditional and cyberbully perpetration (Del Rey et al., 2015), although researchers have noted some interesting gender differences between cognitive empathy (the ability to understand the emotion of others) and affective empathy (the ability to experience the emotion of others) in relation to cyberbullying incidents. This suggests that empathy training should be gender specific with more focus on cognitive empathy for boys and affective empathy for girls (Ang & Goh, 2010). Del Rey et al. (2015) provided examples of methods to nurture empathy, these include providing children with case studies, newspaper articles or fiction/non-fictional stories and letting them discuss the victims' and perpetrators'. The ability to recognise and understand what another person may be feeling could encourage perpetrators and bystanders to stop and think about their behaviour.

2.10.2.2 Self-efficacy training

Self-efficacy refers to "*beliefs in one's capabilities to organise and execute the courses of action required to* produce *given attainments*" (p.3) (Bandura, 1997). Increasing self-efficacy could potentially act as a protective function for victims of cyberbullying and decrease stress (Singh & Bussey, 2009).

Self-efficacy levels influence the way people feel, think, behave and motivate themselves to approach and achieve in familiar and unfamiliar situations. Bandura (1997) believed that individuals who have a high level of self-efficacy in an area will dedicate a lot of time and effort to achieving the task and will persist when faced with difficulties. Bandura suggested that people evaluate their efficacy based on four sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states (Bandura, 1997).

For children to deal effectively with negative online behaviours, they must have high levels of self-efficacy for coping (Bandura, 1997). High self-efficacy, in addition to strong anti-bullying attitudes, resulted in lower bullying and victimisation behaviour (Andreou et al., 2005). Singh and Bussey (2009) claim that when victims believe in their own ability to effectively deal with harassment by others they are more likely to engage in more positive coping strategies and the less they will be repeatedly victimised. Being proactive i.e. gaining social support, problem solving and being assertive will have a positive impact on coping self-efficacy as will avoiding aggression behaviour, avoiding internalising responses, avoiding self-blame and increasing self-enhancing thoughts and a capacity for forgiveness (Singh & Bussey, 2009).

2.10.2.3 Building resilience

Resilience refers to having adequate skills and coping strategies to effectively deal with adverse situations in a positive way (Tobias & Chapanar, 2016; Vandoninck, d' Haenens, & Roe, 2012). Tobias and Chapanar (2016) found that previous victimisation whether traditional or cyber, led to individuals becoming more resilient as they coped with the bullying in the past. However, this is not always the case. Gianesini and Brighi (2015) identified a drop in the resilience levels of children aged 13-14 years noting that involvement in cyberbullying, whether as a victim or a perpetrator was directly related to low resilience levels. How the situation is perceived determines the coping strategies children will use. Vandoninck and d' Haenens (2015) noted that children aged 10-16 year employed a range of strategies to cope. These strategies included peer/adult support, technology strategies (blocking, deleting, avoidance) and non-reactive strategies (ignore it, don't care). Technology based and non-reactive coping strategies are viewed as valuable when children do not feel under extreme threat as they are low effort in terms of skills and energy expenditure. More recently, Tobias and Chapanar (2016) found that having a strong family support was an

important factor for increasing resilience levels in victimised children. Similar findings are reported by Patchin and Hinduja (2010); Tobias and Chapanar (2016); Vandoninck and d' Haenens (2015).

Vandoninck et al. (2012) believed that if children had higher resilience levels they would have strategies which they felt confident in applying to help them adapt and deal with different situations. The need to build resilience was emphasised more so than focusing on teaching individual coping strategies. If children were resilient they would be able to emotionally evaluate the situation and employ strategies which they felt would be effective to themselves.

2.10.2.4 Social support

One effective coping strategy for cyberbullying is to seek social support, a strategy employed by girls more than boys (Sevcikova, Machackova, Wright, Dedkova, & Cerna, 2015). Nonetheless, many victims do not tell parents, teachers or friends (Juvonen & Gross, 2008). Social support provides two functions to the victim, firstly they can offer emotional support or reassurance and secondly they can encourage the victim to report the incident (Holt & Espelage, 2007). Victims of cyberbullying who have small social networks are often victimised for more prolonged periods as they do not get the support they need (Navarro & Larranaga, 2015).

Peer support in the form of active listening, taking a problem-solving approach and being empathic have been viewed as effective by children (Sevcikova et al., 2015). Ortega-Baron, Buelga, and Cava (2016) found that social support was important in reducing the duration of online victimisation. Furthermore, having support lowers feelings of anxiety and depression (Holt & Espelage, 2007). Active listening was the most valuable tool where victims could talk through their concern with someone who would offer problem solving advice. Knowing someone cares is viewed positively and gives victims the strength to get through difficult times. If children feel that their concerns will be validated, then they are more likely to seek support at an earlier stage. However, Rothon, Head, Klineberg, and Stansfeld (2011) found that peer and family support alone was not enough to protect children against mental health difficulties as a result of being cyberbullied. Social support needs to be complemented with other coping strategies.

2.10.3 School based interventions

School based interventions are developed and implemented to educate children, teachers, parents and the wider community about safe and responsible online behaviour. This holistic approach to cyberbullying connects school and home creating a cohesive environment which creates a school climate where cyberbullying is not tolerated. The school based interventions which encourage the development of a positive school climate are: whole school policies, teacher training, parent education, curriculum content, empowering bystanders and reporting strategies.

2.10.3.1 Whole school policies

To effectively prevent cyberbullying and create a positive school climate, schools must have a whole school policy focusing on unacceptable behaviour and the consequences of engaging in such behaviour (Hinduja & Patchin, 2013). Children, parents and teachers should be involved in the development of these policies to create a climate whereby cyberbullying is not tolerated or accepted. Creating a positive school climate towards cyberbullying is an important intervention strategy, ensuring that children feel safe or supported (Patchin & Hinduja, 2010). Scholte, Sentse & Granic 2010: cited in Elledge et al. (2013) reported that anti bullying attitudes must be present at the classroom level to be effectively influencing bullying behaviour school wide. Children's views of cyberbullying were influenced by proactive teachers and peers who deemed the negative behaviour unacceptable (Hinduja & Patchin, 2013). The feeling of being cared for and having healthy positive relationships between teachers and children results in a sense of belonging, encourages communication and boosts children self-esteem. Schools with a positive climate as well as parental involvement show less bullying victimisation (Hanif, 2007; Ma & Williams, 2004).

2.10.3.2 Teacher Education

Teachers have stated that they wanted to intervene but did not have the skills or knowledge to do so (Yilmaz, 2010). Very little research has been conducted in regards to teachers' self-efficacy regarding cyberbullying and what their abilities are when dealing with this type of behaviour (Choi, 2015). It is imperative that teachers are provided with training which helps them develop skills and confidence to effectively address cyberbullying reports. Teachers who are confident in their own abilities are more likely to actively intervene (Choi, 2015). Teachers who received training rated themselves as having higher self-efficacy for dealing with cyberbullying incidents. Teachers need to have opportunities to share their skills, discuss and reflect on their experiences and difficulties with their colleagues. Without the opportunity to discuss difficulties and pervious experience, self-efficacy levels will decrease and teachers will be more reluctant to intervene (Boulton et al., 2014). Proactive, confident teachers will instil a sense of faith in children encouraging them to seek teacher support for cyberbullying.

2.10.3.3 Parent Education

When children were asked about their parent's knowledge of their online behaviour it is apparent that this is one of the biggest barriers between adults and children. 30% of children believe their parents know a lot about the internet and technology. This highlights the lack of confidence children have in their parents and their subsequent reluctance to seek support when they experience a negative situation (Ofcom, 2016a).

Parents primarily place the responsibility for educating children on the school. However, research has shown that educational programs for parents focussing on cyberbullying awareness and effective interventions are required as many parents feel their understanding is limited (Dehue et al., 2008). Their low self-efficacy levels result in parents using more passive strategies such as telling the victim to ignore the behaviour or conversely over-reacting (Cassidy et al., 2012) Nonetheless, parents and teachers need to work together to promote supportive, safe and effective internet use (Vincent, 2015).

2.10.3.4 Curriculum content

It is also imperative that schools provide internet safety messages to children from a young age. There are several online safety programmes available to schools, the quality and effectiveness of these vary. In Australia, some of the online curriculum programs available include 'Stay Smart Online', 'Bullying No Way!', 'Budd:e', 'Hector's World' and 'Cybersmart Detectives'. Despite the number of programmes available, not all schools explicitly teach cyber safety. Instead they are reactive as opposed to be proactive. This was made evident by Li (2007b) who found that 70% of children reported being aware of cyber safety strategies, however one third of these children were self-taught. The type of knowledge they have and the sources of their information is unknown. It is also important that schools encourage children to take responsibility for managing their behaviour online.

2.10.3.5 Empowering Bystander Programs

Bystanders often report feeling empathic towards the victim of cyberbullying, nonetheless, their confidence in their own abilities to successfully intervene will determine whether or not they act (Gini, Albiero, Benelli, & Altoe, 2008). Bystanders have claimed that they are reluctant to intervene as they fear the repercussions of their actions. They do not know how to help without making the situation worse and they also fear reprisals.

When discussing cyberbullying, bystanders can have three roles. *Bully assistants* join in the bullying behaviour, *bully reinforcers* act passively and neither encourage the bully directly or do not support the victim and *victim defenders* intervene and show their dislike for the bully's behaviour (DeSmet et al., 2014). Bystanders with high self-efficacy were more motivated and willing to intervene regardless of whether they know the victim or not. Furthermore, individuals who defend the victim are believed to be more assertive, have lower levels of social anxiety and stronger peer relations. As such, they are confident in being supported by their peers for intervening during difficult situations (Gini, Albiero, et al., 2008; Van Cleemput, Vandebosch, & Pabian, 2014). Bully assistants and reinforcers have low self-efficacy in their own ability to be

assertive and to cope with conflict are more inhibited and less likely to intervene (Andreou et al., 2005).

DeSmet et al. (2014) found that the context, severity and relationship influenced bystander's responses. The absence of social and facial cues means the situation is difficult to gauge. Children are reluctant to get involved unless the incident is severe, or was felt to be out of the victim's control (i.e. based upon looks) for fear of misinterpreting the act. Bystanders would always defend a friend or a popular child. However, if the victim was not their friend their willingness to intervene was based upon the popularity of the perpetrator. If the perpetrator was popular the bystander would take more time to evaluate the situation, yet if they were not popular the bystander would intervene. Bystanders gauge the severity of the situation, along with the behaviours of other bystanders to influence their own responses to the cyberbullying (Bandura, 1997; Bastiaensens et al., 2014; DeSmet et al., 2014). DeSmet et al. (2014) found that most bystanders in their study did not employ positive bystander intervention strategies, with most doing nothing as they claimed to have limited knowledge about how to respond effectively (see Table 2.1).

Table 2.1   Bystander intervention responses to cyberbullying (Source: DeSmet et al, 2014)

		Bully		Circumstances		
		Popular	Not popular	Unclear	Fair	Unfair
Victim	Friend	Always defend, regardless of bully, regardless of circumstances.				
	Not a friend	Learn more about the circumstances	Defend, low risk that fiends will support the bully	Do nothing (passive bystander or ignore)	Do nothing (passive bystander or ignore)	Defend, as everyone else will agree
	A loner	Never defend, do nothing				
	Popular	Defend, there is a high chance they are not the only defender in this case				

2.10.4 Reporting cyberbullying and barriers to reporting

Reporting cyberbullying would be perceived as one of the first intervention strategies available to children. Nonetheless, it is a strategy children are hesitant to apply as many victims know the perpetrator from school (Owens et al., 2000). There are many factors which inhibit reporting. These include powerlessness: the fear that reporting will not help; victim self-blaming: victims start to believe they deserve what is happening to them and they feel shameful; retaliations: if they report it then the bully may harass them more; child vulnerabilities: in many cases victims are less accepted by their peers and are often more insecure and anxious; fear of losing that friendship and low expectations regarding adult interventions (Mishna & Alaggia, 2005)

Juvonen and Gross (2008) found 90% of victims in their study did not tell their parents, with 50% feeling that they had to deal with the situation by themselves or that adults are ineffective. Boys

opted to manage the situation privately due to wanting independence, being seen as capable and of a higher status among their peer group (Perren et al., 2010). Girls were more likely to seek support from a friend than an adult (Mishna, 2004). Children tend to weigh up the benefits and risk of talking to others about cyberbullying (Mishna, Saini, et al., 2009; O'Connell & Barrow, 2004). There is a need for strong parent-child relationships, particularly with a focus on open communication channels in order to reduce cyberbullying and increase reporting but at the same time children need opportunities to report anonymously (McGrath, 2009; Ybarra & Mitchell, 2004).

When parents were asked how they would respond if their child told them they were being cyberbullied, Gasior (2005) found that approximately half of the parents would direct their child to their classroom teacher or school principal. Turning to the school as the first point of contact highlights the need for collaboration and open communication between home and school. This was perceived as a problem for children as they did not have faith that teachers would be able to prevent the victimisation and there was a fear of retaliation (Cassidy et al., 2012). Unlike other studies which highlight removal of technology was the most detrimental effect of reporting, this study found bully retaliation and their social standing among their peers was more prevalent (Juvonen & Gross, 2008).

Teachers and adults could have a more positive effect on cyberbullying if they had a good understanding of how to intervene. One difficulty is that children are quick to say they would report cyberbullying, however many barriers to reporting appear to come into play when they encounter cyberbullying behaviours (Sticca & Perren, 2013).

2.11   Chapter Summary

This chapter has identified the difficulty children, parents and teachers face when they experience, witness or are informed of cyberbullying incidents. Several definitions of cyberbullying have been presented in the literature. Although there are some differences in these definitions, the key features identified in all definitions are repetition, power imbalance, intent, 24/7 nature and the large audience messages can be disseminated to. This chapter has highlighted that children and adults perceive different behaviours to be cyberbullying incidents. This in turn impacts victim and bystander's likelihood to report and seek adult intervention until a situation is perceived as being extremely severe by the victim. Additionally, this chapter has indicated that cyberbullying research predominantly focuses on children aged 12 years onwards.

This thesis will use a variety of methods to further explore cyberbullying perspectives from children, parents and teachers to obtain a clearer and more comprehensive understanding of cyberbullying. This chapter has also demonstrated a variety of intervention and coping strategies

employed by children which have been built on the foundation of traditional bullying strategies which are not deemed as being fully effective, particularly for the long term. Therefore, this thesis will take a behaviour change approach to developing an intervention with the aim of building resilience and self-efficacy levels in girls age 10-14 years when faced with a negative online behaviour. The intervention will use implementation intentions to provide personalised, explicit behaviours for girls to perform when they experience, witness or considering engaging in negative online behaviour.

Chapter 3 presents a focus group study which explores children, parents and teacher's perspectives of cyberbullying. This chapter provides evidence of the differences which exist between age groups and genders and is the first to explore the perspectives of all three stakeholders within a single study.

Chapter 3: Focus Group Discussions with Parents, Teachers and Children (study 1)

This chapter describes a qualitative study which explored children, parents' and teachers' perspectives on cyberbullying through focus group discussions. The discussions focused on the definitions and behaviours perceived as cyberbullying. In addition, they explored the characteristics of those involved in cyberbullying and expectations for effective interventions.

This study aims to develop a clear definition of cyberbullying by focussing on how children, parents and teachers perceive it and would respond to cyberbullying incidents. Focus group discussions with all three groups allow a better understanding of the differences and similarities in terms of perceptions and behaviours. Previous literature has independently collated the perspectives of children, parents and teachers via different research studies. This study collated all three perspectives at the same time. Finding what interventions are likely to be utilised by children as well as barriers for other interventions will help understand how children want adults to respond and can be compared with how parents and teachers of those children expect to respond.

This study explored five research questions:

- What are the similarity and disparity between the perceptions of cyberbullying between children, parents and teachers?'
- What differences exist in the perceived impact of cyberbullying between children, parents and teachers?
- Who would children, parents and teachers expect children to turn to for support when experiencing or witnessing cyberbullying?
- What barriers prevent children reporting cyberbullying?
- What differences exist between children, parents and teacher's preferences for cyberbullying intervention strategies?

3.1   Method

In this study focus groups were held to examine the views of children and parents. The aim of the study was to explore the similarities and differences between children, parents and teachers' views of cyberbullying and their responses. Focus group discussions were chosen as cyberbullying is a broad and exploratory topic and this approach provides opportunities for group members to develop and share their ideas. Furthermore, the group dynamic was hoped to encourage children to share their experiences. Due to industrial teacher action* at the time of the study, teachers were unable to commit time to extracurricular activities. To gain insight from teachers an electronic version of the questions was emailed to schools as it was hoped they would be able to commit to completing an electronic version in their own time rather than participate in a scheduled, additional

group meeting. Teachers from 11 primary schools and 6 secondary schools completed the questionnaire highlighting the difficulties in obtaining feedback due to Union action.

*In Victoria, there was a work-to-hours action that meant teachers would not commit to extra meetings.

3.1.1   Participants

Principals from 24 primary schools and 14 secondary schools in the South and Eastern suburbs of Melbourne were contacted via letter and email and invited to participate in the study. Children in their final two years of primary school and first two years of secondary school were invited to take part in a focus group discussions to share their thoughts about cyberbullying. Of these, 5 primary schools and 6 secondary schools agreed to participate. Table 3.1 shows the total number of children in each group and the mean age. The children were single genders, consisting of 4-9 individuals, to promote more frank and open discussion. A total of 12 children and 7 parent focus groups took place and 36 teachers completed the electronic questionnaire.

Table 3.1   Mean age and gender of participants

	Total number of females	*Total number of males*	*Mean age (years)*
Primary children	19	17	11.3 (girls) 11.4 (boys)
Secondary children	18	17	13.2 (girls) 13.1 (boys)
Primary Parents	14	1	41.6 (females) 46 (male)
Secondary Parents	17	1	43.5 (females) 48 (male)
Primary Teachers	16	2	34.8 (females) 33 (males)
Secondary Teachers	10	8	44.8 (females) 46.7 (males)

3.1.2   Procedure

Letters were sent to parents/guardians describing the nature of the study and asking for consent for their child to participate. This procedure conformed to the guidelines of The Department of Early Education and Early Childhood Development in Victoria, Australia and the Ethics Committee at Northumbria University (see Appendix 9.1 for ethical approval). Adults who participated in this study gave their informed consent to take part. Each of the 12 focus groups for children occurred in the school environment during the class time over the course of 10 weeks and the 7 parent focus groups occurred at a convenient time and place over the course of 7 weeks. Consent forms and the teacher's questionnaire was sent out to those who had agreed to take part

All children were given an information sheet prior to the study which informed them of their right to withdraw at any time and have their data removed from the study if they so wished (see Appendix 9.2.1 for details). Children were reminded that they did not have to share any personal experiences of cyberbullying but that the researcher was interested in collecting as wide a range of perspectives on the topic as possible. Nevertheless, two secondary girls spoke of being victims of cyberbullying.

The same procedure was employed for all children in focus group discussions. A semi-structured format allowed children to share their knowledge and to allow for flexibility and probing by the researcher. They were asked "what they thought cyberbullying was, who they thought the victims and perpetrators were, what effects cyberbullying has, how could cyberbullying be prevented, why don't victims tell an adult when they are being cyberbullied and what would they want an adult or friend to do if they were being victimised?" Some of the questions were focused towards their status as children, parents and teachers. For example, teachers were asked "How would you respond if you found out a child in your class was being cyberbullied?" and parents were asked "What would you do if you found out your child was being cyberbullied?"

Each focus group session ran for approximately 40 minutes. At the end, children were thanked for taking part in the study and given a debrief sheet (Appendix 9.2.2). Each discussion was audio recorded, transcribed and analysed to identify the main themes.

3.2 Results

Thematic Analysis is a flexible approach which allows for a rich, deeper and more detailed account of the data (Braun & Clarke, 2006). Braun and Clarke (2006) describe a process which is used to carry out thematic analysis. They emphasise that this is not a linear process, but rather one which needs to develop over time and whereby the researcher will move back and forth as required. The steps in the process are described in the table below.

Table 3.2   Braun and Clarke's (2006) Thematic Analysis process

Phase	Description of the phase
Familiarisation with the data	Transcribing the data, reading and re-reading the data, making notes of ideas about what the data is about and what is interesting.
Generating initial codes	Making initial codes from the data which are interesting in a systematic way across the entire data set and collating data relevant to each code.
Searching for themes	Once all data has been initially coded and collated sort these codes into potential themes collating relevant data within each theme.
Reviewing themes	There are 2 stages to this phase: reviewing and refining. Review all data for each theme to ensure they fit the theme. Refining the themes and ensuring there is enough data to support them. Then generate a 'thematic map' of analysis.
Defining and naming themes	Identify what each theme is about by examining what each data set captures. Create clear names and definitions for each theme.

Producing the report	The last stage in the process. Select extracts which are clear, vivid and give enough evidence to support the theme. Relate these extracts back to the research question ensuring that they help build an argument rather than just being descriptive.

This analysis was used for the focus groups to identify meaningful categories or themes from the data. Participants' responses were typed verbatim and entered into NVivo qualitative software. Due to the exploratory nature of this research and by following Braun and Clarke (2006)'s process, a number of main themes were identified and the similarities and differences between and across the groups are discussed within each theme. The results are discussed around the five themes identified. These were: defining cyberbullying, bully-victim relationship and anonymity, similar personality of bullies and victims, barriers to reporting, trusting relationships for reporting and coping strategies. Each theme will be discussed in detail and excerpts from the focus group discussions will be used to illustrate these themes.

3.2.1 Defining cyberbullying

Direct comparison between the groups highlights that children, have a similar view of what constitutes cyberbullying. All groups identified cyberbullying as being repetitive, involving technology, intentional, hurtful and the public nature of the attacks. However, there were some differences between children and adults' perceptions of cyberbullying. Primary children defined cyberbullying as "*worse than normal bullying*" (MPS1), claiming "*it is more mental than physical and is permanent*" (FPS6). The perceived anonymity of the perpetrator was highlighted too, "*cyberbullying puts more stress on the person being bullied because first of all you don't know who the person is*" (MPS2). Furthermore, primary children implied that there was an imbalance of power "*they choose the smaller, quieter kids to pick on because they know they won't stick up for themselves in person either*" (MP6). Secondary children had very similar definitions of cyberbullying, however, they also highlighted the targeted nature of cyberbullying and how indirect and subtle certain acts can be "*it puts more stress on the person being bullied because you don't know who it is or why it is happening*" (MSS2). Children identified more forms of cyberbullying than parents and teachers. Primary children consistently emphasised the sending of derogatory comments, gossip/rumours, embarrassing, edited and unauthorised distribution of photos or grooming as a form of cyberbullying. Secondary children also mentioned the above forms of cyberbullying, however they were aware of additional forms of cyberbullying, predominantly on social networking sites, such as trolling, masquerading, exclusion and posting embarrassing videos.

Parents also felt cyberbullying was more insidious than traditional bullying. One parent defined cyberbullying as being "*unwanted comments that are immediate and repetitive*" (SP15). Parents believed that cyberbullying was worse than traditional bullying, "*it is much more dangerous because it can reach a much wider audience*" (SP14) and "*no safe haven away from it*" (SP9). The ease and power imbalance were also discussed, "*once you hit send you can't get it back again. It is too easy*" (SP11) and "*there is a bit of unequal power…for that moment anyway*" (SP15). Furthermore, parents felt that the context in which messages were exchanged could affect the perception of cyberbullying. Cyberbullying could be intentional "*they want to embarrass and upset someone*" (PP4), yet they were also aware that an incident can occur accidently without the intent "*you have got bullying which happens through kids being kids and not realising that because they can't see the person and they can't take it back*" (SP18). Interestingly, this parent felt hurtful comments which weren't intentional did not have as strong an impact than if it was intentional claiming "*it has a lesser effect*". Both primary and secondary parents pointed out that words make a message difficult to interpret, "*what might have been meant as a joke may be inferred as a nasty comment*" (SP7) this was further supported "*the way the person perceives it on the receiving end is probably more important for the definition than the intent*" (SP15). Parents predominantly used technology for work purposes and admitted that they weren't as aware of all the different forms that cyberbullying could take. The main form was hurtful or threatening comments, which they often believed would occur using social networking sites, "*They will make comments on kids' pictures saying 'oh look at your hair'*" (PP2), "*I'm going to kill your Mum*" (SP14).

Teachers had very similar views to parents with regards to the 24/7 nature of cyberbullying, its facelessness and the wide audience who can view it. Primary teachers believed "*it is quite common in secondary schools, but less so in primary schools*" (PT2) another teacher stated, "*my understanding is that it is common among teenagers*" (ST13). When providing behaviours which might be considered to be cyberbullying, teachers held similar views to parents, with hurtful comments, rumours, damaging another's reputation, posting explicit or embarrassing photos or videos. Similarly, with parents, teachers believed social networking sites such as Facebook, Twitter and Instagram would be the main platforms for cyberbullying to occur. One secondary teacher highlighted that children may not be the initiator of the hurtful behaviour however they become involved "*when people like or comment on a post or photo*" (ST6).

Children consider the repetitiveness, intent, anonymity, power imbalance and the public nature of cyberbullying to be the key elements when defining cyberbullying. Parents and teachers also identified the above elements however the anonymity of the perpetrator did not feature prominently in their discussions.

3.2.2 The effects of cyberbullying

The effects of cyberbullying can be categorised into three areas; social, emotional and long-term mental health. Overall, children, parents and teachers held very similar views regarding the effects of cyberbullying and identified the severe impacts this behaviour could have on victims. The social impacts identified include isolation and the avoidance of school, social events or technology. The emotional impacts included loss of confidence and self-esteem, embarrassment and anger. The mental health impacts included depression, anxiety, stress and suicide.

3.2.2.1 Social impacts

Secondary girls appeared to be more concerned with social impact than primary girls. Primary children recognised victims of cyberbullying would *"become a little bit unsocial"* (MPS1). This was externalised by *"not wanting to go to school anymore"* (FPS5) resulting in *"you could lose all of your friends because you don't do anything with them now"* (MSS6). Similarly, secondary girls felt similar impacts of cyberbullying would exist, *"it could ruin your reputation and then you lose friends"* (FSS1) and *"you many not want to go to school because it could spread around and then everyone would know and it would get to you"* (FSS8). One secondary child highlighted that some victims may not withdraw from the group however they did not behave the way they used to "*like if they used to be out there and fun, they could just like, stand in the background because they are afraid of what people will say to them now"* (FSS17).

Parents suggested similar social impacts. The main impact suggested was victims would become more withdrawn *"not come out of their room"* (PP7) and *"not wanting to head out into the world, not wanting to go to school"* (PP3). Secondary parents seldom discussed social impacts, the only impact was *"they start taking days off school"* (SP8). The effects of not going to school were also discussed *"their grades drop"* (PP12). Primary parents also noted the issues withdrawal would have on their social network *"it can set up friendship issues"* (PP7).

Both primary and secondary teachers discussed the social impacts of cyberbullying, however they focussed on the victims' withdrawal from social events and technology use, *"they withdraw from customary family or friendship activities"* (ST14), *"refusal to use technology, remove themselves from situations with others or certain people"* (PT4) and *"refusal to go to school"* (PT15).

The negative social impacts of cyberbullying were expressed by children, especially secondary children, parents and teachers.

3.2.2.2 Emotional impacts

The emotional impacts of cyberbullying were the most commonly discussed. Children identified a vast range of emotional impacts, with primary children predominantly discussing more basic emotions such as anger, annoyance, sadness and nervousness. Secondary children also discussed basic emotions as mentioned above, however they also discussed more complex impacts such as *"less confident"* (FSS11) and *"low self-esteem"* (FSS12). Secondary children also felt that victims would be scared.

Parents held similar views regarding the emotional impacts of cyberbullying with feelings of upset and decreased self-esteem and confidence levels being the most frequent topics. One parent discussed how her daughter felt after receiving a hurtful comment *"my child was very teary"* (PP8). It was also felt that it would result in feelings of *"self-hate"* (PP11). Although parents discussed the emotional impacts, one parent stated, *"I feel as though I would be more hurt if something was said to me face-to-face because with words you can just be like 'oh stuff it'"* (PP7). This highlights that parents may not take all incidents seriously and may trivialise them. Furthermore, one secondary parent indicated *"if you are sensitive to any aspect of not fitting in then it will impact you and your self-esteem more"* (SP12) suggesting the impact was predetermined by the victim's vulnerability and resilience.

Primary and secondary teachers recognised the same emotional effects as parents; lowered self-esteem, anger, fear and sadness.

3.2.2.3 Negative impact on long term mental health

The negative consequences for mental health were discussed by all three groups. Many had heard of cyberbullying cases whereby the victim took their own life. Primary children discussed suicides and depression *"there have been like 23 suicides and like heaps of attempts"* (MPS1), *"yeah there are mental effects and you feel stuffed up"* (FPS9). The impacts were noted by a secondary girl *"that could really damage someone's life".* Additionally, secondary children discussed *"stress"* (MSS4) and *"self-harm"* (FSS18).

Parents and teachers identified similar mental health consequences of cyberbullying, such as anxiety and depression. Once again, this information was supported by the media portrayal of cyberbullying, *"you hear someone taking their own life in the media after being endlessly harassed"* (SP15). One secondary teacher expressed their personal experience, *"a student I taught at my previous school was cyberbullied. Unfortunately, he took his own life"* (ST6). One teacher believed the impacts were much worse than traditional bullying *"in my opinion it is far more*

serious as the audience can be much bigger and the ramifications much greater, i.e. the information stays in cyberspace for extended periods of time" (ST5).

3.2.3 Bully Victim Relationships and anonymity

A prevailing theme to emerge through the analysis related to the relationship between the perpetrator and the victim. This relationship impacted how serious the victim would perceive the incident. Three categories were identified within this theme; unknown-anonymous perpetrators, known but unidentifiable and known and identifiable perpetrators. Anonymity offers protection to cyberbullies, reduces inhibition and amplifies the impact of the situation for victims.

3.2.3.1 Unknown-anonymous perpetrators

The relationship between the victim and the perpetrator impacted the way in which the message was interpreted, its severity and whether it is viewed as cyberbullying. Both primary and secondary children believed that cyberbullying would be worse than traditional bullying when the perpetrator was anonymous and highlighted the sense of helplessness due to this anonymity *"if they're online, you don't know who this person is so you can't do anything, there is no way to get out of it."* (MPP1). Primary children were more inclined to believe that the perpetrator would be completely unknown to the victim. Despite this, primary children claimed that they would believe the comments made anonymously by others, *"Oh maybe it is the truth because a stranger wouldn't say that to me for nothing"* (PFP6). Secondary children did report that anonymity plays an important role in cyberbullying *"I think it can hurt more because it is from someone anonymous"* (FSS18), however, secondary children were more likely to express that even though anonymous, the perpetrator would be someone known to them *"they can do it anonymously on the internet. They set up accounts in different names so that then you are unknown, anonymous"* (FSS11). Secondary children felt that due to the perpetrator concealing their identity cyberbullying incidents could be more indirect and hurtful. Secondary children also discussed apps through which cyberbullying anonymity is maintained thus facilitating cyberbullying - *"you can do it on Qohme and it is anonymous"* (FSS5).

Although parents and teachers did briefly mention anonymity, it was not a prominent feature of their discussions. Those who did discuss it believed *"it is easier to do because you are not face-to-face"* (PP5). Teachers focussed more on the impact anonymity would have on the victim than parents *"it can be more painful because the victim doesn't come into direct contact with the perpetrator"* (ST6) and *"you don't have to look at the person so it doesn't seem as real"* (PT13). The consequences of anonymity were more salient to children than adults.

3.2.3.2   Known but unidentifiable

This category outlines perpetrators who are known to their victim however keep their identity anonymous when attacking online. Two girls told of personal cyberbullying incidents where they believed the perpetrators fell under this category. The first situation was described by a primary girl. A fake Facebook account was set up with her name and photo and a post stating "*everyone in our school are nerds*" (FPS3). The post included the name of the school and a select few of her friends. The victim strongly believes that the perpetrator must attend her school as they knew personal information. A further reported incident involved a child who was receiving derogatory comments such as "*you're the biggest slut at [our school]. Go kill yourself*" (FSS13). The victim of these attacks also believes "*it is someone in our Media class as another comment came saying 'it is funny how you are getting really upset about it'*" (FSS13).

When receiving personal attacks or when personal information is used, the victims are inclined to believe they are being sent by someone familiar to them. All groups of children felt that the anonymity offered by communication technology allowed the perpetrator to "*say things that they may not necessarily say to the person's face*" (ST4). The security offered to the perpetrator through remaining anonymous as well as the lack of consequences for their actions meant "*they have more chance of not getting caught because you are online. It's a different sort of way, sort of secret way of doing it (PFS6)*". Cyberbullies were thought to gain a sense of power and are less inhibited when anonymously harassing others online "*the bully does not see the victim's reaction therefore it may be easier for the bully to remove themselves from the situation/not realise the extent of the damage they are causing*" (PT15). All groups felt that the perpetrator was less accountable for their words when they were online.

3.2.3.3   Known and identifiable perpetrators

Children indicated that messages sent by friends were likely to be perceived as a joke. This highlights that the relationship between the sender and the receiver plays an important role in whether comments or behaviours are considered cyberbullying. For example, one child stated "*usually if it is a friend I can say 'Oh stop being stupid' to them and they would know straight away that I didn't really mean it. If it was someone that I didn't know really well or they didn't go to this school, it is hard to know if they are joking or not*" (FPS15). Nonetheless, whether a derogatory comment comes from a friend it still hurts. Both primary and secondary aged children reported that they had viewed friends posting negative comments on each other's social networking sites. One child stated "*I don't mind because I know they are just teasing*" (FPS7). When the hurtful comment comes from a friend, children tend not to acknowledge their own victimisation. Secondary children highlighted the difficulty of interpreting online messages due to the lack of social and contextual cues, "*It is meant as a joke but it could be misinterpreted*" (MSS6). It was

also maintained that the effects of cyberbullying were determined by the receiver's interpretation, "*it also depends on your personality. Like me, if somebody said something like that on the internet I wouldn't care but there could be someone who is more sensitive who would take offense to that*" (MSS15).

Primary parents were aware that some comments and behaviours start off as a joke between friends but can easily escalate due to being less inhibited and having an audience. One parent highlighted the rate and ease at which a playful comment can end up being a cyberbullying situation, "*it just snowballs out of control. It just takes one child to say something and then they will all agree. That is why even liking a bad comment is hurtful*" (PP5). Parents suggested that cyberbullies may not intend on hurting others but their actions may simply be a joke which goes too far and individuals may be unaware of the consequences of their actions "*you haven't got all of the other cues to read into it*" (SP15). Furthermore, parents felt that the context in which messages were exchanged could affect the perception of cyberbullying. Both primary and secondary parents highlighted that words make a message difficult to interpret. What might have been meant as a joke may be inferred as a nasty comment, "*There has to be something about the way the person perceives it on the receiving end*" (SP15).

Some teachers were aware that friends sent "*hurtful comments about one another that occur between friends but are supposed to be funny*" (SS5). Another form of cyberbullying by a friend was reported by secondary teacher 12 "*friends simply liking derogatory comments and embarrassing images could be hurtful*".

The discussion highlighted that children expected the perpetrator to be someone known to them, whether it was a joke between friends that had escalated or someone known to them but who concealed their identity. Whilst parents were also aware that friendship problems could arise online and the perpetrator could be a friend, teachers were less likely to discuss this relationship. This relationship could impact whether children report the incident as they feel that if the perpetrator is known to them, adults are more likely to question their interpretation of the situation, particularly teachers.

3.2.4   Similar personality characteristics of bullies and victims

Two different personality types were identified as both perpetrators and victims. These were weak and needy individuals or popular and strong individuals. The weak and needy individuals were insecure, had low self-esteem and poor social networks. While the popular and strong cyberbullies sought to maintain their status in a group by targeting weaker individuals. Popular and strong victims were often thought to need to be brought back down.

3.2.4.1 Weak and needy

Each group of children in the study were forthcoming on their views as to who they believed would be the most likely perpetrators of cyberbullying. Overall, children believed that cyberbullies were likely to be socially weaker than other children. Children, parents and teachers considered personality traits such as cowardice, insecurity, jealousy and self-identification as physically weak to be key indicators that would make an individual likely to be a perpetrator of cyberbullying.

Children felt that perpetrators were *"people who are uncomfortable with themselves"* (FSS13), *"people who are insecure and don't have a life"* (FSS14) or were *"jealous"* (FSS1). Children felt that the reason weak individuals partake in cyberbullying was *"they are scared to show their face so they just sit at home trying to scare other people to make themselves feel better"* (FPS11) and *"they get pleasure from it"* (MSS3). This was reinforced by other comments showing that being able to hide behind the screen gave weak individuals more power to behave in ways they wouldn't normally, *"they are too scared to say it to your face…they are cowards"* (FSS1). Primary and secondary children also perceived cyberbullies to be individuals who had experienced family problems *"someone who is going through a lot themselves"* (FSS7) or had been *"bullied themselves"* (FSS9). They indicated that this did not make it acceptable but felt perpetrators *"would have insecurities and they would think that bullying other people gives them pleasure but really it doesn't. They are just so insecure that they think I must make someone upset...I must make someone upset."* (FPS8). Primary boys unanimously believed that girls would be the most likely to cyberbully whereas girls believed there could be an equal division between the genders, *"not being sexist or anything but young girls get very bitchy about it. They all gang up on one person and start sending them rude comments and stuff because they want friends"* (MPS13).

Parents and teacher's definition of a cyberbully was comparable to the children. They highlighted the psychological factors which may increase the likelihood of an individual becoming a cyberbully. These included lack of confidence, jealousy, being socially weak and the need to feel as though they fit in and accepted by others. One parent stated *"I consider it a cowardly thing to do"* (PP4) while another stated *"they want to gain more power"* (SP14). Teachers suggested that perpetrators may be *"lonely"* (SS6), *"have low self-esteem"* (ST9) and *"be unhappy with themselves, lacking confidence and take pleasure in controlling others"* (PT2). Similarly, to children, parents and teachers identified that perpetrators may have experienced problems in their own lives, *"people who are bullying are doing it because they have been bullied themselves"* (SP17) and *"they may have a difficult home/family life"* (ST6). Teachers, like parents suggested that individuals may be unaware of the consequences of their actions.

When looking at the personality traits of victims, they were also defined as being weak and needy. Self-esteem issues were a recurring theme identified in victims of cyberbullying. Children

perceived a victim to have similar traits as a traditional victim. Children suggested that victims would be perceived as being *"a weak person who the bullies think 'oh I can get this person to break'"* (FPS8). Victims were also identified by children as being insecure with the reasoning behind this being *"these kids get weaker and weaker and smaller and smaller so they bully feels more powerful"* (FPS9). Children felt that perpetrators identified a vulnerability in their victim, either in their personality or technological expertise *"people who are a bit more immature"* (FSS14) and *"the person might not know much about the internet"* (FPS9). In contrast, one child felt that *"kind hearted people get picked on because they are really nice and they think that they should be strong. A kind person would think 'oh I'll be nice to the bully and I won't tell anyone'"* (FPS8). The physical characteristics of the victim were commonly identified by children *"they might be overweight or a bit weird or different to you so they get bullied"* (FPS19). An example of this was also provided *"there is a girl at my school and she has...like...a deformation and another boy started bullying her over the internet and was saying mean stuff"* (FSS9).

They suggested the victim would lack confidence, be more sensitive, be introverted and different. These differences were described as not being as smart, appearing physically different in terms of nationality or lacking sporting prowess. Another feature identified by primary girls was that victims may be 'kind-hearted' and unlikely to respond. The popularity of the victim indicated a gender difference whereby primary boys felt that unpopular children would be a victim of cyberbullying however girls felt that popular children would be more of a target.

Parents and teachers highlighted similar traits to children regarding victims of cyberbullying. Parents were more general with their descriptions however, claiming *"it is just a classic person who would be picked on in person"* (SP15). Parents highlighted that the victim would be perceived as being physically different from others *"they might be awkward, uncoordinated or look different"* (SP15). Furthermore, primary parents felt that traditional bullying victims were likely to be cybervictims. One parent stated that "*building a victim persona will be largely influenced by your other experiences and impact other parts of your life. So, if you are a person who is used to be picked on or whatever....so some of the characteristics will cross over*" (FSP15). One parent suggested that children behave in a negative way towards others due to peer pressure and wanting to be accepted by their peers *"my niece posted something disgusting on her Facebook because someone dared her"* (PP5).

Teachers also identified victims as being vulnerable, introverted and socially weak *"they are a little different, they may be less skilled at a sport or have a learning difficult, or poor social skills"* (ST6) or *"they are quiet and sensitive"* (ST6). Another teacher suggested that the victim may be *"nerdy or a try-hard. Someone who is not one of the in-crowd"* (ST14). Primary teachers did not discuss achievement levels of the victim, rather they focussed on personality traits such as low confidence levels, fragile and children's lack of awareness online. One primary teacher believed

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the victim *"wouldn't be very sociable/more a loner so when it happens the person has no support and no-one to talk with"* (PT5) therefore be more sensitive when incidents occurred,

3.2.4.2 Popular and strong

In contrast to perpetrators being weak and needy, others were identified as being popular and strong. The common themes identified in this group as to why perpetrators would cyberbully were attention seeking, trying to gain power, increase their popularity and for fun. One primary boy stated "*they don't get affected; however, they take enjoyment and they are seen as the cool one for doing it*" (MPS8). Another child highlighted the perceived power imbalance "*there is usually a group who think they are the Alpha. Then there are like the people who they think are worthless*" (MPS14). In some cases, the perpetrator was described as someone who *"could pretend to be a really strong person"* (MPS5). Perpetrators often harass others to maintain their hierarchy within their peer group, *"she does it because she is popular"* (MPS14) and "*yeah everyone joins in because they want to become popular*" (MPS13).

Primary girls felt that bullies had to be strong *"they have to be really sure of themselves and proud to bully someone else"* (FSS10). Primary children also believed *"bullies have to be stronger. Boys usually are stronger...boys would cyberbully more"* (FPS13). Despite this, secondary children unanimously felt that girls would be the likely candidates to cyberbully, *"girls can go on for like years and just bitch behind each other"* (FSS12). There was a difference between the genders on their reasoning for why cyberbullying would occur however, boys believe that girls *"think because they are popular they can get away with anything"* (MSS10). While girls believed that girls did it out of boredom as it *"is a bit of fun for them"* (FSS3) and to start gossip. They believed that this gossip would allow the perpetrator to become part of the 'in-crowd' and gain popularity. Boys suggested that cyberbullies would not act alone, *"it's usually not just one person, from what I've noticed it is more than one person. From school orientations, I have heard and seen that there are groups"* (MSS1) which highlights their popularity and ability to draw bystanders in and have their support.

Parents did not highlight as many traits for perpetrators in this category however they did feel that *"they would be more* manipulative*, they would know the strategies to use to avoid being caught"* (PP10). One parent suggested that the group dynamics provided the power needed for the perpetrator to feel confident to harass other, *"they love cliques. It is their power. Girls like this are more likely to cyberbully others"* (PP12). Teachers strongly supported the notion that those who cyberbully want to maintain their popularity within their peer group *"they do it with others in their social group to feel more powerful"* (ST9). They do it because *"they think he/she will be more popular if they can make the victim look bad"* (PT5) or because *"they are socially popular and seem to find enjoyment out of making someone else feel sad/bad etc. or by spreading rumours"*

(PT12). Teachers predominantly felt perpetrators were opportunists who enjoyed the power, attention and control which was available through the online nature of cyberbullying. Primary and secondary teachers felt the anonymity was a large factor which enticed individuals to partake in cyberbullying, *"it is easy to hide yourself online"* (PT3), *"anonymity makes it more dangerous as perpetrators go to further lengths and more consistent efforts to bully the victim"* (ST10). Neither parents nor teachers identified a gender type. They felt that it could be anyone and a stereotype was not suitable in such identification processes.

An interesting finding to come from this study was that victims could also be defined as being popular and strong. While this does not fit with traditional bully victim characteristics it was apparent in this study. One primary boy recognised this, *"it can be someone really popular and strong and whatever and be able to hit somebody or something and defend themselves but that doesn't mean that they can't be cyberbullied"* (MPS1). One child suggested that popular and strong children may have a strong exterior however inside they were still weak, *"the person who is being bullied is like a grilled cheese sandwich…hard and crusty on the outside but soft and gooey on the inside"* (MPS2). Other children suggested that popular people are targets because *"they have more people trying to lower their self-esteem"* (MSS16) and *"when you are up there, there are more people who want to bring you down and damage your self-esteem"* (MSS17). Often popular children become targets due to peers being jealous of them. This was highlighted in a situation where the victims were a group of popular children "*there was a big problem with some of the girls who were really, really popular in the other year levels. Some of the girls, it's none of the girls here, but some of them were being really mean to them and they were doing …well going on Qoohme when no-one else knew who they were and say bad stuff about them because they were jealous.*" (FSS6). Secondary children echoed this sentiment; they felt that popular children became victims as *"the perpetrator wants to be like the victim of friends with the victim"* (FPS13)

Parents also indicated that victims could be popular as *"others want to cut them down"* (PP1) and one parent discussed a personal story where her child was harassed for being popular *"I mean even now, she is quite popular so kids are trying to put her down"* (PP3). It was apparent that popular, dominant victims created a feeling of intimidation towards others which resulted in them being targeting to lower their self-esteem. Parents believed that the elevated social status of a popular child could be seen by a perpetrator as a potential avenue to become included in popular social circles. Teachers also believed that popular and capable children could be victims, *"it may be people that are in the spotlight or ones that someone is jealous of"* (PT15) and *"they may be high achievers"* (PT11). It is possible that targeting a popular child with cyberbullying would result in feelings of increased power and confidence which could lead them to believe that they can be included in more popular social groups. The discussions have shown that all groups believe that there may be different potential targets for cyberbullying and that the chosen victim would fit a profile based on the intended outcome of the cyberbully.

3.2.5   Relationship for reporting cyberbullying

In the focus group discussions, all children were asked the following 2 questions regarding reporting; 'who would you tell if you were being cyberbullied'' and "why would you tell them?". Parents and teachers were also asked the same questions but focused on who they believed children would tell, "who do you think children would tell if they were being cyberbullied" and "why do you think they would tell that person?" A number of reporting strategies were identified from the transcripts. These included: telling a friend, a parent or a teacher, talking to school support personnel or not report at all but keeping the issue to themselves. Participants were not asked to rank the order in which they would turn to each person for support, instead the results of this section were based upon the most identified person through the discussions by each age and gender group. An interesting finding from this result was the differences between the groups. Nonetheless what was evident across all participants was the importance of a trusting relationship to encourage the reporting of cyberbullying situations and this was most likely to be another child.

Primary girls indicated that they would more likely to tell a friend first, "*friends just keep you going*" (PF2) (Table 3.3). If it occurred several times they would then go to their parents and lastly their teacher. Primary girls would only go to a teacher if they felt they could trust them alternatively, primary girls would seek parental support when informing teachers, "*if it was really serious I would get my parents to tell the teacher because sometimes it is a bit awkward*" (FPS13). Interestingly, primary girls were the only group who would turn to their teacher for support. This could be due to having one teacher for the year and therefore building up a positive, supportive and trusting relationship. However, for some children this would only be if the perpetrator was at the victim's school, "*if it wasn't from school then you wouldn't tell your teacher*" (FPS9). Secondary girls made it clear that they wanted to deal with the situation privately hoping that it would go away itself, "*if I was getting cyberbullied I wouldn't want to tell anyone, just in case, to see if it gets any worse or if they start easing off*" (FSS18). Children explained their reasons for not reporting to parents "*I don't want my parents to be worried or anything*" (FSS13) and "*I wouldn't go to my parents straight away because I know they will get worried*" (FSS12). However, if the harassment was ongoing the secondary girls were more willing to inform their parents, "*if it happened more than once I would definitely tell my Dad*" (FSS9). The importance of trust was amplified by secondary girls "*I would tell a friend but tell them not to tell anyone*" (SF12) and "*I would tell my closest friend, just for support, like 'oh don't worry about it'*" (FSS16). This highlights that secondary girls want the support and reassurance from their peers that they don't deserve to be bullied and that it will stop, however, they do not want them to physically intervene. If it continued then secondary girls would seek support from their parents but were reluctant to tell teachers, "*If I had to, I would tell one of my teachers but I wouldn't tell all of them" (FSS15),* another stated "*more like trust. I think what we are trying to say is that it depends on what teacher*" (FSS18). Table 3.3shows the order of preference secondary girls would seek support from.

Table 3.3   Relationship for Reporting

Age and gender of the participants	Most commonly reported person they would seek support from
Who primary girls would report cyberbullying to	A friend A parent A teacher
Who secondary girls would report cyberbullying to	Keep it to themselves A parent A friend
Who primary boys would report cyberbullying to	Keep it to themselves A parent A teacher
Who secondary boys would report cyberbullying to	Keep it to themselves A friend A teacher
Who primary parents believed children would report cyberbullying to	A friend A teacher A parent
Who secondary parents believed children would report cyberbullying to	Keep it to themselves A friend
Who primary teachers believed children would report cyberbullying to	A parent A friend A teacher
Who secondary teachers believed children would report cyberbullying to	Support staff (e.g. psychologist, wellbeing teacher) A teacher

Primary boys were much more private when asked about reporting experiences of cyberbullying, *"I wouldn't feel the need to tell anyone to be honest. I would just keep it to myself"* (MPS16). The anonymity of the perpetrator was identified as a reason for primary boys keeping it to themselves *"well because of the risk of letting it get out to everyone and you never know really who it is"* (MPS16). If they felt that the situation was serious and would not stop, primary boys would then go to their parents, then a teacher (as shown in Table 3.3). Primary boys felt parents would support them, *"they are the people you trust the most"* (MPS3) and felt their experience would help them at times of need *"they will know more than use because they have lived longer and maybe they have experienced it"* (MPS1). While primary boys idolise their parents, and see them as role models, parents are still the second in line for reporting. Primary boys indicated that they would only tell a teacher if they couldn't deal with it anymore and it was someone from their school "*if it is not at school and it's all out of school there is not really any point because they are not going to be able to do anything*" (MPS4). Another felt that "*I wouldn't want to tell teachers about your personal problems*" (MPS10).

Secondary boys similar to primary boys would rather keep the incident to themselves initially, one boy stated *"I would rather deal with myself and show that I can actual deal with things that don't necessarily involve my parents unless it gets to a stage where I need to tell them"* (MSS15). The

reasons given behind this included they *"didn't want to look like a baby by telling"* (MSS17) and *"you want to keep school life and your private life separate"* (MSS18). Secondary boys wanted independence and responsibility therefore preferred to show their parents that they could deal with adverse situations themselves. Table 3.3 shows the order of preference by secondary boys. If the cyberbullying continued and secondary boys no longer felt they could cope alone, they would seek support from a trusted friend, *"if it was something I wanted advice on I would go to a friend"* (MSS16). Surprisingly, secondary boys identified teachers over parents as being their third form of support. However, the teacher they informed had to be respected and trusted by them, *"usually younger teachers are better, sometimes they use the things"* (MSS6). Another secondary boy felt the relationship between them was important, *"if it was that severe I would tell the head of middle school because I know the head of middle school better than the principal"* (MSS2).

Even though all parents hoped that their child would tell them, they were aware that they were likely to be the last person they would tell, "*I think they would tell a friend or sibling*" (SP18), *"it would be dealt with by the school first"* (SP4). Primary parents stated, *"they would tell their best friend"* (PP5) or *"a friend that they have a good relationship with"* (PP7). Primary parents believed that they were likely find out through other parents or friends viewing the bullying and informing them, *"maybe their best friend would see it, which was our case. That mother told me. I knew things weren't great but when she was telling me…then I asked him about it and he said 'yeah'"* (PP8). This highlights that although parents may be aware that their child is victimised they are not aware of the extent of the situation. Primary parents felt victims would inform their teachers next followed by their own parents, *"I think she would tell me if there was something that was bothering her"* (PP6). Secondary parents, were aware that their child would keep it quiet initially, *"some might not tell anyone. It might be seen as such a great shame and they don't want to tell anyone and you might hear from another source"* (SP14). One secondary parent seconded this claim by sharing her experience, *"I think about my son and he wouldn't tell me. He didn't say anything. I found out from Facebook. He never…only when I said to him what's going on did he say 'oh everyone hates me'* (SP1). Table 3.3 indicates the flow of support believed to be sought by secondary parents. Secondary parents understood that friends would be the main support network for their child, *"they have got a group of peers that they can go to"* (SP15). Secondary parents did not believe their child would tell a parent or a teacher. Parents were aware of the potential barriers for reporting.

Primary teachers believed that victims of cyberbullying would tell their parents first, then friends and then a trusted teacher (see Table 3.3). They did stipulate that they believed victims would not report initially but rather when the bullying had been going on for a period of time and the victim felt their situation would be taken seriously, "*unfortunately it is often the last resort because they think it will go away and it is always later that they realise that they need outside help but by then it has already escalated to an enormous scale*" (PT15). Many primary teachers believed that the

victim would tell a teacher or friend verbally. Secondary teachers believed secondary school had well set up structures for reporting and that victims would tell support staff such as school co-ordinators, psychologists or wellbeing staff initially, *"the children are aware of the counsellor and know that they would investigate the matter"* (ST6). Following on from this, secondary teachers were confident that victims would turn to them for advice and support, *"they would talk to a teacher they feel comfortable with"* (ST4). One secondary teacher stated how they dealt with a report, *"a girl spoke to me and handed me the printout of the conversation, which I passed onto the principal"* (ST4). Secondary teachers felt victims would only tell if they felt vulnerable, couldn't cope alone anymore and felt it would not end without intervention, similarly to primary teachers.

In summary, there appears to be a mixed response in terms of perceived reporting channels. There are different reporting strategies across the genders and ages. For girls, parents and friends are important, although primary children identified friends as their first reporting channel possibly due to their strong friendships, while secondary girls identified friends as their third reporting channel. It is possible that secondary girls aged 12-15 years may be embarrassed reporting to friends yet still need their support. Primary and secondary boys in addition to secondary girl's favour keeping victimisation to themselves and dealing with the situation independently. While primary boys would inform a parent and teacher eventually, secondary boys would inform a friend and teacher. Children do not consider seeking support from external agencies at school such as the school psychologist or wellbeing co-ordinators. Parents are aware that victims are unlikely to come to them and believe they will find out through a third party. Teachers on the other hand feel that children will report after a period of time, particularly secondary teachers who indicated confidence in the structure they adopt in school as fundamental in the reporting process.

3.2.6   Barriers to reporting

Encouraging victims to report is important yet there appears to be numerous barriers preventing this. Three main barriers were identified within this study. These were emotional safe guarding, unwanted escalation and ineffective responses.

3.2.6.1   Emotional safe guarding

Whilst discussing the issues surrounding the reporting of incidents, children made it clear that they wanted to be able to do this privately *"I would only tell if I could do it secretively"* (FPS4), *"I would want to make sure no-one* knew *I told"* (MPS16). The privacy was desirable as children felt that they would be embarrassed and wanted to maintain their independence rather than relying on adults to solve their problems. Primary children stated *"you don't want to tell your parents because it is embarrassing"* (FPS19). One primary boy highlighted that victims may feel too shy to tell an adult *"they will not want to tell the teachers so they can help them or psychologists or anybody and*

even their closest friends because they are too shy. That's what's bad, people need to know" (MPS1). Despite highlighting that they were most likely to deal with the situation themselves, secondary boys were aware of the impact cyberbullying could have and that reporting is important "*for some people who don't tell anybody they get miserable and some kids get suicidal from it – their lives could be spared if they had gone to their parents*" (MSS3). While children feel embarrassed and ashamed about being victimised they are also afraid of parents getting angry. One child indicated that his reluctance to tell parents was due to being on a website which was not age appropriate "*I would maybe tell but maybe not. If I wasn't supposed to be on that application or made an account illegally, like you were underage or that sort of thing, then I probably wouldn't tell anyone*" (MPS10).

Primary parents identified that children would feel embarrassed to report, "*they feel humiliated and also the notion of failure within that peer group*" (PP10). Adults are aware of the importance peer pressure plays on young people's behaviour and how they want to be accepted and not perceived as being weak. Primary parents also discussed the inability of children to disconnect from the comments, *"it would be really hard for them to remove themselves completely and have the strength to just ignore it and cut off"* (PP2). Furthermore, one primary parent stated *"there is also an enormous level of disempowerment and how do you control what has kicked off"* (PP10). Secondary parents could understand that victims would be reluctant to seek adult intervention, "*they would feel like a bit of a failure to get help from your family*" (SP15), *"there is also the embarrassment that you can't handle it yourself and that you do feel upset by it and that you shouldn't be because it is only words"* (SP12). Secondary parents believed that children would also feel ashamed.

Teachers similarly felt that reporting would result in "*loss of friends and loss of 'face' in front of their mates*" (ST11). The content being used to harass a victim may be an inhibiting factor *"if the subject of the bullying is embarrassing to the student they will rarely want to subject themselves to the humiliation of sharing this embarrassment and thus are unlikely to disclose*" (ST12). Teachers believed that children may also not want to be perceived as a tell-tale or for being weak and unable to cope. A primary teacher stated victims "*probably blame themselves for what is going on*" (PT11) reasons for blaming themselves include "*worried they will get in trouble for being on a social networking site or being up late*" (PT16).

3.2.6.2 Unwanted escalation

Another barrier to reporting highlighted in this study was not wanting the situation to be blown out of proportion. Reporting to adults often results in "*parents make a big deal of it*" (FSS15) as "*they think everything is worse than it is*" (FSS13). There is a fear that telling a parent or teacher will lead to over reaction, escalation and a breach of privacy. Children often feel that adults are

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impulsive and fly off the handle, *"I wouldn't tell my Dad, he would want to go over there and kill them"* (FSS14). While parents first response is to protect their child, children do not want such intense responses, they want to maintain control over the response. Children just want adults to listen to them and provide reassurance and regularly check in, *"usually when I tell them something they will jump right in and assume it is a huge problem. I'd like the to listen and if they think it is a problem then I'd let them help me and give me advice and stuff. I wouldn't let them go out of their way to sort things out. I'd rather sort it out myself"* (FSS7). This highlights the fact that secondary children want independence and responsibility and fear that parents will overreact. One child shared a time where he had received unkind comments and his parent's reaction *"My dad wanted to ring the police. That's why you don't take it to them sometimes"* (MSS2). Secondary boys highlighted that teachers overreact just as much as parents, *"yeah they overreact. 100%. When they interpret it, they might just have a different idea and they think it is more serious"* (MSS3).

One difficulty for victims reporting to adults is that *"we don't want to get them (bullies) into trouble...especially with a teacher. What if you got beaten up?"* (FSS2). However, parent's responses often lead to school intervention, *"parents would go straight to the school and say 'this person has done this' and sometimes it makes it worse that way"* (FS9). One primary boy quoted *"I wouldn't go to teachers even if their name was from school because it could be another person framing them. Then they would get into trouble. I wouldn't want them to get in trouble for something they didn't do"* (MP5).

Parents understood victim's reluctance to tell them due to making the situation worse but also highlighted their concern and cause to overreact, *"you would expect it to be ten times worse than it probably is"* (SP8). Teachers felt that children would not want to make a big deal out of their situation and *"fear of retribution from the person bullying them if they were to get into trouble"* (ST6).

3.2.6.3 Ineffective responses

Children believe that parent and teachers do not understand the ways in which they use technology. They are not up-to-date with the latest apps or sites and are not as computer savvy as children, *"my parents don't even know what to do with some websites"* (MPS5). Children appeared to recognise that adults were not as digitally literate as them, *"they didn't grow up with technology like we did"* (MSS16). Some responses deemed ineffective by children were trivialising the situation, *"they would just say, don't worry about it, just forget about it and it will go away"* (FSS5), telling them to delete the app or come away from the device, *"parents and teachers would be like well you have to get rid of it"* (FPS10) and talking to teachers or school support staff, *"if I told my teacher they would just say go to the school psychologist and they just talk and say 'how does that make you feel?' and they don't really help"* (FPS19). Trivialising the situation is a well-documented barrier

for children, whilst feeling vulnerable and embarrassed for admitting being victimised they fear that adults will not take their situation seriously. One child stated that if she did go to her parents nothing would happen, *"I wouldn't talk to my parents about it because they wouldn't know what to do, like they would be all sympathetic and stuff but nothing would really happen"* (FSS1). Several secondary girls reported that their parents would be passive if informed, responding in the following way, *"it doesn't matter, don't worry about it"* (FSS18), *"oh don't worry about it, it is probably someone who is jealous of you"* (FSS7). Parents have noted that they initially tell their child to ignore the comments, *"I just tell her to tell them to mind their own business"* (PP6). Teachers also highlighted that a barrier for children to report was *"adults not taking it seriously"* (SS10), *"they do not feel confident that we will do something and take them seriously"* (PT3).

Removing the technology is a large consequence for children, the victim is left feeling further punished by their parent, *"no way would I tell. They would take away all of my stuff and I wouldn't be allowed on"* (FSS15). One child highlighted that parents *"remove your technology because they feel that you weren't being responsible"* (FSS14). Children felt that parents would blame them for being on the social networking site, *"they would think I was misbehaving and using my social networking too much"* (MSS17). One parent shared a time where she reacted to her child receiving comments, *"I said well you can't have Facebook now. I am going to stop your Facebook. Come off your text messaging"* (SP11). When discussed with the group another parent pointed out that they are frightened of the ramifications. This parents harsh response to remove the technology was not teaching her daughter any skills to cope but rather avoiding the situation altogether.

One child stated that telling a teacher about a social media incident was ineffective, *"teachers won't be able to go on your Facebook page and stuff so there is no point"* (FPS9). A secondary boy felt teachers, like parents did not understand their online behaviour, *"teachers are old school, they don't know what we know"* (MSS2). This highlights the digital divide which children perceive to exist between themselves and adults. One primary parent highlighted her disappointment when reporting to the school after her son was threatening online, *"I rung them and explained the situation. I was disappointed because their response was 'can your son make a different way home?' I said 'well he could but I don't really think he should'"* (PP8). Another parent highlighted that seeing support staff at school results in further embarrassment for the victim, *"now they have to see the school psychologist and the stigma of that"* (PP10). While children did not discuss whether reporting cyberbullying to the website would be effective, parents did. They felt that there was no point following up with them as their child was actively using it and they would not be able to do anything.

3.2.7 Intervention and prevention strategies

Children, parents and teachers identified three different forms of intervention and prevention strategies. These were empowering bystanders, building resilience and raising awareness.

3.2.7.1 Empowering bystanders

As noted in the relationship for reporting, a trusting friendship was valued by children. With all groups of children except secondary boys indicating that they would seek support from a friend if they experienced cyberbullying. As cyberbullying has the potential to happen in a public domain, bystanders play an integral role. When asked about intervening as a bystander, the findings highlight the diffusion of responsibility among witnesses as well a relationship barrier, *"if it was my best friend I would report it. If it was someone I knew but not well, I would probably just leave it and let someone else sort it out"* (FSS9) and *"if it is your friend then you comment back"* (FSS14). Children were aware of the barriers to reporting and felt more comfortable supporting a friend privately, *"this kid wouldn't tell anyone, so we went secretly and told the head of our year"* (MSS1).

Children thought responding to cyberbullying as a bystander was difficult for various reasons, *"it is easier to stand back"* (FPS5). These secondary boys provided an insight into why bystanders don't intervene, *"you don't do anything unless they ask you to, otherwise you can get into a sticky situation"* (MSS3), *"I wouldn't want to get involved with the person because then they could result in several people getting bullied than one"* (MSS17). The temporal and physical distance afforded by the online environment and fears over reprisals, often left children feeling helpless and ineffective when witnessing cyberbullying *"with Facebook it is hard; the only thing you can comment is 'stop being mean to that person'"* (MSS16). Secondary girls stressed they would want 'support' from their peers, i.e. the provision of a sympathetic ear, but would not want them to report the incident unless they felt it was becoming more serious *"I just want them to make me feel better by saying nice words or to encourage me and not to overreact"* (FSS15).

However, one child did highlight the guilt he felt because of not intervening, *"there was one guy who kept going on about it (prank calling) and he ended up doing it. We didn't stop him and I apologised to the guy after for not stopping him"* (MSS5). Clearly there are barriers bystanders face when they observe cyberbullying but these barriers need to be overcome to provide support to the victim.

Parents and teachers agreed that emphasis should be placed on creating upstanders in schools, where children are encouraged to stand up for their peers and become active bystanders, reducing support for perpetrators and thus levels of cyberbullying overall. Parents were aware that children may want to support victims but fear overcomes them as they have a large audience, *"they will*

usually stand up and support the victim when it is just them and the child, but they won't stand up in front of a group" (SP14) and *this is the problem with social media, it all merges and people no longer feel responsible for their behaviour. It is like 'he started it' and they all just jump in"* (PP10). Parents were aware that by changing bystander's reactions it could change the perceived norm of the behaviour, *"if the group was not tolerant of a certain threshold and wouldn't find it funny then that all helps"* (SP15). Teachers also stressed the need to empower bystanders and develop upstanders rather than bystanders in schools with the belief that *"they won't bully if he/she hasn't got any 'supporters'"* (PT5). A secondary teacher supported the notion of upstanders believing it could be an effective strategy, *"I we (adults) encourage the bystanders to act for the person who has been bullied and stand up for them instead of adding to or staying quiet, this will reduce the severity and frequency"* (ST4).

3.2.7.2 Building resilience

Building internal resilience within children particularly from a young age was emphasised by all groups in this study. As children matured in age their interventions were more developed. Implementing effective strategies for dealing with cyberbullying was important, including learning how to cope with unwanted messages and to manage feelings *"Well if something happened that I'm not happy with I would look at it and be like 'Oh I don't like that', but it won't actually change me. It might make me annoyed but it won't make my self-confidence lower"* (MSS2). A strategy of children in this study was to use more passive resilience strategies, such as to delete the message, ignore or simply not respond to messages although there was some acknowledgment that in reality this was difficult to do and might lead to an escalation of the problem; *"Well if you leave something alone it's just going to get worse and worse. Same if you don't look at it then it's just going to get worse and worse and soon it will get real bad" (MP4).* primary boys suggested that having information on each site with strategies would be beneficial, *"something that states 'if you are being bullied this is what you should do for help, who to contact, what to do for help and what level of cyberbullying it is"* (MPS13).

Secondary children also provided resilience strategies such as reporting it to the website, deleting the app and blocking the sender as being effective. Secondary boys were unable to identify other intervention strategies. A further suggestion from secondary girls were to have regular opportunities held in schools for cyberbullying to be discussed. They reasoned that this would encourage victims to have the confidence to come forward and report. Secondary girls reported that schools hold a cybersafety session once a year, however they felt the issues were trivialised through drama re-enactments. "*They make us watch stupid people acting", "it doesn't help...it makes you not want to talk to teachers even more*" (FSS15). Secondary girls also emphasised that children need to be made regularly aware of where to go if it does happen and that restorative practices would be put in place where both the perpetrator and the victim would be sat down where the

situation would be used as an opportunity for learning to enable children to self-regulate their behaviour.

A positive open communication channel at home was valued as an effective resilience strategy. Children need to seek advice from trusted adults as to how to respond to situations appropriately, for example by being encouraged to imagine you were the one receiving the message, "*I for one wanted to write something but then I thought how I would feel if they wrote it to me? So I didn't write it because it wouldn't be very nice*" (FSS03).

Primary parents emphasised the need for regular cyberbullying education and resilience programs held within school. However, from a parent's perspective their initial reaction was centred around protection. Such strategies involved turning off devices, blocking message senders or removing the technology altogether "*I would first of all tell them to take them off as a friend and block them. I actually did that. My son was bullied online. I said right we are blocking this child and it stopped because he couldn't get access to him*" (PP5). Parents, however, also recognised the importance of teaching children to protect themselves over the longer term and that parents needed to assess individually how their own children coped with problems and make measured assessments about how to proceed. One primary parent felt that she would only allow her daughter access to the internet when she was mature enough and exhibited coping strategies to deal with any comments she might encounter "*If you can't deal with the comments and things that people would normally not say face-to-face then I don't think they are at the right mental/emotional stage for being online. It is a lot to deal with. I see a large part of cyberbullying is if people can't deal with it*" (PP10). Another parent highlighted her concerns about the responsibility being placed on parents to educate their children. This highlights the divide between child and adult confidence online and makes it uncertain whose responsibility it is to build resilience in children "*How do I prepare my 10-year-old to transition into being savvy and resilient and have strategies...when I don't even know what the strategies would be yet*" (PP1).

Although primary and secondary parents differed when discussing who held the responsibility for enforcing resilience strategies, primary and secondary teachers were very similar in terms of their thoughts on intervention strategies. Both primary and secondary teachers believed that as children spend a large proportion of their time at school, building resilience strategies should be a part of the school curriculum. Primary teachers emphasised the need for early intervention for those children who appear susceptible to victimisation and emphasised the importance of peer support programs "*helping students feel good about themselves to increase their self-esteem/confidence so they are less likely to bully*" (PS15). Secondary teachers also felt that schools have a responsibility to help children develop resilience and coping strategies. They highlighted the importance of a caring and supporting environment which fosters self-worth, self-esteem and provides opportunities for children to demonstrate pro-social values to one another. They also, however, placed a greater

emphasis on parents teaching resilience strategies and thought they should be pro-active in implementing clearer boundaries for children as well as more serious consequences for cyberbullying behaviour.

3.2.7.3 Raising awareness

Children, parents and teachers indicated that they were interested in being made aware about cyberbullying intervention and prevention strategies but they felt the method had to be engaging and purposeful. Both primary and secondary children believed that schools should talk to children regularly about what could happen online and how to respond to it. One secondary girl suggested *"having someone who actually has been cyberbullied, not someone who thinks they know what they are talking"* (FSS11) was deemed more valuable. One issue children have with educational programs aimed at raising awareness is the way in which they trivialise the matter, *"not make it fun like, just tell it how it is. They always try to make it fun and it makes it look like it isn't serious" (FSS15) and "making it fun is just stupid"* (FSS12). Most schools hold drama re-enactments about cyberbullying however, *"the plays are really funny and silly and it makes people think that cyberbullying isn't a real problem and it is"* (FSS14). When asked what information, children would like it was clear that they wanted explicit responses *"maybe things on what to do if it happens, things to watch out for, ways to get other people to help you"* (MSS16) this was supported by another secondary boy, *"people who have been cyberbullied come over to our school and talk to us about how they stopped it and teach us how to stop or prevent it"* (MPS15).

Parents wanted more information sessions to provide them with up-to-date information so they could keep abreast of the situation. Parents also felt if teachers regularly discussed what is appropriate and safe online it would enhance open communication between the children, parents and teachers. Secondary parents regarded the school to be the main provider in this education. One secondary parent stated "*when you think of the amount of hours there are in the day and the amount of time they spend at home and the time they are at school. They spend a large part of the day at school, so yes I do think the school plays a large part in what we are talking about*". Primary parents stated that they could try to protect their children however children must have strategies in place to know where to go, what to do, how to respond and what happens when you report it in case a situation occurs. Despite both primary and secondary parents having a focus on education as an intervention strategy, primary parents were more focused on a partnership between home and school and emphasised more parental involvement in technology use and awareness programs. Secondary parents believed that interventions should be taught at school and that schools should be encouraging children, whether victims or bystanders to stand up and speak out. Secondary parents also suggested that schools need to set more boundaries and remove ICT privileges as an intervention. There is a clear divide on responsibility between primary and secondary parents in terms of educating children on how to intervene if cyberbullied.

Primary teachers suggested *"developing strategies earlier rather than later"* (PT10) was the best approach to take. They also felt anonymous reporting strategies such as hotline numbers and peer-to-peer programs would be effective. Primary teachers emphasised the need for schools and parents to work collaboratively, *"if there is an open-door policy on this sort of behaviour, whether your kid is the victim or perpetrator, it would make it much easier"* (PT3). Teachers believed that involving both the perpetrator and the victim in restorative practices would be a beneficial process. Secondary teachers also emphasised the benefits of peer-to-peer programs and education which empowers bystanders to support and report what they observe. Secondary teachers felt that although education was important to ensure open discussions, parents also have a role to play in terms of monitoring their child's use and set rules and boundaries at home. A conclusion from this is that teachers and parents need to work together and when dealing with cyberbullying incidents issues concerning both the perpetrator and the victim need to be addressed to prevent further harassment.

3.2.8   Strategies for Prevention

Several prevention strategies were identified by children, parents and teachers. These strategies include education, technology and avoidance based strategies. As discussed in the section above children believe that education is vital for them to *"know what you should do"* (MPS1). One child proudly boasted about a course his parent attended to learn more about social networking sites, *"my Mum took a course for Facebook. I reckon everyone should do that, like even an online course. It teaches you how to block someone, so if you are getting bullied online you know what to do and how to do it"* (MPS14). Secondary children did not know much about what could be done to prevent cyberbullying. Their key thought was education but when probed further they were unsure as to what form this should take. Secondary children suggested more severe consequences for perpetrators but overall felt that you could not stop it. Overall, parents were also of the same opinion as secondary children in terms of being unable to stop cyberbullying completely, *"I don't think they will ever be able to put things in place to stop it and because those technology minded people are always one step ahead"* (PP3). Parents did suggest that more education from school for children and parents would in turn enhance public awareness and make children better equipped to deal with incidents if they were to arise.

Empathy training was also mentioned by secondary girls to the raise awareness of others' feelings, *"I wanted to write something but then I thought how would I feel if they wrote that about me, so I didn't write it because it wouldn't be very nice"* (FPS3) and *"just getting the message to people so they stop…and are just aware of others"* (FSS9). Parents also emphasised that children need to be aware of their actions and how it impacts others, *"I guess…you know the whole 'no-one is being my friend…well are you being a good friend? What sort of a friend are you? If you are a good friend to others there is chance they will be a good friend to you'. That whole story works online*

too" (SP15). Teachers also believed that awareness programs and strategies taught at an early age were important prevention strategies. This secondary teacher suggested *"addressing pro-social values in more explicit ways in the curriculum and providing opportunities for students to demonstrate these to each other could be a start, developing caring and compassionate children"* (ST12). Primary and secondary teachers agreed that to prevent cyberbullying there must be more awareness programmes. Primary teachers were very focused on educating children about the implications of cyberbullying and building up an understanding of the consequences of these actions. Furthermore, they thought that by building up children's' confidence and self-esteem they would be less likely to engage in these negative behaviours. They felt that education had to come from parents, teachers, experts and victims themselves. Although secondary teachers wanted more public awareness when asked about prevention strategies they indicated more direct actions such as sanctions for those who engage in it.

Primary children, parents and teachers proposed that parents should have more involvement in their child's technology use. This included monitoring what they did online, keeping computers in a common place and vetting their friends. These strategies were viewed as being an effective method for preventing known but unidentifiable cyberbullying and cyberbullying by strangers, *"I know my Mum will look at my friend list so if they don't tell me their name then I don't add them"*, *"It's also best to make friends online with people you can have everyday access to"* (MPS8). Primary boys noted that parents having access to their child's messages could help, *"my Mum gets my messages through her iPhone"* (MPS4) and *"maybe where parents can check phones and if they see activity of cyberbullying they will know"* (MPS2). When secondary boys were asked if they would be happy for parents to have access to their messages, the response was a unanimous no. Parents felt although they did not have unlimited access to their child's phone or laptop they would monitor their online behaviour, *"I don't check every day but I will say all of a sudden 'can I have a look at that?' and she has no qualms in handing it over because she knows that if it doesn't happen then it is gone"* (PP4). Another parent stated that she had unlimited access but her daughter did not know this *"she doesn't realise that every message that goes to her iPad and every conversation she has pops up on my iPhone"* (PP6). Secondary parents confirmed that if their child is on social networking sites then they should befriend them too. Being able to see what your child does online is perceived by parents to prevent cyberbullying as children do not want their parent to see what they are doing, *"I've called my son and said 'look I've just seen your status, delete it now'"* (SP1). Whilst teachers understand that parents need to monitor children's online behaviour, they know it isn't always possible. Nonetheless, some teachers feel having stricter family rules regarding the internet and restrictions for websites would help prevent cyberbullying.

Secondary parents were they only group to claim that to prevent cyberbullying, children should avoid technology and/or the internet. One secondary parent stated "*I think the only way that you are going to teach people to a; not bully* and *b; not take it on, is people have to realise that they*

can turn the damn things off. They don't need to turn it on, they don't need to look, they don't need Facebook. Their whole life doesn't need to revolve around it".

In summary, children have limited knowledge of what strategies to employ to prevent cyberbullying from occurring. Primary children believe more education will help however secondary children do not perceive this as being effective but had no other suggestions. This is alarming since this age group are using technology at an increasing rate. Parents felt that cyberbullying could not be stopped completely but rather education was a vital factor to open communication channels and make the public more aware. Teachers were the group which differed in their thoughts on prevention strategies. Primary teachers emphasised the need for more education and awareness while secondary teachers wanted more parental supervision, rules and sanctions for those involved.

3.3   Discussion

This chapter described a qualitative study designed to explore the perceptions of cyberbullying of children, parents and teachers. There was a particular focus placed on identifying similarities and differences in terms of perceptions, behaviours and responses among the three groups. Discussions with children, parents and teachers allows for consistency around a definition and a clear understanding of what elements children perceive as being important for an act to be defined as cyberbullying. This in turn will assist in providing effective support to children experiencing cyberbullying. The results of this study will be summarised in relation to the five research questions and related back to previous literature.

3.3.1   Research aims

The purpose of this study was to elicit similarities and difference between children, parent and teachers' perceptions of cyberbullying and to identify effective intervention and prevention strategies. These aims will now be discussed in relation to the five research questions which were noted at the start of the chapter.

3.3.2   Research question 1: What are the similarities and disparities between children's, parents' and teachers' perceptions of cyberbullying?

This study highlighted that children were aware of more forms of cyberbullying than the adults in the study, possibly through experiencing or witnessing negative online behaviour. Age differences were apparent in the behaviours they identified as cyberbullying. Primary children discussed hurtful comments, gossip and the sharing of embarrassing photos online. In addition to the behaviours stated, secondary children identified exclusion, masquerading, trolling and spoke about

these occurring through social networking sites. Secondary girls in particular, felt that excluding someone from a group chat was a form of cyberbullying corroborating the findings of Willard (2012). Adults, both parents and teachers, conversely did not believe this was cyberbullying. This supports other research by Cross, Monks, Campbell, Spears, and Slee (2011) who found that teachers were concerned about cyberbullying but felt social exclusion was not a form of cyberbullying. These results suggest that negative online behaviour may not always be perceived as harmful by the victim and children and adults' perceptions are not always the same therefore adults over reacting may not be effective.

When exploring the definition of cyberbullying most elements were perceived as being similar between children, parents and teachers however, two elements were deemed much more significantly by children than by adults. Children and parents held similar beliefs around the intent, power imbalance and the public nature of the attacks. All groups believed that for an incident to be deemed cyberbullying the perpetrator had to be intentionally trying to cause distress or embarrassment to the victim. This was found to be consistent with previous research (Crosslin & Golman, 2014; Vandebosch & Van Cleemput, 2008). Interestingly, all participants emphasised the importance of the relationship between victim and perpetrator in relation to how an act is perceived and whether it was deemed as cyberbullying. If the victim has a good relationship with the sender the message is perceived as a joke, however if the sender is anonymous or not a good friend to the victim, the message is deemed as more hurtful and the victim perceives that the perpetrators intention was to upset them. This was similarly found by Vandebosch and Van Cleemput (2008) who identified intent as being essential for cyberbullying. Talwar, Gomez-Garibello, and Shariff (2014) also found that children distinguished between a joke and a deliberate act. Children, parents and teachers also stressed the presence of a power imbalance between those involved in cyberbullying as well as the rate in which negative comments, photos or videos could be posted or shared online or with peers highlighting how far reaching a cyberbullying attack could be.

The elements which differed in terms of importance between the three stakeholders were repetitiveness and anonymity. Although children, parents and teachers all mentioned repetition when discussing cyberbullying, children referred to more than one incident occurring whereas parents had a more complex understanding believing that even if a message was sent once, the public nature and rapid dissemination meant that the embarrassment and hurt felt by the victim was repeated. This itself highlights that children are only going to report an incident if it happens regularly as opposed to being a one-off serious incident. Dooley et al (2009) also stressed that one-off cyberbullying incidents could still result in long-term emotional and psychological impacts. Children also highlighted that the anonymity of the perpetrator was important to them, however, this was more apparent in primary children than secondary children as secondary children often believed the perpetrator was known to them but hiding this identity. Anonymity was not identified by parents and teachers in their definitions.

Children, parents and teachers shared similar thoughts on the effects of cyberbullying with girls being able to identify more than boys. This study has indicated that victims feel angry, isolated and depressed which is consistent with previous literature (Campbell et al., 2012; Li, 2007a; Mishna, Cook, Saini, Wu, & MacFadden, 2010). Cyberbullying can cause social and emotional harm which in turn can have long-term impacts. While research suggests that most cyberbullying occurs out of school (Beran & Li, 2005; Campbell, 2005), the effects can cross over and have subsequent negative impacts on school such as absenteeism, a drop in grades and avoidance from peers. For this reason, understanding where parents and teachers stand in terms of their views on cyberbullying is vital to improving interventions and reducing the resulting negative impacts. It is suggested that future definitions take these elements into account. Based on the results from this study, cyberbullying can be defined as "*a repeated, intentional act involving technology and includes hurtful, embarrassing or threatening messages/pictures/videos. There is a level of uncertainty regarding who has instigated it and who can see it and how they can remove it. The consequences are long term mental health issues*".

Uniquely, children, parents and teachers in this study indicate that cyber victims and cyber bullies have overlapping personality traits. The victims and perpetrators were generally described as being either weak and needy or popular and strong. Perpetrators being described as weak, supports the findings by Sari (2016) who identified bullies as having low levels of self-worth who thrive to be accepted by their peers. In contrast, perpetrators were also described as popular and strong characters who exuded confidence. Although previous research has not focussed on the traits of perpetrators in great detail, Holt and Espelage (2007) did conclude that perpetrators had a large social circle and support network. As anticipated, victims were perceived as being weak and needy by children, parents and teachers. This supports the plethora of research on cyber victim characteristics (Lester et al., 2012; Navarro & Larranaga, 2015; Rivers & Noret, 2010). An interesting finding from this study which has not been previously noted in the literature, is that victims can be popular and strong. Children who appear to have a good social network and achieving at school are often targets from jealous peers. This supports the findings by Strom and Strom (2005) who similarly found that jealousy was a motive for cyberbullying. Li (2007b) also found cyber victims were often targets due to their above average grades. It is apparent that no one group of children are targeted by perpetrators and additionally, perpetrators have many reasons for engaging in cyberbullying behaviours.

3.3.3 Research question 2: What differences exist in the perceived impact of cyberbullying between children, parents and teachers?

This research question focussed on the impact cyberbullying would have and was broken down into three types of responses: social impacts, emotional impacts and long-term negative impacts. The responses children took were consistent between children, parents and teachers and with those of

previous research (Beran & Li, 2005; Campbell et al., 2013). The social responses to cyberbullying highlighted primarily by secondary girls was the loss of friends. This was reiterated by parents and teachers who felt victims become more withdrawn. The emotional responses to cyberbullying were the most widely documented by children, parents and teachers throughout this study. Participants indicated that victims feel angry, isolated and depressed (Campbell et al., 2012; Li, 2007a; Mishna, Cook, Saini, et al., 2010). Children, parents and teachers shared similar thoughts on the effects of cyberbullying with girls being able to identify more than boys. Cyberbullying can cause social and emotional harm which in turn can have long-term impacts. These long-term impacts were widely reported especially by children who reported the mental health issues and suicidal thoughts associated with being victimised.

While research suggests that most cyberbullying occurs out of school (Beran & Li, 2005; Campbell, 2005), the effects can cross over and have subsequent negative impacts on school such as absenteeism, a drop in grades and avoidance from peers. For this reason, understanding where parents and teachers stand in terms of their views on cyberbullying is vital to improving interventions and reducing the resulting negative impacts.

3.3.4 Research question 3: Who would children, parents and teachers expect children to turn to for support when experiencing or witnessing cyberbullying?

An intriguing finding from this study revealed age and gender differences regarding who victims of cyberbullying would report to and the order of preference for this. One consistent message from this study was the importance of trust between the victim and the person they reported it to. Unlike other research, no other study has specifically indicated to whom and in what order children would report incidents of cyberbullying to.

Although primary children would tell parents and teachers, their first reporting channel differed between boys and girls, with boys opted to keep it private and girls seeking support from a friend. Secondary children would initially keep the incident to themselves, preferring to be independent and responsible. Kowalski and Limber (2007) similarly found that victims first response to being cyberbullied was to keep it to themselves. Secondary girls would inform a parent then friend, while secondary boys would go to a friend then teacher for support. Parents were aware of the reluctance from children to report with both groups indicating that they would find out via a third party. Primary teachers believed parents and friends would be children's first and second reporting preference with them eventually seeking teacher support, usually alongside their parent. Secondary teachers on the other hand were confident in their school structure and believed victims would inform school support staff or themselves. Despite this claim, no groups of children indicated that they would report to school support staff.

3.3.5 Research question 4: What barriers prevent children reporting cyberbullying?

Reporting is often one of the prominent methods of reducing and preventing cyberbullying given to children, nonetheless, it is evident from the research that children are reluctant to report negative online incidents. This study identified multiple barriers for reporting cyberbullying, these were emotional safeguarding, adults trivialising the incident and ineffective responses. The belief that an incident would escalate because of telling an adult was significant for children and, while parents could identify this embarrassment it was not as prominent in their discussion. Children stated that the likelihood of victims reporting to adults is lowered because children and adults have different perceptions of the seriousness of particular forms of cyberbullying. What may be viewed as a hurtful incident to a child is dealt with by adults in a passive manner such as being told to ignore the incident. This finding is consistent with previous research which found that victims were reluctant to report cyberbullying incidents as they felt the incidents would be trivialised by adults (Campbell, 2005). The way in which a child anticipates an adult's reaction will influence whether they seek their advice. Maunder, Harrop, and Tattersall (2010) suggested that if children felt that particular behaviours were not serious enough to warrant support, perpetrators may be more inclined to carry out these actions and bystanders less willing to support victims. Cross, Barnes, Hearn, and Lester (2015) also found that teachers who lacked training in cyberbullying were less likely to recognise it and victims were left feeling as though it wasn't taken seriously therefore kept it private. Children noted that a further barrier would be the removal of their technology by their parents which would be additional punishment to the victim. Parents on the other hand, did not understand why children couldn't just avoid or remove themselves from the device or website. This highlights the digital divide and the lack of understanding adults have regarding the importance of technology for children's social lives.

3.3.6 Research question 5: What differences exist between children, parents and teacher's preferences for cyberbullying intervention strategies?

This study has shown that children, parents and teachers understand cyberbullying is a concern and an issue which needs to be addressed. All three groups were asked what strategies could reduce or prevent cyberbullying from occurring. There were three main intervention strategies which were prevalent throughout this study: raising awareness, empowering bystanders and building resilience. Children felt more education and awareness was needed around cyberbullying and how to respond to it, they noted that they wanted the topic to taken seriously as opposed to being discussed through 'fun' drama re-enactments. This indicates that children are willing to engage and learn from awareness programs but they want them to be meaningful and they want explicit strategies to put into place when experiencing cyberbullying as opposed to being told not do certain things. This supports the findings of Agatston et al. (2007) who found that children felt that cyberbullying was rarely discussed at school and when it was discussed, it was done so in a jovial manner or it was a

one off, in many cases reactive response as opposed to being proactive. Primary children, parents and teachers suggested parental monitoring and education were effective prevention strategies. Parents wanted more information sessions to be run at schools to keep them informed and help bridge the digital divide. Primary parents wanted to work collaboratively with teachers to educate their children about cyberbullying whilst secondary parents felt it was the school's responsibility. Teachers agreed for the need for more education in class however, felt this should be supported at home and it was not the sole responsibility of the teacher.

Parents and teachers placed a large emphasis on empowering bystanders whereas children would support their friend privately. The reason children found it problematic to interevent as bystander was due to them not having the skills or confidence to intervene positively, this was also reported in earlier research (Li, 2007a). Parents and teachers believed that through education they could empower children to support their peers without fear of repercussions on themselves and create a new social norm.

Building resilience was the third strategy to be suggested by children, parents and teachers. The resilience strategies currently employed by children involve passive strategies such as ignoring the message or pretending it didn't happen. While these strategies may be effective in the short term, they are not effective long-term strategies. Once again resilience strategies were suggested as being taught by children through education and enabling children to self-regulate their behaviour as well as having regular opportunities to discuss incidents which occur in the media or that children may have heard of. Parents and teachers endorse building resilience strategies believing with the correct skills children will be equipped to deal with difficult situations as they arise.

Intervention and prevention strategies must take the perspectives of children, parents and teachers into consideration to be fully effective. The key strategy recommended in this study was building the resilience of children. If children have confidence in their own abilities to act in a positive manner to a negative situation they will be more willing to act regardless of whether they are a victim or a bystander. The earlier resilience and empathy education starts the more aware children will be about other people's feelings and treating others well online. Additionally, this education needs to be extended to involve parents and the wider community.

Whilst all children were aware that cyberbullying was an issue and they felt education was an effective intervention and prevention strategy, secondary children were unaware of what form this education should come in and they had limited ideas around what could be done to prevent cyberbullying from happening. It was evident from the results that children and parents have very limited knowledge of the strategies to employ to prevent cyberbullying from happening and teachers focused on the need for a more holistic approach to education involving children, parents and teachers.

3.3.7 Limitations

This study has specifically explored the perceptions of cyberbullying between children, parents and teachers to provide a more detailed and comprehensive picture so that interventions can be effective. Nonetheless there are some limitations to this study. Firstly, all participants were self-selecting, therefore they opted to take part in a study. These children may have had similar experiences and knowledge about cyberbullying and similar coping strategies. Furthermore, the parents and teachers who opted to participate in study 1 were likely to be those who are actively involved in their child's online behaviour. Secondly, with regards to the parent focus groups they were predominately female. It could have been interesting to have a male and female parent group like the child based focus groups. The final limitation was the inability to have a focus group discussion with teachers' due to their industrial strike action. Therefore, those who did reply to the email questionnaire would have had an interest in cyberbullying and therefore responded. Furthermore, there was the lack of interaction between teachers which may have allowed for more insight into their options. Nonetheless, this shouldn't detract from the important themes which were evident throughout this study.

3.4 Chapter summary

This chapter has identified that children, parents and teachers all have differing views of which behaviours constitute cyberbullying, with a distinct difference regarding cyberbullying behaviours between those at the end of primary school and the beginning of secondary school. The complexities of cyberbullying became more apparent with secondary children. These differences result in difficulties when trying to construct a holistic definition of cyberbullying which satisfies the concerns of all. It is possible, however, to identify some of the different elements of cyberbullying, these being repetitiveness, intent, power imbalance and its public nature.

This chapter highlighted age and gender differences among children, and between children, parents and teachers in relation to who children would report cyberbullying incidents to. By having a clearer understanding of the differences for each age and gender group, adults will be able to apply this to real life situations. Children were conscious of barriers which prevent victims of cyberbullying from reporting. Whilst parents and teachers identified these barriers, they did not do so as strongly as children and in some instances failed to understand why children couldn't just turn the computer off. This chapter also highlighted that building resilience strategies were an important aspect to help children develop effective coping mechanisms when faced with incidents of cyberbullying. It was also a common belief that opening communication channels and raising awareness around the impacts of cyberbullying would provide children with a visible support network which would lead to them feeling less isolated and helpless when confronted by cyberbullying. For an intervention to be effective the different perspectives must be taken into consideration.

This chapter highlighted that children have a broad awareness of cyberbullying behaviours. Nonetheless, further exploration of children's experiences of and beliefs about cyberbullying may be beneficial. The following chapter uses a creative, qualitative approach, i.e. drawing and narrative creation to facilitate further data gathering.

Chapter 4: Drawing and Narrative Study (study 2)

The aim of this chapter is to further explore the ways in which children perceive cyberbullying. One of the simplest methods for understanding a child's thoughts and understandings is to ask them to draw a picture. Drawing is viewed as a child friendly, non-intrusive approach which is regularly used as an intervention in traumatic situations. Drawing allows an insight into a child's mind particularly when they find it difficult to verbalise their thoughts and feelings (Pifalo, 2007). Furthermore, drawing studies have found that verbal and written narratives enhance the understanding of children's drawings. Many studies have focussed primarily on the finished product rather than the thought processes involved in producing the drawing itself (Malchiodi, 1998).

Two groups of children took part in this exploration. The first group were aged 10 - 12 years and the second group were aged 12-14 years. Within each age group there were two conditions. Children in the first condition were asked to draw a cyberbullying scenario they have heard of, witnessed or experienced. Whilst drawing, the researcher engaged briefly with each child asking questions relating to their work to obtain further verbal information regarding their thoughts. Children in the second condition wrote a short description of a cyberbullying scenario they had heard of, witnessed or experienced. This study highlights the importance of combining drawing, verbal and written narratives to fully understand the way in which different children perceive cyberbullying.

4.1   Introduction

The aim of this chapter was to further build on children's perceptions of cyberbullying and further develop the themes identified in the first qualitative study. The first study identified the different mediums used to cyberbully, the bully-victim relationship as well as perceived personality traits of the victim and perpetrator. The purpose of this study was to further explore cyberbullying in a less formal manner through drawings and written narratives.

The use of drawing is a well-established paradigm within therapeutic practice to facilitate communication with children (Pifalo, 2007). It allows children to express themselves in a non-threatening and less formal way. Drawing has proven to be particularly useful for young children who find it difficult to verbalise their thoughts and feelings. Therefore drawing is not only used to analyse, diagnose and assess but to explore thoughts, feelings, attitudes and to problem solve (Malchiodi, 1998). Drawings are believed to help to elicit emotionally difficult information and aid discussion on topics where the individual feels anxious (Bowker, 2015).

This chapter explores children's own perspectives and knowledge of cyberbullying through drawings, verbal descriptions and short written descriptions. Drawings will help facilitate communication and the written and verbal descriptions will facilitate greater understanding. This method of drawing and writing is more child friendly than questionnaires, interviews and discussion groups and children may feel freer to explore their emotions through this technique.

4.1.1 The history of drawing studies

Much of the earlier research examining children's drawings dates back to the 1920's (Burt, 1921; Goodenough, 1926; Luquet, 1927). Burt (1921) believed that individuals moved through seven developmental stages, from scribbling to artistic revival. Although many individuals fail to reach the latter stage. Initially drawings were thought of as an indicator of the child's IQ (Catte, 1998). Goodenough 1926: cited in Catte (1998) devised a Draw-A-Man test whereby children up to the age of 9 were asked to draw a person to the best of their ability and they were given points for all the different components included. The more details the child added the higher a score they were given. Goodenough (1926) focused not only on the gross detail but on facial features such as nostrils, the detail included in their clothing such as sleeves, joints in the elbows and knees and the correct proportion between the body parts. This score was then correlated to the child's mental age. Comparing the child's mental age with their chronological age gave an indication of their level of intelligence (Catte, 1998; Malchiodi, 1998).

Children's drawings were later believed to provide an insight into children's personalities and intellectual maturity as opposed to their IQ (Luquet, 1927). Adding to the Draw-A-Man study, was Buck (1948) who developed a House-Tree-Person test. Buck believed that asking children to draw all three common objects would permit adults to explore emotions and relationships within the home, while the tree and person show the child's developmental stage. In addition to the drawing task, children completed a questionnaire (Catte, 1998). One of the drawbacks with the early research on children's drawings was the reliance on analysing the finished product. Buros 1972: cited in Catte (1998, p. 16) felt that "*drawing was a problem-solving task rather a window to the mind*".

Children from any age can draw and it is viewed as being creative and engaging. Psychologists began using children's drawings as the tool to assess many different aspects of learning as they allow children the freedom to express their knowledge without the limitations of language (Alerby 2000: cited in Cainey, Bowker, Humphrey, & Murray, 2012). Children are known to spontaneously write or draw about their experiences, whether these are friendship issues, family issues or bullying. For the child this is a way of exploring their emotions and is a coping mechanism for negative events (Slee & Skryzpiec, 2015).

Children's drawings allow you to step into their world, their thoughts and feelings. Drawing allows children to put some distance between their artwork, and their thoughts and themselves. (Malchiodi, 1998). Many researchers have noted the limits of using only verbal approaches with children as they lack the vocabulary to explain themselves. However, drawings allow children to express their feelings in a way they might not be able to with words. They also act as a great catalyst to engage in discussion with children and the understanding of the artwork they produce can be greatly enhanced by their verbal narratives.

4.1.2 Narratives

A narrative is a description of an event given by a person. Narratives can take the form of role play, puppet shows, plays. They are often verbal and they provide an insight into the individuals thought processes and allow additional information to be given. Narratives allow children to explore different topic areas. Telling stories verbally or as a written narrative is an important way for children to express themselves and attach more emotion and meaning to their stories (Fivush, Hazzard, McDermott Sales, Sarfati, & Brown, 2003). Verbal narratives have been noted as limiting the child as they do not have the adult capabilities to share their beliefs, emotions or perceptions.

Recent research has explored bullying through children's narratives allowing adults to listen to the voice of the child (Jennifer & Cowie, 2012), develop further understanding of children's perspectives of cyberbullying and provide detail that will help develop effective intervention programs (Vandebosch et al., 2015).

4.1.3 Drawing studies and bullying

There is an abundance of research into the field of bullying, much of which takes the form of questionnaires, focus groups and interviews. Drawing is a method that has not been well utilised to engage with children's attitudes and emotions towards bullying. Not only is it beneficial for young children who are not articulate enough to explain their feelings but it allows older children who feel hurt and let down to express themselves visually and in a less threatening manner. Drawing has been shown to enhance the recall of events that have happened up to one month before. Furthermore, by drawing the event first, children were found to recall more details than when they retold the event verbally (Butler, Gross, & Hayne, 1995).

Although limited, research exploring children's perspectives of bullying through drawing has allowed children's feelings, motives and thoughts to be discovered. Drawings require no previous training and are believed to reduce the child's anxiety when exploring sensitive topics (Bowker, 2015). Bosacki, Marini, and Dane (2007) found that drawing a bullying scenario facilitated the discussion within one-to-one interviews with children. In their study, the use of drawings and

interviews allowed children's thoughts to be elaborated upon (Derry, 2005). They also noted that as the children aged, the number of people involved in the bullying increased. This highlights the complex social nature of bullying where it does not only involve the victim and perpetrator, but bystanders, reinforcers and defenders. Interestingly, bullies were drawn to be larger in size than the victim which supports the power imbalance of bullying. Children's drawings are believed to reflect a valid representation of scale and are thought to be useful when analysing the status of bullies and victims in bullying contexts (Aronsson, 2011).

A small number of authors have explored bullying behaviours through drawings and self-reported questionnaires (Andreou & Bonoti, 2010; Bosacki et al., 2007). A gender difference was identified in both studies, with boys more involved in physical forms and girls involved in more relational forms of bullying. Furthermore, Bosacki et al. (2007) found that children perceived girls to bully other girls and boys to bully other boys. When looking closely at the characteristics of the victim, they all depicted a negative response (e.g. crying or sad). Bullies on the other hand were generally depicted as being happy (78%) with only 6% looking sad. One aspect that could have allowed for more depth in children's perceptions of bulling, would be to use the drawings as a springboard to facilitate a discussion with the children about the bullying behaviours drawn. No research has explored the size, facial responses and gender of the bystanders, yet their role in bullying is highly important.

Despite appearing to be no limitations in the children's ability to draw bullying scenarios in the above-mentioned studies, children may in fact be limited by their drawing skills. A combined approach whereby the researcher asks the child to describe their drawing helps to further understand the thought processes involved while they are completing the task. The use of narratives and asking children to describe what they are drawing has been found to engage and enthuse the child in a more positive manner than drawing alone. It was also found to help them engage more emotionally in the task as opposed to drawing what they believe the researcher wants them to draw (Derry, 2005). Additionally, when children, particularly young children, discuss an event they often lack the language to retell the event in its full entirety. Gross and Hayne (1998) found that children's recall of a time where they felt happy, sad or scared was far more detailed when they were asked to draw and tell as opposed to tell only. A further study by Wesson and Salmon (2001) supported the need for young children (aged 5-9 years) to draw and describe their event in order to extract as much information as possibly from the child.

4.1.4 Cyberbullying and drawing studies

Cyberbullying research has increased over the past decade and this has highlighted the serious problem that children and adolescents are facing (Beale & Hall, 2007). Although children's perceptions of cyberbullying have been explored in detail, they take the form of self-reporting

questionnaires, surveys, interviews or focus groups. Questionnaires and surveys are often chosen for their convenience, although the closed questions can be quite restrictive. They also require the participant to have adequate literacy skills. Questionnaires with open-ended questions allow more details to be given but they often take longer which is a deterrent for the children. Interviews are time-consuming and usually involve small samples. Furthermore, questionnaires, surveys and interviews may not be ideal for children as they can be seen as intimidating (Merriman & Guerin, 2006). There is a lack of research whereby children are asked to draw a cyberbullying scenario and describe their work.

Based upon the advantages of allowing children to draw as mentioned previously, it seems that asking children to draw a cyberbullying scenario will allow adults to further understand all the different forms of cyberbullying that children are aware of or have experienced. Drawing provides a unique perspective into cyberbullying allowing children to illustrate behaviours that they may have difficulty articulating. Allowing the child to draw and describe their drawing gives the child a powerful voice. Although children's' perceptions of cyberbullying have been explored in detail, there is currently no research that asks children to draw a cyberbullying scenario.

This study involved two conditions; a drawing condition whereby a verbal narrative will accompany the drawing in order to provide a more beneficial outcome, and a written condition. In addition to asking the children to draw or write about a cyberbullying incident. They will all be asked open-ended questions at the end of the task about what they think the victim should do next and how the behaviour can be stopped. This gives the researcher information about how children solve problems and base their responses on the behaviour (Bosacki et al., 2007).

4.2   Rationale

This study sought to explore the perspectives of cyberbullying through illustrations, written descriptions and verbal narratives by boys and girls (aged 10-14) in their final two years of primary school and first two years of secondary school. It was expected that the combined approach would elicit a more detailed, fuller account of cyberbullying reflecting on children's breadth of understandings of cyberbullying.

This study addressed the following research questions:

- Do age and gender differences exist regarding the behaviours children perceive as cyberbullying, i.e. before/after transition to secondary school?
- Do verbal narratives provide further insight into children's drawings of cyberbullying?
- Do age and gender differences exist between the responses to cyberbullying incidents?
- What differences exist between cyberbullying drawings and written narratives?

4.3 Method

4.3.1 Participants

Principals from one primary school and two secondary schools in Melbourne were contacted through email and invited to participate in the study. One primary and one secondary school volunteered to participate in the study. A total of 64 children took part in the study, thirty-one were from Grade 5/6 and 33 were from Year 7. Table 4.1 shows the gender breakdown of the children.

Table 4.1   Age and gender demographic of the children in the study

Age of children	Condition	
	Drawing condition	*Writing condition*
10 years	boys (n=6) girls (n=4)	boys (n=6) girls (n=2)
11 years	boys (n=4) girls (n=5)	boys (n=3) girls (n=1)
12 years	boys (n=3) girls (n=2)	boys (n=1) girls (n=2)
13 years	boys (n=6) girls (n=6)	boys (n=4) girls (n=6)
14 years	boys (n=2) girls (n=0)	boys (n=0) girls (n=1)

19 primary children (3 were absent at the time of the study) and 19 secondary children participated in the drawing condition (21 originally participated however two drawings had to be removed as one child had only drawn the outline of an iPad and the other drew a traditional bullying scenario).

12 primary children and 14 secondary children participated in the writing condition. Children provided both individual and parental consent to participate and to be audio recorded during the task.

4.4 Procedure

Ethical approval was granted from the Faculty of Health and Life Sciences Ethics committee, and The Department of Education and Early Childhood Development, Victoria (DEECD) before commencing this study (see Appendix 9.1 for ethical approval).

A phone call was arranged to discuss the study in more depth with the principal, two primary classroom teachers and two secondary classroom teachers who were directly involved in the study. Letters were sent to parents/guardians describing the nature of the study and asking for consent for their child to participate as well as to consent for them to be audio recorded during the discussion.

4.4.1 Drawing Condition

The drawing task was administered as a mixed gender, classroom activity. The task took place in one classroom session of 50 minutes with the classroom teacher present throughout. Children were given instructions and informed that participation was optional. The researcher outlined the structure of the session; the first 10 minutes were for getting settled, introducing the task, reading out the definition of cyberbullying and handing out the paper. A further 30 minutes were allocated to drawing a cyberbullying scenario, and the final 10 minutes were to answer some open-ended questions about their scenario. The definition read out by the researcher was vague enough to give children freedom to draw about cyberbullying using any form of technology and not to limit their response.

Children were first read the following definition of cyberbullying: "Cyberbullying is the use of any form of technology, such as computers, mobile phones or iPads, to say or do things which are hurtful or upsetting" (adapted from many other definitions for brevity in this study).

Children were instructed not to add any personal or identifiable information to their page. They were asked to use a pencil and they were reminded that it was not an assessment of their artistic abilities. They were informed to 'draw a picture of a cyberbullying incident you may have heard of, watched on television, witnessed or experienced' and were asked to 'draw all of the people who were involved in as much detail as you can'. They were then handed a piece of white paper with a participant code at the top and the definition of cyberbullying. After allowing time for the children to begin their drawing the researcher and classroom teacher moved around the room asking every child to describe their drawing. Prior to commencing the discussion, the researcher and classroom teacher turned on the Dictaphone, stated the child's participant code and gender and then proceeded to ask the following questions to further explore the drawing. This allowed the researcher to gain a fuller account and understanding of the child's perspective on cyberbullying. The researcher provided the classroom teacher with a template of the questions to be asked. She was also informed that minimal responses, such as 'uh huh, really, wow' actually facilitated children's responses (Willcock 2004: cited in Woolford, Patterson, Macleod, Hobbs, & Hayne, 2015). The children were asked:

- Can you tell me what is happening in your picture?
- How do you think the people in your picture feel?
- Why do you think the bully is doing this?

The children were stopped after 30 minutes. They then answered some open-ended questions based on the cyberbullying incident they had drawn. They were informed that there are no correct answers and that the researcher was interested in their opinions and thoughts in order to stop this

happening in the future or to other people. Children were told they could leave questions blank, however they were encouraged to try to answer. There 5 questions were:

- How old do you think the cyberbully would be?
- How old do you think the victim would be?
- What do you think the people in the picture/narrative should do next?
- What do you think could stop the behaviour?

4.4.2   Writing condition

In the writing condition, the procedure was the same as the drawing condition except that the children were asked to think of a cyberbullying scenario they were aware of, witnessed or experienced and to write about it. Children were also reminded that the task was not about their writing skills, grammar, spelling or punctuation but about the detail they provided.

4.5   Results

4.5.1   Analysis of the drawings and narratives

The children's drawings were coded using a method from Bosacki et al. (2007). Each drawing was coded for the following different themes, these were the number of characters and the gender of the characters drawn, the role they played in the cyberbullying incident (e.g. victim, bully, bully defender, victim defender, bystander), positive and negative affect shown through facial expressions and the presence of verbal content within the drawings.

The narratives provided in the written condition were coded using Braun and Clarke's (2006) process of thematic analysis. Each narrative was read and the main themes identified were the number of characters, the role the characters play (victim, bully, bystander), characteristics of the bully and victim, the bully-victim relationship, background context to the incident, the channel used for the cyberbullying and coping techniques.

The three questions asked to the children while they were drawing or writing in addition to the four open-ended questions at the end of each condition were coded using thematic analysis (Braun and Clarke, 2006). Initially categories were identified within each question and then the main themes which were prevalent were ascertained.

4.5.2 Drawing Study

4.5.2.1 Number of characters

There were several different roles depicted within the children's drawings. Table 4.2 provides a summary of the findings. 40% of the drawings show only the victim while 18% show only the message that was sent. 24% show the bully-victim dyad and 18% drew a group cyberbullying situation involving three or more characters. Primary children (10-11 years) drew no more than three characters. Boys typically illustrated the bully-victim dyad whereas primary girls showed the victim's response to being cyberbullied. Secondary children (12-14 years) illustrated more complicated scenarios, with more characters being involved, and larger groups victimising an individual.

Table 4.2   Number of characters presented in children's drawings by gender and age group

Age and gender	Number of characters					
	Zero	*One*	*Two*	*Three*	*Four*	*Five+*
Primary						
Boys (n=10)	2	3	5	0	0	0
Girls (n=9)	1	5	1	2	0	0
Secondary						
Boys (n=11)	4	1	2	0	3	1
Girls (n=8)	0	6	1	0	0	1
Total boys	6	4	7	0	3	1
Total girls	1	11	2	2	0	1
Total	7 (18%)	15 (40%)	9 (24%)	2 (5%)	3 (8%)	2 (5%)

4.5.2.2 Role of characters

7 children depicted a group situation for cyberbullying where individuals take on roles other than that of the bully or victim. Although this was evident more in secondary boys, it was shown also by primary girls. One primary girl (D-PF-3) showed three participants, one taking the role of cyberbully, the other the victim and the third a victim defender (see Figure 4-1). In the secondary boys' drawings where there were more than two characters, it appeared that the additional characters took the side of the bully (bully supporter) and supported their actions by smiling, laughing or making encouraging comments e.g. "good work" (Figure 4-2 and Figure 4-3), where the cyberbully is clearly depicted by their larger size.

Figure 4-1   Drawing showing the presence of victim defender (D-PF-3)

Figure 4-2   Drawing showing the role of bully supporter (D-SM-2)

Figure 4-3   Drawing showing the role of bully supporters (D-SM-4)

4.5.2.3   Gender of the characters

In terms of gender, the children in this study mostly drew characters of the same gender as themselves (74%; 28/38). Primary and secondary girls only drew victims as female. Primary and secondary boys predominantly drew victims as being male (7/8 primary boys and 6/7 secondary), however one secondary boy drew a girl being cyberbullied and one primary boy drew a mixed gender scenario where the boy took on the role of cyberbully and the girl was the victim. Cyberbullies and bystanders were also shown to be the same gender as the child engaged in the drawing. Five drawings do not show a character or provide any further information to elicit their gender.

4.5.2.4   Age of the characters

Interestingly, the children believed that the perpetrator in their drawing would be older than they currently were and older than the victim. Table 4.3 shows the demographics for the perpetrators expected age. There was a divide between primary boys and girls, 66% of primary girls believed the cyberbully would be aged 13-14 years, whereas 70% of primary boys believed the cyberbully would be in their late teens. This is an interesting contrast to the younger age perceived by girls.

Secondary children perceive most cyberbullies to be in their early rather than late teens and to be a similar age to themselves. 38% of girls and 27% of boys believed the cyberbully would be aged 13-14 years while a further 38% of girls and 37% of boys believed the cyberbully would be aged 15-16 years. This perception is supported by child development theories suggesting adolescents seek to be accepted by their peers as a way of identity formation, therefore engage in behaviours that are not socially accepted (McLeod, 1987).

Table 4.3   Age of the cyberbully represented in children's drawings

Age and Gender	Age of cyberbully				
	9-10 years	*11-12 years*	*13-14 years*	*15-16 years*	*17 + years*
Primary Boys (n = 10)	0	0	1	2	7
Girls (n = 9)	0	0	6	2	1
Secondary Boys (n = 11)	0	2	3	4	2
Girls (n = 8)	0	2	3	3	0
Total boys	0	2	4	6	9
Total girls	0	2	9	5	1

When asked about the age of the victim, (Table 4.4) both primary and secondary girls and boys thought that victims of cyberbullying would be aged 13-14 years. For primary children, this could be associated with fears of their progression to secondary school at this age.

Table 4.4   Age of the victim represented in children's drawings

Age and Gender	Age of victims				
	9-10 years	*11-12 years*	*13-14 years*	*15-16 years*	*17 + years*
Primary Boys (n = 10)	0	3	4	3	0
Girls (n = 9)	0	1	6	1	1
Secondary Boys (n = 11)	0	2	8	0	1
Girls (n = 8)	0	3	4	1	0
Total boys	0	5	12	3	1
Total girls	0	4	10	2	1

4.5.2.5   Facial expressions

In examining the facial expressions used to illustrate the different characters in the children's drawings, 37% of the drawings (14 of 38; 7 primary and 7 secondary) show the facial expressions of both the victim and the cyberbully, a further 34% show the facial expressions of the victim only (7 primary and 6 secondary). 29% (11 out of 38) of the drawings show no facial expressions. No drawings showed just the facial expressions of the bully. Four drawings show the back of the victim who is looking at a message received on her PC or mobile phone and 7 drawings show no characters in their drawing, just the screen highlighting the hurtful messages that have been received.

Looking firstly at the characteristics of a cyberbully, all primary children drew the cyberbully smiling. However, three secondary children showed a different side to the cyberbully. Taking the primary drawings first, all bullies (7/7) were depicted as smiling, in three of these, speech bubbles highlight that the perpetrator is laughing and enjoying what they were doing. In two of the primary girls' drawings the cyberbully is represented as smirking with their eyebrows pointing inwards,

Figure 4-4, suggests a deceptive cyberbully. Furthermore, in one drawing, the cyberbully is depicted as a being partially masked (Figure 4-5), suggesting an element of anonymity involved in their method of bullying.

Figure 4-4   Drawing showing a deceptive facial expression of a bully (D-PF-3)

Figure 4-5   Drawing showing masked cyber bully highlighting anonymity (D-PM-5)

Many cyberbullies, 57% (4/7) drawn by secondary children were depicted as laughing and smiling. One secondary girl has shown a different insight into how a cyberbully may feel (Figure 4-6). In her drawing the bully is depicted as being sad and alone while the victim has a group of two friends beside her before sending the message, but then is smiling and has taken the friends from the victim after sending a hurtful message to the victim. This could support the notion that cyberbullying occurs because the perpetrator lacks the appropriate social skills to acquire friends, and uses cyberbullying to attract people to them.

Figure 4-6   A lonely girl using bullying to gain friends (D-SF-8)

A secondary boy (Figure 4-3) demonstrated a situation where the cyberbully appears to be angry (D-SM-4). His eyebrows are pointing inwards, his mouth is upturned and as well as raising the middle finger to the victim, he is saying *"stupid idiot".* This could represent an argument between friends as opposed to a cyberbully who repeatedly gains pleasure from his negative behaviour. Finally, in Figure 4-7, it is unclear if the initial message is meant to be a joke or a cyberbullying situation. The person is clearly smiling, and the message is clearing insulting, but the person then appears confused and upset when the message receiver retaliates.

Figure 4-7   A perpetrator receiving a hurtful message in response (D-SM-7)

All the primary and secondary children's victims were drawn to be upset and crying, others had a sad face. Figure 4-8 shows a victim with a shocked expression, his mouth open as he reads the incoming message. Two of the victims, whom were shown to be crying were cowering with their head dipped showing distress (Figure 4-9 and Figure 4-10).

Figure 4-8   Drawing showing a victim with a shocked expression (D-PM-8)

Figure 4-9   Drawing showing a victim cowering and upset (D-SF-3)

Figure 4-10 Drawing showing a victim cowering and upset (D-PF-6)

There was a difference between the age groups when comparing bystanders. Two primary children depicted bystanders as victim supporters, unhappy with the behaviour their friend was receiving. One was shown to be upset and had tears (Figure 4-11) while the other had inverted eyebrows suggesting she was angry (Figure 4-1). Secondary children represented the bystanders as bully supporters. They showed bystanders as a group of friends or peers who stood alongside the cyberbully and provided verbal support and encouraged their actions. This could be because primary children have close friendships being in the same class each day whereas secondary children are seeking social acceptance and will follow the social norms to try to obtain a group

identity. If the bullies are the age depicted by the children, secondary children may also be more likely to have witnessed or experienced a real cyberbullying situation, whereas primary children may have less direct experience.

Figure 4-11 Drawing showing a bystander feeling upset while her friend is bullied (D-PF-8)
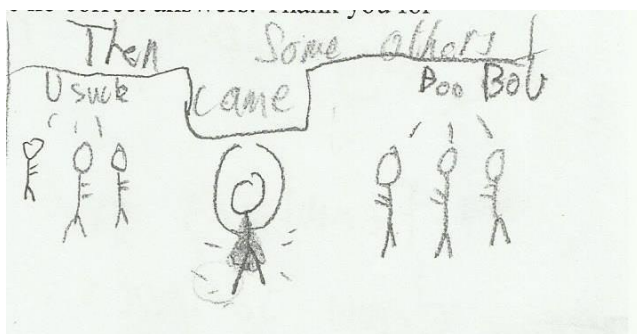
Figure 4-12 Drawing showing bully supporters (D-SM-12)

4.5.2.6 Verbal Content within the drawing

Each drawing was coded for whether they contained any verbal content (e.g. speech bubbles or thought bubbles) and for the content of the messages (e.g. calling someone names, exclusion or threatening messages).

Speech bubbles or thought bubbles were presented in 12 of the 38 drawings (7 from primary and 5 from secondary children). From the boys' drawings, two showed both the victim and the bully talking and the other shows the victim thinking. The bully is displayed as showing their enjoyment at cyberbullying by saying *"This is the best thing ever"* (Figure 4-5) and *"I love cyberbullying"* (Figure 4-13). Whereas the victim in all the boys' drawings are questioning why this is happening to them and are showing their hurt (Figure 4-8 and Figure 4-5).
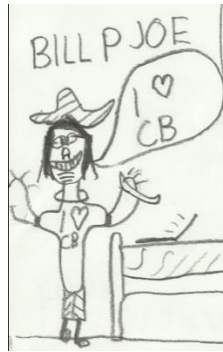
Figure 4-13 Drawing illustrating perpetrator's enjoyment of cyberbullying (D-PM-4)

When looking at the verbal content of the primary girls' drawings, one of the victims was shown to be questioning whether the messages she had been sent were true and suggesting the need for social support *"What did I do? Am I ugly? Should I go on a diet? Should I call my friends to see what they think of me?"* (Figure 4-14). Another drawing showed a speech bubble coming from beside the door with the words *"Mum, Dad!!"* within it. This highlights that the victim would seek social support from her parents. The remaining two drawings display the cyberbully as laughing at their actions.

Figure 4-14 Victim showing her distress and need for support (D-PF-5)

In three of the primary drawings (one girl and two boys) the cyberbullying scenario was drawn with no characters. Instead the drawing by a girl (Figure 4-15) showed a speech bubble which was representative of the girl being bullied calling on her parents. The boys' drawings showed the discussion taking place over YouTube and an online computer game. Primary children identify a victim and a cyberbully when describing cyberbullying, only one child drew a bystander with speech/thought (Figure 4-1).
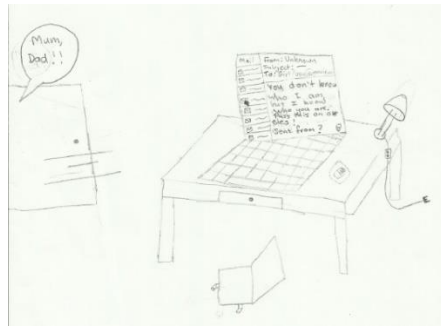
Figure 4-15 Drawing showing the victim calling her parents for support (D-PF-9)

Out of the five scenarios drawn by secondary children, (4 boys and 1 girl). The girl (Figure 4-16) noted a thought bubble from the cyberbully stating *"This is so fun".* Of the boys' verbal content, all cyberbullies and bystanders have speech bubbles supporting his actions e.g. *"Good job Christian"*, *"you suck"*, *"yay!"* and *"well done"* while the bully himself is seen to be laughing. Three drawings show the victim sad, angry and questioning, *"I am really scared and cross"* (Figure 4-17), *"I can't believe you have done this!"* (Figure 4-12).

Figure 4-16 Drawing showing the cyberbully enjoying harassing others (D-SF-6)

Figure 4-17 Drawing showing the victim feeling vulnerable and afraid (D-SM-3)

Some verbal content illustrated the messages being sent. These demonstrate a large amount of hurtful, name calling messages which are sent via email, Social Network Sites or mobile phones. Table 4.5 shows the different types of messages presented in the drawings. Some drawings show a multitude of attacks which highlights how a disagreement between friends can escalate into a personal attack on someone's clothing or abilities or a threat not to come to school the next day. Most of the cyberbullying scenarios by primary age children centred on friendship issues whereby the cyberbully was either jealous of a skill or the other person's achievement. The comments

typically focussed on the victim's physical appearance or their friendship groups by telling them they were ugly; no-one likes you or your clothes are awful. When looking at messages which were threatening, an 11-year-old girl made a physically threatening message *"Tomorrow I am going to make you sorry"* whereas an 11-year-old boy wrote *"You should die! Die! You are a waste of a human. Die!"*

The cyberbullying scenarios represented by secondary children also targeted the physical appearance of the victim but in a more public forum by sharing with peers or posting videos of the victim online. This demonstrates the development of skills with technology.

Table 4.5   Verbal content displayed within the drawings

Age and Gender	Cyberbully message content					
	Friendship comments	*Attractiveness comments*	*Jealousy Comments*	*Exclusion*	*Threats*	*Public Embarrassment*
Primary Boys (n = 10)	5	3	5	0	1	0
Girls (n = 9)	6	6	3	1	1	0
Secondary Boys (n = 11)	1	2	4	1	0	1
Girls (n = 8)	0	4	0	1	0	1
Total boys	6	5	9	1	1	1
Total girls	6	10	3	2	1	1

4.5.3   Written Narratives

4.5.3.1   Role of the Characters

Children identified the role of victim and cyberbully within their narratives, with the bully being a dominant leader in their writing. All children included a victim, 65% (17/26) included the perpetrator and only 15% (4/26) gave reference to any bystanders in their narratives. In 3 of the narratives, children described a cyberbullying situation in a group where there would be more than one bystander.

> *"...When one person or a group of people bully someone online by saying things which are hurtful or upsetting. They don't all have to say things but they stand and watch." W-SF*-6

4.5.3.2   Bully Victim Relationships

A prevailing theme which emerged through the analysis of the written narratives was the relationship between cyberbully and victim. Three prominent relationships were identified; unknown/anonymous cyberbullies, known but unidentifiable and known cyberbullies.

4.5.3.2.1 Unknown-anonymous perpetrators

In most of the written narratives the scenario explored involved a 'random' or anonymous cyberbully. Although girls did on occasion refer to the cyberbully being completely anonymous this claim was mainly from primary boys. Boys felt that cyberbullying acts were randomised situations by strangers and they were not directed attacks. This could suggest that boys are more resilient towards the initial cyberbullying incidents and do not take these events personally.

> *"Rick was on Facebook when he got a really mean message by a random guy. He had no clue who he was." W-PM-5*

> *"A guy was at the train station and he logged into his Facebook and some random guy had said to him…" W-PM-3*

> *"I posted a video on YouTube and these guys I didn't know just started commented mean things about it." W-PM-8*

4.5.3.2.2 Known but unidentifiable perpetrators

Scenarios which gave reference to a friend who either concealed their identify or masqueraded as another person were only provided by girls. The examples below indicate that girls believe that they know the identity of their bully when online and believe it occurs due to personal history or a face-to-face argument.

> *"A friend was mad at her so he made up a fake Facebook page of her and 'unliked' all of her family" W-PF-3.*

> *"Two girls text a girl that is not their friend and bully them" W-SF-9.*

> *"There was very hurtful (message) and threats were thrown at each other by people but we didn't know who was sending what because they hid their name so they didn't get in trouble" W-SF-4.*

4.5.3.2.3 Known perpetrators

The final relationship identified by children was that of known cyberbullies These are friends of the victim who do not choose to conceal their identity. Only girls described the bully as known to the victim. The first comment (below) shows a victim receiving extremely hurtful messages from friends. The second comment suggests a group of friends who are seeking their place in the hierarchy and therefore talk about another group member behind her back not expecting her to hear. This is a good example of relational aggression carried out by girls, where they are seeking inclusions and acceptance by their peers in a group.

"She received messages from friends saying 'why are you still alive? She is getting many, many of these messages from who she thought were her friends" W-PF-2.

"If you have a group of friends and then one of them sends another a message about you behind your back but you find out because they send it on to you" W-SF-7.

4.5.3.3 Age of the characters

Similar to children in the drawing condition, primary boys in the narrative condition believed that the perpetrator would be predominantly in their late teens (Table 4.6). Primary girls also felt most perpetrators would be in the 17 year plus age group, however this sample size is small. Secondary boys and girls were more likely to describe a cyberbully in their narrative as being a similar age to themselves (13-14 years) or as was the case for some boys, in their late teens.

Table 4.6   Age of the cyberbully described in children's narratives

Age and Gender	Age of cyberbully				
	9-10 years	*11-12 years*	*13-14 years*	*15-16 years*	*17 + years*
Primary Boys (n = 9)	0	2	1	0	6
Girls (n = 3)	0	1	0	0	2
Secondary Boys (n = 5)	0	0	2	0	3
Girls (n = 9)	0	1	5	3	0
Total boys	0	2	3	0	9
Total girls	0	2	5	3	2

Interestingly the age of the victims narrated in their cyberbullying scenario appeared to vary for primary boys with the range progressing from 9 years up to 17 years (Table 4.7). Primary girls felt the victim was in that transition from primary to secondary school age group (aged 11-12 years) or 15 years and older. Unlike in the drawing study, primary girls did not place any victims in the 13-14-year age bracket. Secondary boys believed that victims would be similar age to themselves (aged 13-14 years) or 17 years and older. Secondary girls mostly described the victim in their narrative as being aged 13-14 years. This is the same age group as victims in the drawing study. It is unclear as to whether children believe victims are this age group as they witness or hear about cyberbullying incidents at school.

Table 4.7   Age of the victim described in children's narratives

Age and Gender	Age of victims				
	9-10 years	*11-12 years*	*13-14 years*	*15-16 years*	*17 + years*
Primary Boys (n = 9)	1	2	2	2	2
Girls (n = 3)	0	1	0	1	1
Secondary Boys (n = 5)	0	0	2	1	2
Girls (n = 9)	0	1	5	2	0
Total boys	1	2	4	3	4
Total girls	0	2	5	3	1

4.5.3.4   Background Situations

It is interesting to explore the situation before cyberbullying begins to gain a better understanding of the root cause, the results suggest that girls believe that the perpetrator is known to them. While no obvious difference between the narratives was noted for age, there appears to be a gender divide. The girls wrote about a disagreement between peers in most circumstances or for their own self-gratification.

"They had a fight and got over it but it has come back again" W-PF-1.

"A friend was mad at her…" W-PF-3.

The narratives from primary boys were more likely to outline a random or opportunistic event which appears to arise from boredom or free time.

"A guy was at the train station and he went into Facebook and some random guy had said to him…" W-PM-3.

"There was a guy named Jeff who found a phone number at a car park. He took it home and called the random person and started to say mean things" W-PM-7.

"If you worked hard on a game and someone comes around and calls you names or destroys everything you have built or decides to kill you. That would mean hours of playing the game gone to waste!" W-PM-1.

"I posted a video on YouTube and these guys I didn't know just started commented mean things about it." W-PM-8.

In one narrative, a primary girl explained how the cyberbullying started after weeks of traditional bullying. This example helps to show that with cyberbullying there is no longer a safe haven or escape for the victim. Cyberbullying allows bullies to follow their prey home from school.

"Katie was getting bullied at school and it lasted a long time. After about 2 weeks of it, she started receiving messages from friends" W-PF-2.

4.5.3.5 Types of Comments

When analysing the written narratives, the children gave some examples of the types of comments which may be sent online, others classified the comments to groups. Table 4.8 shows the categories identified. There did not appear to be any distinguishing comments across the age or gender. In some of the situations, children just noted *'she said mean comments'*. Interestingly, girls did not record any specific examples of mean comments. Children went to the extreme end of cyberbullying where the victim is told to '*kill themselves*'. Often this is what children perceive as cyberbullying and not the teasing or joking comments that take place in the beginning before it escalates to the threatening comments.

Table 4.8   Unkind comment categories

Type of comment	Example if supplied
Mean comments	"You suck." W-PM-1 "You suck big time." W-PM-3 "I didn't know you had a d*** as a head. D***head!" W-PM-4
Exclusion	"I'm not your friend anymore" W-PF-1 "You have no friends. No-one wants to be with you." W-PM-5
Teasing comments	"You fancy Miss M." W-PM-2
Threatening behaviour	"Why are you still alive? Just kill yourself." W-PF-2 "GO DIE IN A HOLE YOU PIG!" W-PM-4 "Go die. You are a worthless freak." W-SF-3 "Go kill yourself." W-SF-2
Comments about appearance	"You are fat, you're ugly" W-SF-2 "You are ugly and fat. I hate you." W-SM-4
Lies	"she told a lot of lies, like I was a bad friend." W-PF-1
Shameful pictures	"He posted shameful pictures from her past." W-PF-3

4.5.3.6 Channels used to cyberbully

There were a variety of channels and behaviours depicted in the narratives. Posting mean or hurtful comments on a Facebook profile was a frequent scenario. Other examples of social networking sites included group chats on Instagram, hacking an account, masquerading as another and posting hurtful comments about their friends and family. Additional channels used include sending text messages, emails, commenting on YouTube videos or online gaming chat forums. There did not appear to be an age or gender difference in the different channels described although only boys discussed online gaming and comments based upon videos posted online. Online gaming is a predominantly male activity (Ofcom, 2016b).

When looking closely at the channels and the content of the messages there were similar numbers of public messages and private messages in the situations where children made this apparent. In some scenarios, it was not clear whether the message was private or public.

The following are examples of public messages:

> *"Mr B kept on saying things like, you fancy Miss M, with 6 people in the chat seeing everything"* W-PM-2.
>
> *"I was checking comments on my videos and I saw lots of bad comments from the same person"* W-PM-8.
>
> *"They do this by posting on their Facebook page on public"* W-SF-1.

The following are examples of private messages:

> *"You suck. This was private message so no-one else saw it"* W-PM-3.
>
> *"They text you so no-one can see"* W-SF-3.

4.5.3.7   Repetitive nature of the behaviour

The repetitive nature of cyberbullying was described in some narratives but the length of the event was not evident here. Three children (W-PF-2, W-PM-2 and W-PM-4) indicated that the messages are sent by the victim repeatedly however there is no time measure of how long the bullying takes place, whether it all occurs on one day, over a week or even longer. When writing a cyberbullying narrative, the children appeared more focused on the actual behaviour than the length of time.

> *"She was getting many, many of these messages"* W-PF-2.
>
> *"Mr B kept on saying things like, you fancy Miss M"* W-PM-2.
>
> *"She got rid of the message. But a new message popped up again and again"* W-PM-4.
>
> *"The text message that I've gazed at before at my computer screen is permanently stapled in my head. The text just won't fade"* W-SF-2.
>
> *"Katie can never get those messages out of her head"* W-PF-2.

4.5.3.8   Bully and Victim Characteristics

Primary children did not show any indication of how the bully would feel. The main reasons provided for why an individual would cyberbully was because it made them happy or was fun. This contributes to the feeling of power and it allows individuals with cope with their own low self-esteem:

> *"The person that bullies are happy when they do it"* W-SM-2.
>
> *"The person who is sending those messages is happy"* W-SF-5.
>
> *"They did it for fun or to make them feel better"* W-SF-9.

"Someone decides to start bullying you for their own entertainment" W-SM-6.

Furthermore, two secondary girls highlighted that the cyberbully feels removed from the situation, they do not get any visual cues regarding what they have sent therefore they may not realise the damage that their message has caused and are ignorant of the consequences. Another reason suggested by a secondary girl was the perpetrator being scared to say it in person so they use the anonymity permitted from being online and the illusion that they won't get caught. Individuals struggle to maintain a sense of responsibility as a result of anonymous interactions:

"They are not thinking about the consequences" W-SF-5.

"You can't see how the person reacts" W-SF-9.

"They are scared to say it to your face so this way they don't feel bad about it" W-SF-3.

In contrast both primary boys and girls wrote how the victim would feel in their narrative. It may be that more children could relate to how they would feel if they were subject to the mean comments whereas taking on the role of the cyberbully is not something many want to admit. The main categories identified by children included feeling stupid and worthless:

"The guy at home felt stupid" W-PM-6.

"The messages make the person sad and hate themselves" W-SF-5.

"My screams echo outside but no-one hears me. I'm invisible. I'm a nobody" W-SF-2.

The impact words can have on a victim was retold exceptionally well by a secondary girl (W-SF-2) who started her scenario with "*words, words, mean horrible words echo inside my head. Why won't they leave? I want to be alone. My breath struggles to breathe.*" This highlights that words are sent freely, impulsively and without forethought and have a devastating effect on the receiver who may not be able to escape those words. It also shows that victims feel as though they cannot escape the trauma of cyberbullying even if it isn't happening at that exact moment. These feelings often develop into the victim becoming more introverted and questioning everything they did, whether they deserved these mean comments and may lead to depression.

"He hated life and he didn't have any friends" W-PM-5.

"She starts to lose friends and gain a bad reputation" W-PF-3.

"Why me? What did I do wrong? I want to die. I scream alone in the school girls bathroom begging for this pain to go away" W-SF-2.

"What did I do? Why are you doing this?" W-SF-5.

In three of the narratives (two boys and one girl), the victim is at the extreme stage of being cyberbullied and wishes to commit suicide.

"I want to die. Life would be better off that way…I cover my face with the palms of my hands catching the dropped teardrops. They want me to die, I'll do them a favour" W-SF-2.

"He could not live with that anymore so he jumped off a cliff and died" W-PM-7.

4.5.3.9 Coping strategies

Some children mentioned possible coping strategies within their narrative. This constitutes the final theme that emerged from analysis of the written narratives. The most depicted strategy was keeping it to themselves or blocking the sender:

"She makes the mistake of not telling anyone" W-PF-3.

"he blocked him to try to solve the problem" W-PM-6.

"The boy didn't talk to anyone and he could not live with it anymore" W-PM-7.

Three children mentioned reporting the cyberbullying incident, two would report it to their parents and one to the police. One child recorded the feeling that she needs her mum and her reassuring and comforting words but she isn't there to take the pain away:

"I want my mother to gently stroke my cheeks saying 'it's OK, they're jealous, you're beautiful…Mother…where are you? I want to be loved" W-SF-2.

"he went to his Mum and then she contacted the anonymous guy and they blocked him" W-PM-3.

"After a while she decides to tell her parents" W-PF-2.

The more extreme interventions of cyberbullying result in the victim avoiding the use the technology, or missing/moving school:

"she moves to a different school" W-PF-2.

"she got so sad that she smashed her phone and never went to school again" W-PM-4.

4.5.4 Cyberbullying interviews (structured open-ended questions)

The children in both conditions (N=64) were asked a series of open ended questions about the scenario they were describing to encourage them to elaborate on their drawing and narratives.

Children's responses to the open-ended questions were transcribed and coded into themes which emerged for each question. Responses to the questions were coded in terms of positive, neutral and

negative affect, consistent with previous research (Bosacki et al., 2007). In response to the question, 'How does the victim feel?', 89% (57/64) referred to a simple negative emotion (sad, upset), 8% (5/64) gave a more complex negative emotion, such as threatened, depressed and insulted, 3% (2/64) responded with a neutral emotion such as confused. There were no obvious age or gender difference.

Regarding the feelings of the bully, in response to the question, 'How does the bully feel?' 58% (37/64) referred to positive emotions that the bully may feel, such as powerful/feel good, 33% (21/64) referred to negative emotions such as sad/angry and 5% (4/64) referred to a neutral comment such as don't care/don't like the victim. The remaining 4% (2/64) were unsure about how the bully would feel.

In response to the question, 'Why do you think the bully is doing this?' the responses were coded into four themes; emotional reactions (jealousy or makes them feel better), psychological reactions (they were bullied themselves, something bad happened in their past) or social reactions (lonely, no friends) or simply lack of stimulation (bored). The most prominent reason suggested was emotional reactions, 38% (24/64), a further 28% (18/64) social reactions. 25% (18/64) psychological reasons, 9% (6/64) of the children did not provide a comment on what would make the cyberbully hurt someone.

There was no age difference in terms of reason why, however there was a slight gender difference. Boys believed that the bully would view their behaviour in a more light-hearted manner, would find it funny and did it because they were bored. Girls on the other hand believed that cyberbullying took place because the cyberbully was jealous or had something bad happen to them in their past and were therefore seeking revenge or trying to express their hurt.

Regarding the question, 'What do you think the people in the picture/narrative should do next?' the responses were coded into categories and then themes were extracted. Three themes emerged from the data that illustrate the range of coping strategies a victim may engage, these were:

- Cyberbullying is dealt with by some by reporting the cyberbullying incident to a trusted third party (parent, friend, teacher, website or police)

- Some victims deal with cyberbullying actively but alone (ignore the message, delete it, shut down their page on the site, block the sender)

- Some victims are passive and non-responsive to cyberbullying (remain silent and tell no-one).

Table 4.9 shows the breakdown for each theme. Some children included multiple responses e.g. block the sender and tell a friend.

Looking firstly at reporting, it is evident that reporting cyberbullying to a parent is the first-choice children give to their chosen scenario. All groups felt that the victim should report the cyberbullying to their parents first. Primary girls and secondary boys would then turn to a friend for support. Secondary girls were the only group to suggest that they would report the incident to their teacher or a trusted teacher. Primary boys would report directly to the site which suggests their confidence in the website taking an active approach towards cyberbullying and one secondary boy would report the incident to the police.

The active approaches suggested by primary children only include deleting the message or shutting down their social networking site. Blocking the sender and ignoring the message were suggested by both primary and secondary children. Interestingly, primary children were the only group who stated that they think the victim in their incident should keep it quiet and not respond.

Table 4.9   Main themes showing victim response

	Reporting					*Active, isolating Approaches*			*Non-reactive*	
	Parent	Friend	Teacher	Website	Police	Block	Delete	Shut down their page	Remain silent	Ignore
Primary Girls	5	4	0	0	0	2	1	1	3	1
Primary Boys	7	1	0	3	0	1	1	2	6	3
Secondary Girls	12	0	10	0	0	3	0	0	0	0
Secondary Boys	9	3	0	0	1	0	0	0	0	2

The last question addressed was, 'What do you think could stop the behaviour?'. Four themes emerged from the children's responses, these included:

- Cyberbullies should be required to apologise to their victim and face the consequences

- The need for restorative discussions for the victim, perpetrator and parent in order to provide comfort and support.

- Education for children on how to deal with cyberbullying before it happens as well as for bystanders who witness cyberbullying.

- Cyberbullying fosters feelings of learned helplessness.

Looking firstly at the theme 'consequences for the cyberbully' some suggestions from the children included, making the bully apologise to the victim in person, suspension from school if the victim is also at school, banned from using technology at school as well as being banned from particular sites over which they cyberbully. There did not appear to be an age or gender divide within this theme.

> "I would want a ten-page apology from the bully" W-PF-2.
>
> "There should be penalties for bullies, such as apologise in person or suspension from school" W-SM-11

The second theme identified was 'restorative practices' which would allow the cyberbully and victim to sit down with other adults such as teachers or parents and express why they carried out that particular behaviour and how it made each of them feel. This would allow individuals to self-regulate their behaviour, develop effective coping skills and understand others' perspectives and feelings.

> "There should be groups set up for victims of cyberbullying at lunchtime so they can talk about their experiences" W-SF8.
>
> "Have a time to tell the bully how you feel" W-PF4.
>
> "Talk to your parents and have them listen and comfort you without doing anything else" W-PF-6.

The main theme that emerged was education for victims and training for those who may witness cyberbullying. Many tweens admit to witnessing cyberbullying online but do not know how to intervene and fear the repercussions if they do (Lenhart et al., 2010). This theme highlights the need and importance for children to be taught prosocial skills that may help reduce the number of mean comments sent online.

> "Everyone should be taught how to be kind to each other" W-SF-1.
>
> "Teach children to think before they type because you don't know what the other person is going through and you might make it worse" W-SF-3.
>
> "Teach children right from wrong" W-SF-5.
>
> "Don't be mean. Respect each other" W-SF-7.

All age groups and genders in this study indicate that education and intervention skills were important for decreasing the likelihood of a cyberbullying incident. The following comments are suggestions for creating more upstanders as opposed to passive bystanders:

"The victim would want to be reassured that everyone was going to be OK by their friends" W-PF-9.

"They would like someone to stand up for them" W-PM-2.

"They want someone to understand and help" W-PM-10.

"Support each other when you witness it and encourage them to say something" W-SM-3.

The final theme that was prevalent in this study was learned helplessness. It was apparent that some children felt there was no way to prevent the cyberbullying. This is a disappointing theme to find as it suggests that some children believe cyberbullying is just part of growing up and that all interventions are ineffective.

"Not much can be done" W-SM-3.

"You can't stop it. You can only block the person but they can come back" W-SM-2.

"Get off the internet" W-PM-6.

"Hope that every time you are online they are not" W-PM-9.

4.6   Discussion

This chapter described a qualitative study designed to build on the work of Bosacki et al (2007). The use of pictorial representations and narrative descriptions of a cyberbullying incident allowed for a richer and deeper exploration of the perceptions of cyberbullying by children in the transition years from primary to secondary school. This approach provided further insight into age and gender differences around the environment, type of message, characters, mediums used and the words or messages used to victimise others. The results of this study will be summarised under the four research questions and linked to previous literature.

4.6.1   Research Aims

The purpose of this study was to further explore age and gender differences around the perceptions of cyberbullying in a more informal and child friendly approach. Once again the discussion of this chapter will be based upon the four research questions asked.

4.6.2 Research question 1: Do age and gender differences exist regarding the behaviours children perceive as cyberbullying, i.e. before/after transition to secondary school?

This research question will look firstly at the cyberbullying behaviours shown through the illustrations and then those in the narratives. Looking firstly at age differences, primary children depicted more one-on-one situations depicting the bully-victim dyad whereas secondary children illustrated more group behaviour and complex scenarios. Within these drawings, primary girls showed a bystander taking on the role of victim supporter whereas secondary girls and boys illustrated bystanders taking the role of bully defender and reinforcing the bully through laughter or encouraging words. When comparing the number of people involved in a cyberbullying incident in the written narratives there were no clear age differences as children predominantly (85%) described a scenario involving a bully-victim dyad. Very few narratives included bystanders. This may be a consequence of the sequential nature of writing, in that the children focused on the main characters, and did not elaborate on the environment – e.g. surrounding characters, whereas when drawing, the whole environment was more often illustrated. There is a lack of concrete research that identifies how many individuals are involved in specific cyberbullying behaviours. Nonetheless, research does indicate the different roles in cyberbullying situations, such as victim, perpetrator, bully defender, victim defender (Andreou et al., 2005; DeSmet et al., 2014). However, no research has shown whether particular age groups are more likely to cyberbully alone or as a group or whether different behaviours are carried out by different genders. This study has shown that primary children depict cyberbullying as being one-on-one and secondary children, boys in particular, depict more group behaviour as opposed to girls.

This study found that children irrespective of age, were likely to draw and narrate the gender of those involved in cyberbullying as their own gender. Primary girls believed the bully would be aged 13-14 years old while primary boys felt they would be 17 years and above. This could be supported through online game play which boys are more involved in whereby older teens engage and young girls' impression of going to secondary school. Whilst primary children had a smaller age range with regards to the bully's age, secondary children were not as specific. They felt the bully could be anywhere from 13-16 years old. This could suggest that they are aware of cyberbullying incidents within their entire school.

The remaining differences were gender based. The relationship between the bully and victim was more clearly identifiable in the narratives than the illustrations. Boys noted more bully anonymity than girls. This supports previous research which indicates girls often know their bully through school even in the cases where their identity is hidden (Juvonen & Gross, 2008). Girls in both conditions felt that the victim did know their perpetrator and that the behaviour was a result of face-to-face disagreements or for their own self-gratification. The written narratives show that the main form of harassment is disagreement and exclusion for girls, however boys viewed

cyberbullying as a more opportunistic event that wasn't provoked or well planned. In some discussions, the boys felt that cyberbullying often occurred due to boredom and that boys found their behaviour funny and it was meant in a jovial manner. Narratives did permit a deeper understanding of the different forms children believe cyberbullying can take, these include threats, exclusion, hacking, masquerading, hurting or embarrassing emails and texts, harassment through online gaming comments or YouTube comments. This list is far greater than those depicted in the drawings. Once again, the cyberbully was described as carrying out cyberbullying to gain power and for fun.

Gender differences were found in terms of the verbal content. Boys tended to show their power and enjoyment through put downs to harass others. Girls sent and received put downs based upon their appearance or their skills e.g. singing. This highlights the complexities of cyberbullying as children transition from primary to secondary school. Children are expected to support the cyberbully to be accepted by their peers – although remaining silent is enough for the bully to feel their behaviour has been accepted.

4.6.3 Research question 2: Do verbal narratives provide further insight into children's drawings of cyberbullying?

This research question focussed on the combined approach used in this study of allowing children to elaborate on their drawings through verbal discussions whilst they were engaged in the task. Previous research has shown that drawing is an effective tool for gaining insight into complex and sensitive situations surrounding children (Pifalo, 2007). The opportunity for a discussion around the drawing was found to allow a better insight into their perceptions as opposed to adults interpreting the thoughts behind the drawings. Questioning while the children were drawing allowed for spontaneous and more detailed information to be provided which helped deepen the understanding of their work (Bosacki et al., 2007). This meant that thoughts and beliefs around the incident illustrated could be explored in more depth and from the child's voice. Furthermore, these drawings and narratives may have been true depictions of personal events without the need to ask for disclosure. Elaboration also allows for a more detailed and fuller account of the cyberbullying experience.

Verbal narratives allowed an opportunity to raise questions that may not have been addressed while completing the drawing. When asked *"how does the victim feel?"* all children stated sad, upset and hurt. This supports previous research indicating the negative impacts cyberbullying has on victims. When children were asked *"how does the bully feel?"* two main findings came through. These were that they enjoyed what they were doing and felt powerful and secondly, they were angry and sad. This was further expanded by asking *"why the bully is behaving in this way?"* The results of this study corroborate previous research by indicating many cyberbullies harass others as a result of

feelings of jealousy, being victimised themselves, having had a bad experience growing up or simply because they are bored. When asked what the victim in their scenario should do next, three main responses were suggested. These were to report the incident to a parent or friend, ignore or block the messages and non-responsive behaviours such as deleting the account or pretending it didn't happen. The results were consistent with previous research in the field of interventions when children were asked for effective intervention strategies to stop the behaviour (Aricak et al., 2008; Juvonen & Gross, 2008; Vandoninck & d' Haenens, 2015).

4.6.4 Research question 3: Do age and gender differences exist between the responses to cyberbullying incidents?

The final task for all children was to answer 5 open-ended questions based on their perceptions of the victim and bully in the incident they had illustrated or narrated. Two questions asked which address this research question were; 'what do you think the people in the picture should do next?' and 'what do you think could stop the behaviour?'. The results found more gender differences as opposed to age differences.

Firstly, all children felt that reporting the situation to a parent would be the best thing the victim in their scenario should do. Primary girls and secondary boys would also tell a friend while secondary girls would tell a teacher and primary boys would report it to the website itself. Whilst most groups indicate that they would tell a person, previous research indicates that whilst children state that it is the best practice, it is often one of the hardest things to do (Juvonen & Gross, 2008; Mishna & Alaggia, 2005). Another theme which was evident as a response was active or non-reactive strategies. Active responses included blocking, deleted or shutting down their page. Girls were more likely to block the perpetrator whilst boys would shut down their page. The non-reactive strategies mentioned were to ignore the situation or keep it to themselves. These responses were more typically suggested by primary children than secondary children, with primary boys being much more willing to keep the incident to themselves. This coincides with the results of study 3 in this thesis whereby boys would not tell anyone about being cyberbullied instead opting for independence and responsibility to deal with the incident themselves.

There were no age or gender differences around what could stop the behaviour. One disappointing finding was that many children in primary and secondary school did not feel cyberbullying could be prevented. Instead they stressed the importance of education around prosocial skills and strategies for bystanders to help combat cyberbullying incidents.

4.6.5 Research question 4: What differences exist between cyberbullying drawings and written narratives?

The use of drawings and written narratives to explore cyberbullying behaviours and perceptions allowed for different aspects of the situation to be further understood. Some aspects were identified through the drawings which were not in the written narratives and vice versa.

The drawings allowed for the situation to be more clearly recognisable. The number of characters involved in the situation was clear, with the bystanders illustrated in the drawings identifiable as assuming the role of bully supporters or victim defenders through facial expressions and speech bubbles. In the written narratives, most situations focused on the bully-victim dyad and of the 4 which included a bystander it was not clear what role they took but this could be due to the writer focussing on the main character as opposed to the bystanders.

The drawings showed a broader range of channels used to cyberbully as well as where the message was often received. Through the drawings it was clear that most negative comments were received when the victim was at home and the technology was in their bedroom. The written narratives described Facebook as the most common channel for cyberbullying but it was not clear where the message would have been received. One difference which was found in the narratives as opposed to the drawings was the type of cyberbullying e.g. masquerading as someone else or hacking into an account. Narratives therefore allow for more breadth of cyberbullying behaviours as were similarly discussed by Willard (2007), whereas the drawings focussed more on negative and hurtful comments being sent.

The drawings allowed an instant insight into the situation in which the children was trying to present and in a short amount of time you could clearly identify the victim, perpetrator and bystanders as well as the emotions they felt through their facial expressions.

Although less information was provided through the narratives than in drawings, narratives allowed a context to be provided to help understand why the cyberbullying was happening. In most instances, it was a result of a face-to-face incident which then crossed over onto the online platform. Furthermore, the relationship between the bully and victim was described in the narratives and it was clear whether the bully was known the victim or was hiding their identity. In the drawings it was not as clear but rather inferences could be drawn based on the names used on their drawing e.g. "Person 1, Person 2" which was shown by PF-1 would suggest an anonymous perpetrator whereas 'Sassyone, Sweetone, Prettyone' (PF-8) would suggest they were already known to the victim and had been friends.

One final difference between the drawings and narratives was the notion of repetition. Whilst this was not clear through the drawings, many children did report in their narratives that they had received multiple messages or that it had happened before. It is clear that both drawings and narratives allowed a different insight into the perceptions of cyberbullying by children both of which were important and combined provide a much fuller account of the experiences children have experienced or witnessed. A suggestion for going forward with this approach would be to combine both the drawing and written narrative aspects of this study to provide the in-depth detail from the drawing study as well as the breadth provided in the narrative study.

4.6.6   Limitations

This study has combined two different approaches to exploring the perceptions of cyberbullying from children which have never been undertaken previously. Whilst this approach may have been novel there are some limitations which should be acknowledged. The sample size for both conditions were relatively small (38 in the drawing condition and 26 in the writing condition). Whilst a positive to this design was that it took a less structured approach allowing an insight into their experiences and understandings, there could have been some limitations which impacted the children. Firstly, some children may have found the mechanics of the task challenging – suggesting that it may have been too open-ended. This was noted anecdotally by the researcher as some boys involved in the written and drawing task found it difficult to get started and therefore had less time to share their input as opposed to those in the drawing condition who appeared to start immediately. Although the researcher did stress at the beginning of the session that it was not a task designed to assess their drawing and writing capabilities, the school environment itself may have made children feel like it was a school task which was to assess therefore inhibiting their productivity.

4.7   Chapter summary

This chapter described a qualitative study designed to explore children's understanding of cyberbullying situations using a method not yet applied to cyberbullying research. This approach used drawings and narratives to allow children to express their perceptions and understandings of cyberbullying behaviours in more depth. The drawings provided a detailed account of victim/perpetrator characters, bystander involvement and the form of cyberbullying. Narratives provided a more in-depth understanding of the context and feelings felt by the victim, perpetrator and bystanders. One advantage of allowing children to draw or write about cyberbullying incidents is to expand on our knowledge of cyberbullying behaviours and the way they experience or witness these in the real world.

It was evident from this chapter that girls and boys experience cyberbullying in different ways. Additionally, reporting to parents was the most commonly recorded behaviour by children when asked what the victim in their situation should do next, however, based on the literature and the results of study 1 (chapter 3) reporting is not something children are willing to do when they are in that given situation unless they no longer feel in control. The following chapter describes a quantitative study which will address what factors determine the severity of a cyberbullying situation and influence girls to report it to an adult. Previous research (Juvonen & Gross, 2008; Rivers & Noret, 2010) identified that some comments are inferred as a joke and were not deemed as cyberbullying therefore children would not report due to fear, trivialisation, embarrassment and ineffective responses when considering reporting. This study will help identify whether contextual factors such as anonymity and group size influence the severity of the situation and the likelihood to report.

Chapter 5: Using Animated Scenarios to explore cyberbullying severity (study 3)

This chapter describes the third study which used animated scenarios to explore whether contextual factors such as the type of incident and anonymity of perpetrator affect the severity with which cyberbullying incidents are perceived and the likelihood that victims or bystanders would report an incident. Animated scenarios were used as a way of increasing the fidelity of the cyberbullying experience presented to allow us to explore girls' responses to the severity of incidents and their likelihood to report them to another person. This innovative method of presentation may evoke more emotional reactions than a simple textual statement. They are a particularly useful way to represent the repeated nature of the behaviour. In this study, we focus on a single technology, the mobile phone, as a facilitator of cyberbullying and compare the ratings of a range of cyberbullying scenarios. The findings from this study further inform the development of an intervention by understanding the factors which influence reporting by victims and bystanders.

5.1   Rationale

The results of the focus group discussion in study one identified that cyberbullying varied in terms of severity by children, parents and teachers. Study one and two also found that the perceived anonymity of the perpetrator made the incident more severe. Study two highlighted that context and nature of the behaviours that boys and girls perceive/experience as cyberbullying vary by gender, as such only one gender is taken forward to explore the scenarios associated with this gender. This study surveyed girls aged 10-14 years as research suggests girls are more likely to be victims of cyberbullying during this critical period of transition from primary to secondary school (Rivers & Noret, 2010).

The study explored mobile phone based cyberbullying as one in four children under the age of 11 have their own smart phone (Telstra, 2012) and this communication tool often remains with the child 24/7. The purpose of this study was to quantitatively examine whether the contextual factors raised in the qualitative studies, i.e. the type of incident, anonymity and number of perpetuators affect the severity with which mobile phone based cyberbullying incidents are perceived and, consequently, the likelihood that they would be reported.

To those ends the study had five research questions:

- To what extent do girls differentiate between cyberbullying incidents in terms of their level of severity when delivered via a single communication technology, i.e. mobile phone?

- Does perpetrator anonymity influence the perceived severity levels of a scenario?

- Does the severity rating of the scenario influence the likelihood to report an incident?

- Does the number of perpetrators directly involved increase the severity rating and likelihood to report an incident?

- Does anonymity impact the likelihood of reporting an incident?

5.2 Method

5.2.1 Design

A 3 (mild, moderate and strong comments) x 2 (known or anonymous perpetrator) within subjects x 2 (one or many perpetrators) between group design was employed in this study. Two dependent variable, perceived severity and likelihood to report were measured. Severity was measured on a scale of one to five, with one being not at all serious and five being extremely serious. Likelihood to report was measured on a scale of one to five with one being very unlikely to report and five being extremely likely to report.

Table 5.1   Participant demographics (mean age and condition number)

		Number of participants in each condition	*Mean Age*
Primary (10-11 years)	One-to-one	66	11 years
	Many-to-one	65	10.9 years
Secondary (12-15 years)	One-to-one	44	13.1 years
	Many-to-one	45	13.3 years

5.2.2 Participants

Principals from sixteen primary schools and eighteen secondary schools in Melbourne were contacted via email and invited to participate in the study. The study was also advertised on the researcher's personal Facebook page, on Mornington Mum's Facebook page and was shared by friends of the researcher. The post asked parents who had girls aged 10-15 years and who would be interested in the study to contact the researcher via email to obtain further information about the study. If they consented to their child taking part, the link to the website was then sent to them.

A total of 131 primary girls aged 10-11 years and 106 secondary girls aged 12-15 years viewed six scenarios via a secure website. 107 girls were recruited from five primary schools and 98 girls were recruited from six secondary schools. 24 primary girls and 8 secondary girls accessed the link

directly following parental consent after the study was advertised directly to parents. 17 secondary girls dropped out, leaving a total of 89 secondary girls.

66 primary girls and 44 secondary girls took part in the one-to-one condition (mean age of 11 years and 13.1 years respectively) and 65 primary girls and 45 secondary girls took part in the many-to-one condition (mean age of 10.9 years and 13.3 years, see Table 5.1).

5.2.3   Materials

The methodology used in the online questionnaire utilised both quantitative and qualitative questions to allow for girls to describe and explain their responses. The online questionnaire was accessed through the Qualtrics survey tool and began by ascertaining the girls mobile phone usage e.g. do you have a mobile phone? What are the main uses? Do your parents set rules around your phone use? What are these rules? (a full list of questions can be found in appendix 9.4.6). Following on from the initial background questions the questionnaire then showed each of the six animated scenarios and asked participates to rate the perceived severity and likelihood to report each scenario as a victim and as a bystander. In addition to this the participants were asked who they would report each scenario to and why they would report it. For those who would not report the scenario they were asked why they would not report it and what other strategy they would use e.g. ignore, block etc.

5.2.3.1   Animated Scenarios

Animated scenarios were chosen as they are proven to be more engaging, allow children to become more emotionally involved and to visualise the scenario (Mayer & Gallini, 1990). Animated scenarios are a useful way of helping children visualise an incident and they have been successfully used in a range of settings including traditional bullying interventions as a way of helping children engage with the elements presented (Hall, Woods, Dautenhahn, & Wolke, 2004). Although the use of animated scenarios has not been used before to collect large scale data on reactions to cyberbullying severity and likelihood to report incidents, it is believed that they are more engaging and allow the children to become more emotionally involved (Wright & Burnham, 2012). Using animated scenarios allows children to explore cyberbullying incidents in a safe, secure environment. Although many children have heard of the term cyberbullying, they may find it an abstract concept if they have never witnessed it. Through using animated scenarios, the incidents are easier to understand and appear more relevant and concrete than if they were text based (Williamson & Facer, 2004).

The scenarios were chosen based on the qualitative studies, previous published research, stories which had recently been highlighted in the news and scenarios taken from anti-bullying campaigns used in schools (Hinduja & Patchin, 2008). Twelve scenarios were created to explore the range of

incidents that might be considered as cyberbullying (see Appendix 9.4.5). These were assumed to exhibit different levels of severity. A pilot study was conducted to ensure each scenario was plausible to the target group and that they would be potentially perceived as having different severity levels. In the pilot study, 21 girls (mean age 12.4 years) and 15 adults (mean age 34.4 years) were given 6 cards presenting the descriptions of possible scenarios, either a one-to-one condition or a many-to-one condition, each describing a cyberbullying scenario by either a known or anonymous individual or a group of perpetrators. Girls were asked to rank the scenarios against each other from mild comments to strong comments. Once the scenarios were ranked they were given a rating by the researcher, with 1 being mild, 2 being moderate and 3 strong. The severity ratings can be found in Table 5.2.

Table 5.2   Severity ratings of scenarios during pilot study

Scenario	*Average severity rating by girls (1=mild, 2=moderate, 3=strong)*	*Average severity rating by adults (1=mild, 2=moderate, 3=strong)*
One-to-one known scenario 1	1 (10)	1 (8)
One-to-one known scenario 2	2 (10)	2 (8)
One-to-one known scenario 3	3 (10)	2.4 (8)
One-to-one anonymous scenario 1	1.4 (10)	1.3 (8)
One-to-one anonymous scenario 2	1.6 (10)	1.6 (8)
One-to-one anonymous scenario 3	3 (10)	3 (3)
Many-to-one known scenario 1	1.3 (11)	1 (7)
Many-to-one known scenario 2	1.6 (11)	2 (7)
Many-to-one known scenario 3	3 (11)	3 (7)
Many-to-one anonymous scenario 1	1 (11)	1.1 (7)
Many-to-one anonymous scenario 2	2 (11)	1.8 (7)
Many-to-one anonymous scenario 3	3 (11)	3 (7)

Six scenarios were chosen (3 known and 3 anonymous) for both the individual and the group conditions based on the mean score and qualitative feedback from the girls and adults regarding which scenarios showed a distinct difference in terms of perceived severity. One set of wording was toned down as the pilot participants felt that it was too strong (see Appendix 9.4.5 for amendments).

These scenarios were converted into animated scenarios. The images were drawn using Photoshop and the scenarios were animated using Hype (see Appendix 9.4.5). A total of twelve animated scenarios showing cyberbullying via a mobile phone were uploaded to a secure online questionnaire using Qualtrics Survey Software. The messages ranged from a simple argument (mild comments) to repetitive malicious comments (strong comments). The full text conversations from the animated scenarios can be found in Table 5.3.

Table 5.3   Scenarios used in the study

Type of perpetrator	One-to-one Scenario (Individual perpetrator)	Many-to-one Scenario (Multiple perpetrators)
Known Perpetrator	1. An argument between two friends erupts over text. Messages are sent repeatedly over the course of the evening.	1. A group of ex- friends are prank calling one of the girls who used to be in their group. They are giggling down the phone and talking about their day.
	2. Two friends are exchanging malicious texts back and forth due to a disagreement. The messages start off as trivial name calling but escalate.	2. A child tells her friend about a crush and asks her not to tell others. The friend forwards the text message to another friend who then begins a chain message.
	3. Two friends argue over text following a misunderstanding. The victim initially responds but stops after day 4.	3. Some friends are having a group chat on their phone. Five of the girls begin harassing the sixth. The comments escalate from trivial name calling to vicious attacks.
Anonymous Perpetrator	1. A girl receives malicious text messages from an unknown number. The messages start off as trivial name calling but escalate.	1. A girl is received anonymous prank calls at night. The perpetrators whisper down the phone but the girl cannot make out what they are saying.
	2. A teenager receives an anonymous Snapchat message which automatically deletes after 10 seconds.	2. A group of girls get together and send messages to a peer from an anonymous number. The sender is encouraged by her peers.
	3. A girl is receiving continuous abusive calls and texts from an unknown number.	3. A girl is receiving continuous threatening texts from several unknown numbers.

5.2.4   Procedure

Before commencing this study, ethical approval was granted from the Faculty of Health and Life Sciences Ethics committee at Northumbria, and The Department of Education and Early Childhood Development, Victoria (DEECD).

Five principals and class teachers gave consent to be involved for the initial selection of children. The teacher responsible for administering the questionnaire had a telephone discussion with the researcher and was provided with contact details if they had any questions before, during or after administering the questionnaire due to the sensitive nature of the topic being explored. They were also given contact details of support networks if any child was upset by the questions. Letters were then sent to parents/guardians describing the nature of the study and asking for consent for their daughter to participate. The children of parents who had consented were then asked for their consent before taking part in the study. Each of the 107 girls who took part at school were then given a link to the secure Qualtrics questionnaire during class time in a classroom with a teacher, who had been given prior information about the study.

Parents of the 32 girls (24 primary aged and 8 secondary aged) who participated in the study directly were asked to email the researcher to obtain further information. Additional informal

information about the study along, an information sheet and consent forms for both the parent and the child were sent to those who responded. The parent was sent a link to a secure online questionnaire for their child to complete at home once these had been signed and returned. Within this email, it was highlighted that should the child feel uncomfortable at any stage and wish to withdraw they could do so and if they wished to discuss anything further there were contact details for trained specialists in this area on the information sheet. Parents were asked to contact the researcher once the questionnaire had been completed at which time a debrief sheet was sent and they were thanked for their time.

The questionnaire was configured to balance girls to one of the conditions (one-to-one situation or many-to-one situation). Each girl viewed six animated scenarios for the assigned condition, which were described above. The order of presentation of the scenarios was randomised. They were asked to rate the severity of the incident and their likelihood of reporting each scenario if (a) it happened to them personally: they were the victim, and (b) the were aware of someone else who had been bullied in this manner: they were the bystander. There was also a text box allowing them to provide an explanation of their answers.

The questionnaire took an average of 24 minutes to complete and all children viewed a debrief sheet to read. This was also given to teachers to distribute in class. The questionnaire was anonymous and they were informed that they could withdraw at any time.

5.3 Results

The results will be discussed looking at primary girl's data followed by secondary girl's data. The discussion will compare the outcomes from both sets of results.

5.3.1 Primary girl's results

Full means and standard deviation of severity and reporting scores for primary girls taking the role of victims and bystanders can be found in appendix 9.4.6.

5.3.1.1 Primary girls: Severity perceptions as victims

A three-way mixed analysis of variance tested the severity rating of cyberbullying scenarios. A 3 (mild, moderate, strong) x 2 (anonymous, known) repeated measures ANOVA with a between subjects factor of number of perpetrators (individual, group) was carried out. The independent variable was the severity score from 1 to 5, with 1 being the least severe.

Mauchly's test of sphericity was non-significant for the scenarios and so we can assume that the condition of sphericity has been met. Levene's test indicates that variances are homogenous for all levels of the repeated measures variables except for Scenario 3 with known perpetrator.

The analysis revealed a main effect of scenario type (F (2,129) = 88.42, p = 0.00). Pairwise comparisons, with Bonferroni correction, found a significant difference between all combinations of the scenarios (see Appendix 9.4.6 for the means). This indicates that different cyberbullying scenarios are perceived differently in terms of severity. In terms of hypotheses the results suggest that more severe forms of cyberbullying which include stronger comments such as threats are viewed more seriously by participants than mild comments.

While there was no significant main effect of condition (individual, group), there was a significant interaction between condition (individual, group) and scenario types (F (2,129) = 15.30, p<0.05). Figure 5-1 illustrates how in the individual perpetrator condition there is no significant difference in the ratings of scenario one and two, but in the group perpetrator condition there is a significant difference.
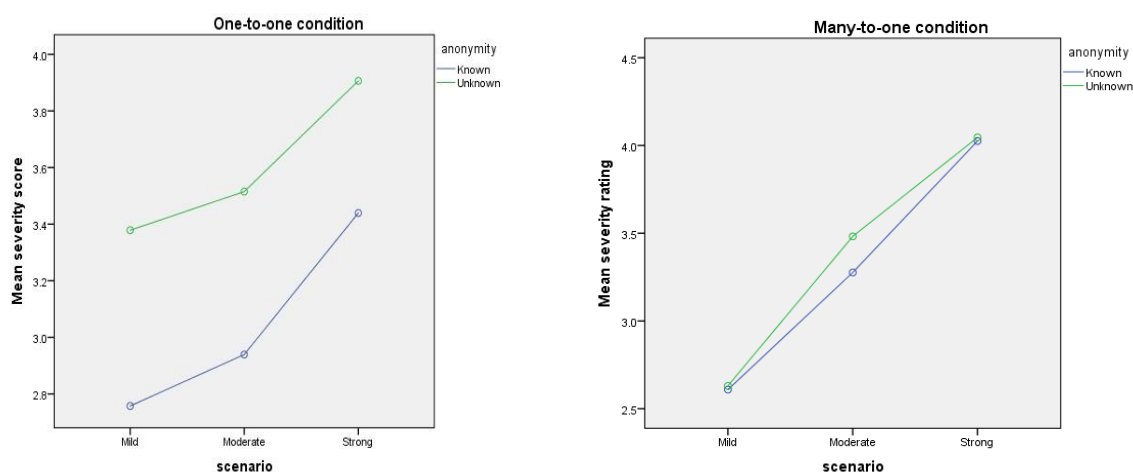
Figure 5-1   Primary girls: Severity ratings for the role of victim

A significant main effect of anonymity was also found. This suggests that perceived severity of mobile phone related cyberbullying situations was significantly higher when the identity of the perpetrator was unknown to the victim, (F (1,129) = 17.84, p<0.05). When the perpetrator is anonymous the perceived severity of the scenario is greater.

A significant interaction between anonymity and condition (individual, group) was found (F (1,129) = 10.94, p<0.05) Figure 5-1 illustrates that in the individual condition, anonymous and known perpetrators result in different severity scores, but this is not the case in the group condition.

No other significant interactions were found.

5.3.1.2   Primary girls: Severity ratings as bystanders

When the primary girls were asked to assume the role of bystander there was also a main effect of severity (F (2,258) = 45.16, p<0.05). As with victim perceptions when the participants took the role of bystanders they also perceived a level 3 scenario as being the most serious (see Appendix 9.4.7 for the means). This corroborates the perceived severity of scenarios utilised within this study. Cyberbullying scenarios by anonymous perpetrators were also rated as being significantly more severe than when the perpetrator was known, (F (1,129) = 27.47, p<0.05) as would be expected. Interestingly there was no significant interaction between individual and group condition, (F (1,129) = 0.001, p>0.05).

However, the analysis revealed no significant difference whether the bullying was carried out by an individual or a group of bullies, (F (1,129) = 0.096, p>0.05).

5.3.1.3   Primary girls: Comparison of severity ratings as victims and bystanders

A two-way mixed analysis of variance tested the severity rating of cyberbullying scenarios. A 6 (scenarios 1-6) x 2 (victim, bystander) repeated measures ANOVA with a between subjects factor of number of perpetrators (individual, group) was carried out. The independent variable was the severity score from 1 to 5, with 1 being the least severe.

There was no significant effect of role when looking at the perceived severity of the scenarios (F (1,129) = 0.74, p>0.05). Figure 5-2 illustrates how in the individual perpetrator condition there is a significant difference in the ratings of scenario between victim and bystander but in the group perpetrator condition there is no significant difference. Figure 5.2 shows the combined results for anonymity (known and unknown) and severity (mild, moderate, strong) in the one-to-one condition and the many-to-one condition. Figure 5.2 focuses on comparing the perceived severity of the 6 cyberbullying incidents (see table 5.3 for a breakdown of the scenarios) for participants who assume the role of both victim and bystander.
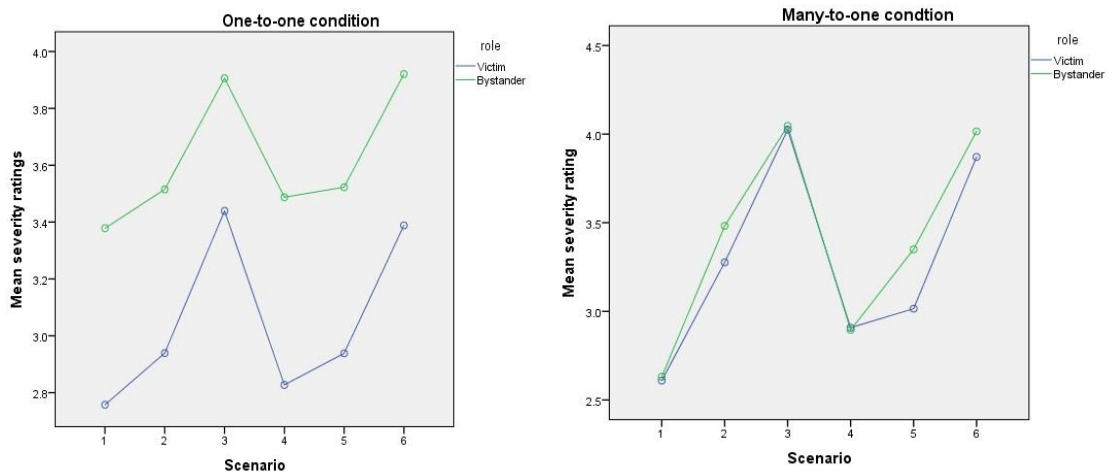
Figure 5-2   Primary girls: Severity ratings by role: as victim and bystander

5.3.2   Primary girls: Likelihood of reporting as victims

A three-way mixed analysis of variance tested the likelihood to report cyberbullying scenarios. A 3 (mild, moderate, strong) x 2 (anonymous, known) repeated measures ANOVA with a between subjects factor of number of perpetrators (individual, group) was carried out. The independent variable was the likelihood to report from 1 to 5, with 1 being the least likely to report the cyberbullying.

Mauchly's test of sphericity was non-significant for the scenarios and so we can assume that the condition of sphericity has been met. Levene's test indicates that variances are homogenous for all levels of the repeated measures variables except for Scenario 3 with known perpetrator.

There was no significant effect of group condition. Children's likelihood to report ratings did not differ significantly when the bullying behaviour took place in an individual or a group condition.

The analysis revealed a main effect of scenario type (F $(2,129)$ =52.97, p<0.05). Pairwise comparisons, with Bonferroni correction, found a significant difference between all combinations of the scenarios. (see Appendix 9.4.6 for the means). This indicates that different cyberbullying scenarios are perceived differently in terms of likelihood to report. In terms of hypotheses the results suggest that more severe forms of cyberbullying which include stronger comments such as threats are more likely to be reported by participants than mild comments.

While there was no significant effect of group condition, there was a significant interaction between group condition and scenario types (F $(2,129)$ = 3.46, p<0.05). Figure 5-3 illustrates how in the individual perpetrator condition there is not much difference in the ratings of scenario one and two, but in the group perpetrator condition there is a significant difference.

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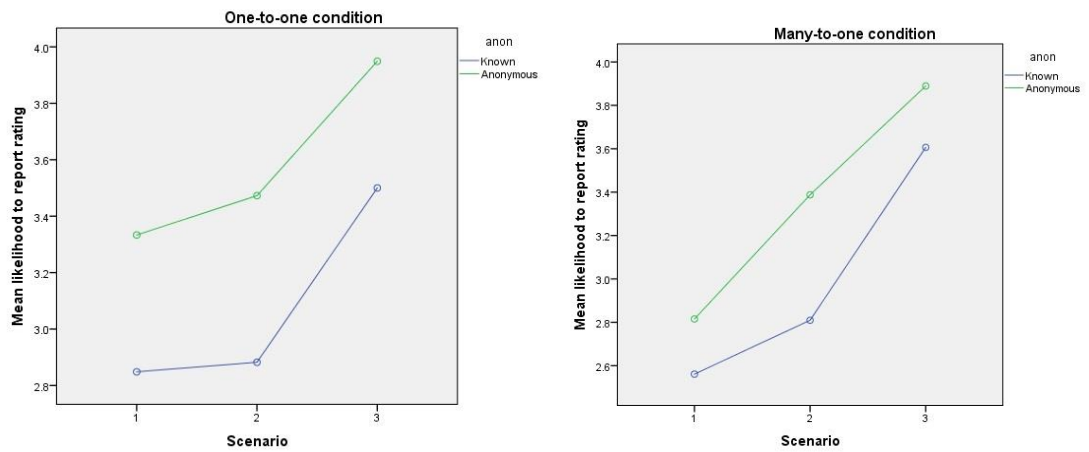
Figure 5-3   Primary girls: Likelihood to report ratings as the role of victim

A significant main effect of anonymity was also found. This suggests that the likelihood to report mobile phone related cyberbullying situations was significantly higher when the identity of the perpetrator was not known to the victim (F (1,129 = 34.08, p<0.05). When the perpetrator is anonymous the likelihood of reporting, the scenario is greater.

There was no significant interaction between anonymity and group condition found (F (1,129) = 0.817, p>0.05). In the individual and group condition, anonymous and known perpetrators result in different likelihood to report scores.

No other significant interactions were found.

5.3.2.1   Primary girls: Likelihood of reporting as bystanders

When primary girls took on the role of bystanders there was a main effect of likelihood to report, (F (2,258) = 36.36, p <0.05), where participants were more likely to report a more severe cyberbullying scenario than a less severe scenario. The analysis showed that the likelihood to report a scenario was significantly higher when the perpetrator was anonymous than when they were known, (F (1,129) = 66.26, p< 0.05). However, the analysis revealed no significant difference whether the bullying was carried out by an individual or a group of bullies, (F (1,129) = 0.096, p>0.05).

A significant interaction between anonymity and group condition was found (F (1,129) = 5.43, p<0.05). The results suggest that for bystanders to be significantly more likely to report cyberbullying the scenario had to be perceived as highly severe and by an anonymous perpetrator.

No other significant interactions were found.

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5.3.2.2 Primary girls: Comparison of likelihood to report as victims and bystanders

A repeated measures analysis of variance compared the likelihood of reporting of cyberbullying scenarios. A 6 (scenarios 1-6) x 2 (victim, bystander) repeated measures ANOVA was carried out. The independent variable was the likelihood to report score from 1 to 5, with 1 being the least likely to report.

There was a significant effect of scenario type. Girl's likelihood to report score did differ significantly when the bullying scenario was more severe (F (5,129) =37.50, P<0.05). This supports the earlier findings that different cyberbullying scenarios were perceived differently in terms of how likely victims and bystanders would be to report each one.

There was a small significant effect of role on likelihood to report (F (1,129) = 5.53, p=0.02). Figure 5-4 illustrates that there is a significant difference in the likelihood to report between victim and bystander but the size of this effect is small. Figure 5.4 shows the combined results for anonymity (known and unknown) and severity (mild, moderate, strong) in the one-to-one condition and the many-to-one condition. Figure 5.4 focuses on comparing the perceived severity of the 6 cyberbullying incidents (see table 5.3 for a breakdown of the scenarios) for participants who assume the role of both victim and bystander.
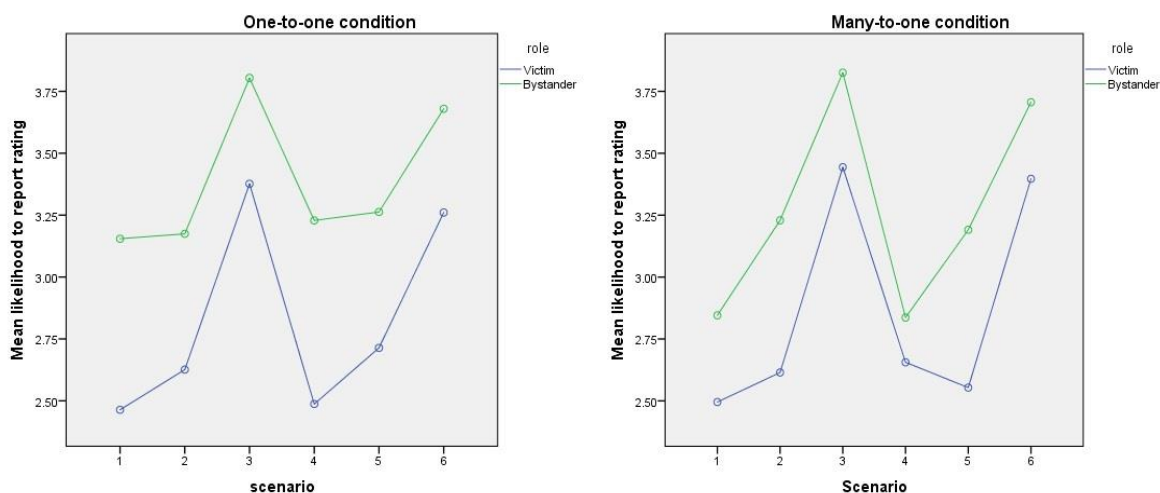
Figure 5-4   Primary girls: Likelihood to report ratings by role: victim and bystander

5.3.2.3 Primary girls: Who would people report to?

The methodology used in the online questionnaire utilised both quantitative and qualitative aspects. This allowed for girl's reasoning behind their responses to the severity and likelihood of each scenario to be explored further.

Whilst discussing the issues surrounding the reporting of incidents, primary girls suggested that the first person they would tell would be their parents (see Table 5.4). This was evident for every scenario. Friends were the second group of people who victims would seek support from. Although slightly lower than friends, teachers were also suggested. Primary girls made it clear that such bullying would make them feel hurt, scared and worried about the future. They would uncomfortable reporting the situation and worried that the situation would escalate if they reported it. Although some did acknowledge that sharing the problem may give them a sense of relief. Primary girls also reported feeling unsafe more often when the perpetrators were anonymous.

 Although most primary girls said they would report cyberbullying there were those who would prefer to deal with the situation themselves. Passive strategies such as ignoring the situation were suggested. Fear of not being taken seriously and getting into trouble were identified as a reason for not reporting. One stated *"I don't feel comfortable telling my parents"* while another said *"I wouldn't tell an* adult *because they would giggle and I wouldn't want them to know"*. Trust is vital when reporting cyberbullying incidents. Some primary girls felt that they would report an incident if it occurred often and they deemed it as being serious *"If it was getting to the point where it was out of hand and very serious then yeah but not until then".* While those who would not report wanted the responsibility of dealing with the problem themselves.

In summary, there is a mixed response to reporting cyberbullying. Primary girls indicate that they are most likely to turn to parents first, with some seeking support from peers then teachers. Very few mentioned talking to other adults or the police. Children are aware of the negative impact cyberbullying has on victims in terms of anxiety, fear, helplessness and state they would report through fear of the situation escalating. Despite this, others were reluctant to report and would prefer the independence of dealing with the situation privately.

Table 5.4   Primary girls: Mean scores showing who victims would report cyberbullying to first

		Friend	*Parent*	*Teacher*	*Other adult e.g. Aunty*	*Police*	*Mobile phone provider*
One-to-one perpetrator	1 (known) (n=50)	14% (7)	78% (39)	2% (1)	0% (0)	4% (2)	2% (1)
	2 (known) (n=53)	15% (8)	72% (38)	9% (5)	0% (0)	2% (1)	2% (1)
	3 (known) (n=58)	14% (8)	68% (39)	12% (7)	1% (1)	3% (2)	2% (1)
	1 (anon) (n=58)	9% (5)	77% (44)	7% (4)	0% (0)	7% (4)	2% (1)
	2 (anon) (n=60)	13% (8)	72% (43)	5% (3)	3% (2)	5% (3)	2% (1)
	3 (anon) (n=59)	9% (5)	66% (39)	7% (4)	2% (1)	13% (8)	3% (2)
Many-to-one perpetrator	1 (known) (n=52)	17% (9)	65% (33)	14% (7)	2% (1)	2% (2)	0% (0)
	2 (known) (n=48)	20% (9)	62% (30)	2% (6)	2% (1)	2% (1)	2% (1)
	3 (known) (n=58)	10% (6)	74% (42)	12% (8)	4% (2)	0% (0)	0% (0)
	1 (anon) (n=54)	17% (9)	77% (42)	4% (2)	2% (1)	0% (0)	0% (0)
	2 (anon) (n=57)	9% (5)	80% (46)	7% (4)	3% (1)	2% (1)	0% (0)
	3 (anon) (n=60)	9% (5)	71% (42)	9% (6)	2% (1)	7% (5)	2% (1)

5.3.3   Secondary girls results

Overall mean and standard deviation for secondary girls taking on the role of victim and bystander can be found in Appendices 9.4.8 and 9.4.9.

5.3.4   Secondary girls: Severity perceptions as victims

A three-way mixed analysis of variance tested the severity rating of cyberbullying scenarios. A 3 (mild, moderate, strong) x 2 (anonymous, known) repeated measures ANOVA with a between subjects factor of number of perpetrators (individual, group) was carried out. The independent variable was the severity score from 1 to 5, with 1 being the least severe.

Mauchly's test of sphericity was non-significant for the scenarios so we can assume that the condition of sphericity has been met.

There was no significant effect of group condition. Children's severity ratings did not differ significantly when the bullying behaviour took the form of an individual or a group condition.

The analysis revealed a main effect of scenario type ($F_{(2,174)} = 51.06$, p=0.00). Pairwise comparisons, with Bonferroni correction, found a significant difference between all combinations

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of the scenarios (see Appendix 9.4.8 for the means). This indicates that different cyberbullying scenarios are perceived differently in terms of severity.

A significant main effect of anonymity was found. This perceived severity of mobile phone related cyberbullying situations was significantly higher when the identity of the perpetrator was not known to the victim ($F_{(1,87)} = 17.25$, $p<0.05$).

No other significant interactions were found.
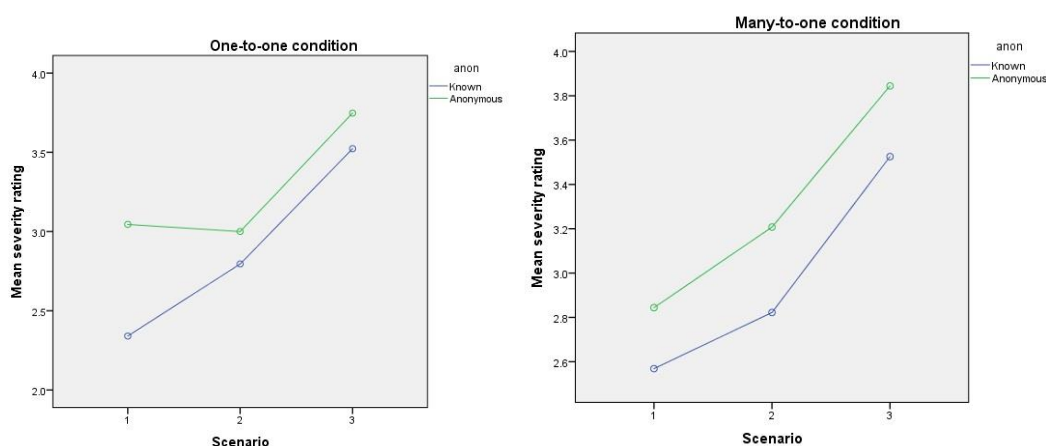
Figure 5-5   Secondary girls: Severity ratings as the role of victim

5.3.4.1   Secondary girls: Severity ratings as bystanders

When the secondary girls were asked to assume the role of bystander there was also a main effect of severity ($F_{(2,174)} = 38.75$, $p=0.00$). As with victim perceptions when the participants took the role of bystanders they also perceived a level 3 scenario as being the most severe. Cyberbullying scenarios by anonymous perpetrators were also rated as being more severe than when the perpetrator was known ($F_{(1,87)} = 21.03$, $p=0.00$) as would be expected. Interestingly there was no significant interaction between the individual and group condition ($F_{(1,87)} = 0.073$, $p>0.05$).

However, the analysis revealed no significant difference whether the bullying was carried out by an individual or a group, ($F_{(1,87)} = 2.00$, $p>0.05$).
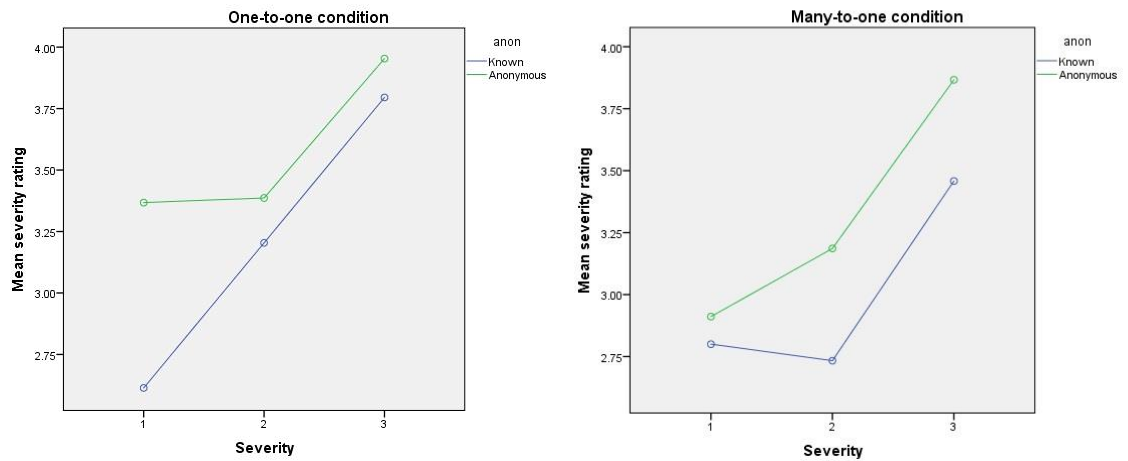
Figure 5-6   Secondary girls: Severity ratings as the role of bystanders

5.3.4.2   Secondary girls: Comparison of severity ratings as victims and bystanders

A two-way mixed analysis of variance tested the severity rating of cyberbullying scenarios. A 6 (scenarios 1-6) x 2 (victim, bystander) repeated measures ANOVA with a between subject's factor of group size (single or multiple) was carried out. The independent variable was the severity score from 1 to 5, with 1 being the least severe.

There was no significant effect of role when looking at the perceived severity of the scenarios (F $(1,129) = 0.74$, p>0.05).

5.3.5   Secondary girls: Likelihood of reporting as victims

A three-way mixed analysis of variance tested the likelihood to report cyberbullying scenarios. A 3 (mild, moderate, strong) x 2 (anonymous, known) repeated measures ANOVA with a between subjects factor of number of perpetrators (individual, group) was carried out. The independent variable was the likelihood to report from 1 to 5, with 1 being the least likely to report the cyberbullying.

Mauchly's test of sphericity was non-significant for the scenarios and so we can assume that the condition of sphericity has been met. Levene's test indicates that variances are homogenous for all levels of the repeated measures variables except for Scenario 3 with known perpetrator.

There was no significant effect of group size. Children's likelihood to report ratings did not differ significantly when the bullying behaviour took the form of an individual or group condition.

The analysis revealed a main effect of scenario type (F $(2,174) =45.20$, p=0.00). Pairwise comparisons, with Bonferroni correction, found a significant difference between all combinations

of the scenarios (see Appendix 9.4.9 for the means). This indicates that different cyberbullying scenarios are perceived differently in terms of likelihood to report.

While there was no significant effect of group (F (1,87) = 0.79, p>0.05).

A significant main effect of anonymity was also found. This suggests that the likelihood to report mobile phone related cyberbullying situations was significantly higher when the identity of the perpetrator anonymous (F (1,87 = 47.90, p=0.00) (see Figure 5-7)

There was no significant interaction between anonymity and group found (F (1,87) = 0.15, p>0.05). Figure 5.7 illustrates that in the individual and group condition, anonymous and known perpetrators result in different likelihood to report scores.

No other significant interactions were found.
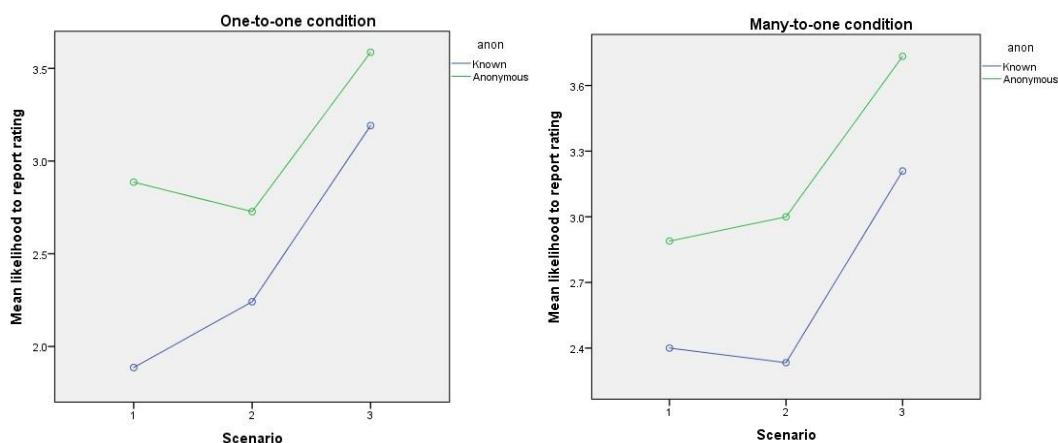
Figure 5-7   Secondary girls: Likelihood to report ratings as the role of victim

5.3.5.1   Secondary girls: Likelihood of reporting as bystanders

When secondary girls took on the role of bystanders there was a main effect of scenario on likelihood to report (F (2,174) = 34.15, p =0.00), where children were more likely to report a cyberbullying scenario with stronger comments than a scenario with mild comments. There was also a main effect of anonymity, the likelihood to report a scenario was significantly higher when the perpetrator was anonymous (F (1,87) = 27.05, p= 0.00). However, no main effect of group size was found (F (1,87) = 0.032, p>0.05).

A significant interaction between anonymity, severity and group condition was found (F (2,174) = 8.68, p=0.00). The results suggest that for bystanders to be significantly more likely to report cyberbullying the scenario had to be perceived as highly severe and by an anonymous perpetrator.

No other significant interactions were found.

5.3.5.2 Secondary girls: Comparison of likelihood to report as victims and bystanders

A repeated measures analysis of variance compared the likelihood of reporting of cyberbullying scenarios. A 6 (scenarios 1-6) x 2 (victim, bystander) repeated measures ANOVA was carried out. The independent variable was the likelihood to report score from 1 to 5, with 1 being the least likely to report.

There was a significant main effect of scenario type. Participant's likelihood to report was significant when a scenario involving severe comments than mild comments $(F (5,645) =37.50, P<0.05)$. This supports the earlier findings that different cyberbullying scenarios were perceived differently in terms of how likely victims and bystanders would be to report each one.

There was a main effect of role on likelihood to report $(F (1,129) = 5.53, p=0.02)$.

5.3.5.3 Secondary girls: Who would people report to?

Whilst discussing the issues surrounding the reporting of incidents, secondary made it clear that the first person they would tell would be their parents or peers depending upon the situation (see Table 5.5). With one-to-one mild and moderate anonymous cyberbullying scenarios, victims would be more likely to tell their peers whereas when the scenario were more severe and anonymous they would turn to their parent for help. For all many-to-one anonymous scenarios, victims would report to their parents. Secondary girls were much less likely to report cyberbullying to teachers or other adults.

As with primary girls, there were some secondary girls who would not report and would prefer to deal with the situation themselves. Passive strategies such as ignoring the situation were suggested although fear of not being taken seriously and getting into trouble were identified as a reason for not reporting. Secondary girls said they would report cyberbullying because *"if I didn't tell someone I would feel lonely and scared. By telling someone they could help stop it or just listen to me at least"* (Secondary girl 7). One secondary girl highlighted the importance of parents just being there to listen "*I would just want them to be* aware *of what was happening in case it got worse*" (Secondary girl 9), this was reiterated by another, but emphasising that they do not want the parents to interfere, "*I would mention it to my parents but I wouldn't want them to do anything" (Secondary girl 60).*

Girls shared the reasons and barriers faced when considering reporting. Firstly, secondary girls stressed the feeling of fear when being bullied online, *"It's hurtful, offensive and bullying"* (Secondary girl 23) and worried that the situation would escalate; *"it could end up getting worse*

although at the moment it isn't too serious" (Secondary girl 77). Girls also reported feeling unsafe with this reported more frequently when the perpetrators were anonymous; *"you don't know who it is so it makes you feel really, really unsafe"* and *"you don't know what is going to happen next"* (Secondary girl 58 & 56). Reasons for not reporting cyberbullying ranged from preferring to keep it private or deal with the situation themselves, but worryingly, some felt that no-one would care, *"I'd deal with it myself because nobody would care"* (Secondary girl 5), or that nothing could be done to stop it. More actively, one secondary girl stated *"I wouldn't report it because I would stand up for myself"* (Secondary girl 34). Being independent and responsible is regarded as highly important to adolescents, they do not want to be seen by parents and friends as not being able to deal with difficult situations themselves and therefore be viewed as being weak.

In summary, secondary girls indicated that they are most likely go turn to parents first if they are victims of cyberbullying with some seeking support from peers and then very reluctantly, if need be, they would turn to teachers. Secondary girls are aware of the negative impact cyberbullying has on victims in terms of anxiety, fear, helplessness and state yet they would only report if the situation was ongoing and escalating with many preferring to deal with the situation privately.

Table 5.5   Secondary girls: Mean scores showing who victims would report cyberbullying to first

		Friend	*Parent*	*Teacher*	*Other adult e.g. Aunty*	*Police*	*Mobile phone provider*
One-to-one perpetrator	1 (known) *(n=23)*	39% (9)	57% (13)	4% (1)	0% (0)	0% (0)	0% (0)
	2 (known) *(n=26)*	23% (6)	50% (13)	19% (5)	8% (2)	0% (0)	0% (0)
	3 (known) *(n=37)*	32% (12)	51% (19)	13% (5)	2% (1)	2% (1)	0% (0)
	1 (anon) *(n=38)*	42% (16)	37% (14)	17% (6)	2% (1)	0% (0)	2% (1)
	2 (anon) *(n=35)*	40% (14)	40% (14)	11% (4)	6% (2)	3% (1)	0% (0)
	3 (anon) *(n=39)*	15% (6)	49% (19)	10% (4)	3% (1)	23% (9)	0% (0)
Many-to-one perpetrator	1 (known) *(n=33)*	43% (14)	27% (9)	24% (8)	6% (2)	0% (0)	0% (0)
	2 (known) *(n=34)*	35% (12)	32% (11)	24% (8)	9% (3)	0% (0)	0% (0)
	3 (known) *(n=38)*	21% (8)	39% (15)	30% (11)	5% (2)	5% (2)	0% (0)
	1 (anon) *(n=37)*	30% (11)	57% (21)	11% (4)	2% (1)	0% (0)	0% (0)
	2 (anon) *(n=38)*	30% (11)	55% (21)	6% (2)	3% (1)	6% (2)	0% (0)
	3 (anon) *(n=45)*	27% (12)	49% (22)	20% (9)	0% (0)	4% (2)	0% (0)

5.3.6   Comparison of primary and secondary

Four separate 6 (scenarios) x 2 (school level) repeated measure ANOVAs were used to compare the results of primary and secondary girls. This analysis found a statistically significant effect of school level on likelihood to report ($F (1,203) = 8.6$, $p=0.004$) was found. Primary girls were more likely to report than secondary girls when answering as the victim, however no significant effect was found for severity ratings. No significant differences were found between the primary and secondary girls when playing the role of bystander.

5.4   Discussion

This chapter described a quantitative study designed to examine the ways in which girls differentiate between different kinds of cyberbullying scenarios focussing on severity, anonymity and the effect of group size. These contextual factors were identified through an extensive literature review and from the results of studies 1 and 2 in this thesis. In study 1, discussions with children, parents and teachers indicated that incidents were perceived as a joke if the perpetrator was a friend as opposed to being anonymous and that the notion of repetition was important to adults more so than children. The drawing and narrative study (study 2) revealed that cyberbullying incidents can involve one perpetrator acting alone or with a group of bystanders who assume the role of bully defender. Study 1 clearly indicated barriers children faced with regards to reporting cyberbullying, with many stating they would only report to an adult once the situation was deemed severe enough and out of their control. With this taken into consideration it was imperative to understand what factors influence the perceived severity of a cyberbullying incident and would this increase or inhibit the likelihood of reporting it. The results of this study will be summarised under the five research questions.

5.4.1   Research Aims

This chapter took a quantitative approach to explore whether contextual factors such as the type of incident, anonymity and number of perpetrators affected the perceived severity of a cyberbullying incident and the likelihood that they would be reported. These research aims will be discussed in relation to the five research questions which have been addressed and mentioned at the start of this chapter.

5.4.2 Research question 1: To what extent do girls differentiate between cyberbullying incidents in terms of their level of severity when delivered via a single communication technology, i.e. mobile phone?

The results of this study indicate that the primary and secondary girls aged 10-14, could differentiate cyberbullying scenarios in terms of their perceived severity. A disagreement between two friends was perceived as being far less severe than continuous, malicious messages. As with face to face scenarios girls have to make judgements about what constitutes a temporary unpleasant situation versus a prolonged attack on their personhood. Ybarra and Mitchell (2004) suggested that the lack of social cues via the internet makes it difficult to interpret a message and influences the perceived severity. Nonetheless, primary girls viewed the severity of a situation as being more severe than secondary girls. This may be explained due to frequency of witnessing or experiencing such negative online behaviour. It is interesting to note that when girls took on the role of bystander they rated the scenarios as significantly more severe than when they took the role of victim. Being aware that victims and bystanders view scenarios differently in terms of severity suggests that they may inadvertently tolerate a situation longer. Educating girls to discuss the situation with peers may provide the support they need to report the situation to an adult before they are unable to cope with the situation. However, this is made more difficult if the victim is not aware of where a bystander's true allegiances lie, i.e. would they support the victim or the bully.

The negative outcome of cyberbullying is dependent upon the frequency, length, severity and the public nature of the acts (Tokunaga, 2010). Severe forms of cyberbullying are believed to result in more mental health and social problems for the victim. Understanding what is perceived as a severe cyberbullying act is vital to respond effectively. Whilst frequency and length were not addressed here, private and public messages in the form of one or multiple perpetrators and perpetrator anonymity were explored. The main findings of this study were that girls appeared to perceive cyberbullying scenarios as having different levels of severity. They were likely to view threatening and harassing messages as more severe than taunts.

5.4.3 Research question 2: Does perpetrator anonymity influence the perceived severity levels of a scenario?

Primary and secondary girls' results highlighted that when the perpetrator was anonymous, the scenario was perceived as being more severe. The uncertainty of the bully's identity has profound effects on the victim, such as increased distress and acts as a barrier to reporting cyberbullying as victims feel they cannot prove the incident happened or identify the bully. The analysis of the bystander data also showed that anonymity increased the severity ratings of the scenarios. Bystanders are faced with the dilemma of how to respond when they witness cyberbullying. When the perpetrator is known to both the victim and bystander they are more aware of the social norms

around their friendship. When the perpetrator is anonymous there is uncertainty over the real threat of the message which could explain why anonymity increases severity ratings by bystanders.

This study corroborates the results from previous literature. For example, Sticca and Perren (2013) identified that anonymity influenced the perceived severity of cyberbullying acts. This anonymity creates feelings of powerlessness and frustration (Dooley et al., 2009). Mobile phone cyberbullying, as was used in this study, allows the perpetrator to remain anonymous to the child. This study supports Dooley et al. (2009) that it was not necessarily the message that was found to be threatening but the anonymity of the perpetrator. Bryce and Fraser (2013) found that most cyberbullying is conducted by known perpetrators and this form is perceived to be the most serious, this study does not support the finding that a scenario with a known perpetrator is most serious and suggests that the anonymity of the perpetrator can intensify the nature of the cyberbullying situation.

5.4.4 Research question 3: Does the severity rating of the scenario influence the likelihood to report an incident?

Interestingly, the likelihood to report cyberbullying scenarios was shown to be influenced by both the severity of the scenario and perpetrator anonymity. Our findings suggest that girls are more willing to report severe cases of cyberbullying as opposed to mild or moderate cases. The reluctance to report mild to moderate cyberbullying cases is based on the fear that adults may trivialise the matter or may not be able to deal with the situation effectively (Slee, 1994). Severe cases of cyberbullying are less likely to be misinterpreted allowing girls to feel more confident in reporting the incident to an adult. Milder cases may include a higher degree of ambiguity and as such leave them feeling more cautious about reporting the situation to an adult. When the perpetrator was anonymous the likelihood to report the scenario increased. This is inconsistent with other research which found that victims of cyberbullying fear that not knowing who the bully is will result in adults being less likely to intervene effectively as they cannot confront the bully and they do not have enough evidence to prove that the incident did occur (Mishna et al., 2012).

The girls who would report a given cyberbullying scenario reported that the first person they would tell, in most cases, was their parent. However, this was not necessarily immediately but only after the cyberbullying had gone on for an extended period of time and they felt it was getting progressively worse and out of their control. This is important because interventions need to encourage victims to report at an earlier stage in order to reduce the long-term effects of cyberbullying.

The barriers to reporting identified in this study include embarrassment, a need to maintain independence, beliefs that parents would not know how to respond and would trivialise the

situation. These findings substantiate the barriers identified in study 1 in this thesis. Slonje and Smith (2008) identified some barriers that girls experience when faced with reporting cyberbullying incidents such as fear, ineffective responses, removal of technology and embarrassment. Whilst removal of technology was not expressed as a theme here, girls did identify their fear over the situation escalating, feelings of embarrassment and not being taken seriously by adults. These factors are quite important to girls in this age group as they want to show their parents that they are independent and they also value their social network of peers. Research question 4: Does the number of perpetrators directly involved increase the severity rating and likelihood to report an incident?

It is useful to understand whether perceived group size influences severity and likelihood to report an incident. The analysis showed that while severity was perceived differently across the scenarios and when the perpetrator was anonymous, there was no impact of group size on severity. Although group size is important in the severity of traditional bullying it did not appear to impact girls' scores in this study. This may be because, unlike traditional bullying, the victim of cyberbullying cannot see if there are others involved in the act and may assume that others are involved. It is interesting to note that the differences between the opinions of girls as victims or bystanders evident here are subtle. They do highlight that when the cyberbullying is private in a one-to-one scenario, there was a difference in how severe the scenarios were regarded. Yet, when the many-to-one scenarios were viewed there was no difference in how severe they were regardless of whether they took on the role of victim or bystander.

This study also showed that perceived group size did not affect whether victims or bystanders would intervene or report the situation. This could be explained by the fact that victims and bystanders are unsure about how many people are on the other end of the mobile phone and so never assume it is only one person. Bystanders play such an important role in terms of reporting cyberbullying. An audience in cyberspace can encourage the bullying behaviour. When a bystander remains passive they are reinforcing the bully by allowing them to think that their negative behaviour is acceptable and furthermore are not providing the victim with the support they require.

5.4.5 Research question 4: Does the number of perpetrators directly involved increase the severity rating and likelihood to report an incident?

The number of perpetrators directly involved in the scenario did not influence the severity rating or the likelihood to report for both primary and secondary girls regardless of whether they took on the role of victim or bystander. This study reiterates the results of Study 4 whereby most drawings involved the victim-bully dyad as opposed to multiple perpetrators. Whilst research does show that bystanders are almost always involved in cyberbullying there is a lack of research focussing on the number of perpetrators involved (Bauman, 2013). Nonetheless, this study has indicated that the

number of perpetrators directly involved in the negative online scenario is irrelevant to how severe it is perceived and how likely it is to be reported by girls taking on the role of victim and bystander.

5.4.6 Research question 5: Does perpetrator anonymity impact the likelihood of reporting an incident?

This study identified that when the perpetrator was anonymous the likelihood to report the scenario was significantly higher. This supports research by (Sticca & Perren, 2013) who identified that anonymity had a larger impact on girls behaviour than the medium used. Previous research indicates that bystanders are more likely to keep quiet than tell an adult and that bystanders need to be encouraged to take responsibility for what they witness (McLoughlin, Meyricke, & Burgess, 2009).

This reflects the social psychological literature on traditional bystander behaviour in which bystanders are more likely to get involved when there is less risk to their own social standing (Hudson & Bruckman, 2004). Although this study found that when the perpetrator was anonymous victims were more likely to report the incident, this was not found in all areas of research. This anonymity could increase the fear and inhibit victims' motivation to report as it is difficult to identify the perpetrator (Mishna et al., 2012).

5.4.7 Limitations

One strength of this study was the novel approach of using animated scenarios to explore severity and reporting rates by children. This type of experimental design has not been utilised in cyberbullying research to the researcher's knowledge. Whilst this study did utilise an innovative method, there were some limitations to the study. Once again, the children who participated were self-selected and therefore may have had similar experiences and knowledge about cyberbullying and similar coping strategies. This could potentially result in biased results as it is based on the individual's experience and they may respond in socially desirable ways. This study focussed on cyberbullying which occurred via mobile phone only e.g. rude messages, photos or prank calls. The lack of range of cyberbullying incidents may have impacted the results as opposed to there being cyberbullying incidents via social networking sites and comments on videos etc. Despite piloting the scenarios, it is possible that some were open to different interpretations by the girls and this may have impacted upon results.

5.5 Chapter summary

This chapter has shown that girls distinguish between different cyberbullying scenarios in terms of severity. It has also demonstrated that perpetrator anonymity increases severity perceptions and

likelihood to report for both roles; victims and bystanders. This chapter has also provided the effectiveness of using a new tool for assessing the perceptions of cyberbullying using online animated scenarios. Animated scenarios as a way of communicating sensitive issues to children and recognise the potential value of this method for ongoing studies and, possibly, intervention strategies. The evidence reported in this chapter highlights that girls differentiate between cyberbullying scenarios and respond in different ways depending upon severity and anonymity. However, further attention needs to be made about the appropriate and effective intervention programs. Chapter 6 will investigate the use of implementation intentions to develop personalised and proactive strategies for girls when faced with negative online behaviours.

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Chapter 6: Identifying appropriate implementation intentions as a form of intervention (study 4)

6.1   Introduction

While implementation intentions have been used in a wide range of contexts e.g. health, security and environmental behaviour, their use in a cyberbullying context is novel. In this chapter the results from studies one, two and three were used to inform the design of an implementation intention toolkit to be used in an intervention to address cyberbullying. Implementation intentions were used as they have been found to be an effective tool to help people convert their intentions into practical behaviour (Gollwitzer & Brandstatter, 1997). Furthermore, this chapter will present the personalised, individual interventions chosen by primary (aged 10-11 years) and secondary girls (aged 12-15 years).

Behaviours identified by children, parents and teachers in study 1 as well those illustrated or narrated in study 2 and used as animated scenarios in study 3 were brought together to form the *behaviour* statements. Additionally, positive responses from all three of the above-mentioned studies were identified and linked to a behaviour change theory to form the *action* statements. This ensured that the key findings from all three studies were integrated into the toolkit. With regards to the design of the intervention study, as shown in study 2, boys and girls identify different forms of negative online behaviour as cyberbullying. The toolkit was designed to be used by girls aged between 10-15 years and so presents the situations and behaviours related to girls. Although the process could also be applied to boys, the behaviours would need to be adapted.

The implementation intention toolkit is built upon the assumptions that for an intervention to be successful it should have a theoretical basis and be personalised. The aim of this toolkit was to provide girls with explicit behaviours to perform when they are in a situation which may result in negative online behaviour. Giving girls strategies to use when they are faced with or considering carrying out negative online behaviour will help provide opportunities for them to stop, reflect and promote positive online behaviours. This chapter will describe the process of how the implementation intentions were identified by girls. Chapter 7 will then build on from this to show the results of having applied these implementation intentions with the same participants had on girls'

6.1.1   Use of implementation intentions as a cyberbullying intervention

Cyberbullying interventions in the literature have focussed on applying passive strategies such as blocking or ignoring the message or relying upon the victim or bystander to report the incident to adults (Sevcikova et al, 2015; Ortega-Baron et al, 2016; Hinduja and Patchin, 2013). Nonetheless, a

plethora of research including the results of the previous three studies in this thesis have shown that children are reluctant to report negative online behaviour. In this thesis, study 1 reported that children and parents did not think cyberbullying could be prevented and this was reiterated in study 3 where children specifically stated that cyberbullying could not be stopped.

With this in mind, a novel means of developing a cyberbullying intervention was designed. The social norms and negative attitudes towards reducing and preventing cyberbullying had to be challenged and this was addressed through applying implementation intentions. This approach was taken because implementation intentions have been shown to change the motivation of the person by giving them specific actions to perform under specific conditions (Armitage, 2006). The results of implementation intentions in social psychology have been very positive (Gollwitzer & Brandstatter, 1997) with research showing when an implementation intention was in place, the individual had a more positive evaluation of their goal and stronger intentions to achieve the end desired outcome and were more accountable for their behaviour. Implementation intentions have also been shown to have a positive impact on the attitude and behaviour of participants. This chapter will show how implementation intentions based on theoretical approaches are identified to be used to reduce cyberbullying behaviour.

6.1.2   Developing Implementation Intentions

Implementation intentions are specific goal directed behaviours that specify the when, where and how a goal will be attained, thus turning the behavioural intention into a planned behaviour. They take the form of "*If situation x arises, (behaviour), Then I will perform response y (action)*" (Gollwitzer & Brandstatter, 1997). Therefore, a person commits themselves to respond in a specific way to a specific situation. Individuals who report strong goal intentions are more likely to achieve the end result than those who do not set implementation intentions. Numerous studies have stated that implementation intentions are effective because they occur automatically when the specified place and time are encountered (Gollwitzer & Brandstatter, 1997; Sheeran, Webb, & Gollwitzer, 2005).

Firstly, it is important to understand and identify the different conditions in which girls may experience, witness and partake in cyberbullying behaviours. Following this it is important to form an action plan (Barkoukis, Lazuras, Ourda, & Tsorbatzoudis, 2016). Simply stating *'I will ignore a hurtful message'* or *'I will intervene when I witness cyberbullying'* is not specific and may not be sufficient to create behaviour change. If we can assist girls to form good plans for responding to cyberbullying behaviour then they may be more likely to fulfil this actual behaviour (Heirman & Walrave, 2008).

Forming effective and achievable responses to an action can be difficult, with this in mind interventions which are informed by theory are much more powerful. Hyde and White (2009) demonstrated that a combination of theories, such as self-efficacy, social norms and theory of planned behaviour are useful when developing implementation intentions.

6.1.3   Developing the implementation intentions

The earlier studies provided key insights that informed the development of the implementation intentions for the intervention section of study 4. The implementation intentions are comprised of *behaviour* and *action* statements.

The *behaviour* statements were derived from the children's understanding of cyberbullying and incidents they have encountered. These statements were divided into 3 roles; perpetrator, victim and bystander (full list can be found in the Appendix 9.5.13). For example,

- If I feel like sending an unkind message

- If I take a photo or video of someone doing something embarrassing

- If a stranger sends an unkind message/comment to my photo

- If I read a rumour about me online

- If someone pretends to be me online

When forming the *action* statements, four ways of influencing behaviour, highlighted in the literature were used. These were self-efficacy, social support, self-affirmations and social norms. All four methods were explored in relation to all of the involved stakeholders: victims, perpetrators and bystanders.

6.1.4   Self-Efficacy

Bandura (1997) stated that self-efficacy refers to "*beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments*" (Bandura, 1997, p. 3). In other words, self-efficacy is an individual's viewpoint that they can successfully perform a task and achieve the expected outcome even if faced with obstacles along the way. Studies 1-3 showed that those involved in cyberbullying can suffer from a feeling of helplessness. They believe that the only way to intervene or prevent cyberbullying incidents is to report it, nonetheless they are reluctant to do so and remain passive (Kowalski & Limber, 2007). Implementation intentions are

designed to help build confidence and provide children with skills to tackle negative situations online by providing specific behaviours to adopt in the situations identified.

6.1.4.1 Bullies

Children who bully may have low self-efficacy, low self-esteem and social problems. A bully's poor perception of themselves may be the fuel which motivates them to harass others in order to gain power and dominance (Okoiye et al., 2015). The lack of social acceptance by peers' results in feelings of rejection and negativity. Interestingly, Andreou et al. (2005) found that bullies do not necessarily lack pro-social skills. In many cases individuals bully to gain social dominance or status among peers. Bullies have been found to have high self-efficacy for aggression (Andreou et al., 2005). Several of the *action* statements were therefore written to encourage children to think of a positive behaviour when they are considering victimising another. This type of intention might lead to children thinking through ways to be accepted by their peers though means other than bullying.

6.1.4.2 Victims

Research on traditional bullying has indicated that a combination of low self-efficacy levels, poor peer relationships and attitudes are associated with victimisation (Andreou et al., 2005). Experiencing cyberbullying can result in feelings of inadequacy, embarrassment, anxiety and depression. Implementation intentions were chosen that will encourage children to focus on their own self-confidence and bring about resilience in the face of repeated online abuse.

6.1.4.3 Bystanders

Bystanders often report feeling empathic towards the victim of cyberbullying, nonetheless, their confidence in their own abilities to successfully intervene will determine whether or not they act (Gini, Albiero, et al., 2008). It was therefore important that some of the implementation intentions gave focus to encouraging children to recognise that cyberbullying is a socially unacceptable behaviour and as such is something that can be openly combatted. Further, research has found that bystanders are reluctant to intervene as they fear the repercussions of their actions (Bauman, 2013). They do not know what to do be help and not make the situation worse and they also fear becoming the next target. As Dovidio, Piliavin, Schroeder, Penner, and Mahwah (2006) reported that helping a peer in distress can be a risky task. Implementation intentions that also helped to combat these feelings were provided.

6.1.5 Social Support

Social support refers to supportive relationships by others who are willing and available to provide help at times of need (Horwitz, 1999). Prior research has shown that strong social support is associated with positive emotional, social and psychological wellbeing, particularly during adolescence (Cooke, 1988; Lian, 2009; Waters et al., 2014). Social support can come from parents or peers and has been shown to be an effective coping strategy during stressful situations (Holt & Espelage, 2007).

Studies 1-3 corroborate the research and led to the development of implementation intentions that reminded children that social support was available and should be sought. The development of adequate social support structures between peers or in a parent-child, adult-child relationships could help foster confidence in tackling cyberbullying and curb the perceived severity of incidents.

6.1.6 Self-Affirmations

Self-affirmation theory suggests that people react defensively when their self-worth is threatened. When looking at self-affirmation in regards to cyberbullying prevention, cyberbullies are likely to downplay their behaviour because they have self-affirmed that their actions are purely for fun and they did not intend to hurt anyone. Implementation intentions in this area were designed to offer an opportunity to focus on the positive about themselves and their values encouraging open-mindedness and willingness to embrace the cyberbullying prevention messages (Cohen & Sherman, 2014). Forming self-affirmations are believed to be important to help children become self-motivated and responsible for their own actions. Furthermore, it promotes social and emotional development.

6.1.7 Social Norms

Cyberbullying often occurs due to peer pressure, seeking social approval (Barkoukis et al., 2016) and because children believe their peers are behaving similarly online (Hinduja & Patchin, 2013). Studies 1 and 2 indicate that witnessing cyberbullying is common for children. Developing implementation intentions which promote positive behaviour and reinforce the message of cyberbullying being wrong, may encourage children to avoid such behaviours as a result of social disapproval of others of the behaviour (Mercer, Sturtz-McMillen, & DeRosier, 2009).

6.2 Rationale

The aim of this toolkit was to provide a full set of situations in which cyberbullying may occur and a full set of possible individual actions based on theories of behaviour change and findings from earlier studies. It may be difficult for girls to design their own implementation intentions from

scratch, therefore providing options is a useful starting point, allowing them to create their own personalised intervention materials. Teaching girls how to develop implementation intentions will help increase their self-efficacy by providing them with an action plan and it will help develop negative social norms towards cyberbullying behaviour.

6.3   Method

6.3.1   Participants

Two groups of girls took part in this study; 20 girls aged 10-11 years, who were in their final two years of the same primary school. The second group involved 20 girls aged 12-14 years, who were in their first two years of the same secondary school.

6.3.2   Materials

Two packs of cards were created. The first pack consisted of *behaviour* statements which formed the *'if'* component of the implementation intention. *Behaviour* statements were created for the role of bully (14 cards), victim (15 cards) and bystanders (13 cards). Each role was on a different colour; bully behaviours were printed onto green card, victim behaviours onto orange card and bystander behaviours were printed onto red card. For example, *"If I feel jealous of a friend…"* (bully), *"If I am feeling excluded…"* (victim) and *"If I see a friend receive a hurtful comment…"* (bystander).

The second pack consisted of the *action* statements which formed the '*then'* component of the implementation intentions and formed specific plans. These were formed from behaviour change theories; self-efficacy – giving a positive individual action, social norms – reflecting on others expectations of your positive behaviour, self-affirmation of positive attributes and social support – seeking help from/talking to a supportive other. For example, *"Then I will remind myself of the challenges I have already overcome and how strong I am"* (self-efficacy), *"Then I will remind myself of how I would feel if someone posted that type of message/photo/video of me online for everyone to see"* (social norms), *"Then I will tell myself that they are jealous and think positive"* (self-affirmation), *"Then I will remind myself of the great friendships I have"* (social support), (See Appendix 9.5.14 for a full list).

6.3.3   Procedure

The implementation intention task involved giving each girl two packs. The girls were asked to select one *behaviour* statement from each colour which they identified with e.g. something that has either happened to them, they have seen or they think could happen to them.

Having selected three *behaviour* statements, the girls were asked to select one *action* statement to match each of their *behaviour* statements, alternatively they could make up their own *action* statement. The selection had to be actions which they felt they could effectively use in the real world.

When the girls felt satisfied that they had three *behaviours* and *actions* which were relevant to themselves they were asked to write these down on a sheet provided (See Appendix 9.5.12). The girls were encouraged to write the responses in their own words to make them more meaningful to themselves. At the end of the session, they were given their cards and asked to place them near their computer so they could refer to them during the week in case one of the behaviours occurred.

6.4   Results

6.4.1   Role of the victim implementation intentions

Of the fifteen *behaviour* statements, 14 different statements were selected by primary girls and eight by secondary girls. Five primary girls slightly altered the statement by inserting a word or by combining two statements together e.g. '*If all of my friends throw a pool party and don't invite me…*' and '*If my friends ignore me…*'. However, secondary girls only selected the *behaviour* statements which were provided (See Table 6.3 for the full list of the implementation intentions selected for the role of victim)

When analysing the chosen *behaviour* statements, differences between the age groups were noticed.

6.4.1.1   Primary girls

Firstly, primary girls chose a broader spread of *behaviour* statements. These were grouped as five behaviour themes, 'receiving unkind comments, being excluded, having rumours spread, embarrassing photos posted and others being jealous. For the purposes of this study, *behaviours* which involved unkind comments and hurtful emails were grouped together, as were false comments and spreading rumours. As Table 6.1 shows, for primary girls the main *behaviours* which they felt they related to or had experienced previously were exclusion and receiving unkind comments. Being excluded in group chats was a key concern for primary girls as their social group is vital to them. There are also repercussions the following day at school if they have been excluded where they don't know what their friends are discussing and feel left out. Receiving unkind comments by peers or strangers can impact the self-esteem of a primary girls as they aim to be socially accepted. Primary girls also selected *behaviour* statements regarding having rumours or false comments spread about them or an embarrassing photo shared.

Table 6.1   Victim behaviour scenarios

	Primary Girls	*Secondary Girls*
Excluded by their peers	7	3
Having an embarrassing photo shared	2	6
Having a rumour spread about them	4	1
Others being jealous	2	2
Receiving an unkind comment	5	4
Receiving an unkind comment to a photo	0	2
Masquerading	0	2
Total (n=20)	20	20

6.4.1.2   Secondary girls

While secondary girls selected only eight different *behaviour* statements, seven themes emerged. These can be found in Table 6.1. Five themes were the same as those reported by primary girls. The additional two were having someone pretend to be them online (masquerading) and receiving a hurtful comment to a photo. Whilst receiving unkind comments was a commonly selected *behaviour* by secondary girls, the most prominent *behaviour* was having an embarrassing photo posted of them online, this suggests a less restricted use of technology within secondary school. The effect of having an embarrassing photo posted along with any negative comments attached to that photo could be detrimental for the victim. Not only do their peers see it but a wide audience can view and they are subjected to friends and strangers commenting negatively on the photo causing distress, embarrassment, shame and fear. Interestingly being excluded online from their peers or having rumours spread about them was not a *behaviour* as commonly selected by secondary girls, this could be in part due to their larger social network and having a sense of social support.

In summary, secondary girls chose a wider range of *behaviour* statements than primary. For primary girls, the most frequent *behaviour* chosen was being excluded by their peers followed by receiving unkind comments or having a rumour spread about them. Primary girls highlight their need to be socially accepted. Secondary girls related more to having an embarrassing photo shared online followed by receiving unkind comments. They also indicated two additional *behaviour* statements which were not identified by primary girls: negative comments to a photo and someone masquerading as them online. This suggests a difference in online behaviour between the two age groups.

6.4.1.3   Responses for victim role

Each girl was asked to select a *behaviour* and an *action* which they felt they could confidently and effectively perform if they were in that given situation. The responses fell under the categories: subjective norms, self-affirmation theory, social support and positive behaviours. Table 6.2 shows the themes for the *behaviour* statements and an overview of the *action* responses.

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Table 6.2   Victim role: behaviour scenarios and response categories

	Self-affirmation		Positive behaviours		Social Support		Subjective Norms	
	Pri	Sec	Pri	Sec	Pri	Sec	Pri	Sec
Excluded from their peers	1	1	5	2	1	1	0	0
Have an embarrassing photo shared	0	0	2	5	0	1	0	0
Have a rumour spread about them	1	0	2	0	1	1	0	0
Others being jealous	1	1	1	0	0	0	0	0
Receive an unkind comment	0	1	2	3	3	0	0	0
Receive an unkind comment to a photo	0	1	0	1	0	0	0	0
Masquerading	0	0	0	2	0	0	0	0
Total (n=40)	3	4	12	13	5	3	0	0

Where girls take on the role of victim, the most frequent *action* statement chosen is positive behaviour. Girls want to feel confident in their response to a difficult situation and feel that this is the best method to overcome some of the negative online behaviours which they are faced with.

Interestingly seeking social support is higher for primary girls than secondary girls. This may be due to primary girls being with their friends in the same classroom each day and feeling as though they have a stronger connection as opposed to secondary girls who have a larger social network and although they may have a larger number of acquaintances, the may not feel as closely connected to their peers which is required when seeking social support. Additionally, secondary girls are trying to find their own identity and be independent and may therefore feel seeking support from friends would make them appear weak.

Self-affirmation was selected less frequently by primary girls than secondary girls. Self-affirmation is a difficult concept for primary girls and they may not be able to develop a positive outlook when faced with negative situations and may rely on additional support by peers and adults to do so. A full breakdown of the *behaviour* statements and their corresponding *action* statements are listed in Table 6.3.

Table 6.3 *Victim role: Implementation intention behaviours and actions* (Responses in italics indicate the girl wrote their own response)

If I am excluded from group chats…	
Positive behaviour	*I will tell my Mum about it or just leave it and try to forget about it (P02)* Then I will talk to my friend privately (P03) *Then I will hope to go to another party and move on (P09)* I will move on and ignore it (P16) I will remind myself that people who are important to me would expect me to be happy (P19) Then I will put it behind me and move on (S03) Then I will continue to chat to them privately (S08)
Social support	Then I will talk to my friends, knowing that they will tell me something positive (P13)
Self-affirmations	*I will remind myself that my friends still like me (P10)* Then I will remind myself that people care about me (S22)
If I read something false about me online…	
Positive behaviour	Then I will ask the sender politely to please stop (P04)
Social support	Then I will talk to my parents for support (P07)
Self-affirmations	Then I will remind myself how much I am loved (P20)
If I read a rumour about me online…	
Positive behaviour	*I will tell them how I feel (P05)*
Social support	Then I will go to school staff such as psychologists and counsellors for support (S24)
If a friend posts an embarrassing photo of me…	
Positive behaviour	Then I will politely ask them to remove it (P08) Then I will reply with an encouraging and kind message (P11) Then I will send the person a private message suggesting that he/she deletes the message/photo/comment (S02 & S06) I'll kindly ask them to take it down (S19) Then I will report it to the website (S25) Then I will ask them to delete it (S26)
Social support	Then I will talk to my parents for support (S21)
If someone sends me an unkind message…	
Positive behaviour	*I will tell myself to forget about it (S15)* Then I will put it behind me and move on *because I am better than that (S10)* Then I will message the person a message asking them to stop S12) I would talk to my parents about it or *respond to them and sort it out with them in a civilised way (S14)*
Self-affirmations	Then I will remind myself that it is easy to give up and walk away but I will remain strong (S05)
If I do something that makes me proud and others criticise me…	
Positive behaviour	*Then I will remind myself that it doesn't matter what others say. What is important is what I believe and how I act* (P12) Then I will put it behind me and move on (S23)
Self-affirmations	*Then I will remind myself that I am proud and their comments don't matter (S20)*

If a friend sends an unkind message/comment to my photo…	
Positive behaviour	Then I will talk to them privately and tell them to stop (S09)
Self-affirmations	Then I will remind myself of how strong I am and delete the photo/message (S18)

If someone pretends to be me online…	
Positive behaviour	Then I will put it behind me and move on (S07) Then I will message them privately and ask them to stop (S11)

If a stranger sends an unkind comment to my post online…	
Social support	Then I will talk to my parents for support (P14 & P17)

I received an email with a hurtful message…	
Social support	Then I will talk to my parents for support (P06)

If I receive an unkind message over text that upsets me…	
Positive behaviour	*I'll just ignore it, turn off my phone and the next day I'll either try to sort things out or I will play with different friends (P01)*

If I feel jealous of a friend…	
Self-affirmations	Then I will remind myself of all the great things that I have achieved (P18)

Although positive behaviour responses were the most popular, some *behaviour* statements resulted in different *actions* for primary and secondary girls. For example, when girls selected behaviour statements under the category of exclusion, both primary and secondary girls selected positive behaviour responses and additionally social support for primary girls only. Where primary girls felt the *behaviour* statement involved having rumours spread about them, they utilised a range of *actions* including building their own confidence, believing in themselves and seeking social support. Secondary girls on the other hand, would only seek social support in such incidents. Where unkind comments were received, primary girls would seek social support, particularly if the comment came from a stranger, as well as positive behaviour responses. Secondary girls would use a range of positive behaviour *actions* in addition to self-affirmation responses. Interestingly, girls regardless of age did not select any implementation intentions under the theme of subjective norms. They did not deem this as effective strategy for dealing with situations as a victim. This suggests that social pressures to engage in a specific behaviour are not relevant to girls under these circumstances.

6.4.2   Role of the perpetrator implementation intentions

Girls were given fourteen *behaviour* statements in which they would be the perpetrator of a cyberbullying behaviour. This term was not used during the study. They were given an option to change the words slightly to make the situation more meaningful to them.

Of the fourteen *behaviour* statements, a total of eleven different *behaviours* were selected by primary girls and ten by secondary girls. Four primary girls slightly altered the statements by inserting a word or by combining two statements together e.g. '*If my friends told me that they were talking last night and I wasn't included…*' and '*If I feel like laughing at a picture someone has put on Edmodo…*'. Once again, secondary girls used the *behaviour* statements which were already provided (See Table 6.6 for a full list of the implementation intentions selected for the role of perpetrator).

6.4.2.1   Primary girls

Six themes were identified from the primary girls as precursors for carrying out negative online behaviour. These are shown in Table 6.4. Primary girls felt that the main *behaviours* which would result in them responding negatively online were those where they felt they had been excluded by their peers. This sense of rejection by their peer group has a detrimental effect on primary girl's self-esteem.

Table 6.4   Perpetrator behaviour scenarios

	Primary girls	*Secondary girls*
Feeling excluded	8	4
Feeling lonely	5	2
Feeling jealous,	1	2
Bored	1	2
Considering sending/posting an unkind comment	4	9
Considering sending/posting an embarrassing photo	1	1
Total (n=20)	20	20

6.4.2.2   Secondary girls

Interestingly, secondary girls selected the same categories of *behaviour* statements as primary girls under the role of perpetrator (see Table 6.4). However, there was a difference in the frequency of statements chosen which again indicates an age difference. The most common *behaviour* statement selected by secondary girls (9) was '*If I am considering sending/posting an unkind comment…*'. This suggests that within this age group the act of sending unkind comments via text or social media may be more prevalent for secondary girls.

To summarise the *behaviour* statements selected for the role of perpetrator, there once again appears to be an age difference. For primary girls, the *behaviour* statements were predominately focussed around feeling excluded or lonely, whereas for secondary girls they were centred around considering sending unkind comments to others.

6.4.2.3 Responses for perpetrator role

Table 6.5 shows the themes for the *behaviour* statements and an overview of the category responses.

Table 6.5   Perpetrator role: behaviour scenarios and response categories

	Self-affirmation		*Positive behaviours*		*Social Support*		*Subjective Norms*	
	Pri	Sec	Pri	Sec	Pri	Sec	Pri	Sec
Excluded from their peers	4	2	2	2	2	0	0	0
Feeling lonely	0	1	1	1	4	0	0	0
Feeling jealous	0	0	1	2	0	0	0	0
Feeling bored	0	0	1	2	0	0	0	0
Considering sending/posting an unkind comment	0	2	3	4	0	0	1	3
Considering sending/posting an embarrassing photo	0	0	1	1	0	0	0	0
Total (n=40)	4	5	9	12	6	0	1	3

The results of this section indicate that the *action* statements relating to building individual beliefs in how they can successfully respond were most popular, thus positive behaviour statements were once again the most sought after responses irrespective of age group. Both primary and secondary girls selected or formed their own *action* statements based upon a method which would allow them to confidently respond to a negative situation.

Despite the initial similarities in responses, secondary girls secondly favoured self-affirmation techniques such as '*Then I will focus on the positive in my life*' and responses based around subjective norms e.g. *'Then I will think about effect posting the message will have on the other person'*. Interestingly, secondary girls did not opt to seek social support in response to their *behaviour* statements. This could be partly due to this age group being aware that acting in a negative manner online would result in them being labelled by their peers. A full breakdown of the *behaviour* statements and their corresponding *action* statements are listed in Table 6.6.

Table 6.6   Perpetrator role: Implementation intention action and behaviours (*Responses in italics indicate the girl wrote their own response*)

If I am feeling left out…

Positive behaviour	Then I will put it behind me and move on (P04) Then I will put it behind me and move on and *remind myself that it doesn't matter what they say (S10)* Then I will do something positive such as asking friends to go out (S24)
Social support	Then I will talk to them at school the next day and show my concern about why they ignored me (P11) Then I will go to my teacher for support (P13)
Self-affirmation	Then I will remind myself that it is easier to just walk away or log off but I will stay there and be strong (P01) I will remind myself of all the great friendships I have (P14) Then I will remind myself that it is easy to give up and walk away but I will remain strong (S03) Then I will focus on the positive in my life (S19)

If I am feeling sad and lonely (alone)…

Positive behaviour	Then I will remind myself that I am responsible for my own happiness and do something that makes me happy (P09)
Social support	Then I will talk to my friends or my parents for support (P02) Then I will call a friend and tell them what happened (P03) Then I will surround myself with people who are positive and not unkind to me (P17) Then I will surround myself with good friends who care about me (P20)
Self-affirmations	Then I will remind myself of all my good qualities (S22)

If I am bored online…

Positive behaviour	Then I will send someone a kind message (P15) Then I will remind myself that I am responsible for my happiness and do something that makes me happy (S07) *I will start making a musical.ly (S23)*

Before I send a sarcastic/hurtful message…

Positive behaviour	Then I will think about the message I am about to send and make sure it sounds kind (S08) Then I will remind myself that it is better to be kind (S12) *I will think if it's nice and if I would want someone to send that to me (S18)* Then I will remind myself of how I would feel if someone posted that type of message/photo of me (S21)
Subjective norms	Then I will think about the effect on the other person (P06 & S25) I will think about the effect of posting the message/photo/video will have for the person (S06)

If I feel like sending an unkind text/comment…

Positive behaviour	*Then I would hold back even though I want to send a mean text. Also, I would put myself in other people's shoes (P05)* *Then I will think if I would like that if someone sent that to me (P07)*
Self-affirmations	Then I will focus on the positive in my life (S02)

If I am encouraged by someone to send an unkind comment/message…

Self-affirmations	Then I will remind myself of my good qualities and to stay strong and I would remind myself to be kind (S09)
Subjective norms	Then I will think about the effect posting the message will have for the other person (S20)

If I take a photo or video of someone doing something embarrassing…	
Positive behaviour	*Then I will keep the video to myself (p19)* *Then I will delete the photo (S26)*

If I feel jealous of a friend's message online…	
Positive behaviour	*Then I will leave my iPod and do something else (P08)* Then I try to ignore what they are saying and move on (S11) Then I will remind myself of all the *good messages* I receive (S14)

If I am angry because all my friends ignore me…	
Self-affirmations	Then I will remember how much I am loved (P10)

If my friends don't include me in group chats…	
Self-affirmations	Then I will remind myself of the great friendships I have (P12)

If my friends tell me that they were talking last night and I wasn't included…	
Positive behaviour	I will ignore it and move on (P16)

If I feel like laughing at a picture someone has put on Edmodo…	
Positive behaviour	*Then I will stop and think about the consequences when I get to school the next day (P18)*

If I am feeling sad and want to hurt someone…	
Positive behaviour	Then I will remind myself that it is better to be kind (S05)

Again, using positive behaviours came out as being the key response which girls felt they could perform in a real-life situation, there were also certain behaviours which were found to require specific responses.

6.4.3 Role of the bystander implementation intentions

Girls in the intervention group were given thirteen scenarios which presented a situation whereby they would witness negative behaviour via text or online. Again, girls were given an option to change the words slightly to make the situation more meaningful to them.

Within the thirteen *behaviour* statements, there were three subgroups. The statements could be relating to themselves, a friend or a stranger, they could be told the incident happened or witness it, and it could be an unkind comment, photo or threat. Primary girls selected ten different *behaviour* statements with eight referring to witnessing an act themselves and the remaining two referring to them being told about an incident. Secondary girls selected seven out of the thirteen different

behaviour statements (See Table 6.9 for a full list of the implementation intentions selected for the role of perpetrator).

6.4.3.1 Primary girls

Once again primary girls selected a wide range of *behaviour* statements. There were four key themes which could be identified from the results. These were: receiving an unkind comment, having a photo altered and being excluded. As mentioned previously, these themes could be further broken down to whether they witnessed the above behaviour or were informed about it. Furthermore, the unkind comments were divided into receiving one comment or receiving multiple comments. It was deemed important to distinguish between these groups to fully understand how girls would respond under a variety different situations and which implementation intention was deemed most valuable.

While there was a wide range of *behaviour* statements selected by primary girls, the most frequent statement which they related to was 'witnessing a friend receive unkind comments'. It is important to understand what strategies girls believe will be effective in helping them cope with such behaviours as they are commonly observed by bystanders yet many are reluctant to intervene (Bauman, 2013). Table 6.7 shows the frequency of *behaviour* statements chosen by both primary and secondary girls. By providing bystanders with strategies they deem effective it could be help encourage victims of cyberbullying to report such negative online behaviour. Witnessing a stranger send unkind comments and photos of friends being altered were the next most frequently selected statements. The remaining statements indicated that bystanders are faced with a multitude of different situations in which they must consider the most valuable and effective response if they are to intervene.

Table 6.7   Bystander behaviour scenarios

	Primary girls	*Secondary girls*
Witnessed friend received an unkind comment	6	5
Witnessed friend receive multiple unkind comments	1	0
Witness photo of a friend being alters	2	1
Witness family receiving an unkind comment	1	0
Witness friend being excluded	1	0
Witness stranger receiving an unkind comment	1	0
Witness friend sending unkind comments	1	1
Witness stranger sending unkind comments	3	0
Witness a friend being threatened	0	3
Witness a stranger being threatened	0	1
Told that a friend received an unkind comment	4	2
Told that a friend received multiple unkind comment	0	7
Total (n=20)	20	20

6.4.3.2   Secondary girls

Once again for secondary girls, the *behaviour* statements differed (See Table 6.7 for secondary girl's responses). Of the seven statements that secondary girls selected the most frequent one was 'being told that a friend has received multiple unkind comments'. This suggests that within this age group victims of cyberbullying are in fact telling their peers. It is interesting to note that threats are only mentioned by the secondary girls, suggesting that cyberbullying begins to move from hurtful comments to more severe threatening behaviour.

To summarise the *behaviour* statements selected for the role of perpetrator, there once again appears to be an age difference. For primary girls, the *behaviour* statements were predominately focussed around witnessing a friend receiving unkind comments whereas for secondary girls they were centred around a friend confiding in them that they were receiving multiple unkind comments.

6.4.3.3   Responses for bystander role

Table 6.8 shows the themes for the *behaviour* statements and an overview of the category responses.

Table 6.8   Bystander role: behaviour scenarios and response categories

	Self-affirmation		Self-efficacy		Social Support		Subjective Norms	
	Pri	Sec	Pri	Sec	Pri	Sec	Pri	Sec
Witnessed friend receive unkind comment	0	1	3	2	3	1	0	1
Witnessed friend receive multiple unkind comments	0	0	1	0	0	0	0	0
Witness photo of a friend being altered	0	0	2	1	0	0	0	0
Witness family receiving an unkind comment	0	0	0	0	1	0	0	0
Witness friend being excluded	0	0	1	0	0	0	0	0
Witness stranger receiving an unkind comment	0	0	0	0	0	0	0	0
Witness friend sending unkind comments	0	0	1	1	0	0	0	0
Witness stranger sending unkind comments	0	0	2	0	2	0	0	0
Witness a friend being threatened	0	0	0	1	0	2	0	0
Witness a stranger being threatened	0	0	0	0	0	0	0	1
Told that a friend received an unkind comment	2	1	0	0	2	1	0	0
Told that a friend received multiple unkind comment	0	2	0	0	0	5	0	0
Total (n=40)	2	4	10	5	9	8	0	2

The results of this section, as shown in Table 6.8, indicate that *action* statements relating to effectively intervening and supporting cyberbullying victims are most popular. Primary girls selected *action* statements based upon the theories of social support and self-efficacy equally. This

is consistent with other roles where self-efficacy has been most common as well as the highlighted importance of social support to primary girls. Self-affirmation responses were again utilised by primary girls less frequently.

Secondary girls also opted for social support most frequently when they witnessed cyberbullying. This could be explained as they believe peers just want someone to talk to without acting. Secondary girls considered having the confidence to approach a difficult situation as a bystander to be important. Sharing positive affirmations and understanding what others believe is the correct thing to do were selected less frequently. A full breakdown of the *behaviour* statements and their corresponding *action* statements are listed in Table 6.9.

Table 6.9   Bystander role: Implementation intention action and behaviours (Responses in italics indicate the child wrote their own response)

If I witness a friend received an unkind comment…	
Positive behaviour	I'll just remind them that everything is OK and that the sender is just jealous and wants attention (P01) Then I will ask them if they are okay (P07) Then I will tell the person who is sending them to stop over and over until they do (P18) *Then I will show my concern by asking if they are OK and I will send them encouraging support messages. Then I will send the person a polite message asking them to stop (S07)* Then I will show my concern by asking them in they are OK (S12)
Social support	Then I will go out and do something positive with that friend (P03) Then I will be there to listen to their concerns (P11) *I would do something fun with my friends and make them feel good (P15)* Then I will convince them to tell a teacher or their parent (S23)
Self-affirmation	Then I will remind them of everything they have achieved in their life (S05) Then I will remind myself that it is better to be kind and will think about how my comments will affect the other person (S10)
If I witness a friend receive multiple unkind comments…	
Positive behaviour	*Then I will send a message telling them to stop and leave that person alone. They just think they are brave because they are on a computer (P08)*
If I witness a photo of a friend being altered…	
Positive behaviour	Then I will suggest to save the photo and tell an adult (P04) I know it will really hurt their feelings so I would message the person who posted it and tell them to delete it and not do it again (P05) *Then I will them and offer support (S26)*
If I witness a family member receiving an unkind comment…	
Social support	I will comfort them until they are happy and delete the text (S09)
If I witness a friend being excluded…	
Positive behaviour	*Then I will remind myself that it is easy to ignore it but I will start a chat just with them (P12)*
If I witness a stranger receiving an unkind comment…	
Positive behaviour	Then I would trust myself to act appropriately online (P20)

Table 6.9 Bystander role: Implementation intention action and behaviours *(Responses in italics indicate the child wrote their own response)* **(continued)**

If I witness a stranger sending unkind comments…	
Social Support	Then I will show my concern by asking if they are okay (P06) Then I will seek support and guidance from my friends (P13)
Positive behaviour	I will tell them to stop (P16)

If I witness a friend being threatened…	
Positive behaviour	*I will tell them it doesn't matter (S21)*
Social support	I will surround them with good friends who care about them (S19) Then I will offer support by encouraging them to talk to an adult (S20)

If I witness a stranger being threatened…	
Subjective norms	Then I will think about the effect it would have on another person (S02)

If I witness a friend sending unkind comments…	
Positive behaviour	I will help them think about something better to do (P10) Then I will send the person a private message asking them *nicely to stop (S06)*

If I am told that a friend received an unkind comment…	
Self-affirmation	I will tell them that the person is wrong and tell them how much of a good friend they are (P14) Then I will tell them to focus on the positive aspects of themselves (P17) Then I will remind them of everything they have achieved in their life (S03)
Social Support	I will help and support them and try and get them to tell an adult (P02) I will inform a teacher or my parents or my friends' parents (P19) I would encourage that friend to tell their parents and would not get involved (S14)

If I am told that a friend received multiple unkind comment…	
Self-affirmation	Then I will tell them to focus on the positive aspects of themselves and I will send the person a message asking them to stop (S08) Then I will tell them to focus on the positive aspects of themselves (S11)
Social Support	Then I will go with my friend to get support from an adult. *I would do something positive with my friends and ask if they are OK (S09)* Comfort then and let them know that I am there for them. I would let teachers/parents know (S18) Then I will go with my friend to get support from an adult (S22) Then will offer support by encouraging them to talk to an adult (S24) Then I will go with my friend to get support from an adult (S25)

6.5   Discussion

Several important differences emerged from the implementation intention toolkit in regards to behaviours and effective responses. A wide range of situations and behaviours were chosen. This emphasises the need for personalised interventions.

In the role of victim primary girls selected a broad range of behaviours with the main one being exclusion. Secondary girls had fewer behaviours and highlighted the shift in behaviour from primary to secondary as they related to more masquerading events. Parents of primary girls have repeatedly stated that monitoring is heightened in the younger years and begins to taper off as girls move into secondary and gain independence. This shift in behaviour shows the age differences in behaviours viewed and experienced online. Although both age groups would seek positive behaviour responses, primary also showed the importance of social support. As mentioned previously, as girls move into adolescence they are reluctant to inform their peers of victimisation as they want to be viewed as strong and able to cope with adversity.

For behaviours in the role of perpetrator the results indicated that primary girls begin to harass others due to feelings of exclusion. This highlights a need for inclusion, peer support and acceptance. In contrast, secondary girls reported that sending unkind comments would be the most common behaviour. This could be linked to impulsivity during adolescence as the cognitive pathways develop, a need to be viewed as funny by their peers or jealousy. Once again positive behaviours were deemed the most effective action to take when contemplating performing a negative online behaviour. However, primary girls also favoured social support, yet again stressing the importance of friendship in the younger years. Secondary girls favoured forming self-affirmations as this would help change their negative thoughts into positives.

Another age difference emerged within bystander behaviour. Primary girls once again reported a broad range of behaviours while secondary were more specific. Primary girls identified witnessing an unkind comment being sent to a friend. Whereas secondary girls indicated that they would most likely be told by a friend that they had received multiple unkind comments. This suggests that negative comments are sent more publicly in the younger years and move to being more private as girls get older. Furthermore, an interesting finding from secondary girls was the inclusion of the word 'multiple' thus suggesting that bystanders would only be made aware of the situation after it had occurred repeatedly. This supports previous research which shows secondary girls want to deal with cyberbullying incidents independently and will only take action when they feel they can no longer cope.

The results from the implementation toolkit identify a clear age difference between primary and secondary girls with regards to cyberbullying behaviours experienced as well as effective responses. This highlights the need for a personalised intervention as one single intervention would not be sufficient to tackle the broad range of cyberbullying behaviours which take place.

6.6   Chapter Summary

This chapter described the process involved in designing and developing an implementation intention toolkit to form part of an intervention strategy to promote positive online behaviour. This chapter highlighted that for girls taking on the role of victim, perpetrator and bystander, the implementation intention statement cards selected varied across the roles and the behaviours. The *behaviour* situations selected identified age differences with primary girls focussing more on exclusionary based situations and secondary girls focussing more on the posting and sharing of unkind comments and embarrassing photos. When focusing the on the role occupied by the girls when selecting their implementation intentions, both victim and perpetrator *action* statement cards fell under the theme of positive behaviours, whilst, when assuming the role of a bystander, primary and secondary girls focussed more on social support and self-efficacy strategies. This chapter indicates that intervention strategies in the form of implementation intentions differ widely depending upon the age of the girls and their role in the negative situation. The following chapter will describe the full intervention study which utilised these personalised implementation intentions.

Chapter 7: Intervention Study (study 5)

This chapter describes the way in which the implementation intention toolkit, described in Chapter 6 was utilised to help develop behaviour change approaches as a cyberbullying intervention. This chapter presents the intervention study which was designed to encourage positive online behaviour and provide personalised coping strategies for dealing with cyberbullying. The intervention used implementation intentions and diaries as part of the intervention and measured self-efficacy, stages of change and intention to change in girls

7.1   Introduction

Findings from studies 1-3 have confirmed earlier literature (Mishna & Alaggia, 2005; Unnever, 2005) indicating that children who experience or witness cyberbullying are uncertain about the best way to respond to negative online behaviour.

Studies 1 and 2 support previous findings showing victims apply passive approaches when they experience cyberbullying, these include blocking, cyberbullying ignoring or deleting the message (Campbell et al., 2012). Nonetheless, these approaches may not to be sufficient, particularly to negate the long term mental health issues. Children in studies 1-3 indicated that reporting would be a coping strategy when they felt the situation was out of their control, they highlighted that this would not be their first response. This finding was supported by research which claims that this method is not employed (McGrath, 2009; Mishna, Cook, Saini, Wu, & MacFadden, 2009; O'Connell & Barrow, 2004). Studies 1 and 3 indicated that children were reluctant to report cyberbullying incidents believing adults to be ineffective in terms of their response and fear they will be punished despite being the victim. This punishment came in the form of having their technology removed, being told to delete the app or having parents overreact. Children have also stipulated that reporting would be a last resort for victims (Mishna & Alaggia, 2005). They would only do so when they felt they no longer had control. In this study the focus of the intervention is to prevent the escalation of cyberbullying incidents rather than deal with the aftermath.

7.1.1   Raising awareness through education

Studies 1 and 2 highlighted that all stakeholders felt raising awareness of cyberbullying would be beneficial through educational approaches such as; presentations, guest speakers and curriculum content. Current cyberbullying interventions and preventions are based upon the recommendations from traditional bullying studies (Pearce et al., 2011). These interventions have varied from having a whole school approach, classroom level or targeting specific individuals. Whole school interventions include antibullying policies, peer support programs and building a positive school climate where bullying is not tolerated. Other traditional bullying interventions include restorative

approaches, self-reporting questionnaires and participating in anti-bullying programs. Nonetheless, this approach has not been effective as cyberbullying incidents are becoming more prevalent thus indicating that education alone is not sufficient. Education and raising awareness needs to take a holistic approach involving parents, teachers and children to be fully effective and empower all parties (Yilmaz, 2010).

Effective intervention programs should have theoretical background to them, have children committed to using them, create safe and strong environments, provide specialised training for those involved, and use empirically robust methods of analysis. This study looks at developing implementation intentions as a positive response to cyberbullying incidents. Rather than focussing the intervention on 'reporting', this study centres around empowering children to recognise and respond effectively to potential incidents.

7.2   Rationale

This study aimed to build the resilience of girls aged 10-14 years as well as providing them with coping strategies and making them aware of their behaviour online. This behaviour change approach made use of the implementation intention toolkit described in Chapter 6.

This study addresses the four hypotheses below based upon previous evidence and literature in the field

- Implementation intentions will increase the likelihood of sending positive comments online.

- Girls will believe that they need to be more positive online.

- There will be an age difference between primary and secondary girls' responses to the intervention

- Some coping strategies will be viewed differently in terms of their effectiveness

It was important that the girls stayed open to behaviour change and not get defensive about whether they were thought of as bullying, to this end, cyberbullying was not discussed during this intervention, instead the focus was on building resilience to unkind acta and increasing the number of kind acts.

7.3   Method

7.3.1   Design

The study used a mixed methods approach. The quantitative part used a mixed experimental design with two independent between group variables, age group (10-12 years and 13-14 years) and intervention (intervention group and control group). A number of measures were taken at baseline, immediately after the intervention and after 1 week.

Qualitative data was collected through focus group transcripts, comments recorded in a diary and responses to the implementation intention toolkit.
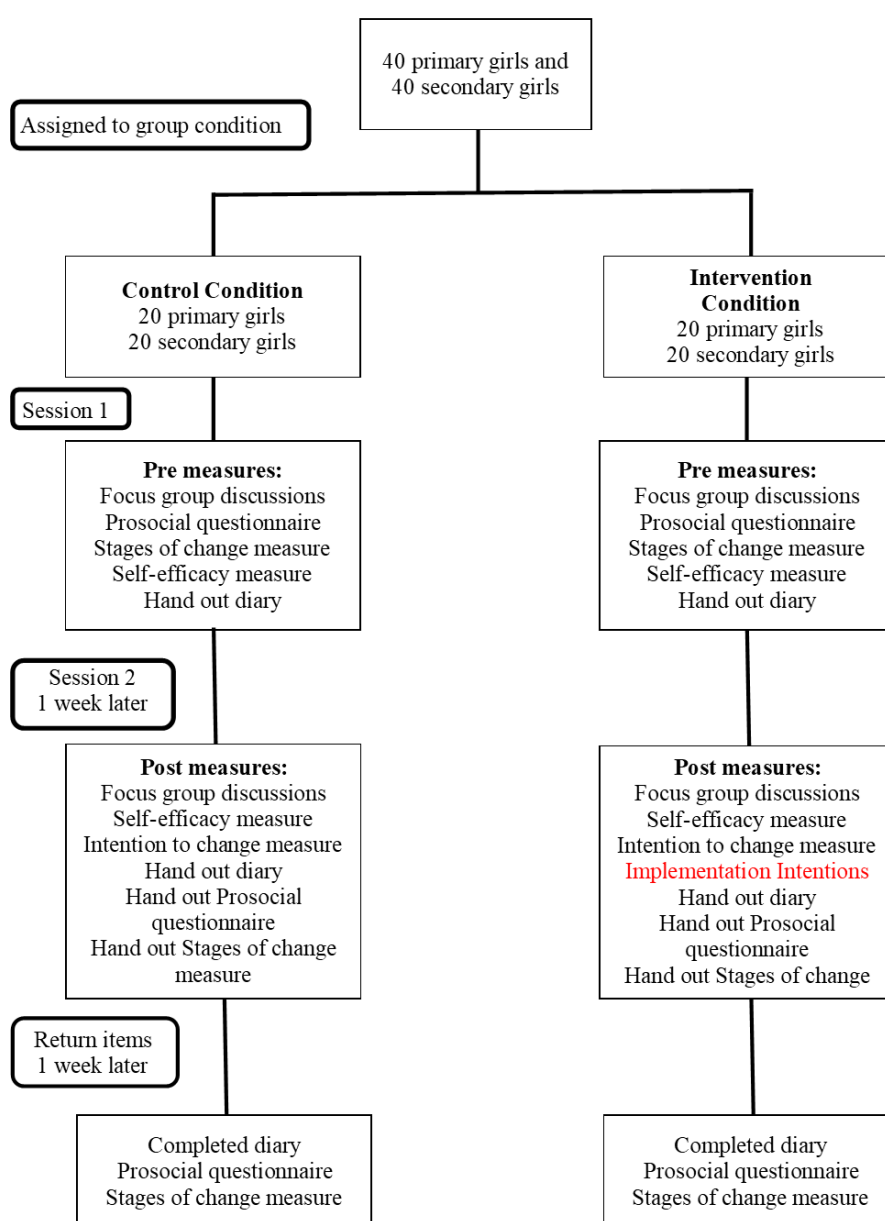
Figure 7-1   Overview of study procedure

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7.3.2 Participants

Two groups participated in this study. The first group consisted of 40 girls aged 10-11 who were in their final two years of primary school. The second group consisted of 40 girls aged 12-14 years who were in their first two years of secondary school. The girls were allocated to groups of no more than 10 girls. There were 5 groups of primary girls (where N = 10, 10, 10, 4, 6) and 6 groups of secondary girls (where N = 10, 10, 6, 6, 4, 4). Table 7.1 provides the age break down across conditions.

Table 7.1   Age of girls in intervention study

Condition	Age of girls (years)				
	10 years	11 years	12 years	13 years	14 years
Control condition (n=40)	12	8	9	8	3
Intervention Condition (n=40)	13	7	10	9	1

7.3.3 Materials and Measures

A number of measures were taken in this intervention study. Each measure and method (e.g. questionnaire or focus group discussion) will be described in more depth below. In short, the measures were taken over the course of three distinct time periods. In session 1 each group began by engaging in a thirty-minute focus group discussion about kind and unkind comments they were aware of. They were then asked to complete a prosocial questionnaire whereby they were asked individually and confidentially report upon their online behaviour over the past month. The second questionnaire given was a stages of change measure where they rated their behaviour and finally they were asked to complete self-efficacy measure to identify how confident they felt dealing with unkind behaviour. Following completion of all questionnaires, each girl was given a weekly diary where they were asked to record on a daily basis all kind/unkind comments they sent/received/witnessed. This diary was to be returned in session 2 which was held one week later. Once again all girls participating in a focus group discussion and then they completed two questionnaires: Self-efficacy measure and an intention to change measure. The intention to change measure was to assess how likely they were to change their behaviour in the subsequent weeks as a result of participation in the study. The intervention group were then given the implementation intention activity as outlined in Chapter 6 while there was no replacement activity for the control group. At the end of the session, all girls were given another diary to take away and complete each day for a week as well as the prosocial questionnaire and the stages of change measure. All three items were to be returned to the box in their classroom exactly one week after session 2. Further details about each measure will now be explained.

The measures and materials are described below with examples. Full materials are attached in Appendices 9.5.6 to 9.5.11.

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7.3.3.1 Focus Group Discussion

The aim of the focus group questions was to explore a more in-depth understanding of girls' thoughts and responses to kind and unkind comments which may not be expressed through the questionnaires and diaries. These questions were asked before and after the intervention period.

- What makes a comment kind?

- What kind comments have you seen, heard of or sent when you have been online?

- When you send a kind comment how does it make you feel?

- What makes a comment unkind?

- What unkind comments have you seen, hear of or sent when you have been online?

- What do you think has happened to make someone say something unkind to another person?

- When someone says something you do not like how do you feel?

- When you send an unkind comment how does it make you feel?

The post discussion included these additional discussion points.

- How would you respond if someone said something unkind to you?

- If a friend came to you or you saw online that a friend had received an unkind comment, what would you do?

- How can we encourage others to stop and ask themselves if what they are about to say is kind?

- Do you think you could be kinder online?

7.3.3.2 Prosocial Questionnaire

Pre and post measures were taken to show the frequency of kind/unkind messages sent and received when online or via their mobile phone. The prosocial questionnaire was adapted from the work of Patchin and Hinduja (2015). It consists of 14 statements repeated for the sent and received aspects of the questionnaire. Eight of the statements represented behaviours girls were believed to experience most frequently (Patchin & Hinduja, 2015) while the remaining 6 were identified in studies 1-3 (see Appendix 9.5.6). Rather than use the term cyberbullying behaviours, kind and unkind behaviours were used to avoid the narrow connotations associated with cyberbullying. A definition of kind and unkind comments was provided at the top of the questionnaire to ensure consistency when completing. A kind message/comment was defined as "*A comment which is*

friendly, generous, warm-hearted, complimentary or sympathetic" and an unkind comment was *"A comment which is not friendly, inconsiderate, hurtful, or unsympathetic"*.

Pre-measures based girl's responses on their online behaviour in the last month using a 7-point scale ranging from never to more than once a day. They were asked to complete the post measure one week after completing the second stage of the study. Post measures based the responses on the previous week and used a 5-point scale ranging from never to more than once a day same scale.

7.3.3.3   Stages of Change Measure

Girls were given five statements, one from each stage of the Transtheoretical Model (Prochaska & DiClemente, 1984) and asked to select the statement that best reflected their behaviour with regards to sending kind messages online (see Appendix 9.5.7). This measure was taken at pre-and post.

7.3.3.4   Self-Efficacy Measure

Girls were given five statements regarding their confidence in their own ability to send kind and appropriate messages to others when they are online. Using a scale of 1 (strongly agree) to 5 (strongly disagree) they were asked the following questions; *"I feel confident about being able to send kind messages to others"*, *"I feel confident about sending appropriate messages to others online"*, *"I feel confident about dealing with difficult online situations by myself"*, *"I know when a comment I am about to send is kind"* and *"I know when a comment I am about to send is unkind"*. (see Appendix 9.5.9). This measure was taken pre and post. The Cronbach's alpha reliability coefficient was 0.62 for pre measure and 0.75 for post measure.

7.3.3.5   Diary Entry

A diary was used to obtain measures of the number of kind and unkind comments girls experience over the next 7 days. The diary was divided into 3 different measures for each day of the week: kind/unkind comments sent; kind/unkind comments received; and kind/unkind comments witnessed. The first section allowed them to record, using a tally mark count, the number of kind/unkind comments for each of the measures (sent, received or witnessed). They were asked to record how they felt when they sent, received or witnessed the kind or unkind comments. They were encouraged to record examples of kind and unkind comments, although this was optional.

At the end of the 7-day period there was an end of week reflection whereby girls were asked whether they believed their behaviour online had changed, if so why, what had helped this change and if there was anything that had made their behaviour easier or harder to change (see Appendix 9.5.11). This measure was taken pre and post.

7.3.3.6   Intention to Change Measure

As a post measure participants were also given three statements regarding their likelihood to change their behaviour in the next 7 days. This measure indicates the motivation to be more kind online. The three statements were "*I intend to change my behaviour online in the next 7 days*", "*I intend to say nicer things online in the next 7 days*" and *"For me saying more kind things online in the next 7 days would be…"*. Responses were based on a scale of 1 (strongly agree) to 5 (strongly disagree) for the first two statements and 1 (extremely easy) to 5 (extremely difficult) for the last statement. The Cronbach's alpha reliability coefficient was .73 for post measure.

7.3.4   Procedure

There were three stages to this study. The first stage provided an opportunity for baseline measures to be obtained. The second stage involved the implementation intention toolkit to be administered for the girls in the intervention group condition. Finally, a third stage, 1 week later, whereby the researcher collected quantitative data which had been recorded over the course of the week.

Girls were assigned to the intervention group condition based on returned consent forms. They were balanced to ensure equal numbers in each group condition. Stages 1 and 2 took place in a room familiar to the girls and a staff member was in a room nearby if required. The follow up questionnaires and diaries were collected via a box within their classroom.

7.3.4.1   Session One

The session began with a focus group discussion, lasting between 10-30 minutes and audio recorded.

A total of 5 primary focus groups and 6 secondary focus groups were conducted. Each group consisted of between 4 and 10 girls. Following completion of the discussion the prosocial questionnaire (pre-measure) was distributed. The girls were given the definition of kind and unkind comments and asked to consider this definition when responding to the statements in the questionnaire. They were asked to answer as honestly as possible and without discussing their responses with others. The second questionnaire was the stages of change measure. They were asked to select one statement which represented them best at this current time. Finally, a self-efficacy questionnaire (pre-measure) was completed. The girls placed each questionnaire into an envelope and put them in the box in the room.

Following completion of the questionnaires, the girls were shown the diary. They were asked to keep a count of the number of kind and unkind comments they send, receive and witness when they were online or on their mobile phone daily over the course of the next 7 days. They were shown

how to do a tally mark count (although they all knew how to do this). Additionally, they were asked to record how the comments made them feel and were encouraged to record the comments, although it was made clear that this part was optional. The final section of the diary was the end of week reflection, time was spent going over this and girls were asked to complete this section before returning their diaries. The diaries were then handed out (ensuring that they matched their participant code) allowing the girls to look over and ask any questions before leaving the session. Some questions which arose included *"What if I don't receive or send any comments on a given day? What if I forget to complete the diary one day? What if I don't go online one day?"* Each question was addressed by the researcher and time was taken to ensure that they could confidently begin the diary entries. They were shown a sealed box which would be placed in their classroom and were asked to return the diary to the box on the 8th day of the study.

7.3.4.2   Session Two

Session two lasted between 45-60 minutes and girls were in the same groups as in session one. The session started by ensuring everyone felt comfortable and there were no concerns about their diary completion the previous week. They were then informed of the different stages involved in this session. Both groups began with a discussion, which was followed by completing a self-efficacy questionnaire (post measure) in addition to an intention to change questionnaire. At this point girls in the intervention group worked through creating implementation intentions (See chapter 6 for detailed results). All girls were given a new diary and asked to complete this for a further 7 days. Additionally, each girl was given a prosocial questionnaire and a stages of change questionnaire to take home (both post measures) and asked to complete the questionnaires at the end of the 7 days. Emphasis was placed on the prosocial questionnaire that responses were based upon the last week. The girls were asked to place the diary, prosocial questionnaire and stages of change questionnaire into an envelope and place it in the box within their classroom. Results

Full means and standard deviations for kind comments sent, received and witnessed for all measures can be found in Appendix 9.5.15. When analysing the questionnaires, the prosocial questionnaire, stages of change measure, self-efficacy measure, intention to change measure had a minimum score of 0 and a maximum score of 4. An overall high mean score in the prosocial questionnaire shows girls are sending or receiving kind comments more often. A high mean score on the stages of change measure shows that girls are regularly saying kind comments towards others. A high self-efficacy and intention to change mean score shows that girls feel confident about their online behaviour and intend on saying nicer comments to others within the next 7 days. The end of diary reflection was given a score of 0 for no and 1 for yes. Therefore, the higher the mean, the more likely they felt they were to change their behaviour after the study.

7.4 Results

The results of this intervention will be presented based upon the individual measures taken. Firstly, the quantitative results will be given (e.g. prosocial questionnaire, diary entry, stages of change and self-efficacy measure) followed by the qualitative results.

7.4.1 Prosocial questionnaire

The results from the prosocial questionnaire will be divided into sending kind comments and receiving kind comments. When running analysis on the pre and post questionnaire the scales had to be mapped to ensure comparability. The scores from the pre-prosocial questionnaire which originally used a 7 point Likert scale was reconciled to match the 5 point scale of the post prosocial questionnaire. A score of 0, 1 and 2 in the pre prosocial questionnaire was rescored as a 0 to match the post prosocial questionnaire (not in the last week), a 3 in the pre prosocial questionnaire was scored as 1 (once a week/once in the last week), a 4 in the pre prosocial questionnaire was scored as a 2 (2-3 times a week), a 5 in the pre prosocial questionnaire was scored as a 3 (once a day/everyday) and a 6 in the pre prosocial questionnaire was scored as a 4 in the post questionnaire (more than once a day).

7.4.1.1 Sending kind comments

A 2 (time) x 2 (condition) x 2 (school level) mixed ANOVA was conducted to compare the effect of time, condition and school level on the responses to the prosocial questionnaire about frequency of kind comments sent. This showed no main effect of time on the frequency of kind comments sent, ($F_{(1, 76)} = 0.982$, $p = 0.325$). There was a significant main effect of condition on the frequency of kind comments sent ($F_{(1, 76)} = 7.082$, $p = 0.009$) and a significant main effect of school level ($F_{(1, 76)} = 7.847$, $p = 0.006$). However, there was no significant interaction between condition and time ($F_{(1, 76)} = 0.629$, $p = 0.430$) and no significant interaction between time and school level ($F_{(1, 76)} = 2.025$, $p = 0.078$). There was a significant three-way interaction between time, school level and group condition ($F_{(1, 76)} = 5.659$, $p = 0.020$).
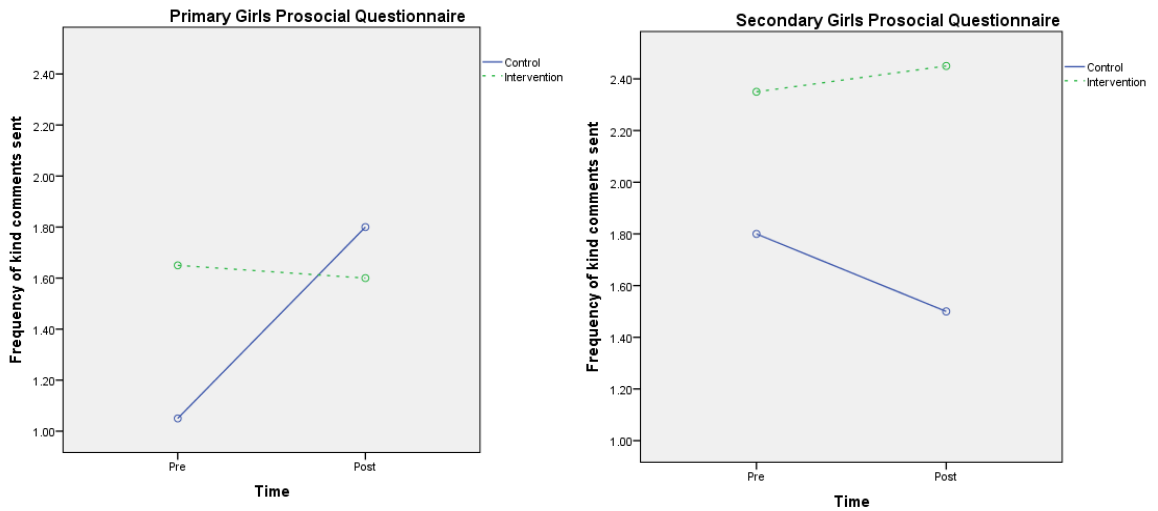
Figure 7-2   Frequency of kind comments sent as recorded in the prosocial questionnaire

7.4.1.2   Receiving kind comments

A 2 (time) x 2 (condition) x 2 (school level) mixed ANOVA was conducted to compare the effect of time, condition and school level on the responses to the prosocial questionnaire about frequency of receiving kind comments. This showed no main effect of time, $(F (1, 76) = 2.912, p = 0.092)$ or condition $(F (1,76) = 1.125, p = 0.292)$. However, a significant main effect of school level was found $(F (1, 76) = 8.511, p = 0.005)$. No significant interactions were found.
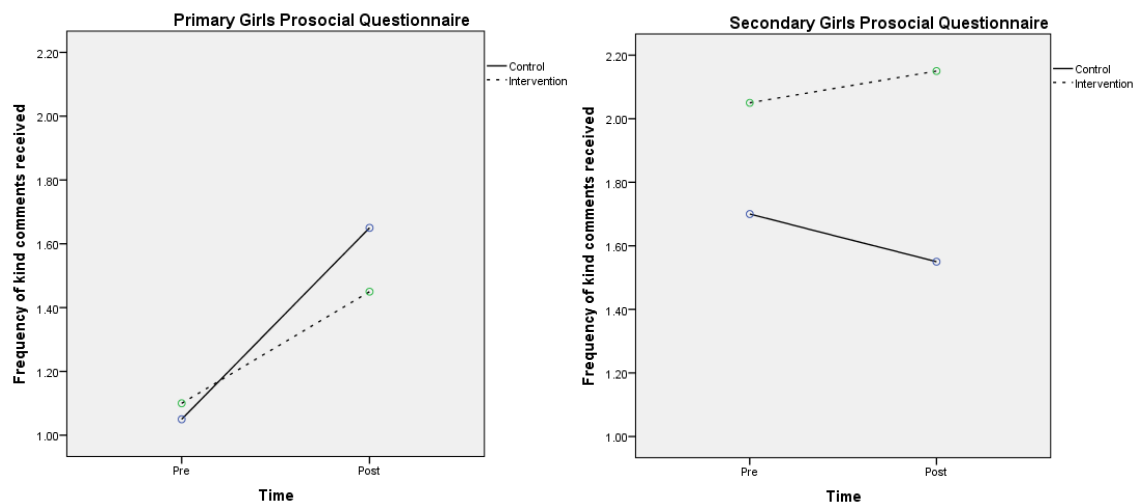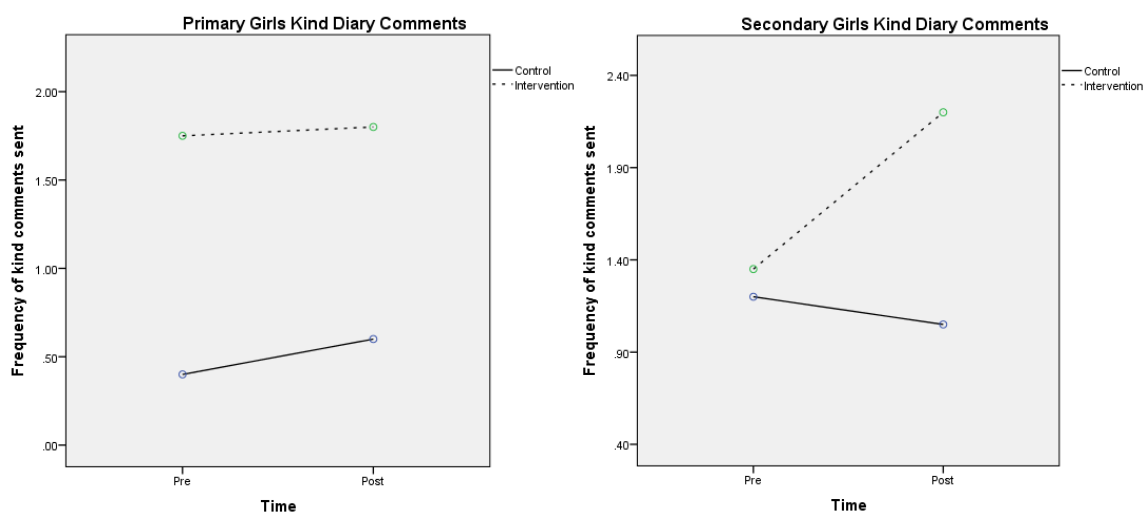

Figure 7-3   Frequency of kind comments received as recorded in the prosocial questionnaire

7.4.2   Diary results

Participants were asked to record the number of kind comments they sent, received and witnessed. These results have been split into the above-mentioned categories.

7.4.2.1 Sending kind comments

In addition, participants were asked to count the number of comments they sent in their diary. Again a 2 (time) x 2 (condition) x 2 (school level) ANOVA was conducted which found no main effect of time on the total number of kind comments sent, (F (1, 76) = 2.127, p = 0.149) or school level (F (1,76) = 2.036, p = 0.158). However, a significant main effect of condition was found (F (1,76) = 19.313, p = 0.00). No significant interactions were found.

Figure 7-4   Frequency of kind comments sent as recorded in the diary

7.4.2.2 Receiving kind comments

Participants were asked to count the number of comments they received in their diary. Again a 2 (time) x 2 (condition) x 2 (school level) ANOVA was conducted which found no main effect of time on the total number of kind comments received, (F (1,76) = 0.441, p = 0.509) or school level (F (1, 76) = 2.273, p = 0.136). However, a significant main effect of group was found (F (1, 76) = 19.313, p = 0.00). No significant interactions were found.
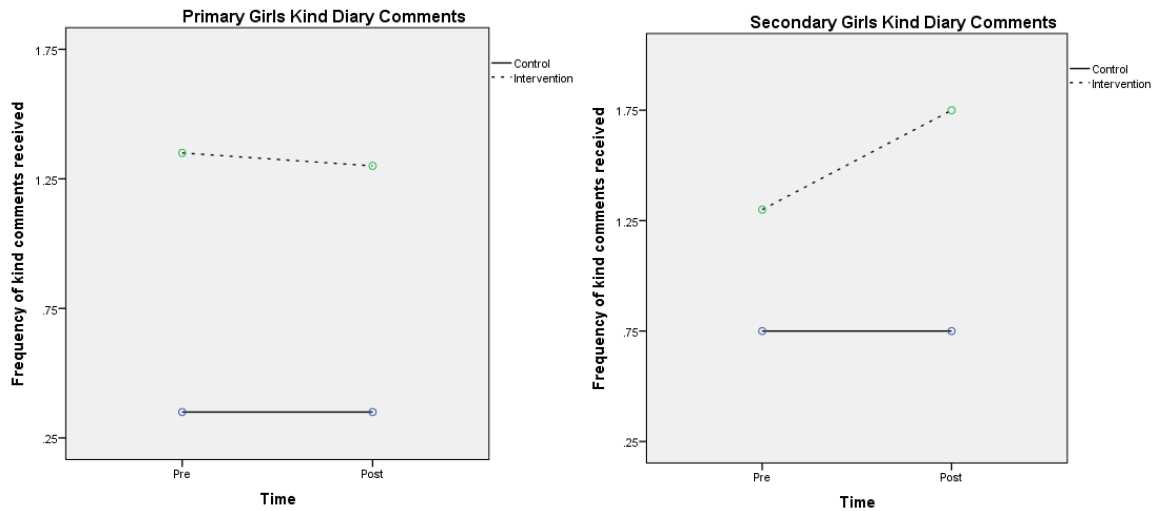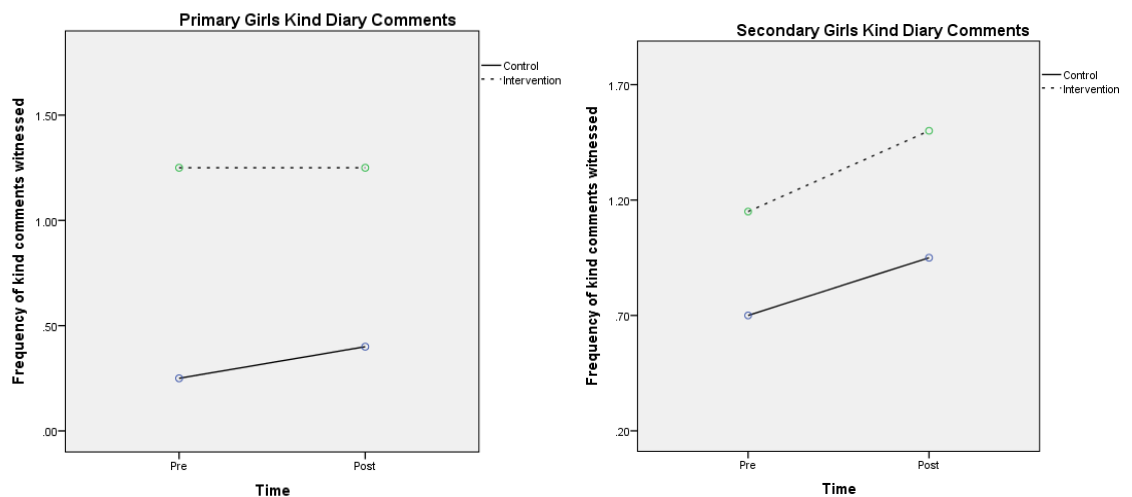
Figure 7-5   Frequency of kind comments received as recorded in the diary

7.4.2.3   Witnessing kind comments

Participants were asked to count the number of kind comments they witnessed in their diary. Again a 2 (time) x 2 (condition) x 2 (school level) ANOVA was conducted which found no main effect of time on the total number of kind comments received, $(F (1,76) = 2.00, p = 0.161)$ or school level $(F (1, 76) = 1.778, p = 0.186)$. However, a significant main effect of group was found $(F (1, 76) = 10.920 p = 0.01)$. No significant interactions were found.

Figure 7-6   Frequency of kind comments received as recorded in the diary

7.4.3   Stages of Change

A 2 (time) x 2 (condition) x 2 (school level) ANOVA was conducted to compare the effect of time, condition and school level on the responses to the stages of change questionnaire. This showed no main effect of time on stages of change recorded by the participants $(F (1, 76) = 0.505, p = 0.479)$ or condition $(F (1, 76) = 3.619, p = 0.061)$. However, there was a significant main effect of school level on stages of change, $F (1, 76) = 7.957, p = 0.006)$. No significant interactions were found.

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7.4.4 Self-Efficacy

A 2 (time) x 2 (condition) x 2 (school level) mixed ANOVA was conducted to compare the effect of time, condition and school level on the responses to self-efficacy online. This showed no main effect of time on the self-efficacy levels, $(F (1, 76) = 1.775, p = 0.187)$ or school level $(F (1, 76) = 1.863, p = 0.176)$. However, there was a main effect of condition, $F (1,76) = 4.380, p = 0.040)$. No significant interactions were found between time, condition and school level.
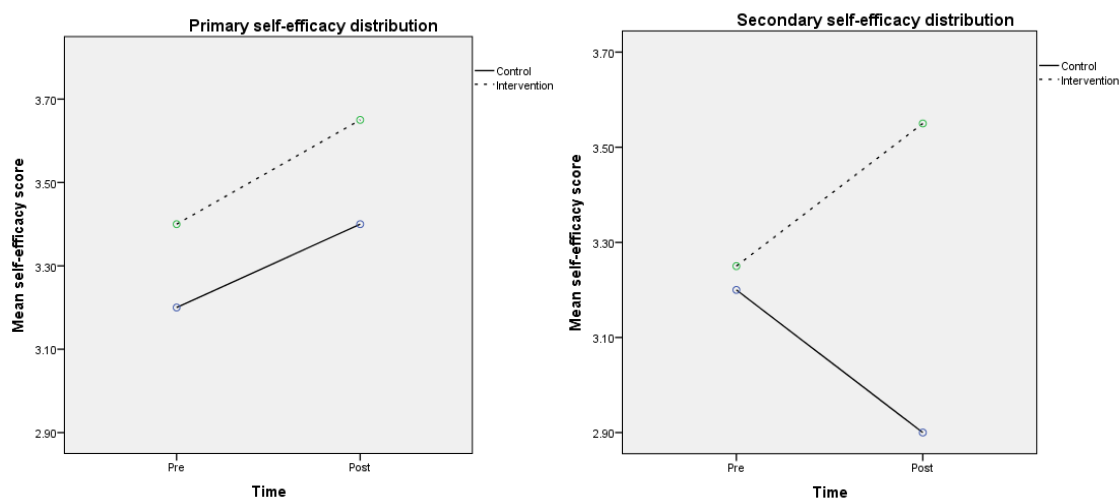

Figure 7-7   Self-efficacy distribution for primary and secondary girls

7.5   Qualitative Results

7.5.1   Focus Group Discussion

Content Analysis was used for the focus groups to identify meaningful categories or themes from the data. Transcripts were entered into NVivo qualitative software. The purpose of this analysis was to understand what girls perceive to be a kind or unkind comment, how they feel about these and ways in which we can encourage the sending of more kind comments when using technology. The themes which emerged in this study were the categories of kind and unkind comments, the effects of sending and receiving kind and unkind comments, and explanations for why people send kind and unkind comments and responses.

7.5.1.1   Categories of kind comments

The types of kind comments sent, received or witnessed by girls fell into six categories. Positive messages are important for them to develop self-worth and confidence. These were compliments, positive appearance, praise, greetings, positive future, and thanks.

The main form of kind comments suggested by both primary and secondary girls came in the form of compliments. The compliments from primary girls came in the form of "*you are cool*" (P31) or

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compliments about a photo they posted on Instagram "*aww that puppy is so cute, I wish I had one*" (P29). Secondary girls could suggest many more complimentary messages which showed support and great friendships. Secondary girl 34 stated "*OMG, I can't believe what great friends I have*" and S08 stated "*You are the best*" were good compliments to give peers. Secondary girl 23 indicated that personal compliments regarding individual traits were also given out "*lots of people at my school say that I am really organised and really kind to help them*".

Many compliments were based on appearance. This was another theme which emerged from the discussions. Both primary and secondary girls could share many kind comments relating to appearance some general such as "*you look nice today*" (P39), others more specific "*neat top. I want one*" (S34). Complimenting someone about their personal appearance is a simple yet well received comment. It is particularly important during adolescence as girls want to be accepted by their peers and to receive kind comments about how they look from their peers boosts their confidence.

Along with compliments comes praise. Praise was divided into two subcategories; action and support. Primary girls provided more praise relating to a specific action/behaviour. They suggested that praise would be sent if someone did well on tests or in sporting games "*One of my friends in Sydney was doing a gymnastics competition and she got first. I said well done*" (P32). Whereas secondary girls praise comments were vaguer and generally depicted as "*well done*" (S22) or "*good job today*" (S17). It seems as girls get older their praise is less specific and related to a behaviour.

Secondary girls were the only group to discuss praising their friends for their ongoing support whether it related to homework, help in class or simply being there. Secondary girl 5 stated, "*you are a nice friend*", Secondary girl 23 claimed, "*you are really helpful and you are so kind*" whereas S22 added "*Helping them out. Like I know a lot of people at my school will message and ask 'what the homework is' and it is nice to just answer and say 'this is what the homework is for…*". This shift in praise from primary, where the praise is attributed to a measurable task e.g. sporting or test result, to secondary where the praise is centred more on being good, supportive friends is important for adolescence and their sense of belonging. Peer relationships are paramount in the early stages of adolescence and showing that they are there for their friends is valued greatly by girls.

Primary and secondary girls reported that sending someone a simple '*hi, how are you?*' (P10) was viewed as being kind as it shows the recipient that you are thinking about them. They reported feeling happy when she received the following unexpected message "*Sometimes my friends that I don't see often will text me and say 'good morning, how are you going? We should hang out*" (S11). This strengthens the impact of knowing that friends are thinking of you has on developing a positive mood.

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Similarly, primary and secondary girls suggested comments such as "*I hope you have a great day*" (P06), *"I miss you so much, I can't wait to see* you *next time"* (S22) *and "we hope you get better"* (S22) were examples of kind comments. By wishing someone well you are thinking about them now and in the future.

Finally, only primary girls mentioned that they would send thank you messages to others. For example, primary girl 8 shared "*thanks for playing with me today*".

In summary, when asked about the different types of kind comments sent, received or witnessed, primary girls gave examples of more abstract compliments regarding being cool and physical appearance. They also suggested more specific praise for performance in sporting events or tests. The secondary girls' kind comments focussed more on showing support to their peers and fitting in by complimenting them on physical appearance and offering praise for 'being there' for them.

7.5.1.2   Effect of sending or receiving kind comments

For many primary and secondary girls sending kind comments has a double benefit. The sender feels good for taking the time to say something kind to another person and the receiver gets a confidence boost by receiving the kind comment. Both age groups shared similar feelings with regards to sending kind comments, these were "*happy*", "*kind*", "*caring*" and "*nice*". Primary girl 33 expressed how she felt when she sent a kind message *"I felt good. I felt like I was spreading the happiness"* and secondary girl 15 recounted similar feelings "*you felt good because you were making someone feel good about themselves*". The positive impact sending a kind comment could have was described by secondary girl 11 "*a kind comment can make someone really happy and cheer someone up even if they are sad or having a bad day*". Furthermore, the long-lasting effect of this positive comment was conveyed by S29 "*quite excited and proud and then you feel happy all day*".

Sending kind comments results in a cyclical effect, when you send a kind comment the recipient often responds with a kind comment making you in turn feel good about yourself. Primary and secondary girls reported receiving kind comments boosted their confidence, made them feel special and had a positive impact on their day. The following examples support this effect, "*I send something nice back to them*" (P36) and "*you feel good inside, you feel great and usually you will say a good comment back to them*" (S15).

Being the recipient of a kind comment is always a pleasant experience. This was no different for primary and secondary girls. Primary girls reported that when they receive a kind comment they are grateful "*I feel happy that someone has bothered to take the time to text me and tell me that*" (P02) and "*really happy that someone appreciates what I have done*" (P14). Secondary girls reported

similar emotions, "*you know that they have put in the effort to say that to you and send you that message*" (S14) and "*you also feel helpful, like you have a purpose to do things and people appreciate what you do*" (S25).

In summary sending and receiving kind comments are viewed similarly between primary and secondary girls. Both age groups view kind comments positively and are supportive about sending them to others and are aware of the favourable impact they can have on the other person.

7.5.1.3   Under what conditions do people send kind comments?

When posed with the question, 'when would you send a kind comment to another person?' two primary girls stated a really positive and promising answer, 'I think you can say kind things anytime" (P11) and "anytime is the most appropriate time" (P19). Despite these two responses girls find that it is often harder than they think to send kind comments or, commonly believe they do send a lot of kind messages when in actual fact they do not send as many as they think.

Primary girls explained that they were most likely to send kind comments when someone had accomplished something "*achieved something and they are being congratulated*" (P22), looked nice "*when people just notice that you have new shoes and they complement you because you have new shoes*" (P26), or in response to a nice comment "*someone has done or said something nice to you. You say something in return*" (P05). Primary girls went on to show their support for their friends by suggesting that they would send a kind comment if the recipient needed support "*someone has just put them down or something and you can say oh no that isn't true*" (P12).

Secondary girls in contrast identified two key opportunities to send a kind comment to a friend. One of which was when they were being supportive "*when they are showing their support for you*" (S38) and "*if they need someone to talk to so that they can let their feelings out but also if the person sending the message is upset they might pick themselves up by saying something nice to someone else*" (S38). The second instance when a kind comment would be sent by a secondary girl would be when the recipient has achieved academically or sports wise "*when they have achieved something in their life*" (S36).

For primary girls, the opportunity to send a kind comment seemed more plentiful, whereas secondary girls appeared to wait for the perfect and thus limited opportunities to send kind comments.

7.5.1.4   Responses to kind comments

Responses to kind comments were very brief, both primary and secondary children claimed that they would thank the person sending the kind comment and that they would feel the need to

reciprocate and return a kind comment, "*thank you and then you can say something nice to them*" (P23).

7.5.1.5 How can we encourage people to send more kind comments and fewer unkind comments?

The main themes which emerged were education, resilience and social media interventions.

Education

Education which focuses on being kind towards others online must involve the whole community; children, parents and teachers, "I think it is like education. Not only teachers educating people but also parents educating children on how to use social media properly. They need to know what they are doing and what effect they are causing. Sometimes people need to have an experience to learn what they are doing is wrong" (S25).

Teaching children to have a mutual respect towards others is important in person as it is online. It is important to "*put yourself in other peoples' shoes*" (P05) to determine whether you would like to be on the receiving end of that comment. One girl stated *"well it's sort of the same sort of thing as 'think before you speak' or 'think before you write'"* (P26). Another emphasised, "*I think people need to think that if they wouldn't say it to their face then they shouldn't say it online either*" (S33). Although girls in this study did not feel that anything could stop cyberbullying completely "*I don't think we can stop it but we can make people aware*" (S25). They did emphasise the impact words can have and how important it is to think about what you are typing before you send it, *"teach them in school about how words stick"* (S27) and *"while you are typing it, just read it over and over and say 'is this something I would actually say to somebody's face?"* (P22).

Resilience

As well as educating children about being smart and responsible online, it is important to provide them with skills which will be effective if they do receive unkind comments. This study has shown that both age groups initially turn to passive responses such as ignore and blocking the perpetrator, as a result of this, the suggested prevention was to *"teach people to ignore what other people say"* (P40). Although this response is not effective on its own, it may be an initial starting point. It would then be essential to ensure that children are confident enough to do so and know how and when to seek support and no longer ignore the situation.

Social Media Interventions

Some suggestions to reduce the number of unkind comments sent via social media came from secondary girls. Firstly, "*I think there shouldn't be a dislike on YouTube. Yes, because that is awful. It causes so much trouble*" (S10). However, it would be more valuable to educate children on how social media is often used inappropriately. If we simply remove all temptations, then we are not helping children develop skills and resilience. Another suggestion was "*when on social media they have a thing that pops up and says 'is this kind or unkind? Re-read it before you send it' so it pops up before you actually send it. So, it pops up on the screen when you hit send but before it actually sends*" (S08). Interestingly a anti cyberbullying application called "*Re-Word*" (reword.it) was introduced the week the focus group discussion was held which may have influenced her response.

One limitation to reducing unkind comments is the unwillingness of some girls to change their behaviour. One girl indicated her reluctance and stubbornness to change "*if other people don't change then I don't change…I think if no-one else cares then, why should I?*" (S02)

7.5.2   Diary Comments

Each diary – pre and post - provided girls with an option to record some examples of kind comments which they sent, received and witnessed over the seven days. This provided an opportunity to further explore the types of comments girls deemed kind and to investigate whether there was a difference in online comments across the differing age groups in this study. The total number of kind comments sent, received and witnessed by both age groups can be found in Table 7.2. Primary girls recorded 60% of the total kind comments and primary 40%.

Table 7.2   Comparison of kind comments sent, received and witnessed across both age groups in both conditions and measures (pre and post)

Age group		Pre-diary			Post-diary			
		kind sent	kind received	kind witnessed	kind sent	kind received	kind witnessed	Total
Primary	Control	41	34	22	45	45	13	200
	Intervention	82	53	37	31	35	22	260
Secondary	Control	13	16	4	21	14	0	68
	Intervention	60	49	24	39	41	22	235
Total		196	152	87	136	135	57	763

The comments were grouped into eight categories; apologies, greetings, enquiry, compliments, humour, affirmations, pleasantries and appreciation. Two categories were further subdivided. These were compliments and affirmations. The categories of compliments were sub divided into four smaller subgroups based upon the work of (Holmes, 1988; Rees-Miller, 2011). These subgroups were; appearance, performance, possessions and personality. Affirmations were subdivided into emotional support and social support. Primary girl's kind categories are shown in Table 7.3 and secondary girl's in Table 7.4.

Table 7.3   Primary girls: Pre and post kind diary comment categories

Primary		Pre-Diary Control	Pre-Diary Intervention	Post Diary Control	Post Diary Intervention	Total
Compliment - appearance	Sent	9	23	4	6	42
	Received	9	11	9	6	35
	Witnessed	3	8	2	6	19
Compliment - performance	Sent	15	21	9	8	53
	Received	4	15	10	15	44
	Witnessed	8	11	6	8	33
Compliment - personality	Sent	4	5	2	2	13
	Received	2	4	3	4	13
	Witnessed	5	3	3	0	11
Affirmation – emotional support	Sent	2	5	2	3	12
	Received	4	4	1	1	8
	Witnessed	1	1	0	2	4
Affirmation – Social support	Sent	1	4	4	3	12
	Received	0	6	1	3	10
	Witnessed	3	6	0	2	11
Apology	Sent	0	2	0	0	2
	Received	0	1	0	0	1
	Witnessed	0	0	0	0	0
Greeting	Sent	2	4	7	2	15
	Received	0	2	3	0	5
	Witnessed	0	0	0	0	0
Humour	Sent	0	1	2	0	3
	Received	0	0	0	0	0
	Witnessed	0	0	0	0	0
Enquiry	Sent	0	3	5	5	13
	Received	1	1	3	1	6
	Witnessed	0	3	1	0	4
Thanks	Sent	4	4	2	0	10
	Received	2	4	1	0	7
	Witnessed	1	2	0	0	3
Pleasantries	Sent	0	7	3	2	12
	Received	4	2	3	2	11
	Witnessed	0	0	0	2	2
Misc.	Sent	3	0	5	0	8
	Received	3	1	9	3	16
	Witnessed	1	2	1	3	7

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Table 7.4   Secondary girls: Pre and post kind diary comment categories

Secondary		Pre-Diary Control	Pre-Diary Intervention	Post Diary Control	Post Diary Intervention	Total
Compliment - appearance	Sent	4	12	3	7	26
	Received	2	10	1	6	19
	Witnessed	3	10	0	5	18
Compliment - performance	Sent	0	16	4	8	28
	Received	2	11	3	5	21
	Witnessed	0	9	0	6	15
Compliment – possessions	Sent	0	1	0	0	1
	Received	0	0	0	0	0
	Witnessed	0	0	0	0	0
Compliment - personality	Sent	2	8	2	8	20
	Received	5	7	0	12	24
	Witnessed	0	4	0	2	6
Affirmation – emotional support	Sent	1	4	3	3	13
	Received	4	6	2	4	16
	Witnessed	0	0	0	1	1
Affirmation – Social support	Sent	2	9	1	5	17
	Received	2	6	3	4	15
	Witnessed	0	0	0	2	2
Greeting	Sent	0	2	2	2	6
	Received	0	0	1	2	3
	Witnessed	0	0	0	2	2
Humour	Sent	2	0	0	0	2
	Received	0	1	1	0	2
	Witnessed	1	0	0	0	1
Enquiry	Sent	0	3	1	1	4
	Received	0	0	1	1	2
	Witnessed	0	0	0	1	1
Thanks	Sent	1	2	1	3	7
	Received	1	6	0	5	12
	Witnessed	0	0	0	1	1
Pleasantries	Sent	1	3	4	2	10
	Received	0	1	2	2	5
	Witnessed	0	1	0	2	3

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7.5.2.1 Sent kind comments

As expected compliments were the most frequently reported examples of kind comments sent by girls, with 56% of kind comments sent by both age groups across both diaries being compliments. When this was examined more closely it was interesting to find that compliments regarding performance on a test, exam or a sporting event was noted more frequently than compliments regarding appearance. Primary girls were particularly kind and supportive towards their peers "*You did well today at swimming*" (P34) or "*You were great at softball today*" (P03). By sending compliments to others about a shared experience it provides an opportunity to bond and can often be a conversation starter.

Although it has been stated that girls focus mainly on appearance (Talbot, 1998), this category was second for primary girls suggesting that they are not as focussed on appearance traits at this young age. With that said, 21% of the kind comments sent by girls were compliments regarding appearance, "*I love your hair*" (P27) and "*I said to my friend 'you look really nice in a dress' because she doesn't normally wear a dress*" (P11). The second quote highlights the way compliments are used to show support to their peers. In most cases, primary girls stated that when they receive a compliment they return a compliment to the giver, this helps to strengthen a reciprocal relationship.

A further 7% of primary girls commonly recorded sending greetings to others, such as "*Good morning*" (P37) or "*Happy birthday*" (P34). They reported that knowing a friend is thinking about you makes you feel happy so it is nice to send them a greeting message so they wake up and feel as though someone is thinking about them.

Primary girls also recorded sending compliments to their friends about their possessions, "*Your dog is so cute*" (P23) and their personality traits which make them such valuable friends "*You are such a great person*" (P14). Compliments are a way to show support and are a common form of being polite therefore it is not surprising that girls are willing to send so many as supporting their friends is a crucial part of their social skills at this age.

Having that support from your friends is important to show that you care and to build positive relationships. Primary girls recorded sending comments which provided emotional support (6% of the sent comments for both), "*I hope you feel better*" (P24) and social support "*Can't wait to see you again*" (P10). Having positive friends promotes positive mental health and wellbeing, therefore it is encouraging to find so many encouraging, reassuring and caring comments being sent. This will help reduce feelings of loneliness and anxiety.

Further examples of kind comments sent by primary girls in this study include questions about their day-to-day activities, "*How was cheer?"* (P01) and "*How are* you*?"* (P36). They felt that by asking their friends how they were they were showing an interesting in their life. Many kind comments took the form of thanking others. This could be in response to receiving a compliment, or for helping them with a task or just for being there. Nonetheless, they felt that by sending a *'thank you'* message they were reciprocating the kindness.

Primary girls also noted that by sending comments which made polite conversation they felt they were being kind. Comments such as "*See you at school"* (P18) and "*Have a great day"* (P05). The final two categories which had relatively few examples were humour "*That's so funny*" (P18) and apologies "*Sorry, I'm kind of busy right now…"* (P18). It is interesting to realise that when someone apologises politely, because they are busy, they view their behaviour as being kind but the recipient at the other end may feel excluded and hurt by the comment.

Secondary girls also sent more compliments than any other type of kind comment, with 56% of the comments falling into the complimentary category. Similarly, to primary, compliments based upon performance were most common, "*You did really well in the math quiz today*" (S23) and "*You did really well in your netball match"* (S23). As with primary girls, having this experience in common gives them something to praise one another on.

The second most frequent kind comment sent was based upon appearance. This comment would be expected as girls begin to focus more on their appearance to fit in socially with their peers and to be accepted. Making up 19% of the comments, secondary girls sent compliments such as "*You have so many pretty clothes"* (S25), "*Wow, that dress is going to look great on you"* (S24) and "*Love your top"* (S19). A further 15% of kind comments sent by secondary girls were compliments based upon individual personality traits of the recipient.

Following on from complimenting personality traits, sending affirmations of support were recorded frequently. Affirmations of social support whereby girls showed that they were encouraging, actively listening and supporting their peers were recorded more often, *"I can't wait to have you over to my house again*" (S25). Emotional support extended to secondary girls included "*This will cheer you up"* (S25) and "*Hope you get better soon*" (S13). They also regularly sent comments of affection showing that they care, for example "*love you*" (S25).

Other kind comments sent by secondary girls were pleasantries such as, "*Have an amazing day"* (S14) and thanks and greetings. They felt that by sending "Good *morning*" (S13) comments to their peers that they were being kind and showing that they were thinking of them. Examples of humour and enquiries were seldom reflected in the diary.

When comparing kind comments sent by primary and secondary girls both groups focus on complimenting a specific performance followed by appearance most regularly. Comments showing their support towards peers were found to be a more prevalent category of kind comment sent among secondary girls as opposed to primary girls. This highlights the importance of friendship and support for secondary girls. The remaining categories were not shown as appearing in their diaries as often by both age groups.

7.5.2.2   Received kind comments

The category of performance based compliments outweighed all other categories, as shown in Table 7.3 and Table 7.4.

The results show that primary girls received more compliments based upon their skills and achievements, "*That dance was so good and creative*" (P12). There were more compliments based upon performance highly over ranked any other kind comment. For girls aged 10-11 years, their confidence levels are strongly influenced by how they view themselves and how others view them when performing well in school and out of school activities. Primary girls received 21% of compliments based upon their appearance, "*I love the earrings you were wearing*" (P28), "*Nice jacket*" (P31) and "*Your hair is so cool*" (P14).

Strangely, primary girls recorded more examples of comments which they believed to be kind, but without context they were rendered meaningless. This could be due to lack of context in the diary. For the basis of this study, these comments were grouped as miscellaneous. Examples of the comments received which fitted into this category included "*Running buddies*" (P30), "*Forever and a day. smile*" (P01) and "*Thumbs up emoji*" (P34). Primary girls also noted some compliments based upon their personality traits, "*You have a lot of talents*" (P14) and "*You make me laugh*" (P14).

Affirmations formed 11% of the comments made by primary girls. These affirmations took the form of social support (56% of the 11%) and emotional support (44%). Emotional support came in the form of looking out for one another "*You looked sad that's why*" (P34) and "*It's ok! Don't worry for now, what will happen was meant to happen*" (P18). During adolescence, girls are trying to find their own identity and may experience events which make them upset, by having a friend who is willing to listen and support them will help boost their confidence and feelings of self-worth. Social support is also valued at this age and girls in this study reported receiving ample kind comments showing social support, "*Go Em, you can do it*" (P14) and "*I couldn't have done it without your help*" (S39). It has also been found that comments whereby the sender uses the receiver's name, it personalises the compliment to make it more meaningful to the receiver.

Kind comments also took the form of day-to-day comments, pleasantries, as they were categorised in this study. These made up 6% of the total kind comments. Examples of pleasantries included "*can't wait to see you 2mo*" (P34) and "Have *a great day at school*" (P2). The remaining 11% of kind comments were apologies "*Oh sorry, I didn't mean to interrupt*" (p18), enquiries, "*Hi, what are you doing today?*" (P03) and thanks *"Thanks so much"* (P24). Primary girls did not record receiving any examples of humour in their diaries.

Moving on to secondary girls, one third of the kind comments received were compliments (35%). When asked to record kind comments received, 11% of these were compliments based upon individual personality traits. These are traits which adolescents value in a friendship and they included "*Oh, thank you. You are always so sweet and kind*" (S25) and *"Thanks, You're so smart!"* (S20). In addition, a further 10% of kind comments were performance based compliments. These included "*You are really good at spelling. Well done getting 20/20*" (S23).

Secondary girls also shared examples of compliments they had sent their peers based upon their appearance (10%). It is interesting to note that secondary girls received more comments about personality traits and performance ahead of appearance. Despite this, the comments received focussed on their attractiveness and their clothing choices "*You're so pretty*" (S27) and *"I love your jumpsuit"* (P14).

 A further 17% of kind comments received by secondary girls were affirmations. The examples provided showed that emotional support ranked higher than social support. The examples of emotional support received by secondary girls showed that their friends missed them, making them feel supported and appreciated "*We missed you*" (S14). This emotional and social support for an adolescent girl at secondary school is important as they are searching for their own identity and how they are viewed by their peers helps them develop their own set of values and sense of self. Social affirmations received by secondary girls indicated that they would stand by their friend irrespective of the circumstances, *"You are allowed to make the choices you want to make. The event is not compulsory and you have the choice to go or not. I know you don't enjoy netball so I fully support you in whatever decision you make*" (S25).

The remaining 13% of kind comments received by secondary girls were thanks, pleasantries, greetings and humour. When comparing pre and post diaries the number of kind comments received by secondary girls decreased for most categories. It is uncertain whether repeating the diary for a second time was felt as being repetitive and tedious or whether there were more critical of the comments they received. There were no recorded examples of complements based on possessions or personality by secondary girls.

When comparing primary and secondary kind comments received there was a slight difference in the types of comments received. Primary girls received more performance and appearance comments while secondary received more personality and performance.

7.5.2.3 Witnessed kind comments

Once again, the most prevalent examples of kind comments witnessed by primary girls were compliments (70%). These were primarily focused upon performance "*Good job on getting the SRC badge*" (P23). Interestingly, both the control and intervention groups witnessed fewer compliments in the post diary stages as opposed to the pre-diary. Witnessing kind comments were not highly noted in this diary of primary girls, this could be due to the amount of time they spend online or whether they are interested in only the direct conversations between themselves and their friends.

In addition to witnessing comments based upon performance, primary participants recorded examples of compliments based upon appearance "*I love those swimmers you had on today, they were soooo cool*" (P17) and *"You look cool. I like the outfit"* (P38).

Personality based compliments were 14% of the kind comments witnessed by primary girls, *"You are always so nice"* (P12). They also noted more social affirmations than emotional affirmations when they were online. Affirmations sent were in the form of homework assistance when individuals were unsure of the task at hand or if they were absent and missed the task "*Here's a copy of my homework*" (P23) and *"I'll help you because you are stuck"* (P12). Their affirmations were also encouraging "*I'm so excited about your party*" (P12) and showed care and empathy "*Chin up, silly boys aren't worth your time*" (P34). The remaining kind comments were scarce and took the form of enquiries, thanks and pleasantries.

When closely examining secondary diaries the most common example of a kind comment witnessed was based upon appearance. Despite the results showing that secondary girls did not send or receive mostly appearance based compliments they did in fact observe most of these when online. Although context was not provided, based upon the comments it can be assumed that the kind comments were towards a photo that the individual posted online *"hot!"* (S38), "*Sexy*" (S35) and "*Your hair looks really nice in that photo*" (S25).

The second most prevalent kind comment witnessed by secondary girls was performance based compliments. These comments were similar to those sent and received by secondary girls and focused on a skill or task "*You are one of the most creative people that I have ever met*" (S25) and at times these comments were not directed to one individual but to many, *"Well done and good job for districts to all the people who went"* (S25). Compliments based upon individual personality

traits were identified but only 12% of the kind comments were in this category. No compliments about possessions were witnessed by secondary girls. When looking at the pre-diary, no secondary girls recorded examples of affirmations being witnessed yet this began in the post diary. One girl witnessed the following comment, *"If you ever need a person to talk to in any situation I will always be here to support you"* (S25). It is hoped that with the discussion secondary girls are made more aware of the differing types of kind comments being sent.

The remaining kind comments were few in number. Despite social and emotional support comments being repeatedly sent and received among secondary girls, they were not witnessed often when online. Other kind comments were pleasantries, birthday wishes, thanks, and greetings.

In summary, when comparing primary and secondary comments which were witnessed, there was a slight difference in the most prevalent kind comment. For primary girls, it was performance based yet for secondary girls it was appearance based. This shows the first shift in age related behaviour online and what the differing age groups are exposed to when they interact with their peers online. The total number of affirmations witnessed by primary girls outweighed those witnessed by secondary. This suggests that although secondary girls send and receive affirmations they may do so privately as opposed to in a public forum.

7.5.2.4 Feelings from sending a kind comment

Primary girls reported feeling happy when they sent others a kind comment. For many they enjoyed knowing that they had had a positive impact, as primary girl 30 stated *"I felt like I could have made someone's day"*. Primary girls reported feeling happy, proud, good and kind when they took the time to say something nice to another person. Research shows that altruistic behaviour releases endorphins in the brain which boosts happiness for ourselves and the receiver. This altruistic behaviour was supported by the following girls, *"I feel good that I have made someone happy"* (P03), *"seeing other people be happy makes me happy"* (P12), *"It makes me feel good about myself when I send kind comments"* (P14) and *"I feel good about myself and hopefully the person I sent them feel that too"* (P09). For some, the act of recording the kind comments they send in a diary encouraged them to say more kind things to others and allowed them time to reflect and reap the benefits of saying these kind things to feel good about themselves. The following girls demonstrated this, *"I sent a lot of nice comments today. I feel really glad that I sent a friend a long thank you message for the big favour she did for me"* (P01), *"It makes me think I should say more nice (sic) comments"* (P14) and *"Happy and glad that the person on the other side is happy too"* (P18).

Secondary girls reported similar feelings of joy when they sent kind messages to their peers. They understand the impact a nice message can have on another person but they also reported gaining

something from sending it, *"I felt nice, almost like I was the one getting complimented"* (S20). Secondary girls reported feeling elated *"every time I send a kind comment I receive kind comments as well which makes me feel happier and safer"* (S02), confident *"every time you say something kind it makes you feel good about yourself"* (S20) and friendly *"complimenting someone really makes me feel like a kind friendly person"* (S02). For many secondary girls, they were aware that the act of sending a kind comment would make another person's day more positive and with that in their mind they felt that they reaped the benefits too *"It made me feel so happy and like I've made someone else's day! It made me feel like I was making a difference and I loved that"* (S14) and *"I feel happy that I am being as helpful online as I am in real life. I also feel that I make people's day and helping them makes me feel so good"* (S25).

One girl acknowledged that sending kind comments was not easy for her but she appreciated the effort someone had gone to *"Sending kind comments Is not that easy for me, but this person is really kind"* (S02). She also showed that they were left feeling discouraged when they did take the leap to send a kind comment and they did not receive a kind comment back in return, *"I sent kind comments but this person didn't so I felt betrayed"* (S02). This shows how important it is for girls to reciprocate, they feel empowered and motivated to send more.

In summary, both primary and secondary girls reported feeling kind and proud when they sent kind comments to others. They were both aware of the positive impact it had on the recipient. Primary girls consciously reported that the diary prompted them to send more kind comments. Secondary girls recognised that they found sending kind comments difficult especially when they had not received any themselves.

7.5.2.5   Feelings from receiving a kind comment

Receiving a compliment increases self-esteem and makes us feel accepted by those around us. By focusing on and noticing the positive qualities of others or giving a compliment, it can help make our mood more positive. Compliments are believed to amplify positivity and are very quickly reciprocated. Primary girls generally reported feeling happy, excited and awesome when they received a kind message from a friend*, "It makes me feel happy to receive lovely texts from friends"* (P01) and "*I felt a bit emotional that I got nice comments"* (P03). This last comment shows the impact receiving a compliment can have. At any age, knowing that someone has thought about you makes you feel important *"happy that someone took the time to say something kind to me*" (P03). However, with this study it also made girls more aware of how many kind comments they received and for one girl they were left feeling rather deflated when they did not receive as many kind comments one day, *"I am happy that kind messages were sent around. I am a bit upset that not many were sent to me"* (P03).

It is not surprising that secondary girls also reported feeling happy and appreciative of receiving a kind comment. For this age group being accepted by their peers is of vital importance and therefore to receive a compliment gives them great sense of satisfaction and makes them feel valued *"I feel like I'm being noticed and I am important. If felt amazing* to *know that someone is there for me and cares enough to give up their time to write something like that"* (S14*), "grateful that I have someone that cares that much"* (S14) and *"it makes my self-esteem go through the roof"* (S17). One secondary girl highlighted just how important it was for her to receive kind messages *"I almost cried tears of joy when reading some of the messages"* (S25).

Primary and secondary girls reported similar feelings with regards to receiving kind comments. Both groups reported an increase in self-esteem and positivity as well as feeling disappointed when they receive no kind comments. This was highlighted with the act of recording kind comments in their diary each night. Furthermore, both groups reported reciprocating a kind comment with an additional kind comment.

7.5.2.6   Feelings from witnessing a kind comment

In this section of the diary many girls failed to record how they felt when they witnessed a kind comment. This could be because it was not directed to them so they felt less emotional involvement. Of those who did comment they showed that they were happy that others were being nice towards each other, *"I feel happy that my friends aren't arguing. They are getting along instead"* (P01) and *"I really enjoy seeing my friends get and give kind comments"* (P07). This would give a feeling of relief. Another girl showed empathy towards another *"I feel happy for the one who said it and the one who got it"* (P2). The importance of being kind to others was also highlighted, "*I wish everyone could always be nice like this and people would be nice back"* (P12).

This section of the diary provided similar responses from secondary girls as it did from primary. Of those who recorded their feelings, many noted that they felt happy or good. Secondary girl 14 felt inspired to send kind messages when she witnessed another girl receiving a message of support from her friends *"I felt like these people were really kind and supportive friends to the girl who they sent it to and it made me feel like I should send a nice comment too!"* (S14). Another girl saw the physical impact that a kind comment sent by others online can have on the recipient *"this shows how people can make someone else's day as my friend didn't stop smiling"* (S20). When on social media or in group chats, girls are very focussed on the here and now and the conversation or friendship circles that they are actively involved in. Through this diary, it is important to encourage them to expand what they view online and be more aware of others.

Although feelings from this section of the diary were limited, the comments reported indicated happiness that others were behaving in a positive manner online. Importantly, secondary girls were

encouraged to send kind comments as they viewed several online. This is an important result for secondary girls.

7.5.2.7   End of week Diary reflection

The girls were asked to state whether they felt their behaviour had changed over the course of the study to determine whether the implementation intention toolkit impacted online behaviour or the process of the study made an impact. Table 7.5 shows the results.

Table 7.5   Diary reflection at the end of the week

	Primary		Secondary	
	Pre-diary	Post-diary	Pre-diary	Post-diary
No	24	16	24	17
Yes	16	24	16	22
Unsure	0	0	0	1
Total	40	40	40	40

For those who did not feel their behaviour had changed online, the reasoning behind it was attributed to the fact that girls viewed themselves as already being kind online and did not feel that they had changed. One primary girl reflected, *"No. Well I feel like I am the same as usual, but I think I could improve a bit"* (P19). Primary girls gave reasons for why their behaviour had not changed, however secondary girls did not give any reasons.

The main themes which came out of the reflection regarding the positive ways in which behaviour has changed online were; an awareness of their comments and the impact they have on others; recognising their behaviour online and the behaviour of others online; and saying more kind things more often. These themes went across both levels: primary and secondary.

7.5.2.7.1   Awareness of their actions and the impact it has on others

Both primary and secondary girls reported that at the end of the pre and post diary they were more aware of their behaviour online. Primary girls stated that *"I now think before I send"* (P24) and *"...more careful of what I post"* (P05). While secondary girls claimed *"I am more cautious and careful on what I say"* (S09) and *"I have starting thinking about what I put online"* (S03). This increased awareness of their own behaviour is important for giving a greater understanding and appreciation of the effect their messages have on others. It also encourages girls to stop and think before they send the message.

One primary girl showed an awareness not only for others but the impact inappropriate behaviours online can have on her in the future *"I'm more cautious* about *what I say because it's there always and for the rest of eternity"* (S18). By giving the girls a task where they are required to record the number of kind and unkind comments they send and how they feel has given daily opportunities to reflect on their behaviour and monitor what they send.

Furthermore, girls showed that by recording the kind and unkind comments they witnessed and/or received, they were beginning to recognise the impact these comments had on their peers. Developing empathy towards others is a vital role in empowering bystanders to act when they see something inappropriate. Additionally, when they begin to think about how others would feel when they witness negative behaviours online, they begin to apply this thought to their own actions. One primary girl said *"... this has made me think about how people felt online"* (P17). The discussion in the pre-session as well as the diary allowed girls to gain a better appreciation of the impact of their behaviour as was shown by primary girl 23 *"I understand what hurts people and what does not".* Secondary girls showed a similar understanding about the effect kind and unkind comments have on their peers *"I only say something online or in text if I would say it in person"* (S34).

7.5.2.7.2   Recognising own and others online behaviour

Daily documenting of the number of kind and unkind comments sent, received and witnessed ensured that each girl was closely monitoring their online environment. One primary girl felt that their behaviour had changed because of this: *"I am now keeping count of how many compliments there are"* (P18). The comments showed that not only were girls conscious of what they were doing online but they were also paying more attention to the action of others; *"I paid more attention to what other people were saying"* (P34) and *"I am more aware of what others are doing online"* (S38). Furthermore, it is important to note that girls were not only recognising the unkind comments people say which is key cyberbullying behaviour, they were recognising the kind, positive things others were saying; "*I've been checking up on how people and making an effort to send positive things to people"* (S17), *"I have started to look closer into the kind messages other people send"* (S14) and "*I notice what is mean and what is kind" (*P23). This is a good shift in behaviour as we are looking and paying close attention to the positive and responding to this as opposed to the negative comments online or in text.

I say more kind things more often

One important result from this study is the increase in kind comments sent and the fact that girls are recognising and are trying to send more kind comments. This a positive change in behaviour. When they receive a kind comment or feedback, they feel respected, positive and empowered to continue acting in this way. Girls have shown in this study the significance receiving a kind comment can

have *"When I see a nice comment I say something nice back"* (P25). This could result in a self-perpetuating cycle of positive comments.

Girls were frequently trying to send kind comments to others because they were aware of how it felt to receive kind comments and they wanted to give their friend a similar feeling and *"I want to be seen as being there for my friends"* (S11). The following examples from secondary girls show how they have changed in a positive way *"I was nicer to those around me"* (S26), *"I now look to compliment others"* (S32) and *"I try to be positive"* (S34). If girls are repeatedly sending and receiving kind messages, then such behaviours will eventually become habitual.

Table 7.6 and Table 7.7 indicates the key responses to 'Has your behaviour changed? If so, in what ways has your behaviour changed?'

Table 7.6   Pre-diary: Girls' perceptions of why their behaviour changed

Pre-Diary
No
No because I am already nice online (P02)
No because I think I was always nice to people. (P14)
No. Well I feel like I am the same as usual, but I think I could improve a bit. (P19)
Yes
I am aware of my behaviour. (P09)
Yes, because this has made me think about how people felt online. (P17)
I am now keeping count of how many compliments there are. (P18)
I am now more positive. (P20)
I did say nice things but now I say it more often. (P21)
I think twice about what I send now. (P22)
I understand what hurts people and what does not. (P23)
I now think before I send. (P24)
When I see a nice comment, I say something nice back. (P25)
I paid more attention to what other people were saying. (P34)
Every day I said nice things. (P37)
I was liking more and asking more nice (sic) questions. (P38)
I am more cautious and careful on what I say. (S09)
I feel like I have really opened up more and connected with more people. (S14)
I've been checking up on how people and making an effort to send positive things to people. (S17)
I'm more cautious about what I say because it's there always and for the rest of eternity. (S18)
I have become more aware of the things I say. (S20)
The way I use it. (S23)
I have had more caution when sending messages to other people and knowing why people send mean things. (S25)
I was nicer to those around me. (S26)
I now look to compliment others. (S32)
I try to be positive. (S34)

Table 7.7   Post-diary: Girls' perceptions of why their online behaviour changed

Post Diary
No
I was already good. (P12)
I was always nice online. (P26)
Yes
Being more careful of what I post. (P05)
I am sending more nice (sic) things online. (P06)
Now I process what I am sending. (P09)
I'm nicer online. (P20)
I say more kind things. (P21)
I make sure I know effect my message will have on the other person. (P22)
I notice what is mean and what is kind. (P23)
I am more careful of what I write online. (P25)
I am now kinder online. (P27)
I always say nice things. (P37)
I started sending a bit more kinder (sic) comments. (S02)
I have starting thinking about what I put online. (S03)
I notice more kind comments. (S05)
I try harder to be nice. (S08)
I think about what I am sending more now. (S09)
I want to be seen as being there for my friends. (S11)
I have started to look closer into the kind messages other people send. (S14)
same as before, I have been consciously trying to send people kind things. (S17)
More cautious on what you post and comment. (S18)
I now think more before I comment. (S20)
I have become more careful in what I send and I am now looking more forward to reading my texts from my accounts. (S25)
I am nicer. (S30)
I like getting nice messages from my friends so I send more out. (S32)
I only say something online or in text if I would say it in person. (S34)
I am more aware of what others are doing online. (S38)

What has helped your behaviour change?

When considering what has helped their behaviour change, girls did not mention the use of the implementation intentions. They did however highlight the importance of the diary and the focus group discussions. Girls felt that recording the number of kind and unkind comments sent, received and witnessed each night for 7 days was an important factor; *"This diary because you record what is good and bad" (P17), "writing things down in the diary"* (S12). One girl elaborated on why the diary helped her behaviour change, *"Documenting it every day and being able to clearly see what I actually do online, both the positives and the negatives."* (S17). As they spend such a large amount of their time online and communicating with their peers through technology they may lose track of their actions, this allowed them time to stop and think.

Secondary girls also felt that having the diary allowed them an opportunity to reflect on the type of comments they send and receive and the impact this would have, *"reflecting on what you receive and how it makes you feel and also thinking of the effects the words might have on the other person"* (S25). This was supported by a further two examples, *"just writing something down every night makes you re-consider your comments"* (S20) and *"stopping and realising what I was saying*

and what others were" (S23). One girl highlighted that she is more aware of how messages may be misinterpreted "*I am more aware that people see things different and can take offence*" (S06).

In contrast, primary girls placed a greater emphasis on the positive feelings they felt when they received a kind comment and how they then wanted to do a similar thing for their friends. "*Knowing that people want to send to me and so I send back*" (P06), "*…received nice comments has made me feel good*" (P08) "*I've realised how nice people are to me*" (P14) and "*seeing people be nice is inspiring*" (P20).

Both primary and secondary girls felt that the discussion held during the study opened the communication channels between their friends and encouraged them to say nice things towards each other. The following comments from girls highlights the importance placed on what their friends value as important and how important it is for them to discuss matters with their social circle, "*talking about being nice to others*" (P03), "*talking to my friends about how important it is to say kind things to others*" (P18), "*talking with you and my friends about how important it is to support each other*" (S11) and "*talking about the positive impact being nice to others can have*" (S32).

Finally, girls stated that following the diary and participation in the study they now think about what they see when they are online and this has changed their behaviour. Primary girls have shown that they are now more aware of other's behaviour when they are online following participation in the study, "*thinking about what I see when I am online*" (P02). Secondary girls felt that they their behaviour had changed because they were more cautious "*checking and thinking before posting*" (S18) and they were aware of others behaviour too "*It wasn't just looking at my behaviour but others too*" (S38).

Has anything made it hard to change your behaviour?

When carrying out behaviour change studies it is important to understand barriers to change in order to develop intervention strategies that are effective. All primary girls except one, reported that nothing had made their behaviour difficult to change. This highlighted that impulsivity still plays a part in their online behaviour "*sometimes I write without thinking*" (P34). Where secondary girls responded, they showed that peer pressure plays a large role in their online behaviour and that they mirror their peer's online behaviour "*surroundings make it hard*" (S01), "*everyone (mostly) was acting the same way so it was difficult for me to change as well*" (S02) and "*If I don't change my behaviour other people won't change theirs*" (S02). There were also signs of impulsivity in the secondary girls which made changing their behaviour difficult "*always thinking about it is hard*" (S06).

Has anything made it easier to change your behaviour?

There were five main themes which made behaviour change easier for girls in this study. These were: participation in the study; thinking about their behaviour; reflecting on the kind messages they received and the impact this had; friends support and consciously trying harder to be kind to others.

Participation in the study: Taking part in the study had made girls aware of their behaviour online and the impact this has on others both positively and negatively. The focus group discussions gave opportunities for girls to share their thoughts, listen to the thoughts of their peers and to reflect on their own behaviour. Additionally, by asking them to reflect daily on their online behaviour, the comments they received and witness facilitates further reflection. Both primary and secondary girls noted that purely by participating their behaviour had changed, *"the discussions we have had in the group and writing things down in the diary"* (P22), "*writing it down every night helps you see how kind you are to others"* (S12) and "*this kept me saying nice things but I was already good online"* (P12).

Thinking about their behaviour: As mentioned above the diary allowed girls an opportunity to become more aware of the impact their messages had on others. This also allowed them an opportunity to explore their feelings when they received a kind or unkind comment and channel these feelings into moulding their future actions. Some girls felt that they were more careful now than prior to the study "*just being more careful"* (P02) because "*if you put it online everyone can see it"* (P12). One quote highlights the importance of recording their behaviour, "*in the day when I would say these things I wasn't thinking about the diary or the consequences. Then I saw the diary in the room and I started thinking about what I was sending"* (P19). The study also shows that girls are aware of the feelings of others more so now "*awareness of other peoples' feelings"* (P25), "*Finding out how important it is to say something nice to others"* (S08).

Reflecting on the kind comments they received and the impact this had: The diary also allowed girls to record and reflect on how many kind comments they received daily and how they felt. Often, we remember the negative and forget the positive comments which we receive each day so this was a good opportunity to recognise what other say and encourage a positive response "*the way people are nice to you makes you want to be nice back"* (P18). Girls noted that they received more kind comments "*Sending more positive things and receiving things"* (P27).

Secondary girls highlighted the impact peer pressure had on their online behaviour, this was also reflected in what made their behaviour easier to change online *"seeing people commenting kind comments makes me want to do it too"* (S02). Secondary girls also noted the effect on others and how this can be reciprocated "*realising how good it feels to be sent a nice message helps because I*

want to make someone else's day better too" (S06) and *"finding out how important it is to say something nice to others and how good it feels to get something good back*" (S08). Importantly they noted an increase in kindness by their peers "*everyone is being kind"* (S14) and how it feels to be kind to others "*having somewhere to write down what you feel when you receive something nice can make it easier to remember that feeling and it makes you aim for sending nice things to others*" (S25). Lots of secondary comments feature around their friends helping make their online behaviour change easier again showing the importance peers have on secondary girls' behaviour "*my friends are being nice too*" (S30), "*everyone around me is looking for the good in others*" (S34).

7.6 Discussion

The current study examines the effectiveness of the intervention toolkit, which used implementation intentions to encourage girls to use positive coping strategies when faced with negative online behaviour. It also sought to determine the effect this toolkit had on behaviour change measures such as intention to change and stages of change across the two different age groups.

7.6.1 Research Aims

This chapter builds on from chapter 6 where appropriate implementation intentions chosen by girls as being effective for increasing kind online behaviour were identified. The impact these implementation intentions had upon girls' self-efficacy, intention to change and daily online behaviour will be discussed in relation to the four hypotheses mentioned at the beginning of this chapter.

7.6.2 Hypothesis 1: Implementation intentions will increase the likelihood of sending positive comments online?

The results from this study suggest that while the toolkit was not solely effective in increasing the sending of positive comments online, participation in the study had a positive impact. The toolkit was designed to be easy to use with minimal effort by the girls. The intervention group reported sending and receiving more kind comments in the post diary than the control group and self-efficacy scores increased after completion of the intervention study. This rise in self-efficacy is important in a cyberbullying intervention as it develops a determination and willingness to act.

When exploring the implementation intentions selected, it was noted that primary girls utilised a range of actions which were predominantly based on exclusion behaviours, while secondary children focussed more on strategies relating to the act of sending and sharing photos online. This

highlights the more advanced nature of online behaviour through photo sharing and sexting as girls age and move into secondary school.

Additionally, while the girls' selected specific and personalised implementation intentions there may have been weak goal intentions which resulted in the application of these intentions being unsuccessful. Sheeran et al. (2005) found weak goal intentions did not alter their motivation to perform a given behaviour. For an implementation intention to be effective, the user must apply the action to the given situation. In a separate body of research, the use of implementation intentions to modify behaviour has been widely explored and their use has been highlighted as being effective (Armitage, 2006; Gollwitzer & Brandstatter, 1997).

Nonetheless, the results of this study are consistent with prior research which found that the short duration of a study meant the behaviour was not performed automatically without conscious awareness (Sheeran et al., 2005). Other explanations for why implementation intentions do not create a change in behaviour included intentions being forgotten, girls being distracted and other goals interfering (Armitage, 2006). Future studies should perhaps focus on a single role at a time, i.e. sending, receiving or witnessing and creating multiple intentions for that single role.

While implementation intentions are formed through conscious thoughts, there is evidence that this will develop into an automated manner with time (Gollwitzer & Brandstatter, 1997). Farrington and Ttofi (2009)) and Owens et al. (2000) stated that duration and intensity of intervention programs were linked to their effectiveness. They claimed that such programs require 5 weeks or more to see a measurable change. This could explain the small effects of the toolkit and the lack of difference at baseline. Further research into how the implementation intentions work long term may improve our understanding.

7.6.3   Hypothesis 2: Girls will believe that they need to be more positive online

Primary and secondary girls were more aware of their online behaviour through being asked to reflect daily on the comments they send, received and witness and as a result both primary and secondary girls did state that they needed to change their online behaviour. Results from this study have shown girls in the intervention group condition are more willing to change their online behaviour and believe this change has taken place over the course of the study. This is consistent with Barkoukis et al. (no date) who stated that having specific coping strategies in place would assist girls when intervening in cyberbullying situations.

Secondary girls started off with a lesser inclination to change their behaviour. However, there was a higher willingness to change recorded by the intervention group as well as an increase in both group conditions after completion of the study. Despite this the actual intention to change reported

a lower response by secondary girls than primary. This could be due to their need to fit in socially with their peers. The high rate of kind comments reported in this study may be due in part to the nature of the questionnaires and diary provided. Girls in this study were asked to identify whether they thought they were kind based upon the definition provided in the questionnaire. However, the diary did not provide the definition therefore this was based on their own perceptions of kind comments.

Many children, particularly girls, say or do unkind things to others when they are online (Mishna, Cook, Gadalla, et al., 2010). Nevertheless, they often do not view themselves as perpetrators of bullying, rather they view their online behaviour as being humorous (Sari, 2016). Sari (2016) described this form of negative behaviour as aggressive humour, where adolescents try to ascertain power through humiliation, insults or threats towards others. While this study did attempt to explore the impact of the intervention on the frequency and forms of kind and unkind behaviour, girls seldom reported unkind behaviour, perhaps due to not wanting to be seen as a bully or because they did not perceive their actions to be unkind. Thus, the results of this study focus on the effect on encouraging kind online behaviour and provides girls with the opportunity to develop kinder responses.

7.6.4 Hypothesis 3: There will be an age difference between primary and secondary girls' responses to the intervention?

This study found that girls use online tools differently depending upon their age and maturity levels and as such had different responses to the intervention. Primary girls felt more confident than secondary about their online behaviour in addition to dealing with difficult situations independently. This could be due to the larger scale of online use by secondary girls and their recognition that parents are not monitoring them as closely. The qualitative results indicated that both age groups would use positive coping strategies when dealing with negative online behaviour. Primary girls in both groups increased in their self-efficacy levels. However, only secondary girls in the intervention group increased in self-efficacy. Despite girls in the intervention group forming concrete action plans they may not have had an opportunity to execute these as the behaviour may not have occurred. Although there was no overall difference between age groups for self-efficacy, this could be explained through a lack of opportunity for the participants to execute the implementation intentions over the course of the week. To build self-efficacy individuals are required to practice the task to achieve mastery of experience.

While raising awareness is necessary, it alone is not sufficient enough to create behaviour change. This study increased awareness of cyberbullying through group discussions and the use of a daily diary. All girls appeared to believe that they send kind comments online regularly. However, discussions focussing on the types and frequency of kind comments sent, received and witnessed

revealed a difference across age and group conditions. The results of the second diary reflection indicated that both primary and secondary girls had noticed a shift in their behaviour with many responses being linked to thinking of the impact their words had on others and taking the time to make someone else feel happy by sending a kind comment. Additionally, all girls suggested that it was important to stop and read what they had written before sending it. The intervention groups behaviour change was far greater than those in the control group. Although the diary, rather than the implementation intentions, has been reported as the primary resource for this shift in behaviour.

7.6.5 Hypothesis 4: Coping strategies will be viewed differently in terms of their effectiveness?

Results from the present study suggest that intervention programs need to be directed towards changing girls' mindsets and giving them opportunities to regularly reflect on their online behaviour. The toolkit was still a feasible mode of delivery as age differences were evident. Based on the results tailored interventions are necessary for effective cyberbullying interventions. It is evident that girls utilise a range of coping strategies (implementation intentions) which are personalised to suit their needs. Being able to show strength and an ability to cope under difficult and stressful situations is important for enabling victims and bystanders of cyberbullying to overcome the adverse situations. Qualitative results indicated that positive behaviours were the first method employed by girls. By providing explicit actions in which to respond to specific behaviours girls are given strategies to use as opposed to ignoring the situation.

What is interesting is that different responses were deemed effective for different age groups and under different situations. On this basis, one single intervention would not be sufficient to deal with cyberbullying incidents. Teachers and parents must provide children with a range of actions and skills in which they can utilise at different times to find the most effective and relevant one to them. Additionally, girls in this study reported that they currently send kind comments regularly, this reflective strategy was found to be valuable and increased the number of kind comments sent as well as made girls more aware of the kind comments they received in addition to recognising how it felt to receive these.

Cyberbullying intervention studies primarily focus on educating children. Very few studies have explored the relationship between child wellbeing, resiliency and effective coping strategies (Wang, Iannotti, & Nansel, 2009). The results of this study supports Barkoukis et al. (no date) who claimed that teaching girls that they can cope with cyberbullying incidents was an important tool to empower them.

7.6.6 Limitations

Whilst this intervention demonstrated novel and potentially useful findings there are some limitations which need to be recognised. As with previous studies, the participants in this study were self-selecting and therefore opted to take part in this study. They may have experienced or witnessed cyberbullying or this may have been an area in which they were interested. The intervention could have benefitted from a larger sample size. Also, it should be noted that allocation to the intervention or control group was not balanced on the basis of pre-scores for prosocial behaviour. This resulted in differences in some of the pre-scores between the control and intervention groups that should have been controlled for. Furthermore, when conducting intervention studies, the period of intervention (1 week) may not have been enough time for children to experience and apply their implementation intention. Although, as noted in chapter 7, the one-week time period was selected to ensure children returned the follow up questionnaires and diaries without losing their engagement and having non-returns. Perhaps a longer intervention period, before children become disengaged, whereby children could have more opportunities to apply their strategies would have been successful. The self-reflection and daily monitoring of the girls' online behaviour may have made them more aware of what they should be doing and they may have recorded their kind behaviours in a socially desirable way than what they were actually engaging in or witnessing online.

7.7 Chapter summary

This chapter has presented the findings from the final intervention study to assess whether implementation intentions are an effective technique for cyberbullying interventions. The study assesses the effectiveness of implementation intentions to increase positive online behaviour in girls when assuming the role of victim, perpetrator and bystander. This is the first study to demonstrate the use of implementation intentions as a cyberbullying intervention. Girls in this study did not show evidence of increased positive online behaviour as a result of the implementation intentions. This could be explained due to the short time frame allowed to experience their *'if action'* behaviour and subsequently enforce their *'then behaviour'*. The findings from this study did indicate that primary and secondary girls respond to negative online behaviours in very different ways highlighting the need for age and gender specific personalised strategies to cyberbullying situations. Nonetheless, being involved in the process itself and the use of diaries as a reflective tool were found to be highly effective in increasing self-efficacy and resilience levels in addition to raising awareness of cyberbullying. Girls in both age groups and both conditions reported by the end of the study that they reflected on their own online behaviour

and felt it had changed for the positive. The following chapter will consider the findings of all studies in relation to the existing literature and the implications for future research.

Chapter 8: Discussion

8.1 Chapter Overview

This discussion reflects on the findings from the four research studies reported in this thesis and highlights contributions to the understanding of cyberbullying and interventions to tackle cyberbullying amongst children aged 10-15 years. The work is summarised in relation to the original research questions and the literature introduced in Chapter 2. This final discussion will consider how the studies presented in this thesis have contributed to our understanding of cyberbullying for children and the use of a personalised behaviour change intervention strategy. Finally, this chapter will reflect on how the work presented in this thesis adds to the knowledge of work in this field and the implications it has for theory and practise. Limitations of the research will be discussed alongside recommendations for future research.

8.2 Research Aims

The purpose of this research was to understand the different perceptions of cyberbullying from children, parent and teachers in the transition stages from primary (aged 10-11 years) to secondary school (aged 12-15 years). A second aim was to develop an intervention addressing the problem of cyberbullying by focussing on increasing positive online behaviours rather than traditional interventions which directly address the negative behaviours. To achieve the aims, the following research questions were addressed using a mixed-methods approach:

Research questions:

RQ1: What differences exist in the perceptions of cyberbullying between children, parents and teachers?

RQ2: Do children's perceptions of cyberbullying differ across age groups and genders?

 RQ3: Do primary and secondary girls perceive the severity of a cyberbullying incident differently and does this affect the likelihood of reporting the incident?

RQ4: Can implementation intentions and diaries have a positive effect on the online behaviour of girls?

8.3 What differences exist in perceptions of cyberbullying between children, parents and teachers?

Previous literature has indicated the absence of a unified definition of cyberbullying which in turn has resulted in varying prevalence rates, perceptions and effective interventions (Hinduja & Patchin, 2007). Without a comprehensive understanding of the way children, parents and teachers perceive cyberbullying situations the development of effective interventions is problematic. Much of past research has focussed on the perceptions of children, particularly children in the middle years of school (aged 12 years) and is only recently turning to parents and teachers (Agatston et al., 2007; Dehue et al., 2008; Yilmaz, 2010). Recognising how all three stakeholder groups perceive cyberbullying will help identify existing differences and bridge the gap between children and adults. The first study gave an opportunity to triangulate the perspectives of all three stakeholders, allowing for easy comparison of perceptions, behaviours and responses to be directly comparable.

The interview transcripts from study 1 show that although definitions of cyberbullying are similar between children, parents and teachers, some differences do exist. Children stressed that cyberbullying behaviours were repetitive, intentional, hurtful and, involved a power imbalance. Furthermore, the perpetrator was often anonymous or was known to them but concealed their identity. These findings are consistent with the existing literature on cyberbullying definitions (Cassidy et al., 2012; Dehue et al., 2008). For parents and teachers, however, perpetrator anonymity was seldom mentioned. For children, this anonymity played an important part in their severity assessments and would affect their responses to cyberbullying incidents. Parents and teachers were under the impression that most cyberbullying incidents occurred between friends who may at times conceal their identity. There was a lack of recognition of the impact anonymity would have on the victim and adults failed to understand how different response strategies for situations involving known or anonymous perpetrators would be appropriate.

Anonymity was further emphasised in study 2. Here children drew characters who were friends with the victim but also through the use of face masking indicated that perpetrators' identity was not always known. The written narratives in study 2 further supported the importance children place on perpetrator anonymity with many more narratives, particularly those written by boys depicting the perpetrator as being unknown to the victim.

In study 3, anonymous cyberbullying incidents displayed via animated scenarios were rated as significantly more severe than those depicting known perpetrators. Whilst the literature states that anonymity is one element made available to those who cyberbully (Cross, Lester, et al., 2015; Monks et al., 2016; Vandebosch et al., 2014) this thesis highlights that perpetrator anonymity plays a more crucial role in defining a cyberbullying incident where children themselves are more concerned in comparison to adult definitions. These perceptual differences cause difficulties for

adults when they are trying to understand what children are experiencing and when attempting to intervene effectively.

The second interesting difference that was evident between children, parents and teachers was their interpretation of repetition. Repetitive is discussed frequently in the cyberbullying literature (Dooley et al., 2009; Kowalski et al., 2008), however study 1 provided an insight into how children and adults perceive the notion of repetitive differently. Children regularly stated that for an incident to be classed as cyberbullying it had to happen several times. This was substantiated in study 2 which also highlighted that children felt victims had to receive the message many times or receive multiple messages. However, parents and teachers in study 1 had a more complex understanding of the ways in which a message, photo or video could be disseminated to others online and viewed and shared repeatedly. This difference in perception may mean that children are not reporting one-off incidents to their parents and teachers, as they are failing to recognise the potential for widespread, repeated viewing of hurtful or inappropriate messages or photos.

This thesis specifically identified different relationships for reporting which to the author's knowledge have not been published previously. Whilst children, parents and teachers were aware that a trusting relationship was paramount for encouraging reporting there were clear differences surrounding who children, parents and teachers believed victims would turn to for support. The findings from study 1 offer support for previous research (McGrath, 2009) and indicate that children often prefer to deal with cyberbullying incidents by themselves. However, the results presented in this thesis are more nuanced. Focussing firstly on primary children, girls were more likely to seek support from a friend, parent then teacher while boys were likely to keep it to themselves, tell a parent then a teacher. This contrasts with previous literature which indicates that children were unwilling to seek teacher support (Cassidy et al., 2012; Li, 2006). Secondary children would initially keep the incident to themselves, however girls would then seek support from a parent before a friend whereas boys would turn to a friend then a teacher. Moving onto parents and teacher's further differences were identified between the age groups. Whilst both group suggested that victims would turn to a friend, primary parents also believed they would seek support from a teacher and parent while secondary parents were aware of the barriers involved. Primary teachers placed greater emphasis on victims going to a parent and friend before themselves while secondary teachers were confident that support staff and teachers would be the only avenues victims would turn to for support. Breaking down these reporting strategies in this way is important in terms of developing intervention strategies tailored to specific groups of victims and highlights that secondary teachers need to be made more aware that children do not value the effectiveness of support systems put in place within their school.

Study 1 found that children, particularly secondary children, could think more broadly about the concept of cyberbullying and the ways in which it could occur. Children, compared to adults were

more sensitive to the type of message in relation to the source. Parents and teachers, with perhaps less first-hand experience, were less sensitive to these subtle variations. For example, adults were aware that jokes between friends could spiral out of control however they did not differentiate between a comment made by a friend or by a stranger.

Barriers to reporting were consistent with previous literature (Slonje & Smith, 2008) and included 'emotional safeguarding', 'unwanted escalation' and 'ineffective responses'. Primary and secondary children were more focussed on the emotional impacts of reporting, such as humiliation and shame compared with parents and teachers. Ineffective responses were highlighted by children as a key reason they were reluctant to seek support. Children deemed adults as ineffective when dealing with cyberbullying incidents as their knowledge of technology was poor although interestingly - parents and teachers did not feel this way.

In terms of possible intervention strategies, there were differences between the three stakeholder groups in relation to the importance of simply raising awareness of the problem. For adults, there was a clear desire for more knowledge around the area with more training for teachers. Children felt they needed more explicit pro-active strategies for dealing with the problem when it occurred.

Secondly, all three groups identified that empowering bystanders was an effective intervention strategy, however, children were more uncertain about this compared to parents and teachers. Parents and teachers emphasised the importance of bystanders speaking up and supporting cyberbullying victims through programmes such as upstanders. Nonetheless children of all ages felt this was difficult and not something they knew how to do. This reluctance to intervene is consistent with bystander research on cyberbullying (Bauman, 2013). Once again in study 2, empowering bystanders and teaching them positive ways to intervene without the fear of repercussions was highlighted.

Finally, although primary children did not focus on increasing resilience, secondary children, teachers and parents felt resilience was important to reduce the effects of cyberbullying. Primary parents wanted to work in partnership with schools to build resilience, however, secondary parents felt that responsibility belonged to the school.

It is clear that children and adults have some similar views around cyberbullying, however it is the differences that pose problems in creating an open and positive dialogue around the problem. The next section will explain age difference between primary and secondary children in relation to cyberbullying.

8.4   Do perceptions of cyberbullying differ across the age groups and genders of children?

Age and gender differences in perceptions of cyberbullying were evident in this thesis. By comparing children in the transition years of primary to secondary school it was clear that during this time differences in behaviours, impacts and effective interventions were apparent.

Firstly, study 1 highlighted that primary children were not as aware of as many forms of cyberbullying compared to secondary children. As children move into secondary school they gain increasing independence and responsibility online. Furthermore, secondary children are likely to engage in more socialisation via their mobile phone or internet as their friendship group expands and their need for social identity increases. As with previous research (Ofcom, 2016b) studies 1 and 2 indicated that boys identified different forms of cyberbullying behaviours such as through online gaming, videos and comments on photos while girls focussed more on exclusion and hurtful comments. In study 1, primary children felt that the main form of cyberbullying was the sending of derogatory comments, rumours or embarrassing others through posting photos. For secondary children, this list expanded to include trolling, masquerading and exclusion. Similar differences were seen in study 2. Girls illustrated more cyberbullying attacks based upon jealousy, attractiveness, disagreements and exclusion. This is fitting with other forms of relational aggression which girls engage in through traditional bullying (Campbell, 2005). Boys illustrated more opportunistic and random behaviours often taking place through online gaming or comments towards videos posted online.

Age differences were also apparent in the ways children described the relationship between bully and the victim. Both primary and secondary children believed that anonymous cyberbullying was worse than if the perpetrator was known to them. Primary children believed that in most cyberbullying incidents the perpetrator was anonymous. Secondary children on the other hand, believed that the perpetrator was known to them however concealed their identity to gain power. The relationship is clearly an important factor when analysing the severity of cyberbullying situations.

As previously mentioned there were age and gender differences in relation to reporting strategies. This suggests that simply encouraging children to report cyberbullying is not specific enough. There must be clear pathways available to them that are appropriate for their age and gender preferences.

8.5 What factors affect the severity of a cyberbullying situation and how likely victims and bystanders will report?

Previous research has indicated that children are reluctant to report cyberbullying or to actively engage in support seeking behaviours. Many feel more comfortable applying passive technology based strategies such as blocking the sender, ignoring the message or deleting the app (Aricak et al., 2008; DeSmet et al., 2014). As noted earlier, primary and secondary children in study 1 indicated that the lack of social cues makes it difficult to interpret a scenario and therefore at times it can be taken as being more severe than was intended. Children in study 1 placed great emphasis on the relationship between the perpetrator and the victim to infer whether a comment was a joke or was more serious. Perpetrator anonymity resulted in a scenario being deemed more severe by children in study 1 compared to the same comment being received by a friend. This supports previous literature by Vandebosch and Van Cleemput (2008) and Ofcom (2016a) who found comments by friends were perceived as being friendly 'banter'. Study 3 went on to extract further details about what impacts the perceived severity of a scenario. By presenting children with mild, moderate and severe scenarios it was evident that they did differentiate between the three. Severe scenarios were those which involved threats or ongoing malicious comments compared to a disagreement between friends. The results from study 3 further supported the importance children placed on perpetrator anonymity in study 1 whereby both primary and secondary children rated a scenario as being more severe when the perpetrator was anonymous regardless of whether it was a mild, moderate or severe scenario. Furthermore, study 3 identified that bystanders rated scenarios as more severe than victims. This could be explained due to lack of background and contextual knowledge.

All forms of cyberbullying have children questioning their own self-worth. When cyberbullying takes place, it involves more than just the victim and the bully, there is a large social network who are involved either in encouraging, defending or watching the bullying take place. Those who are willing to intervene and defend the victim are at a risk of becoming a victim themselves (Mackay, 2012). The impacts of cyberbullying although similar, appear to be intensified in girls as opposed to boys which suggests there may be a need to consider cyberbullying victimisation and the impacts separately for boys and girls. Given the extent and impact of the problem particularly among secondary children there is a need to further understand how cyberbullying occurs to develop strategies to identify behaviours earlier and prevent it occurring.

Existing literature highlights victims are reluctant to report cyberbullying (Green, Brady, Hartly, & Lumby, 2011; Juvonen & Gross, 2008; Mishna, 2004), however there is a gap in understanding whether the severity of the situation influences this likelihood to report. Study 1 and 3 identified similar factors which affect whether a situation would be reported, these include emotional safe guarding, unwanted escalation and ineffective responses. The results of study 1 also indicated that

primary children were more willing to report if they could do so anonymously. The results of study 3 indicated that the severity of the scenario directly influenced whether a scenario would be reported. It was evident that severe scenarios were less likely to be misinterpreted and therefore victims were more confident in reporting these. Bystanders, similarly to victims were more willing to report severe cyberbullying incidents, particularly if the perpetrator was anonymous or not a friend of theirs. This supports research by DeSmet et al. (2014) who claimed that bystanders would always intervene if victim was a friend. DeSmet et al. (2014) proposed that bystanders would gauge the behaviour of those around them before engaging and as such were more likely to intervene if the victim was popular as others would support their defence or if situation was considered as being unfair.

Another factor which influences reporting illustrated in study 3 was perpetrator anonymity. Both primary and secondary children were more willing to report a scenario if the bully was anonymous. This was due to there being less risk to themselves. The number of bystanders involved in the incident had no effect on whether victims or bystanders would report. Interestingly, study 3 found that bystanders were less likely than victims to intervene if the perpetrator was known to them. What's more they were also less likely than victims to report all cyberbullying incidents. This indicates further support and education must be given to bystanders to encourage them to confidently intervene when they witness cyberbullying.

Once again, the relationship for reporting as identified in study 1 was also noted in study 2. When asked who they would report to, primary children were significantly more likely to inform a parent for all scenarios. Secondary children on the other hand would tell a parent if the situation was a one-on-one attack. When there were multiple perpetrators or bystanders, secondary girls would tell a parent if the scenario was severe or came from an anonymous perpetrator, whereas if the perpetrator was known or deemed by the victim as being a mild situation they would turn to their friends. Once again this highlights the importance of the role of friendships and emphasises the barriers children face regarding reporting mild cyberbullying to parents who may trivialise it and deal with it ineffectively. The importance of social relationships for girls has been widely documented (Chessor, 2008). Children in the current study were reluctant to report cyberbullying. Those who do act, inform peers and parents if they deem it severe enough. However these findings are inconsistent with previous research, that found that parents are not the first point of contact with victimised children (Price & Dalgeish, 2010). These findings should be taken into consideration when designing intervention and prevention strategies.

The severity of different forms of cyberbullying has received very little research attention. Smith et al. (2006) found that video/picture or phone call harassment was worse than traditional bullying, texts were comparable and email was less severe (Smith et al., 2006). How severe an incident is perceived depends on the personal risks to the victim themselves. Factors influencing how an

individual perceives a situation include whether they are the sole victim, their personality types, self-esteem levels, social support and coping strategies (Agatston et al., 2007; Ortega et al., 2012; Sticca & Perren, 2013). Conversely, determining what coping strategy victims employ will depend on how severe they perceive to situation to be. Lack of control is another key feature with public bullying. The victim does not know what will happen next or when, in some situations they may not even know who is doing the bullying. This results in an increased feeling of helplessness, isolation and can escalate into anxiety and depression. Anonymity has been identified as a key feature in determining the severity of a situation.

8.6 Does the use of implementation intentions have a positive effect on the online behaviour of girls?

Implementation intentions did not have a positive effect on the online behaviour of girls, however the process of participating in the study and use of diaries as a reflective tool did produce a positive effect on the attitudes of children when online.

This study involved the development of a short intervention toolkit to provide girls with an *'if/then'* behaviour to apply when they considered carrying out, witnessing or experiencing a hurtful online behaviour. Implementation intentions have been successfully used in a range of health-related studies, but their use in relation to bullying is novel. The intervention had multiple components; self-efficacy measures, intention to change measures, reflective diary measures, focus group discussions, pro-social questionnaire measures and stages of change measures. Assessing all the above before and after delivering the intervention toolkit allowed the effectiveness of implementation intentions in cyberbullying to be evaluated.

The results identified that while the intervention toolkit itself did not change children's behaviour in the positive way intended the overall process of being involved in the study and partaking in all measures has a positive impact. As expected girls responded positively when they received a kind comment, however, they were not always as willing to send them. Primary girls were more willing to send a kind comment to a peer spontaneously and it mostly took the form of a compliment. Secondary girls waited for the appropriate time to send a kind comment to a friend and that was when they were offering support or complimenting their appearance. Primary girls reported sending far more kind comments to others than secondary girls. Interestingly, secondary girls were reluctant to send any kind comments if they hadn't received any themselves.

Most children, particularly secondary girls highlighted that the diary and the discussions helped them reflect upon their own behaviour when they were online and encouraged them to send more kind comments to others. They were also more aware of others receiving kind comments when they were online. This study may not have produced significant changes in the online behaviour of girls

but it did encouraging them to be kind towards others. A focus on prosocial behaviours appears to encourage more supportive and positive online behaviour.

The aim of this final study was to focus on increasing kind and positive behaviour online to reduce the likelihood of online harassment occurring. This takes a different approach from other cyberbullying interventions which have focussed on stopping the cyberbullying or encouraging victims and bystanders to report it. These interventions have not been seen by children as being effective therefore this approach was taken.

8.7   Strengths of this thesis

This study explored cyberbullying initially through the eyes of children, parents and teachers and then later through a focus on children specifically. The thesis has provided some support for previous research in the field but has extended this body of literature by employing a mixed methods approach to cyberbullying and is the first to focus specifically on children in the transition period from primary to secondary school.

The research has shown that children's, parents' and teachers use similar terms to define cyberbullying, however the behaviours they define as cyberbullying differ between age and gender. This research proposed the following working definition of cyberbullying based on the qualitative analysis of study 1, "*is perceived as an intentional and deliberate act where there is a level of uncertainty regarding who has instigated it and who can see it and how they can remove it. The consequences are long term mental health issues*".

The overall findings of this thesis are that cyberbullying behaviours are perceived differently by girls and boys and are experienced differently at different stages in life (primary compared to secondary). One of the biggest challenges children face when experiencing or witnessing cyberbullying is their reluctance to seek adult intervention. This is because they are unsure of adult competence and repercussions, they lack independence and control of the situation and are uncertain about how and where they can successful report incidents. From this study, it is evident that age, gender, anonymity of the perpetrator and perceived severity of the incident determine the likelihood that an individual will report. The barriers to reporting have been well documented, however, this research has explicitly indicated the preference order of children. Recognising who children who seek support from is important in understanding what support they deem beneficial. Teachers and parents must reduce the barriers facing children, encouraging them to apply positive support strategies. To these ends there must be sufficient training for adults making them aware of the signs of cyberbullying and positive ways to approach the discussion to allow children to speak up. Adults must encourage positive online behaviour and provide effective and realistic methods for children to minimise their risks.

One strength of the research was that it took a mixed methods approach. The novel approach of using illustrations and written narratives and the online animated scenarios allowed cyberbullying to be explored in new, distinct ways. Another strength of this research was the gender of participants. The study began by focusing on children, parents and teachers during the transitional age between primary and secondary school. It then became more focussed looking at girls and boys of this age only, then finally focussing on girls specifically. This meant that intervention strategies were designed to work for a specific gender and age group. This is the first time a personalised and tailored intervention strategy has been explored in this context.

8.8   General limitations of this thesis

Whilst each chapter discusses the limitations specific to that individual study, this section will outline some of the general limitations which were consistent across all studies. Firstly, participants for each study opted to take part, thus suggesting that those who participated may have been more proactive and interested in cyberbullying and cyber safety. This meaning that they may have able to draw on their previous knowledge or experience and felt more confident discussing cyberbullying concerns and behaviours openly as opposed to individuals who had less experience, interest and knowledge of the topic area.

Another limitation was the use of self-reporting measures which can result in bias and socially desirable responses by participants. Studies 1, 2 and 3 focussed on perceptions of cyberbullying as opposed to actual behaviour and whilst the results of each study showed that in many instances children would report cyberbullying, the literature indicates that this behaviour does not match responses.

Given that the participants in this thesis were all taken from the South-Eastern suburbs of Melbourne, we cannot generalise the results from this sample to other populations and in cases where the results are comparable they should be done so cautiously. More research is needed in this area to determine if these results are similar in different regions and countries.

8.9   Future research

The findings from this research are meaningful for future researchers in the area of cyberbullying who are aiming to develop effective interventions. Finding positive ways for children to cope with cyberbullying is paramount in reducing the severe mental health problems that can be associated with severe ongoing harassment. This study took a positive approach by encouraging kind online behaviours towards others and by providing children with behaviours which they selected and felt were personal and achievable for them. As noted, the implementation intentions did not increase kind behaviour possibly due to the timeframe provided to the children. Future research may want to

explore using these implementation intentions over a longer time frame. Alternatively, this study gave children concrete actions for when they were considering, experiencing or witnessing negative online behaviours, further research could apply the same method using positive affirmations instead, e.g. *If I receive a kind comment…then I will send one back.* Changing the way children act online it could help reduce online harassment and stop making it part of the social norm.

Currently there are no best practices for reporting cyberbullying. Schools and governments have introduced cyber safety education programs for children, parents, and teachers, school policies and reporting options on apps and websites. There needs to be a focus on encouraging positive online behaviour and building resilience and providing supportive environments for children to engage in both online and offline.

Incidental observations while running study 2 found that children were much engaged in the process of drawing or writing about a cyberbullying incident. Future awareness campaigns could employ these techniques to get better results from children in terms of engagement.

Educators may wish to focus on building up resilience skills in children to help give them higher self-efficacy for coping with negative online behaviours. While children claimed, they would be reluctant to seek support from school staff, it is still essential they know the effective strategies to offer children for coping with cyberbullying so they are not deemed ineffective. This resilience and self-efficacy training needs to be expanded to the local community so that parents' and all school staff; teachers, principals, admin and psychologists are working together following the same procedures. This training can be beneficial to adults who have low self-efficacy in their own abilities of dealing with cyberbullying reports. Future research should aim to build self-efficacy skills for children, building up their sense of moral development as well as decreasing impulsivity.

Although most cyberbullying research uses self-reports from children, future studies could analyse online conversations as a method of exploration. This will help understand whether the definition of a kind and unkind comment are universal. Furthermore, it could help identify victims who are predisposed to being bullied or being a bully based on the way they act online. Bystanders are often present during cyberbullying attacks, as many take place in a public forum. Emphasis needs to be on awareness training and bystander training which will encourage people to stand up for the victim or inform the perpetrator that what they are doing is not acceptable.

Future research should also assess the long-term effectiveness of implementation intentions. Whist the findings presented in this thesis have shown that implementation intentions themselves did not increase positive online behaviour, engagement in the process and the use of diaries as a reflective tool have been shown to increase self-efficacy and resilience levels in children. Applying

implementation intentions over a longer period of time could allow children opportunities to experience the negative online behaviours in order to implement their actions.

8.10 Final conclusion

The main aim of this thesis was to understand the differences which exist in perceptions of cyberbullying between children who were in the transition years from primary to secondary school. The differences which exist were explored and the barriers children face when experiencing or witnessing cyberbullying situations were described. These barriers also highlighted that the severity of a situation influenced reporting behaviour. Understanding reporting preferences helps expand our knowledge of effective intervention strategies. This thesis highlighted that reporting was not a strategy children were eager to apply. As a result, an implementation intention toolkit promoting positive online behaviour was developed. Overall, the findings from this thesis have shown that children will only seek adult intervention when the situation is severe and therefore strategies must be put into place which increases self-efficacy and resilience towards cyberbullying. Therefore, being proactive as opposed to reactive is important for future interventions to help reduce negative online behaviour.

Chapter 9: Appendices

9.1 Ethical Approval for all Studies

Study	University Ethical Approval granted by Nick Neave, Head of Ethics Psychology	Local School Ethical Approval granted by the Department of Education and Early Childhood Development (DEECD)
Study 1: Focus Group Discussions entitled *"Understanding Cyberbullying: The relationship between youths, teachers and parent's perceptions and coping strategies"*	1st November, 2012 Ref No. RE08-10-121185	20th December, 2012 Ref no. 2012_001796
Study 2: Drawing and narrative study entitled *"Drawing on experience – understanding children's perceptions of cyberbullying through illustrations and writing"*	20th July, 2015 SUB086_Sutherland)250615	20th August, 2015 2015_002789
Study 3: Online animated scenario study entitled *"Using scenarios to explore perceptions of cyberbullying and reporting readiness within two different audience situations"*	2nd April, 2014 RE-13-140327-5333ddfeb87be	21st May, 2014 2014_002339
Study 4: Implementation Intention study entitled *"Using implementation intentions to improve adolescent's responses to negative online behaviours"*	3rd December, 2015 SUB018_Sutherland_041115	23rd December, 2015 2015_002913

PARTICIPANT INFORMATION

NAME OF RESEARCHER   Claire Sutherland

PROJECT SUPERVISOR   Lynne Coventry

PROJECT TITLE   Understanding Cyberbullying: The relationship between youths,
teachers and parents' perceptions and coping strategies.

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1. What is the purpose of the project?

People are using the Internet and mobile devices more and more every day. This use is generally positive, however, there can be experiences which can be found hurtful. The purpose of this study is to explore the definition of cyberbullying by youths, teachers and parents and to identify beneficial ways to report cases.

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2. Why has my child been asked to participate what are the exclusion criteria (i.e. are there any reasons why I should not take part)?

 Your child has been selected because they are in their last year of Primary School (Grade 5 or Grade 6) or their first year of High School (Grade 7). There are more children in this age group who have mobile phones and who use the Internet regularly, therefore it is important to get their thoughts.

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3. What will my child be asked to do?

Firstly, you will be asked to sign the Parental Consent Form to allow your child to take part in this study. The study involves having an informal discussion in a meeting room at your child's school at the end of the school day. A member of staff from your child's school will be nearby at all times. On the day, your child will be met by the researcher and allowed to ask any questions concerning what they will be asked to do later. There will be 5-6 other students in the discussion group sharing their thoughts and ideas on cyberbullying, which will be led by the researcher. The researcher will then give each child a debrief sheet explaining the nature of the research, how they can find out about the results, and how they can withdraw their data if they wish.

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4. Will my participation involve any psychological discomfort or embarrassment?

No. All opinions will be valued and confidential.

---

5. How will confidentiality be assured?

The researcher has put several procedures to protect the confidentiality of your child. These include:

Each participant will be allocated a code that will always be used to identify any data provided. Your child's name or other personal details will not be associated with their data, e.g. consent forms will be kept separate from your data.

Only the research team will have access to any identifiable information; paper records will be stored in a locked filing cabinet and electronic information will be stored on a password-protected computer. This will be kept separate from any data and will be treated in accordance with the Data Protection Act. Should the research be presented or published in any form, then that information will be generalized (i.e. personal information or data will not be identifiable).

6. Will I receive any financial rewards / travel expenses for taking part?

Unfortunately not.

7. How can my child withdraw from the project?

At any time during the study your child can stop and leave and their data will not be used. If your child does complete the study but later wishes to withdraw, they have 1 week from the date of their data being collected to contact the researcher via the contact details provided on the debrief form. The researcher will then remove your child's data from the study and destroy it.

13. If I require further information who should I contact and how?

You should contact either the researcher, Claire Sutherland (claire.sutherland@northumbria.ac.uk) or the project supervisor Lynne Coventry (l.coventry@northumbria.ac.uk).

If you have any concerns or worries concerning this research or if you wish to register a complaint, please direct it to the Department of Psychology Ethics Chair (Post-graduate) at the address below, or by Email: nick.neave@northumbria.ac.uk

This study and its protocol have received full ethical approval from the Department of Psychology Ethics Committee (Post-graduate) in accordance with the School of Life Sciences Ethics Committee. If you require confirmation of this please contact the Chair of this Committee, stating the title of the research project and the name of the researcher:

Dr Nick Neave

Chair of Department of Psychology Ethics Committee (Post-graduate)

Northumberland Building,

Northumbria University,

Newcastle upon Tyne, NE1 8ST

UK

INFORMED CONSENT

Participant Number	

PROJECT TITLE   Understanding Cyberbullying: The relationship between youths, teachers and parent's perceptions and coping strategies.

Please read the following statements

If you *agree* with them please *write your initials* in the box next to each statement

If you do not agree, please speak to the researcher

I have read and understood the information sheet   ☐

I have had an opportunity to ask questions and discuss the study and I am satisfied with the answers I have received   ☐

I understand that my participation is voluntary and I am free to withdraw at any time without explanation or consequence   ☐

I would like to receive feedback on the overall results of this study at the email address given below.   ☐

Email address: _____

I agree with all points detailed above and agree to take part in the study

Name of child (print)

Signed _____   Date _____

I agree with all points detailed above and agree for my child to take part in the study

Parent's Name (please print)

Signed _____   Date _____

Researcher Name   Claire Sutherland

Signed _____   Date _____

- A parent discussion will also be held in the same format at a different stage. Please indicate if you would be willing to participate below:
  Name
  Mobile number

Parent discussion group

I would be willing to participate in the parent discussion for this study (indicate as applicable).

	Yes	No

My child is in: Grade 5   Grade 6   Grade 7   Grade 8

Please circle **all** of the times when you would be available:

Tuesday: 1pm – 1.45pm 1.50pm – 2.40pm   3.30pm – 4.30pm   4.30pm – 5.30pm

Wednesday: 1pm – 1.45pm

Thursday: 1pm – 1.45pm 1.50pm – 2.40pm   3.30pm – 4.30pm   4.30pm – 5.30pm

Other

9.2.2   Focus Group Questions

My name is Claire and I'm here to get your thoughts and opinions on Cyberbullying. There are no correct answers. Just a few rules before we start, firstly please don't mention any names, it is all confidential. Secondly if we can have one person talking at a time so we can all hear and everyone is entitled to their own opinion so there are no put downs. I will be recording the session and I would just like to let you know that you are free to withdraw at any time. Is there anything you want to ask before we begin? Are we happy to continue?

What do you use your mobile phone for or go online to do?

What do you think cyberbullying is?

Who do you think cyberbullies?

Why do you think people cyberbully?

Which do you think is worse; cyberbullying or face-to-face bullying? Why?

What effect do you think cyberbullying has on the victim?

Would you tell if you were cyberbullied?

Who would you tell?

Why would/wouldn't you tell?

What could be done to reduce or stop cyberbullying?

Thank you so much for taking part in my study. If you feel concerned about anything which we have discussed there are contact details of trained professionals in the area of cyberbullying who can help. If you wish to remove your data from the study, please contact me using the details on the debrief sheet provided.

Thank you once again.

Grade 7 girls study Transcript

Place: in school

When: Thursday 23rd May, 2013

Welcome notes read to the group ensuring they were happy to be recorded…

FSS17 = 14 years old   FSS18 = 13 years old

	Researcher	My name is Claire and I'm here to get your thoughts and opinions on Cyberbullying. So just a few rules firstly please don't mention any names, it is all confidential. Secondly if we can have one person talking at a time so we can all hear and everyone is entitled to their own opinion so there are no put downs. Is there anything you want to ask before we begin?
00:04	both	no
00:05	Researcher	Ok, great. To start with I'd just like to know what sort of things you use on the computer and phone?
00:08	FSS17	I use, I just use the computer for homework and just yeah…pretty much yeah…
00:17	Researcher	Yeah just homework. Do you have a mobile phone?
00:18	FSS17	Yes.
00:20	Researcher	Do you use any apps on your mobile?
00:21	FSS17	I text friends (giggles) and when I'm wasting time I'll play games.
00:32	Researcher	Email?
00:33	FSS17	Yeah.
00:34	Researcher	Do you use any social network sites?
00:36	FSS17	I do have chats but I don't use them
00:39	Researcher	What chat sites do you have?
00:41	FSS17	I have Facebook and Skype. I use Facebook for friends and Skype for friends overseas and things.
00:51	Researcher	Great, and that is all you use.
00:51	FSS17	Yeah.
00:53	Researcher	Great. What about you?
00:54	FSS18	Basically, the same, I don't really use the computer except for homework. Then on my phone I just use Facebook and Skype and Instagram and things like that.
01:04	FSS17	Oh, I use Instagram as well.
01:05	FSS18	Yeah, just like to see what is happening and stuff like that.
01:09	Researcher	Do you just look or do you post things on Instagram?
01:10	FSS18	Yeah sometimes. Just not often though. I'll post like, just say like, I'm with my netball team I'll put a picture of all of us up. Or if I am with all of my friends at Chadstone (shopping centre) or whatever.
01:26	Researcher	Are you into selfies then?
01:29	FSS18	[Both laugh] oh yeah definitively. Yep definitely, am all over them.
01:34	Researcher	Thought so! Do you comment on other people's posts too?
01:36	FSS18	No not really, I just like or scroll through my news feed and that is about it.

9.3   Study 2 Materials

9.3.1   Participant Information Sheet and Parental Consent Form

PARTICIPANT INFORMATION

The purpose of this information sheet is to provide you with sufficient information so that you can then give your informed consent. It is thus very important that you read this document carefully, and raise any issues that you do not understand with the investigator.

Name of Researcher: Claire Sutherland

Name of Supervisor: Professor Lynne Coventry, Dr Elizabeth Sillence

Project Title: Drawing on experience – understanding children's perceptions of

cyberbullying through illustrations and writing.

---

1. What is the purpose of the project?

Children draw for many purposes; these include getting a message across and for fun. This study hopes to use drawings and written essays to understand how primary and secondary school students view cyberbullying. It aims to gain further information in an informal way through individual discussions during the drawing period by asking students to explain their picture, how they think the people feel in their drawing and what could be done to stop this situation.

---

2. Why have I been selected to take part and what are the exclusion criteria?

You have been selected because you are in your last years of Primary School (Grade 5 or Grade 6) or you are in your first or second year of High School (Year 7 or Year 8). It is important to understand your views on cyberbullying as it is during this age group that technology use peaks.

---

3. What will I have to do?

Firstly, you will be required to have Parental Consent. This means that your parent or guardian **has** returned both the opt-in form and the audio consent form which can be found below. The study involves you drawing or writing about a cyberbullying scenario that you have seen, heard of or experienced. You do not have to have been involved in any form of cyberbullying to take part and it will not ask for any personal experiences. Each student will be given a sheet of A4 paper with a cyberbullying definition at the top as well as a participant code. You will be given a maximum of 40 minutes to complete the drawing or writing task. It will take place in your classroom with your classroom teacher present. While drawing your teacher and researcher will come around and ask you some questions about your drawing, this is to fully understand your thoughts. This discussion will be audio recorded for the researcher to listen to at a later time. It will be linked to your participant code and not to your name. There are no right or wrong answers and all the information you give is confidential. After 40 minutes the researcher will stop you and ask you to answer some questions privately on the back of your page. These questions will ask about how you think the cyberbullying scenario you have drawn/written about could be stopped.

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4. Will my participation involve any physical discomfort?

No

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5. Will my participation involve any psychological discomfort or embarrassment?

The study does not aim to cause any discomfort and if at any point, you do feel uncomfortable you are free to withdraw from the study with no questions asked. Your data will be removed from the study.

6. Will I have to provide any bodily samples (i.e. blood, saliva)?

No

7. How will confidentiality be assured and who will have access to the information that I provide?

Your name or other personal information will not be associated with notes from your discussion. Any discussion held will be associated with the participant code at the top of your page. Only the researcher will have access to your work.

8. Will I receive any financial rewards / travel expenses for taking part?

no

9. How can I withdraw from the project?

You can withdraw your data from the study up to a month after you have taken part by letting your teacher have your participant code. They will then pass it onto me and I will I will remove your data.

10. If I require further information who should I contact and how?

Should you wish to discuss the topic further you can talk confidentially to your school psychologist. Alternatively, there are specialists at The Alannah and Madeline Foundation (www.amf.org.au) or kidshelp (1800 55 1800) who will answer any questions or provide you more information.

If you have any concerns or worries concerning this research or if you wish to register a complaint, please direct it to the Department of Psychology Ethics Chair (Post-graduate) at the address below, or by Email: nick.neave@northumbria.ac.uk

A GENERIC INFORMED CONSENT FORM

Project Title: Drawing on experience – understanding children's perceptions of cyberbullying through illustrations and writing.

Principal Investigator: Claire Sutherland

please tick or initial where applicable

I have carefully read and understood the Participant Information Sheet.	☐
I have had an opportunity to ask questions and discuss this study and I have received satisfactory answers.	☐
I understand I am free to withdraw from the study at any time, without having to give a reason for withdrawing, and without prejudice.	☐
I agree to take part in this study.	☐
I would like to receive feedback on the overall results of the study at the email address given below.	☐
Email address…………………………………………………………………	

Signature of participant.. Date.....………………..

(NAME IN BLOCK LETTERS)...……………………….

Signature of Parent / Guardian in the case of a minor

....

Signature of researcher.. Date.....………………..

(NAME IN BLOCK LETTERS)...……………………….

FOR USE WHEN PHOTOGRAPHS/VIDEOS/TAPE RECORDINGS WILL BE TAKEN

Project title: Drawing on experience – understanding children's perceptions of cyberbullying through illustrations and writing.

Principal Investigator: Claire Sutherland

I hereby confirm that I give consent for the following recordings to be made:

Recording	Purpose	Consent
voice recordings	To obtain a narrative of children's understandings while they are drawing.	

Clause A: I understand that other individuals may be exposed to the recording(s) and be asked to provide ratings/judgments. The outcome of such ratings/judgments will not be conveyed to me. My name or other personal information will never be associated with the recording(s).

Tick or initial the box to indicate your consent to Clause A ☐

Clause B: I understand that the recording(s) may also be used for teaching/research purposes and may be presented to students/researchers in an educational/research context. My name or other personal information will never be associated with the recording(s).

Tick or initial the box to indicate your consent to Clause B ☐

Clause C: I understand that the recording(s) may be published in an appropriate journal/textbook or on an appropriate Northumbria University webpage. My name or other personal information will never be associated with the recording(s). I understand that I have the right to withdraw consent at any time prior to publication, but that once the recording(s) are in the public domain there may be no opportunity for the effective withdrawal of consent.

Tick or initial the box to indicate your consent to Clause C ☐

Signature of participant... Date.....………………..

Signature of Parent / Guardian in the case of a minor

.... Date.....………………..

9.3.2   Debrief Sheet

Debrief Sheet for study on cyberbullying drawing study

1. **What was the purpose of the project?**
   The aim of the study was to understand what behaviours Grade 5 and Grade 6 children believe to be cyberbullying through an illustration and discussion about their drawing. I hope to understand what you think can be done to reduce the cyberbullying scenario that you have drawn.

2. **How will I find out about the results?**
   Approximately 8 weeks after taking part, the researcher will post a general summary of the results onto the school newsletter.

3. **What will happen to the information I have provided?**
   Your drawing is anonymous. You were not asked to put any personal information on the sheet of paper and it cannot be linked to you. Each piece of paper had a participant code on the top but this is not linked to an individual.

4. **Have I been deceived in any way during the project?**
   No, this study was to obtain your perception of cyberbullying situations.

5. **If I change my mind and wish to withdraw my data from the study what do I do?**
   You can withdraw your data from the study up to a month after you have taken part by letting your teacher have your participant code. They will then pass it onto me and I will I will remove your data. After this time, it may not be possible to remove your data as results may have already been published.

6. **What if I would like to discuss the issue further or gain more information?**
   Should you wish to discuss the topic further you can talk confidentially to your school teacher or school psychologist. Alternatively, there are specialists at The Alannah and Madeline Foundation (www.amf.org.au) or Kidshelp (1800 55 1800) who will answer any questions or provide you more information.

7. **If you have any concerns or worries concerning the way in which this research**
   has been conducted, or if you have requested, but did not receive feedback from the researcher concerning the general outcomes of the study within a few
   months after the study has concluded, then please contact Claire Sutherland via email at claire.sutherland@northumbria.ac.uk

9.3.3 Drawings
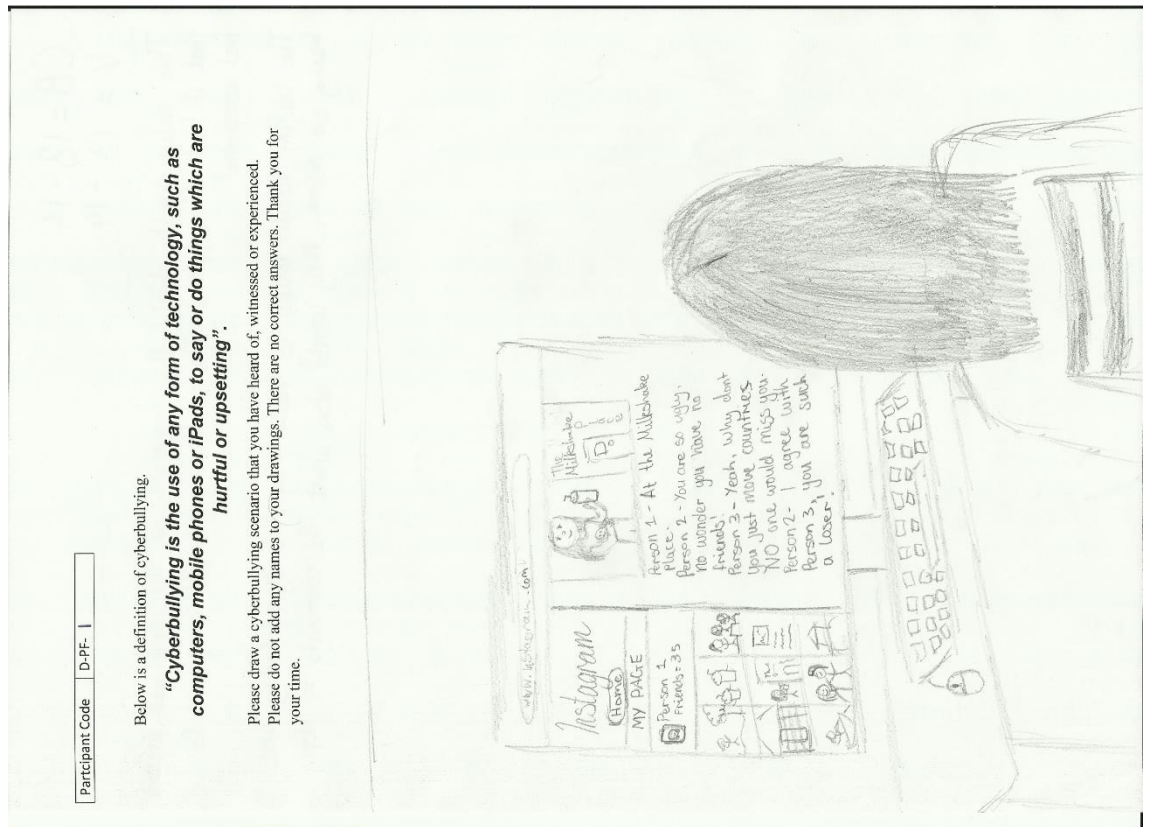
Figure 12.1: Drawing Primary Female 1 (D-PF-1)
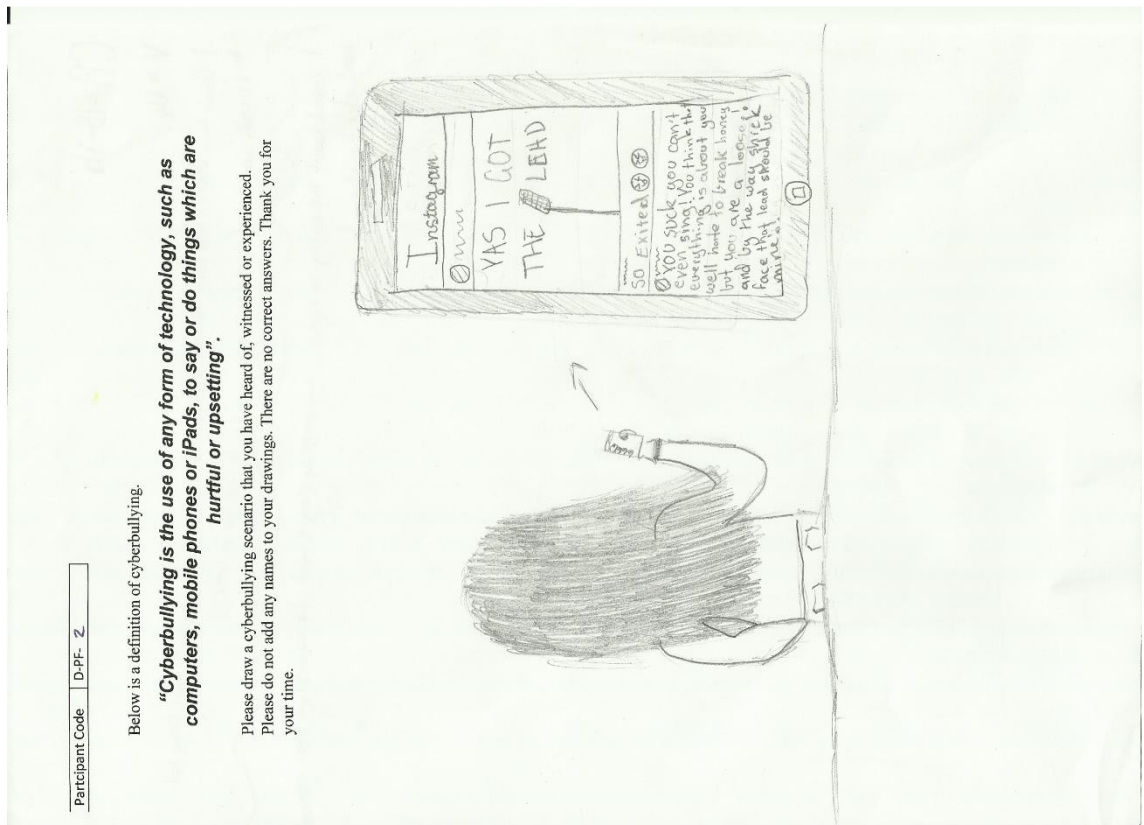
Figure 12.2: Drawing Primary Female 1 (D-PF-2)
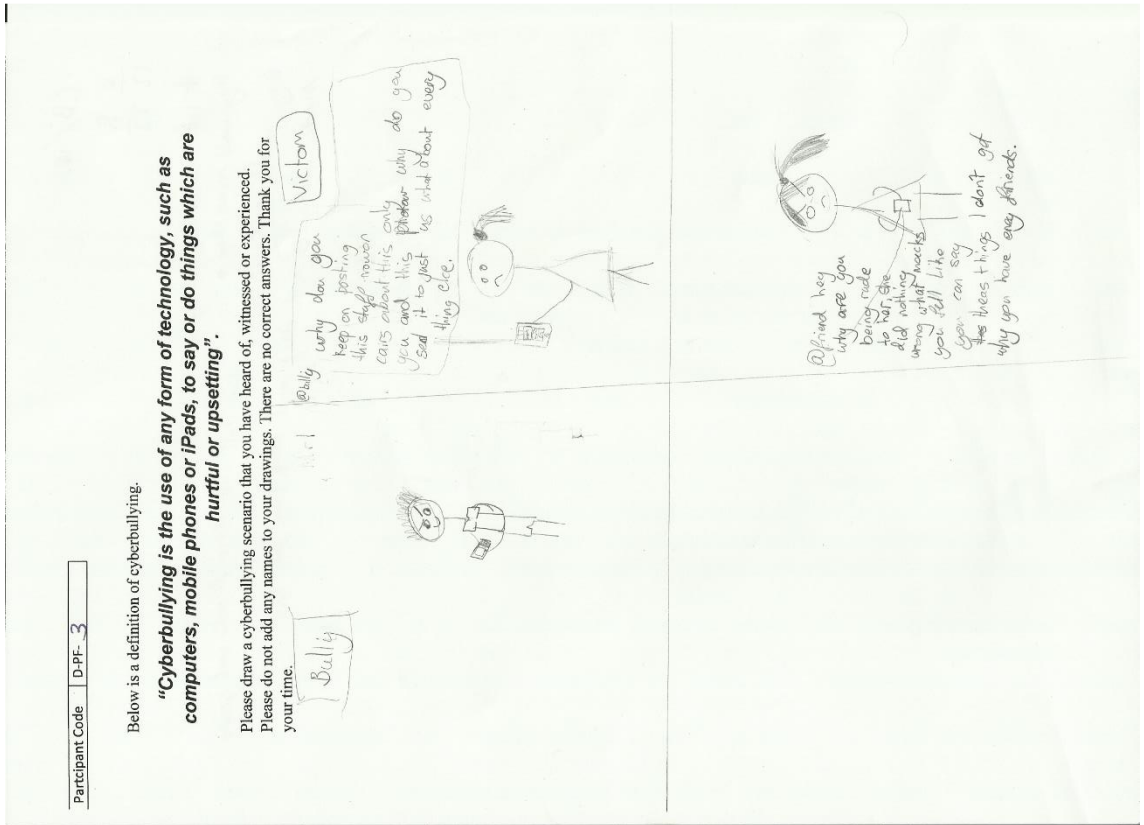
Figure 12.3: Drawing Primary Female 3 (D-PF-3)
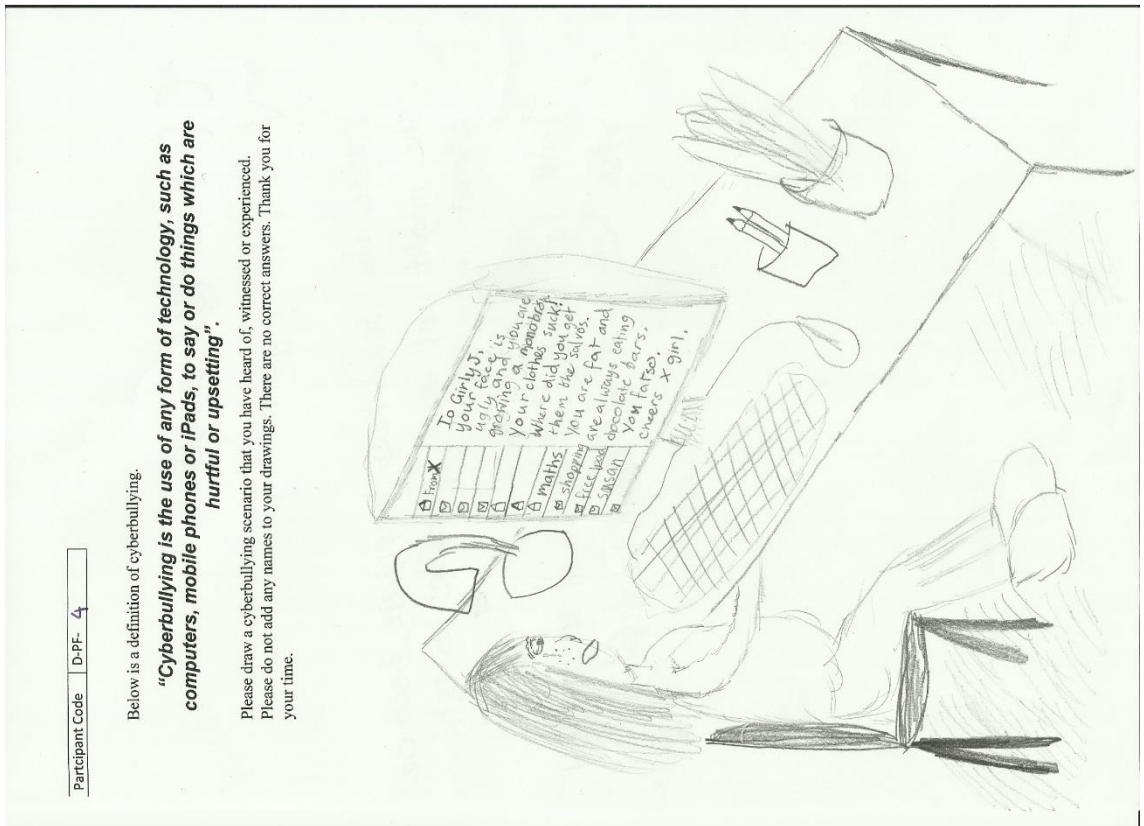
Figure 12:4: Drawing Primary Female 4 (D-PF-4)
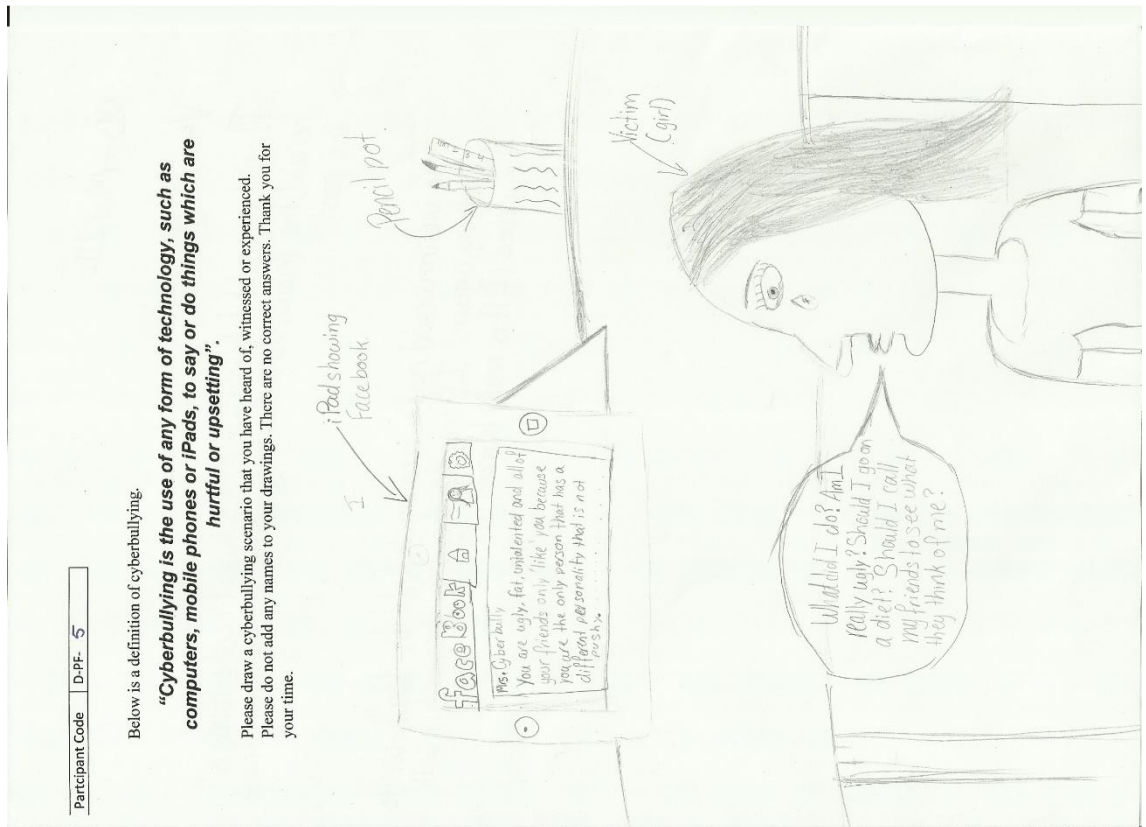
Figure 12.5: Drawing Primary Female 5 (D-PF-5)
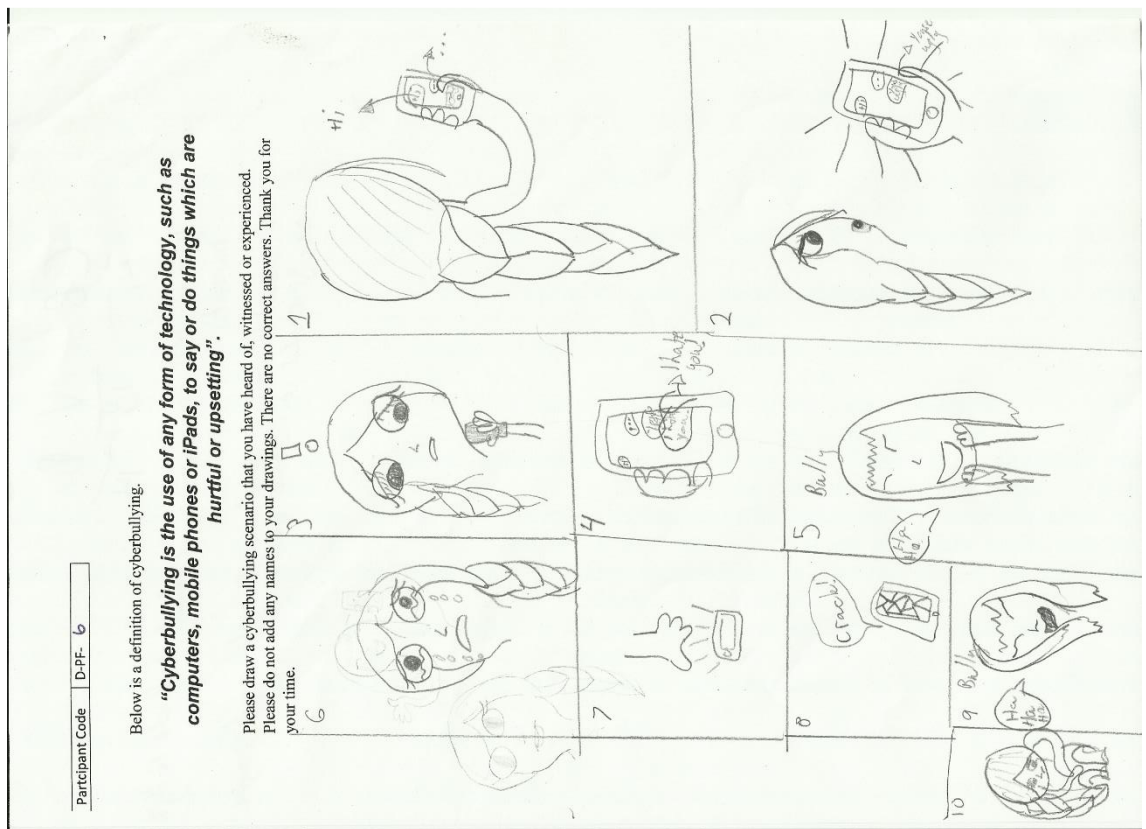
Figure 12.6: Drawing Primary Female 6 (D-PF-6)
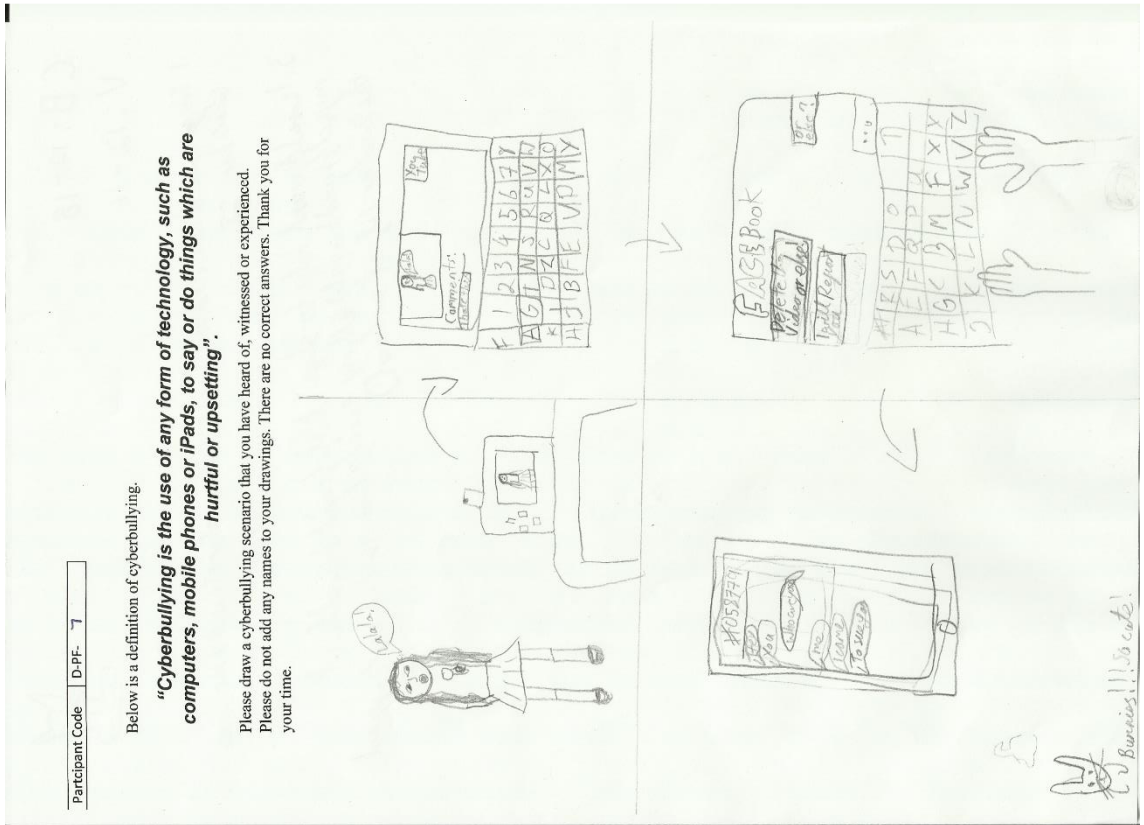
Figure 12.7: Drawing Primary Female 7 (D-PF-7)
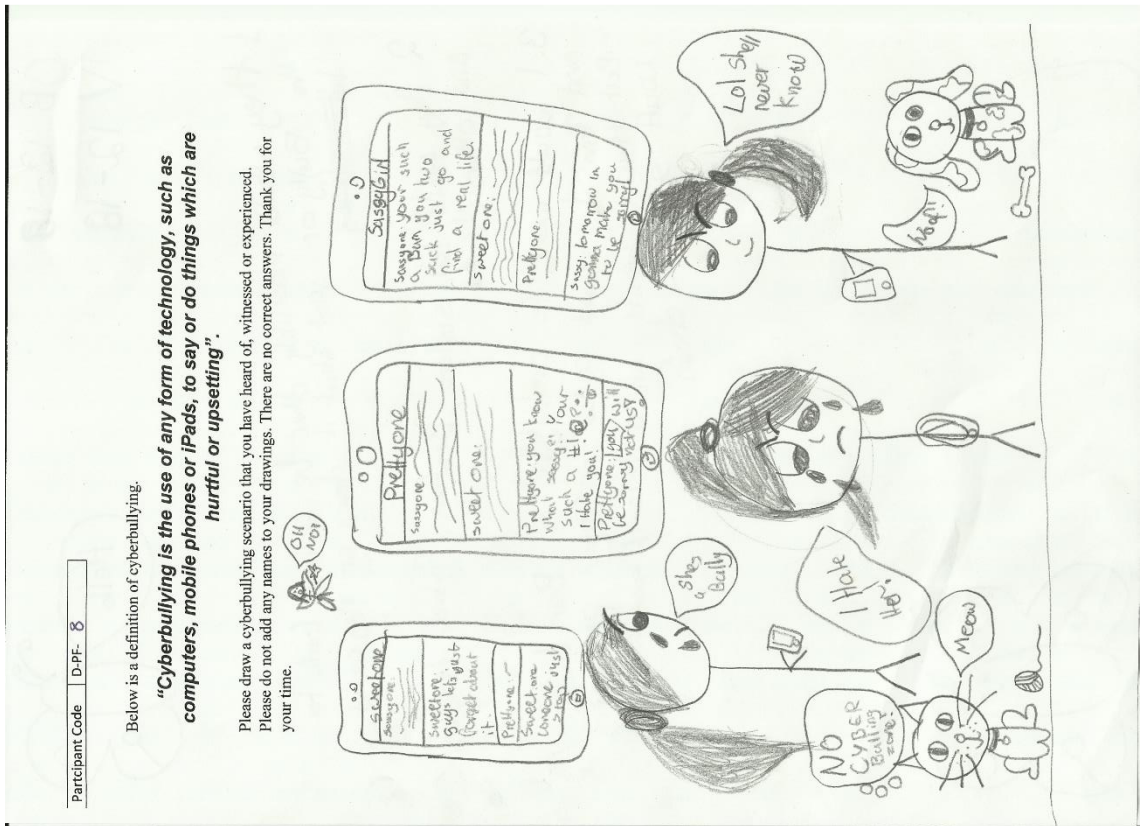
Figure 12.8: Drawing Primary Female 8 (D-PF-8)
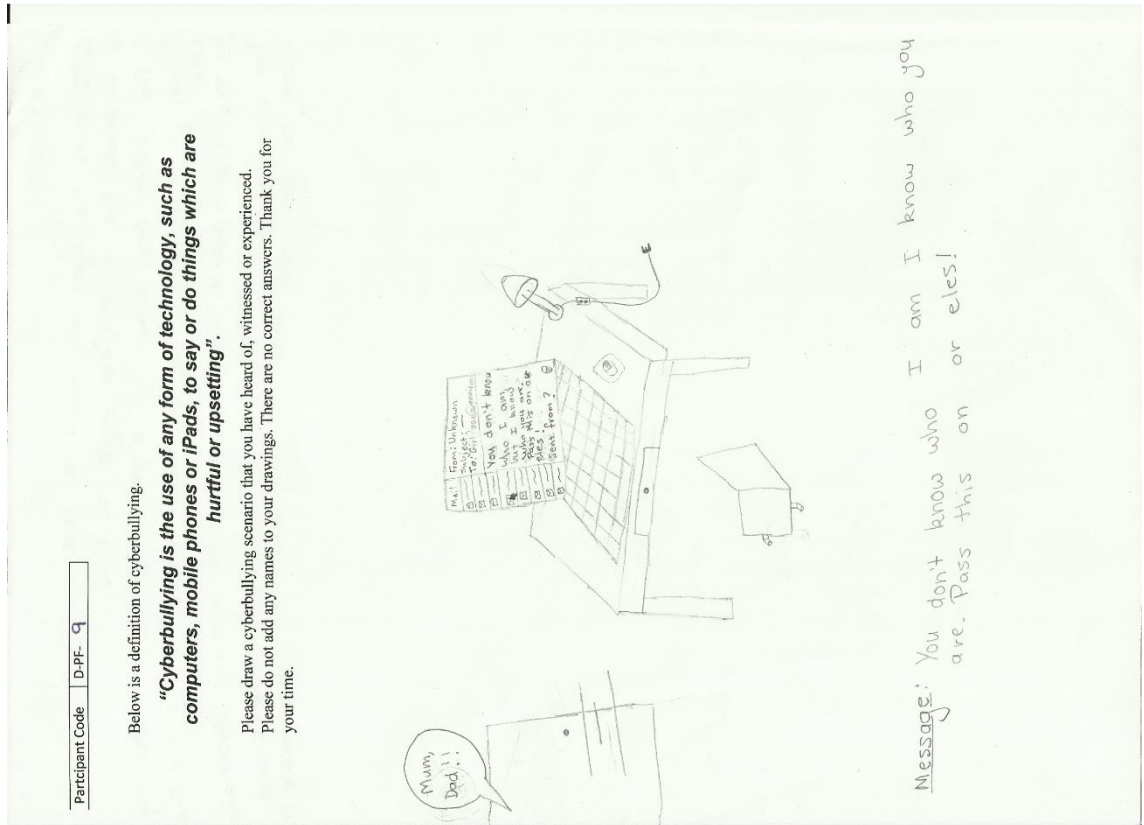
Figure 12.9: Drawing Primary Female 9 (D-PF-9)
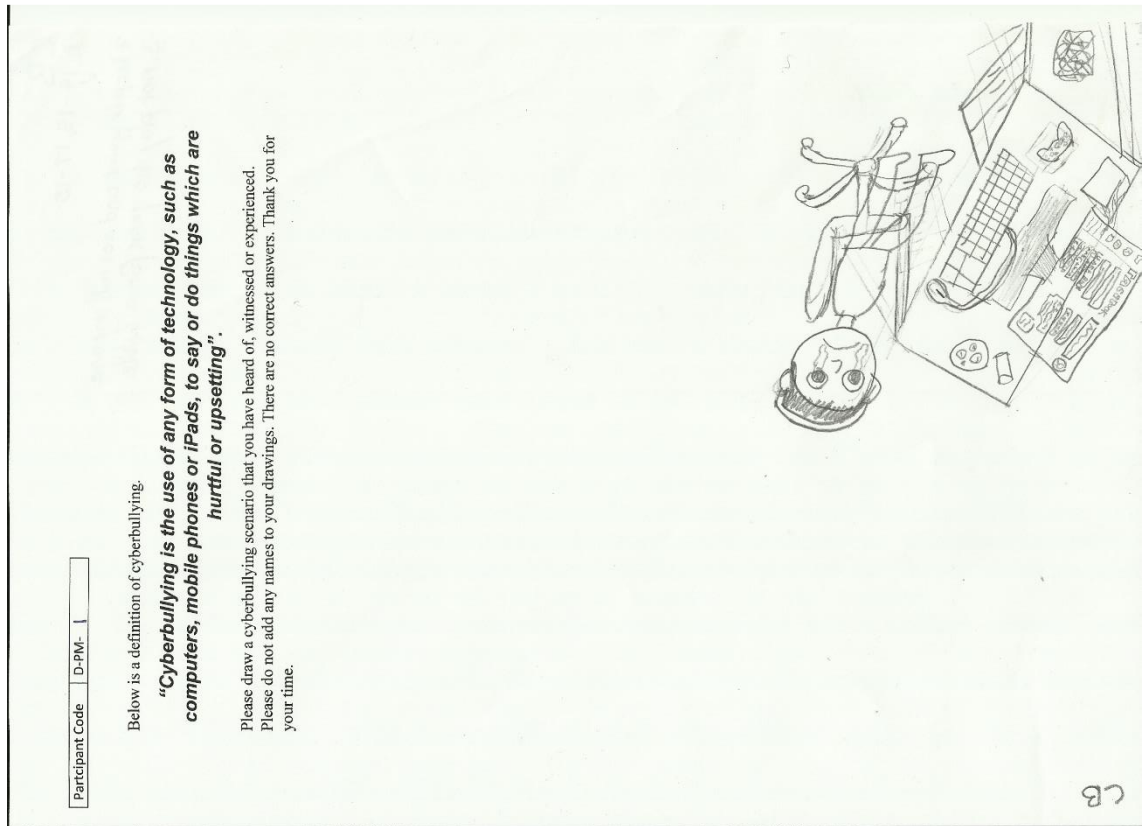
Figure 12.10: Drawing Primary Male 1 (D-PM-1)
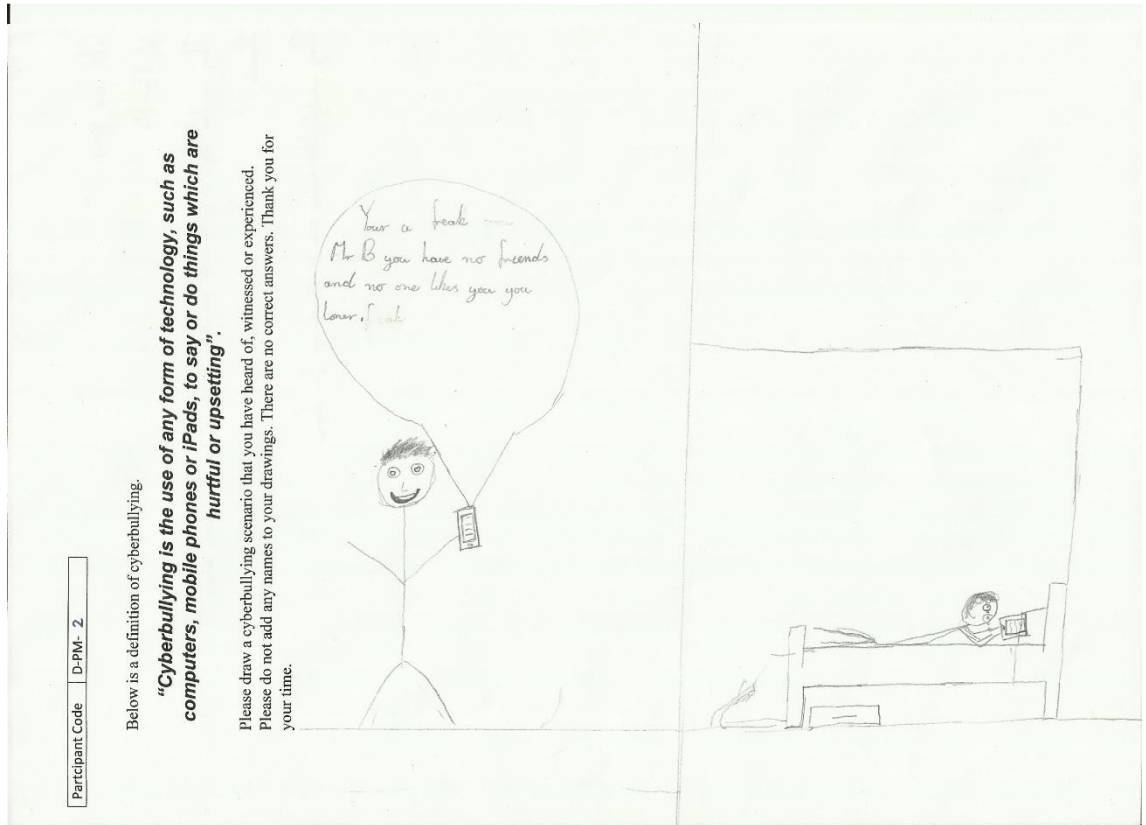
Figure 12.11: Drawing Primary Male 2 (D-PM-2)
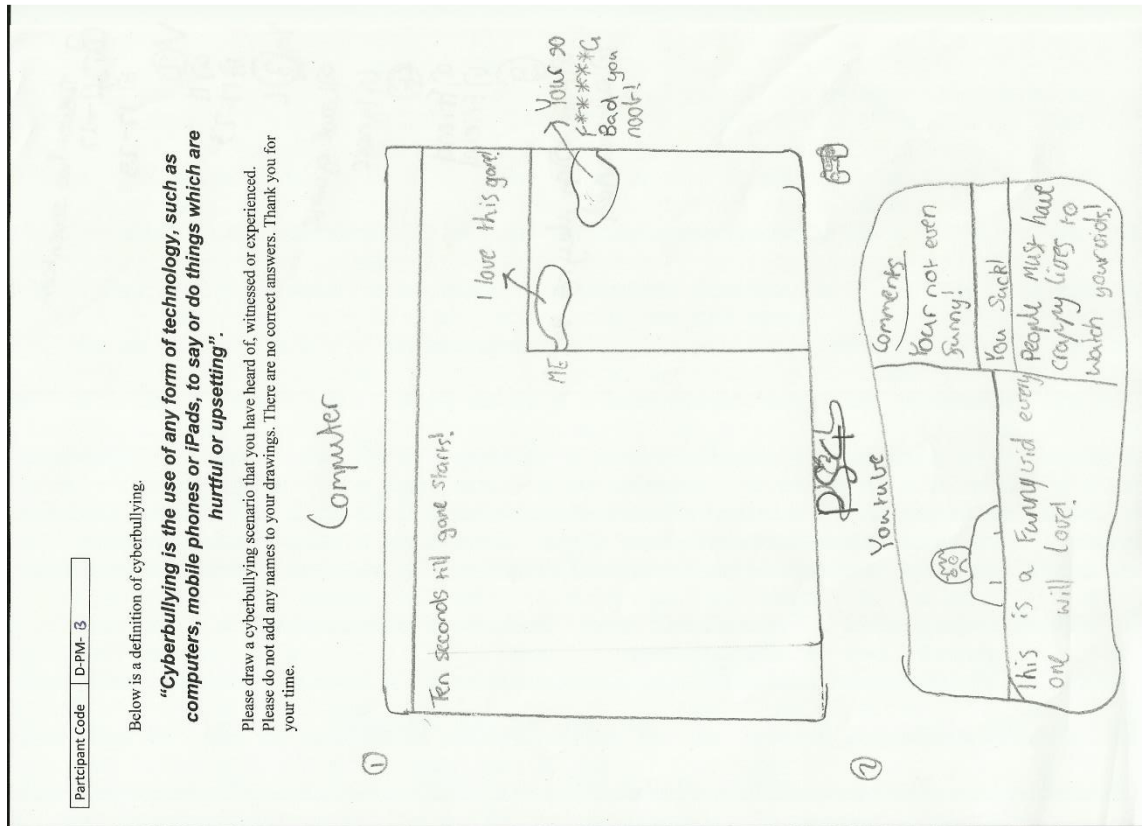
Figure 12.12: Drawing Primary Male 3 (D-PM-3)
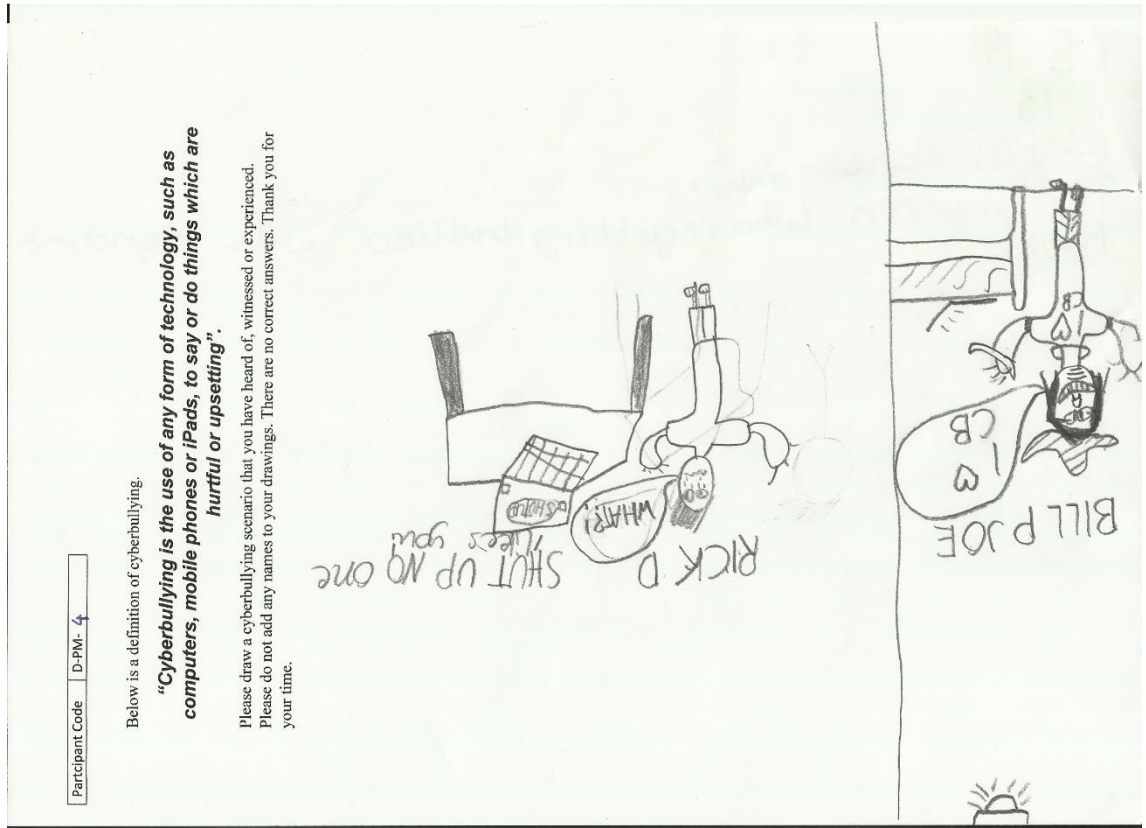
Figure 12.13: Drawing Primary Male 4 (D-PM-4)
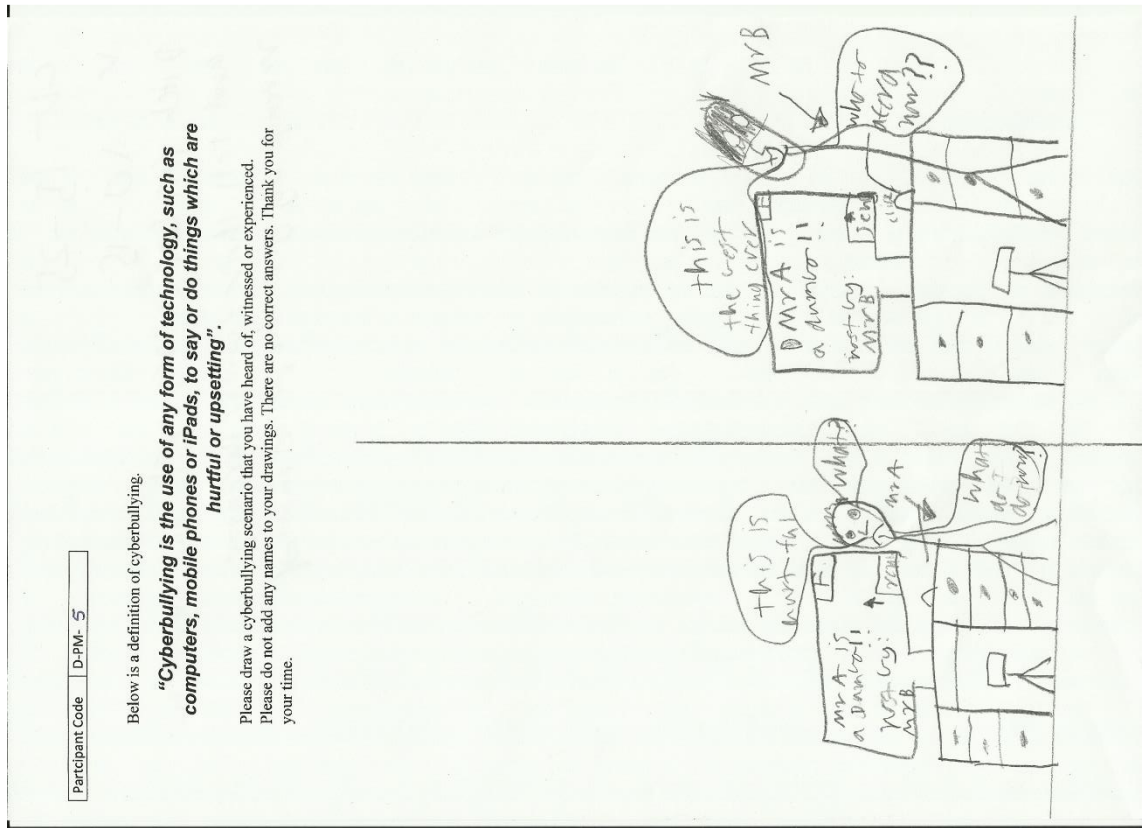
Figure 12.14: Drawing Primary Male 5 (D-PM-5)
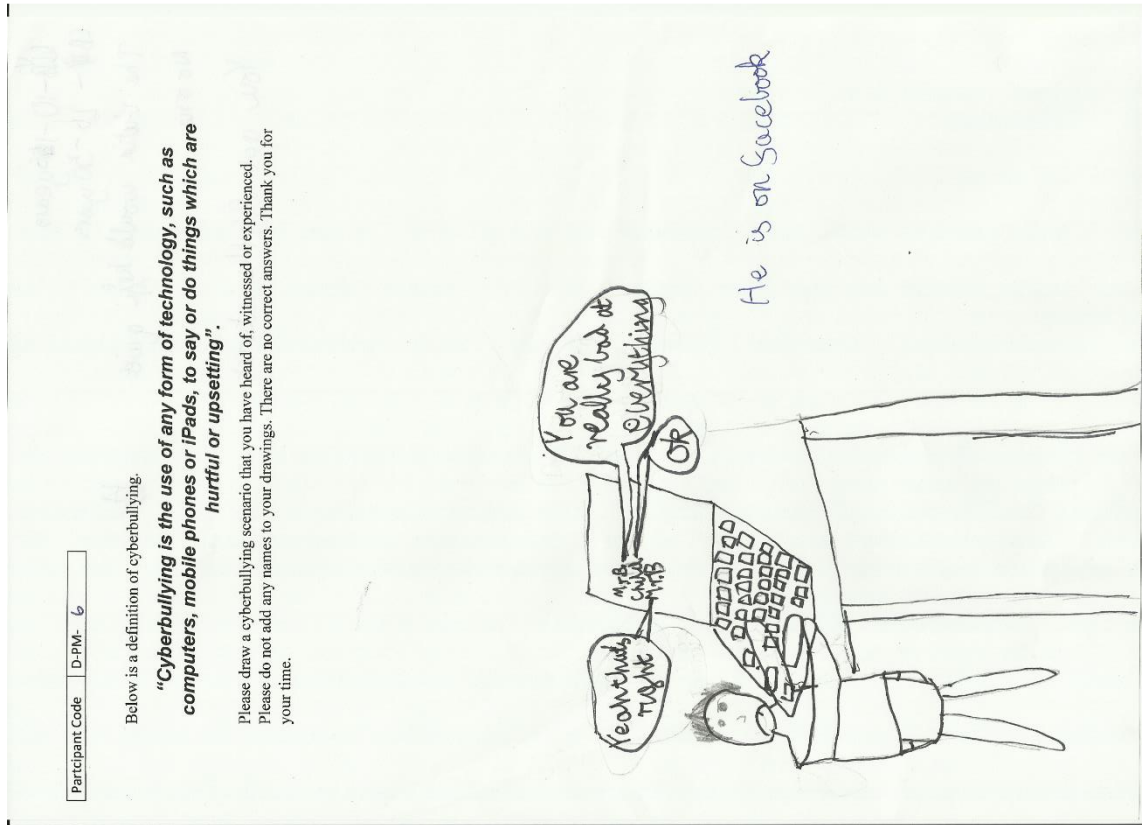
Figure 12.15: Drawing Primary Male 6 (D-PM-6)
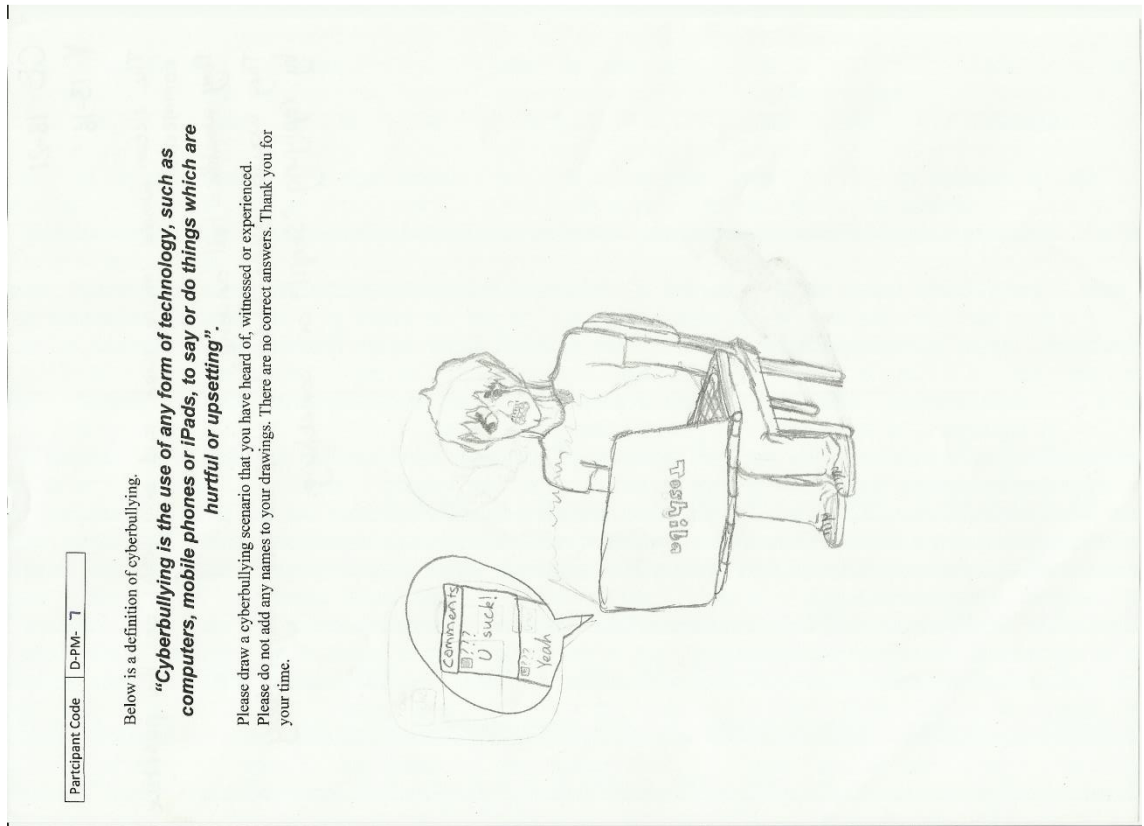
Figure 12.16: Drawing Primary Male 7 (D-PM-7)
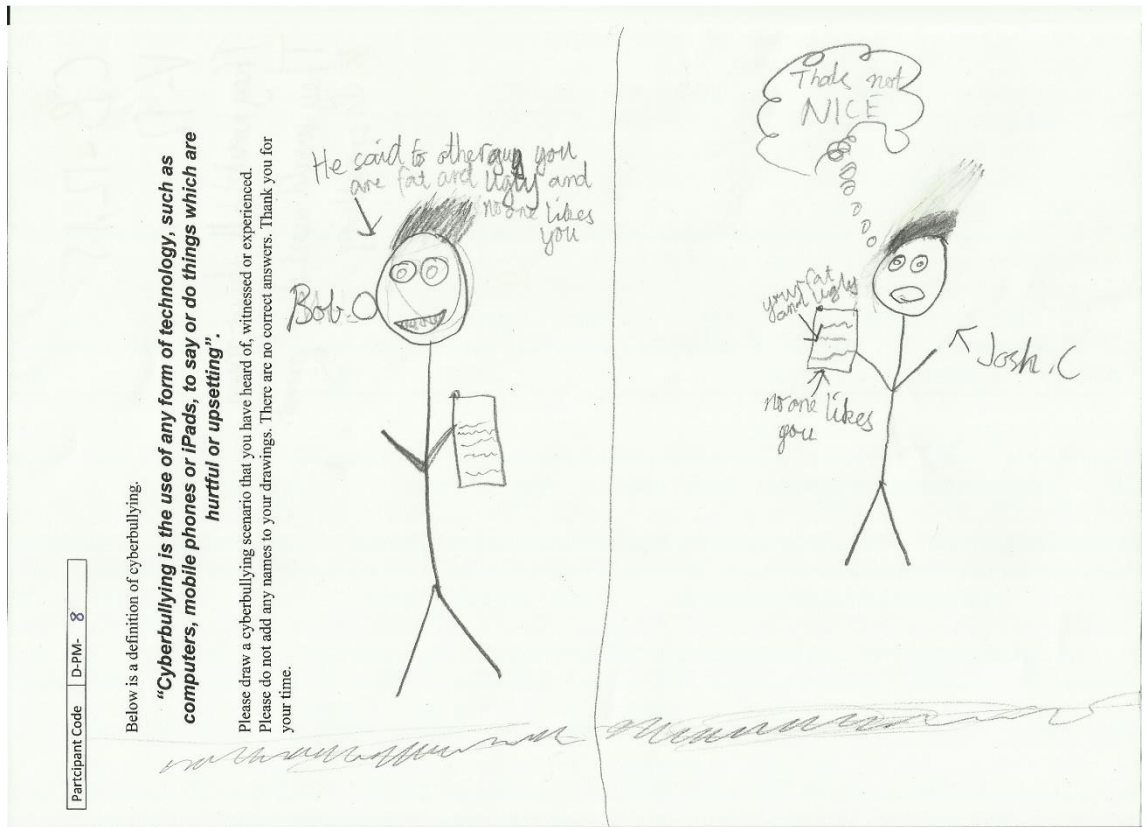
Figure 12.16: Drawing Primary Male 8 (D-PM-8)
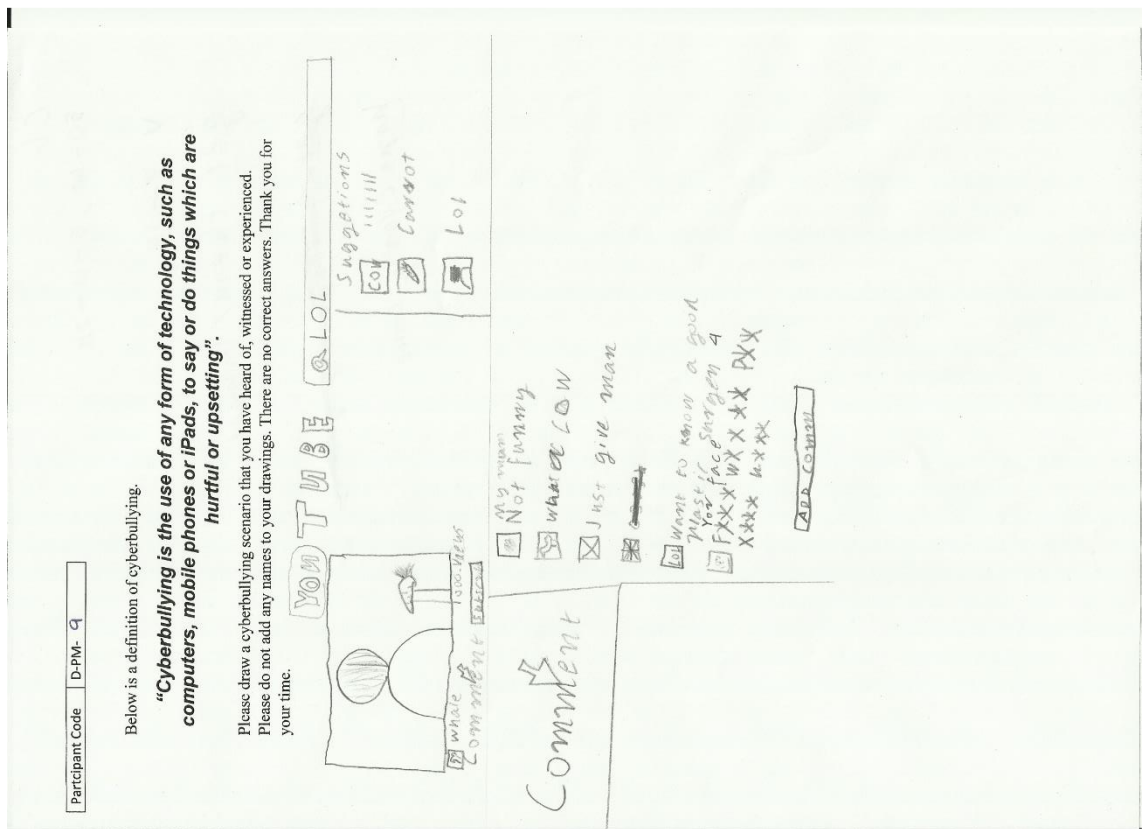
Figure 12.17: Drawing Primary Male 9 (D-PM-9)
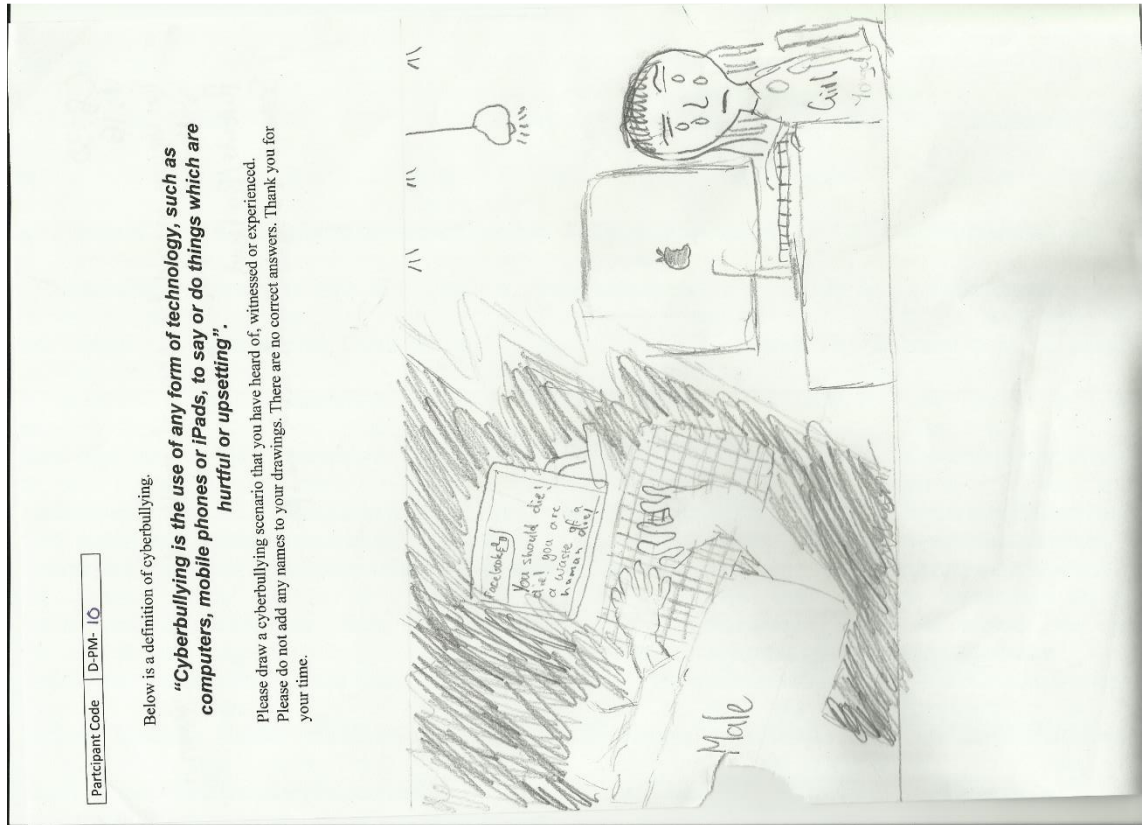
Figure 12.18: Drawing Primary Male 10 (D-PM-10)
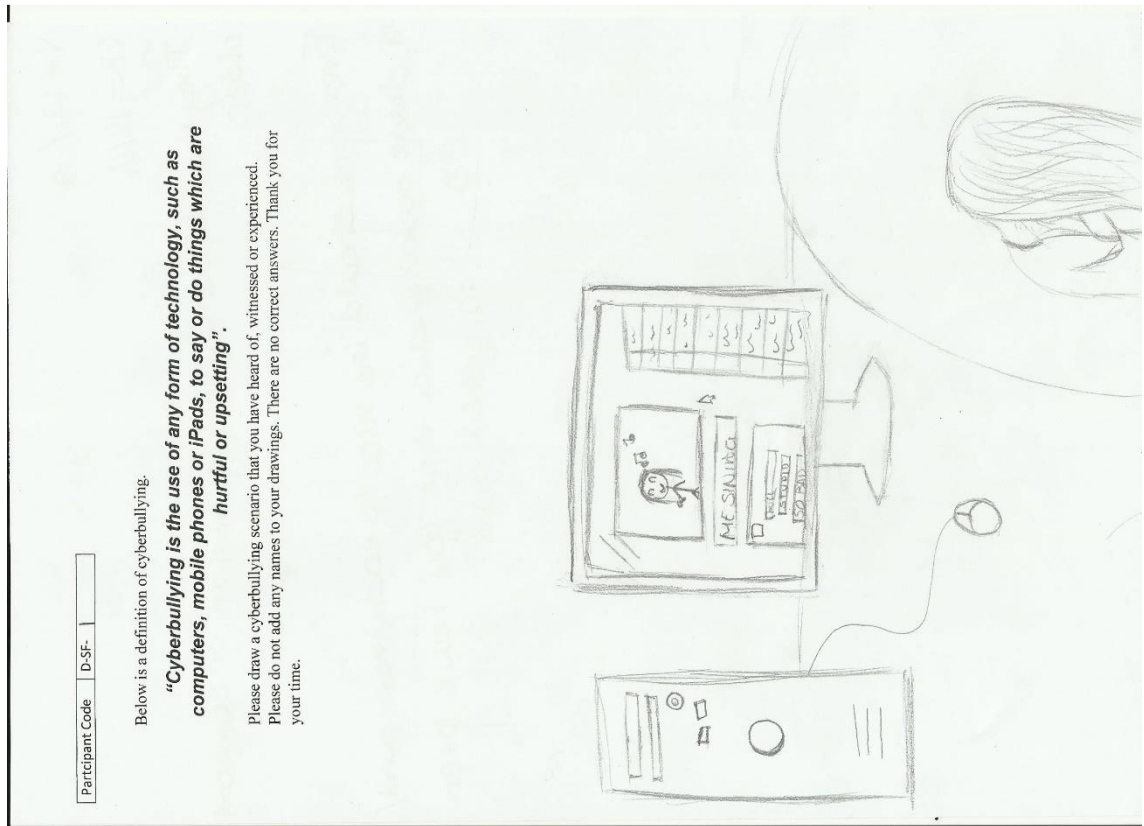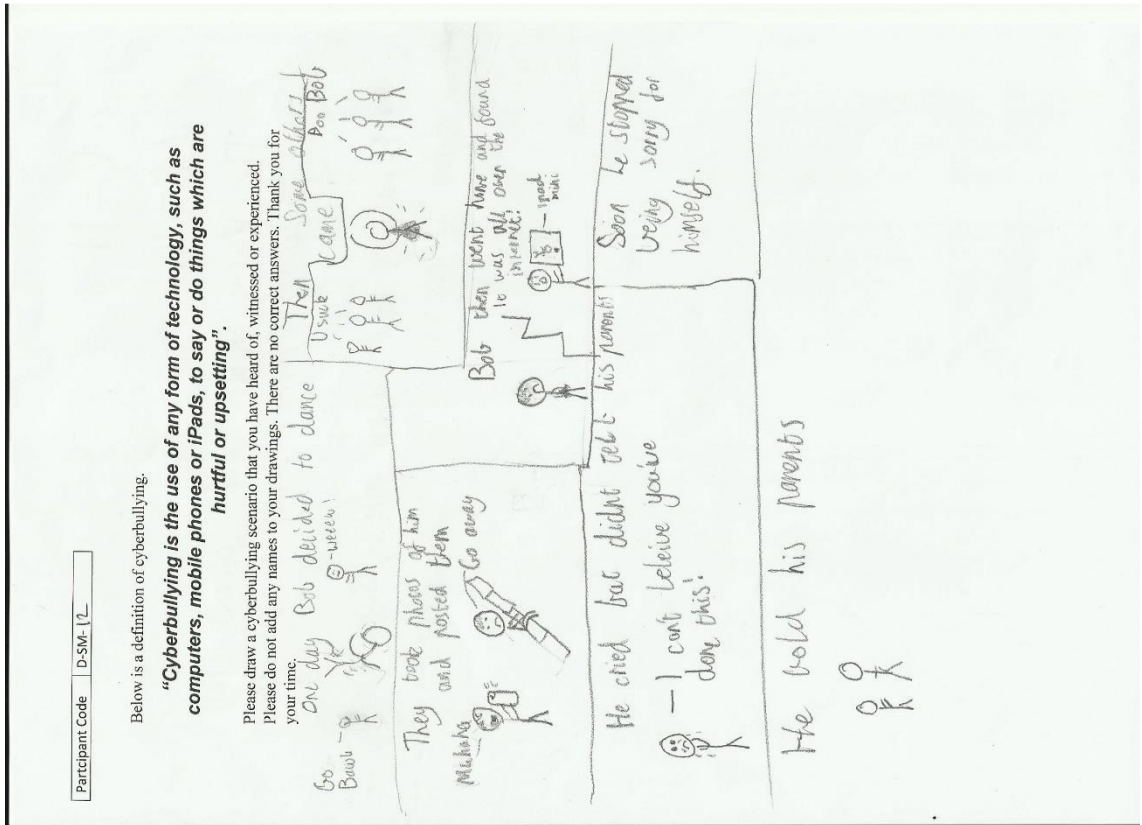
Figure 12.19: Drawing Secondary Female 1 (D-SF-1)
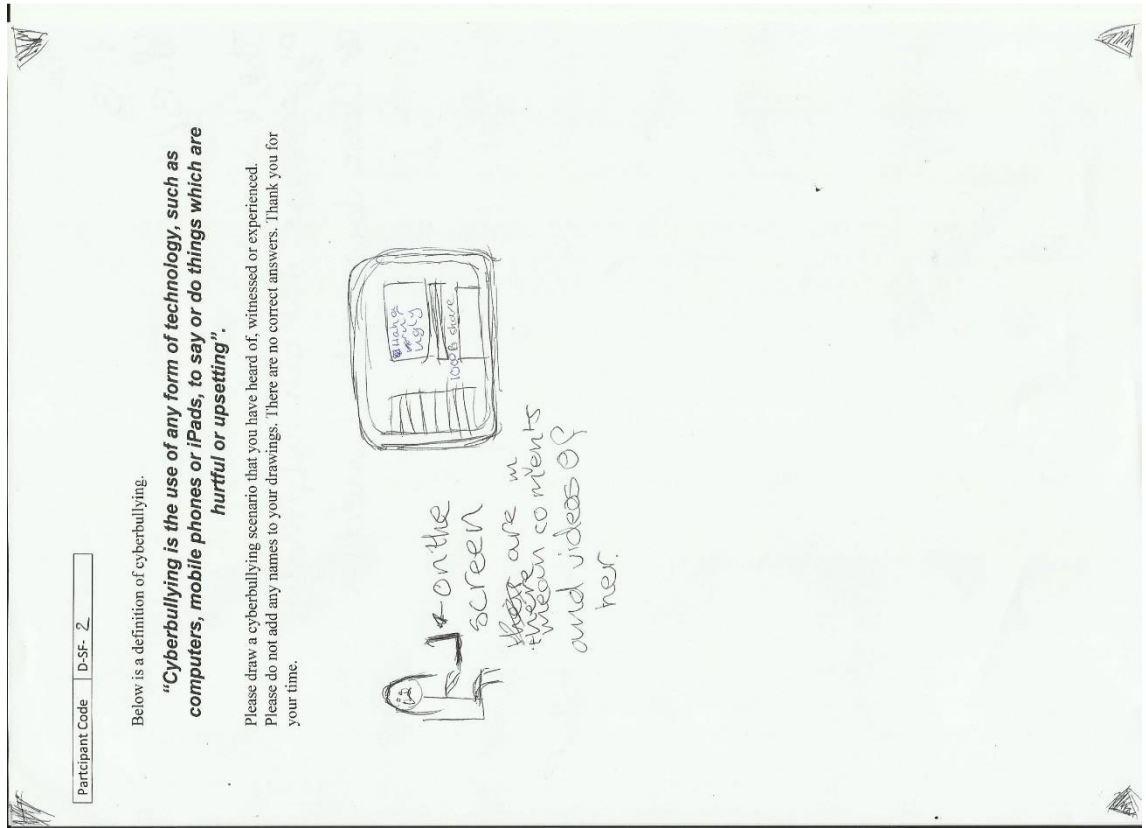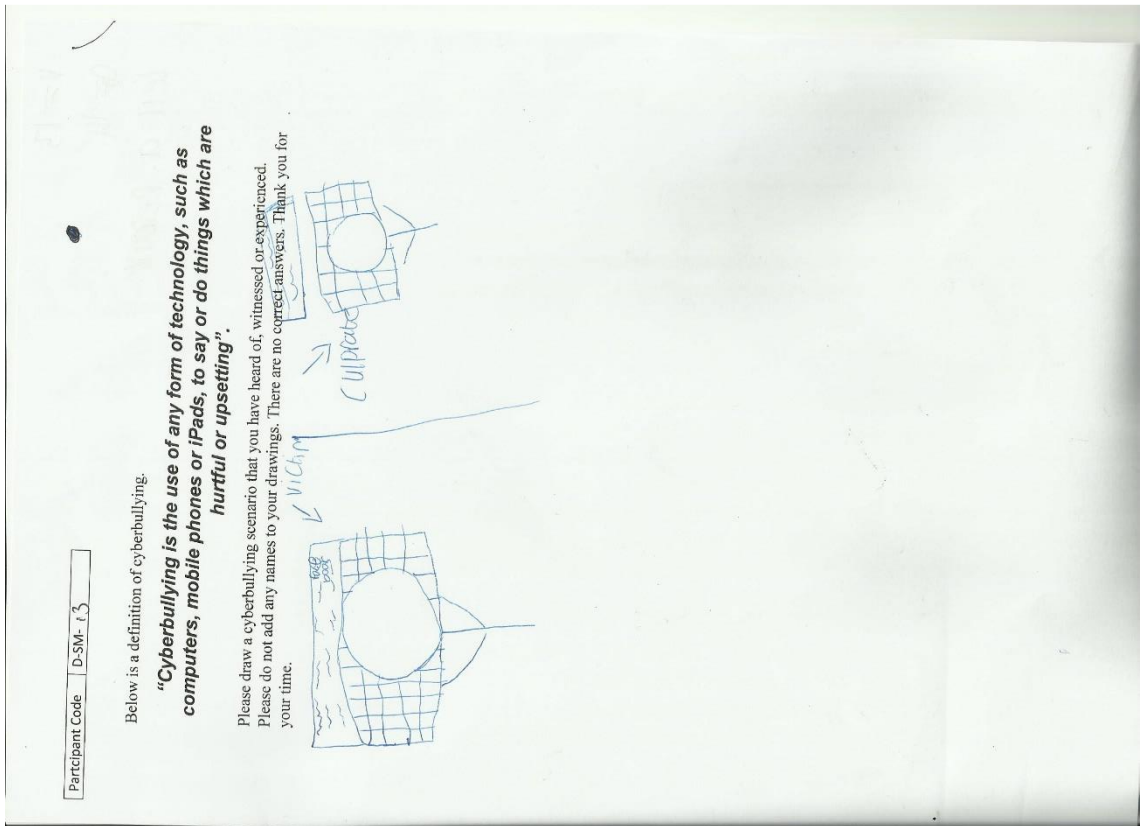

Figure 12.20: Drawing Secondary Female 2 (D-SF-2)
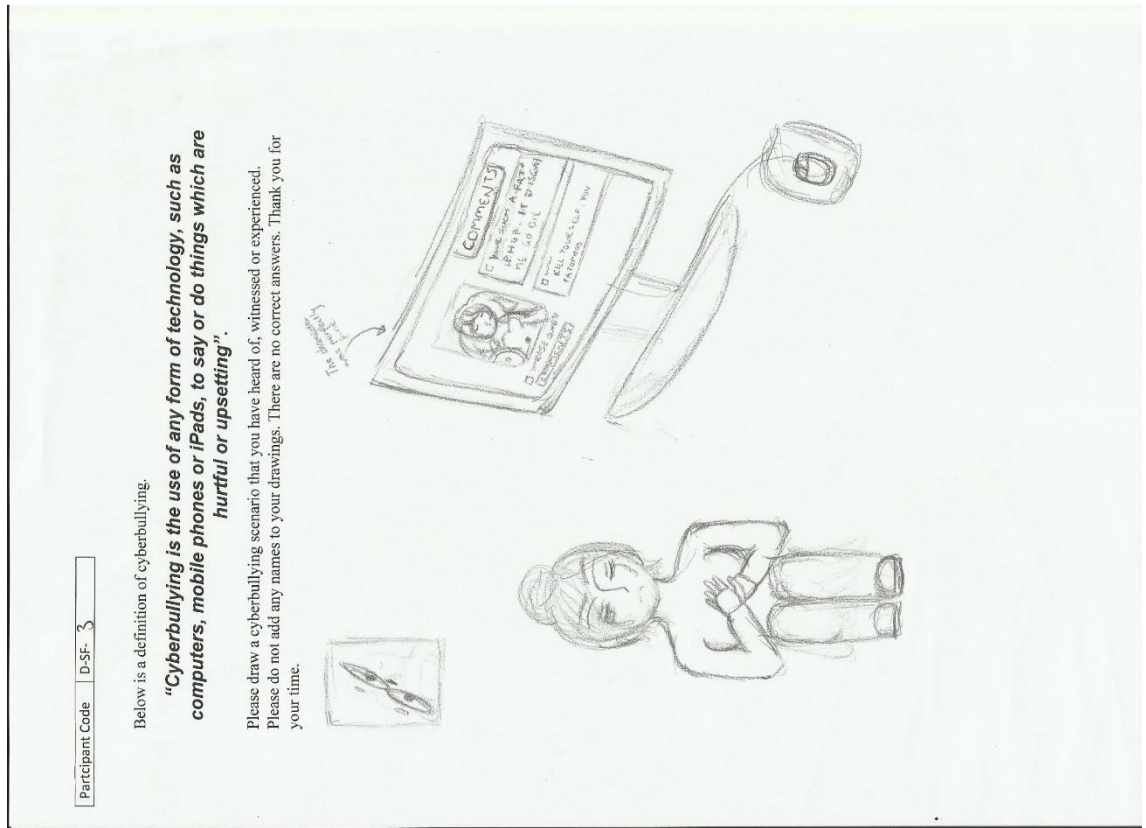
Figure 12.21: Drawing Secondary Female 3 (D-SF-3)

Partcipant Code D-SF- 4

Below is a definition of cyberbullying.

"Cyberbullying is the use of any form of technology, such as computers, mobile phones or iPads, to say or do things which are hurtful or upsetting".

Please draw a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not add any names to your drawings. There are no correct answers. Thank you for your time.

They have mean comments which personally effect you.

FACEBOOK
U CLAY
BELLDM
BEELY

The boy is very unhappy and sad.

Figure 12.22: Drawing Secondary Female 4 (D-SF-4)

Partcipant Code D-SF- 5

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Please draw a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not add any names to your drawings. There are no correct answers. Thank you for your time.

The ugliest person.

YOU
1,000

The ugliest person.

YOU

Figure 12.23: Drawing Secondary Female 5 (D-SF-5)
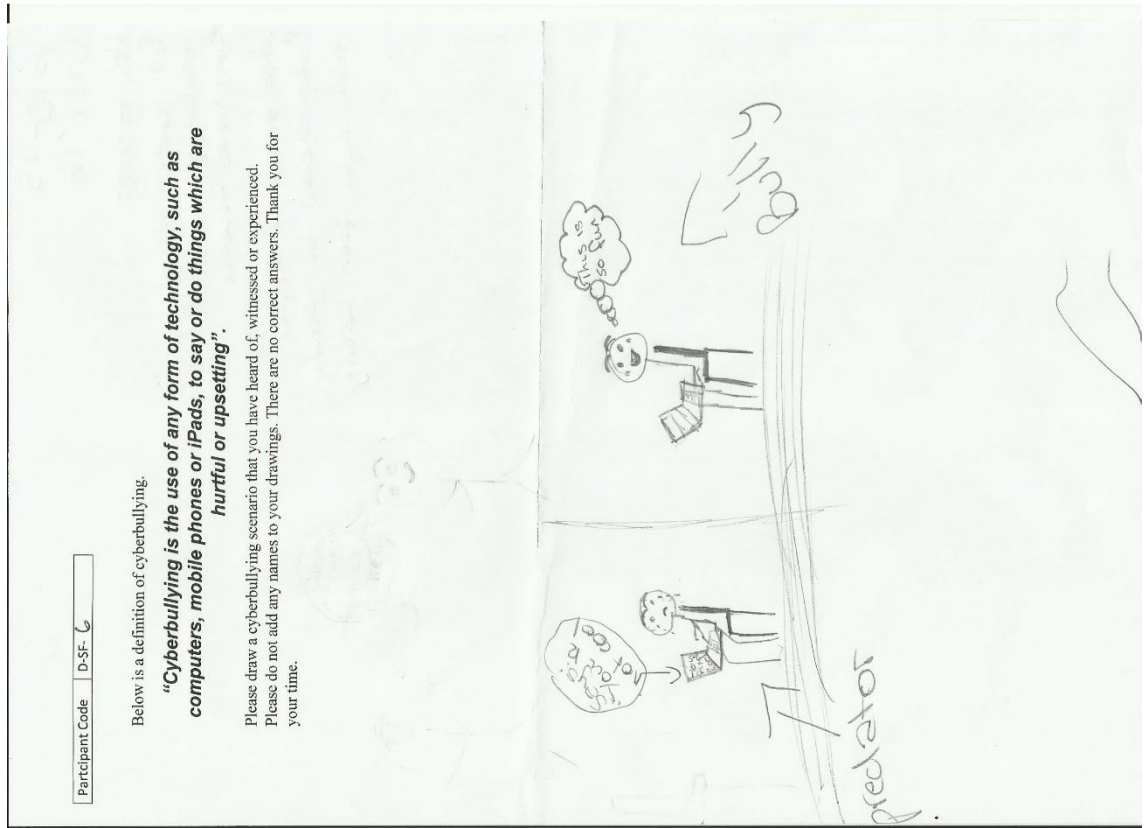
Figure 12.24: Drawing Secondary Female 6 (D-SF-6)
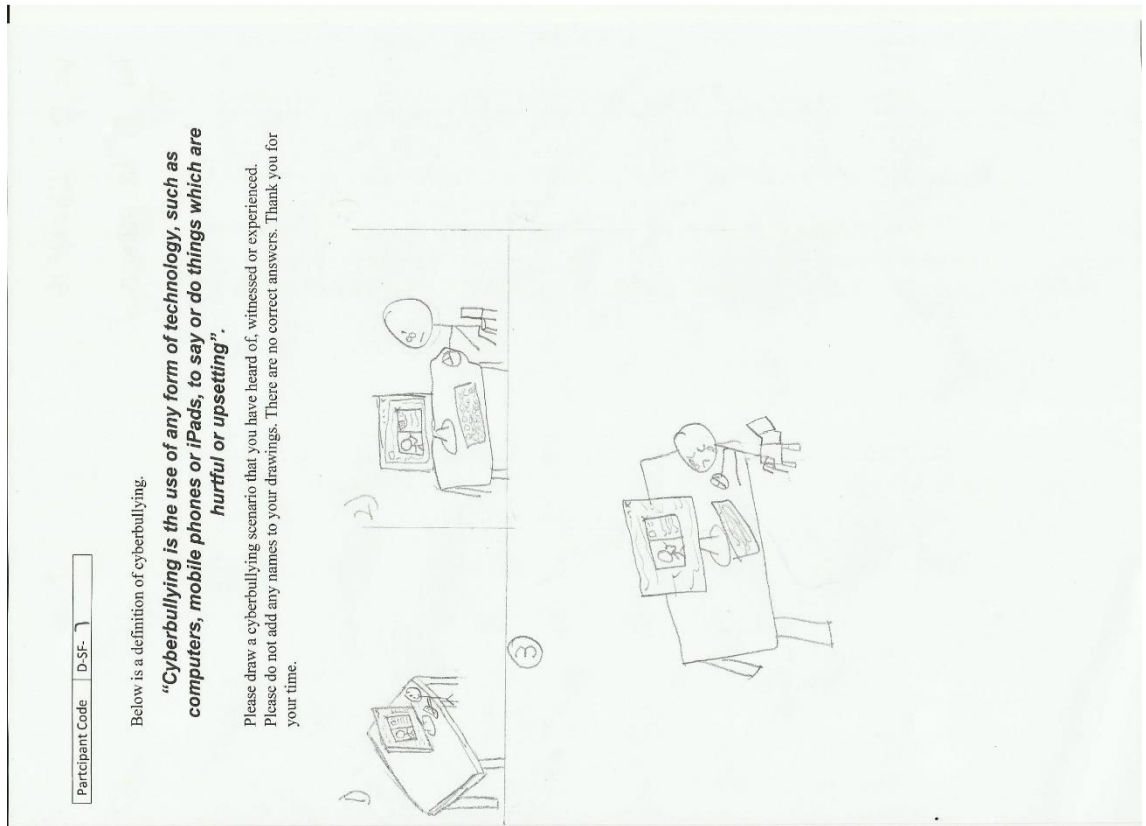
Figure 12.25: Drawing Secondary Female 7 (D-SF-7)
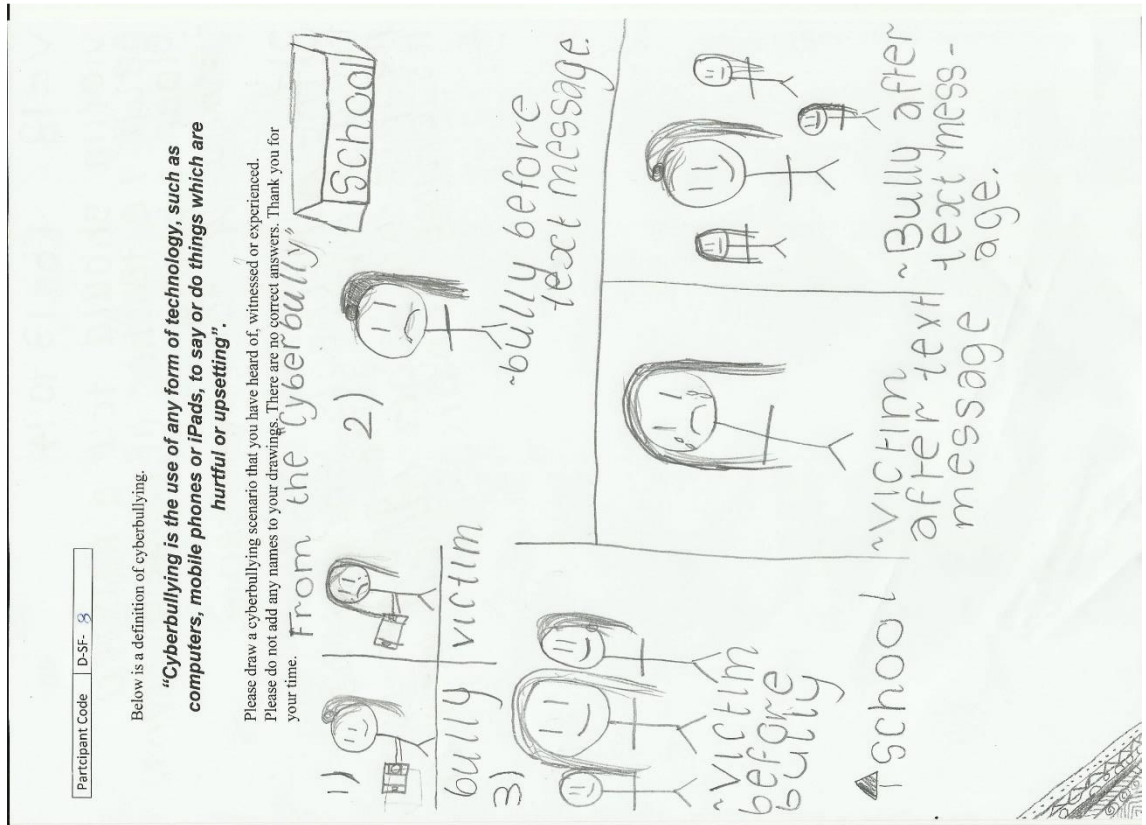
Figure 12.26: Drawing Secondary Female 8 (D-SF-8)
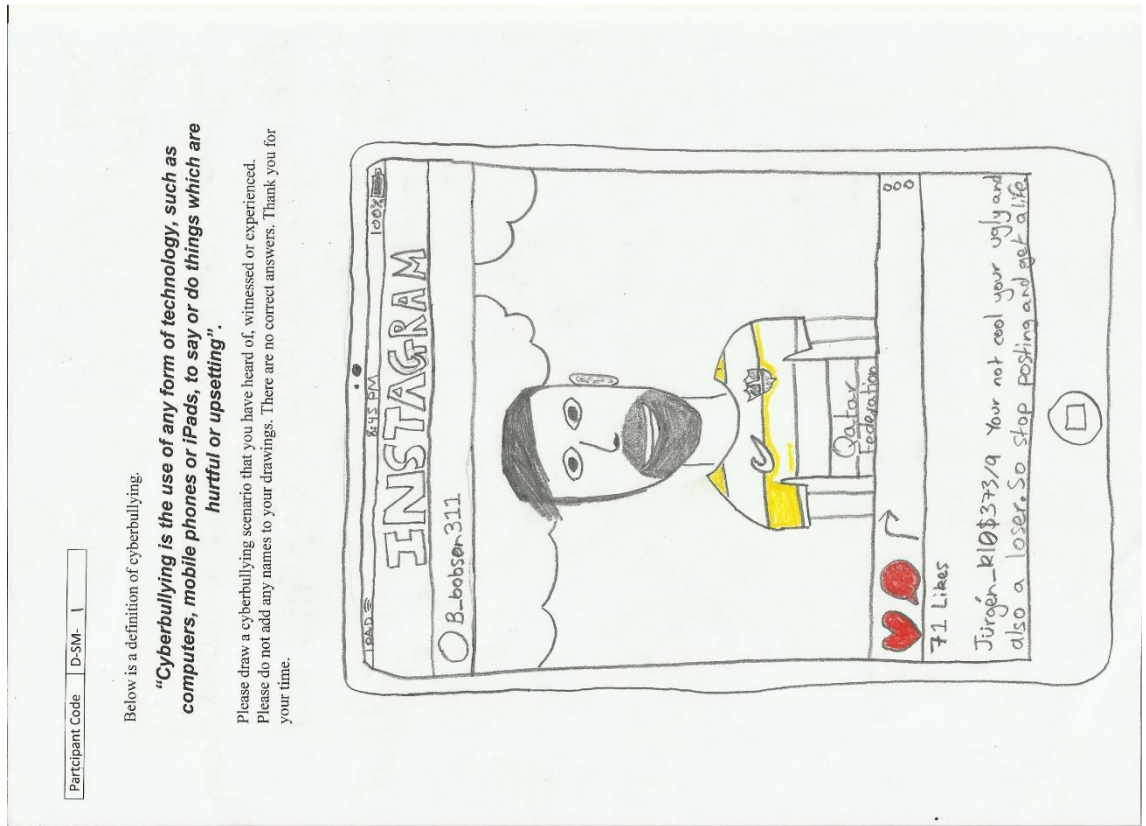
Figure 12.27: Drawing Secondary Male 1 (D-SM-1)
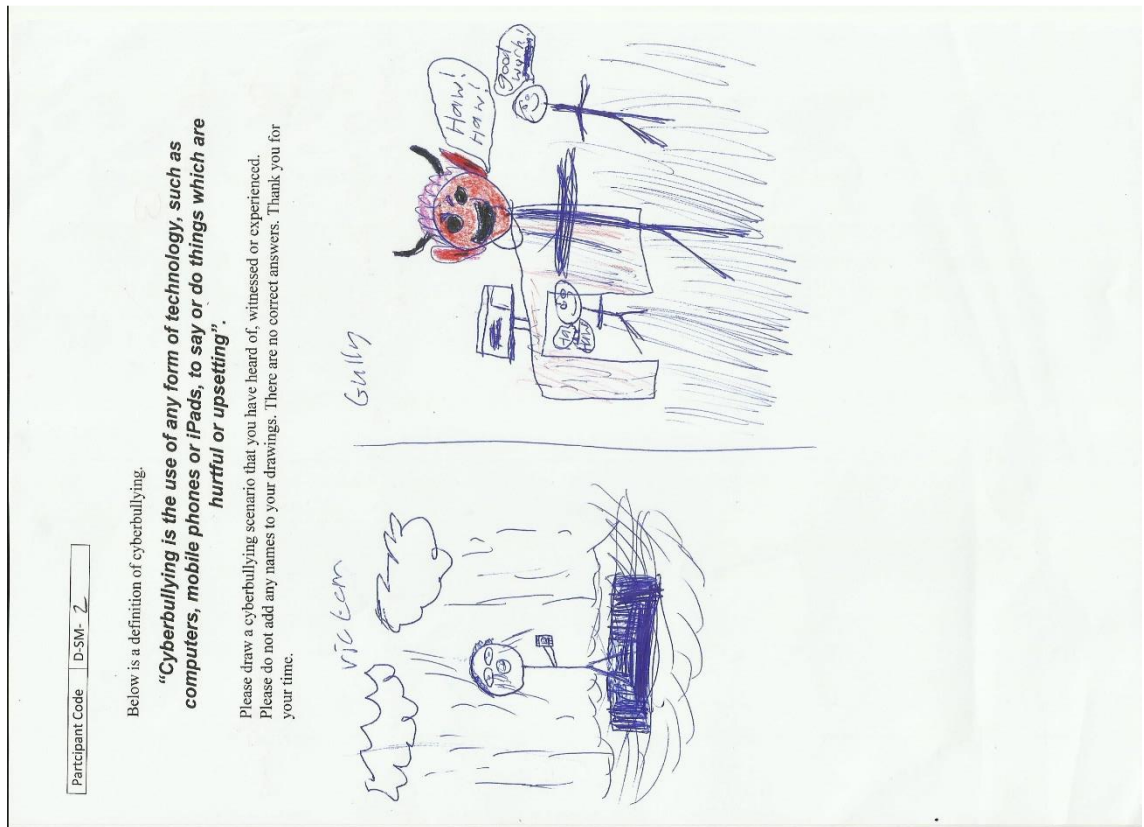
Figure 12.28: Drawing Secondary Male 2 (D-SM-2)
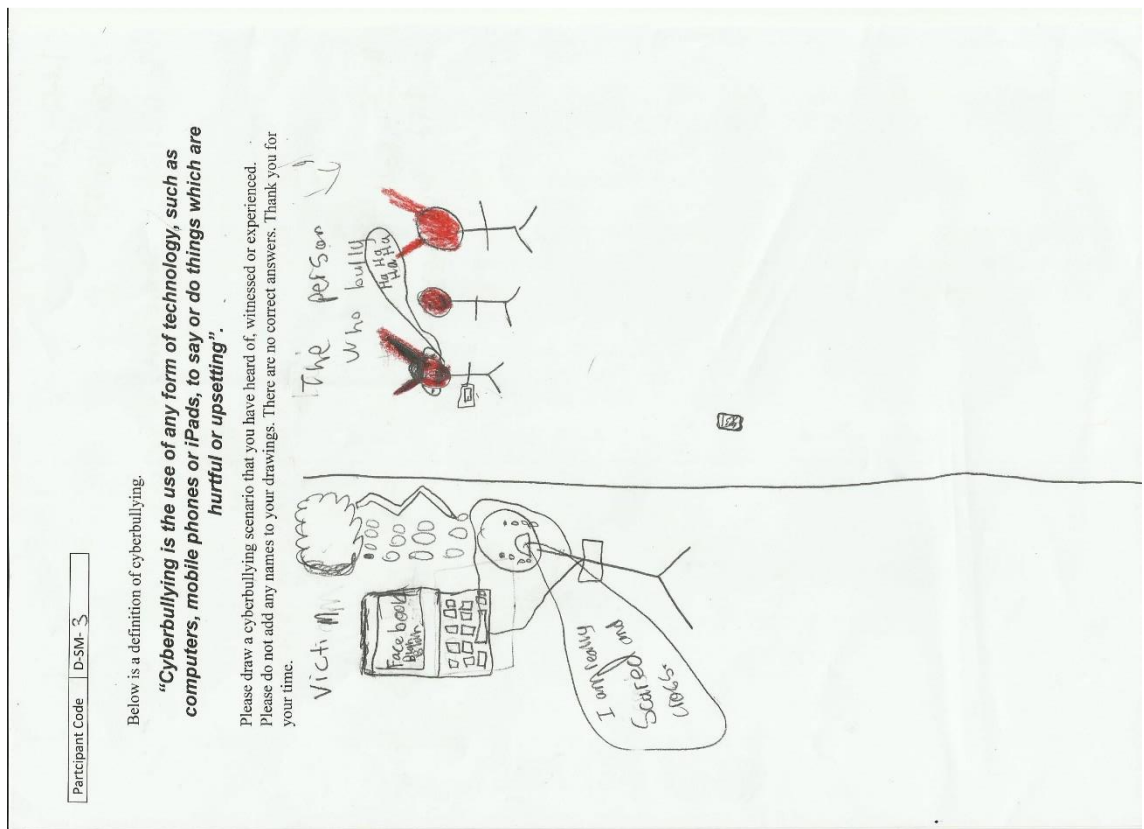
Figure 12.29: Drawing Secondary Male 3 (D-SM-3)
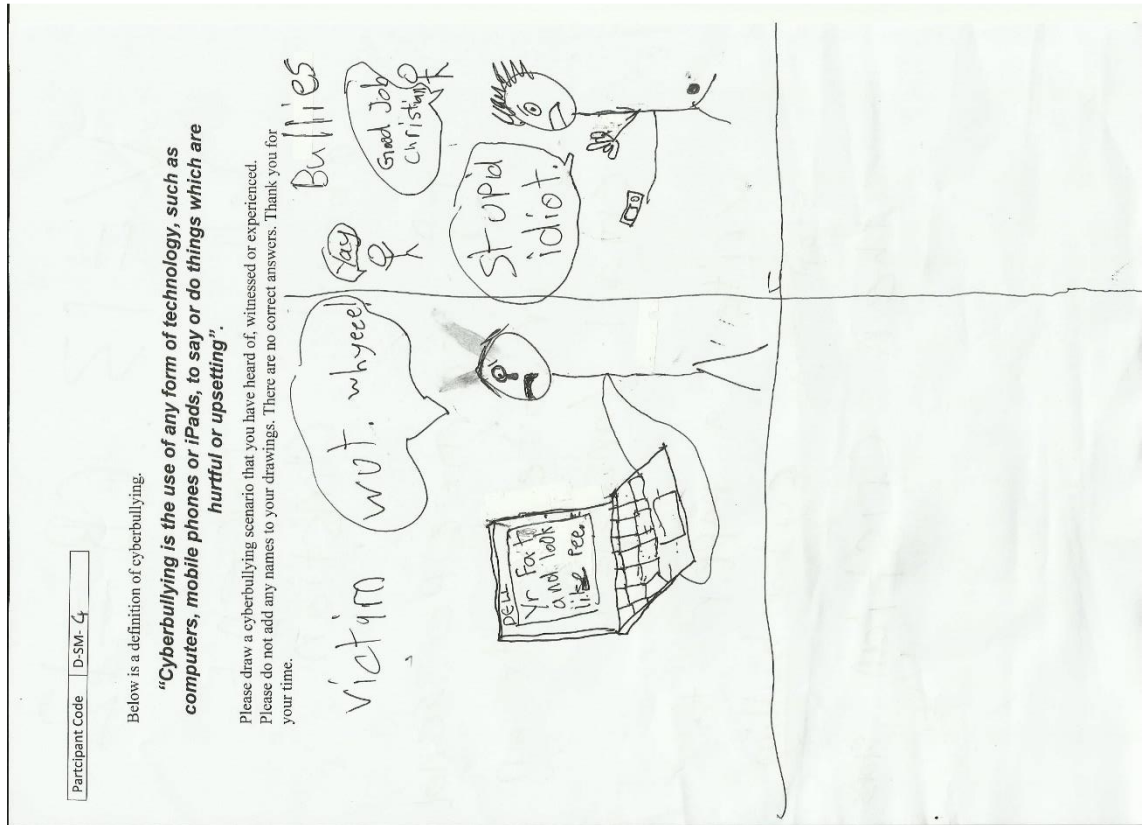
Figure 12.30: Drawing Secondary Male 4 (D-SM-4)
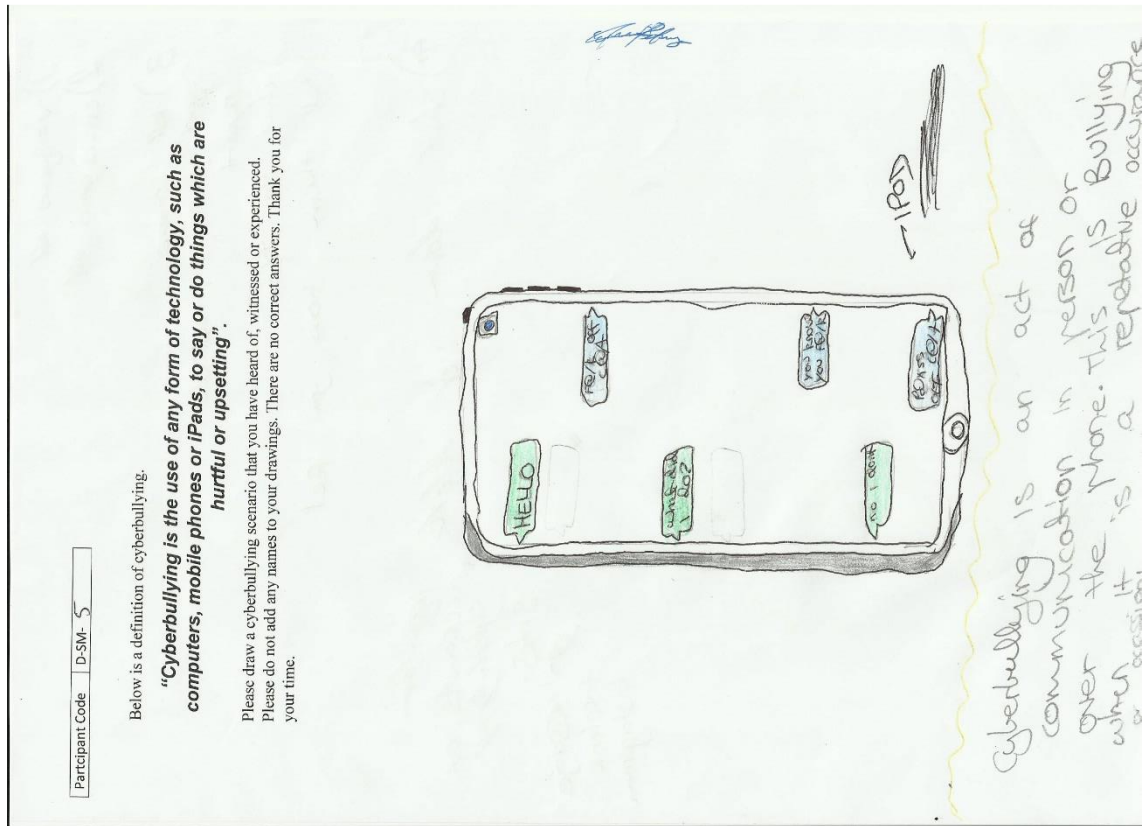
Figure 12.31: Drawing Secondary Male 5 (D-SM-5)
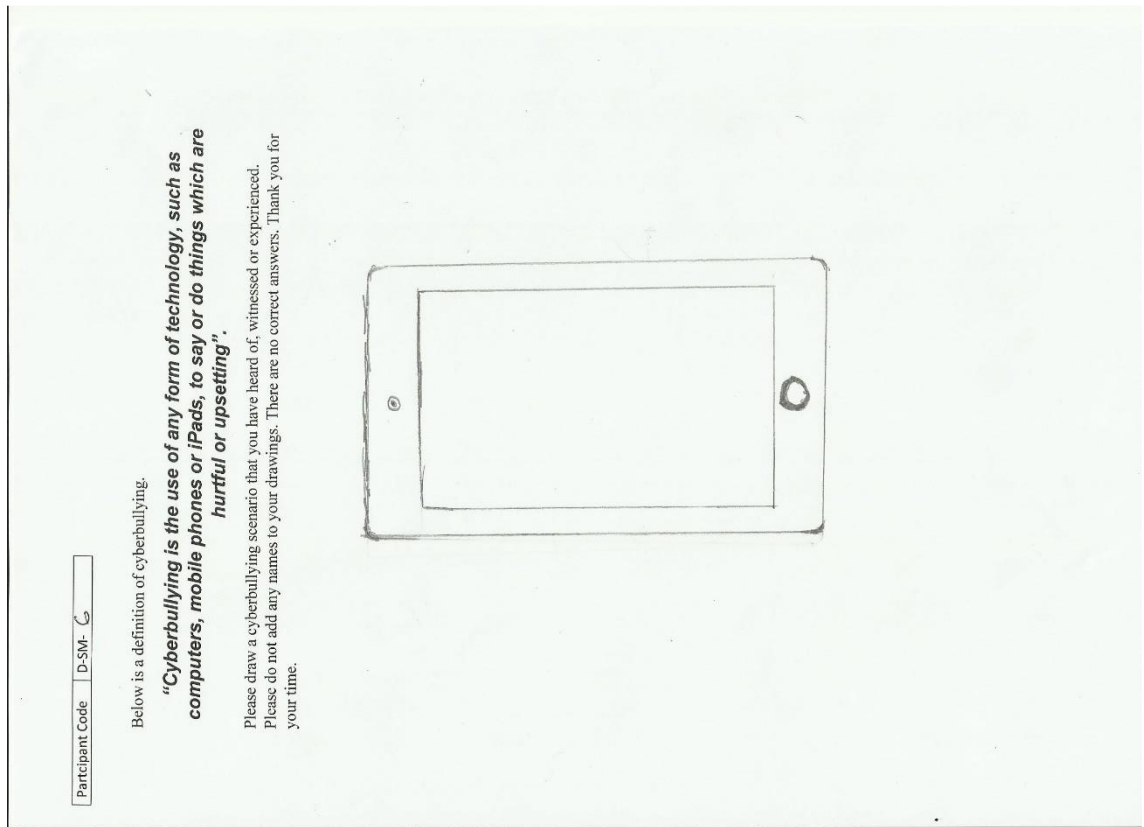
Figure 12.32: Drawing Secondary Male 6 (D-SM-6)
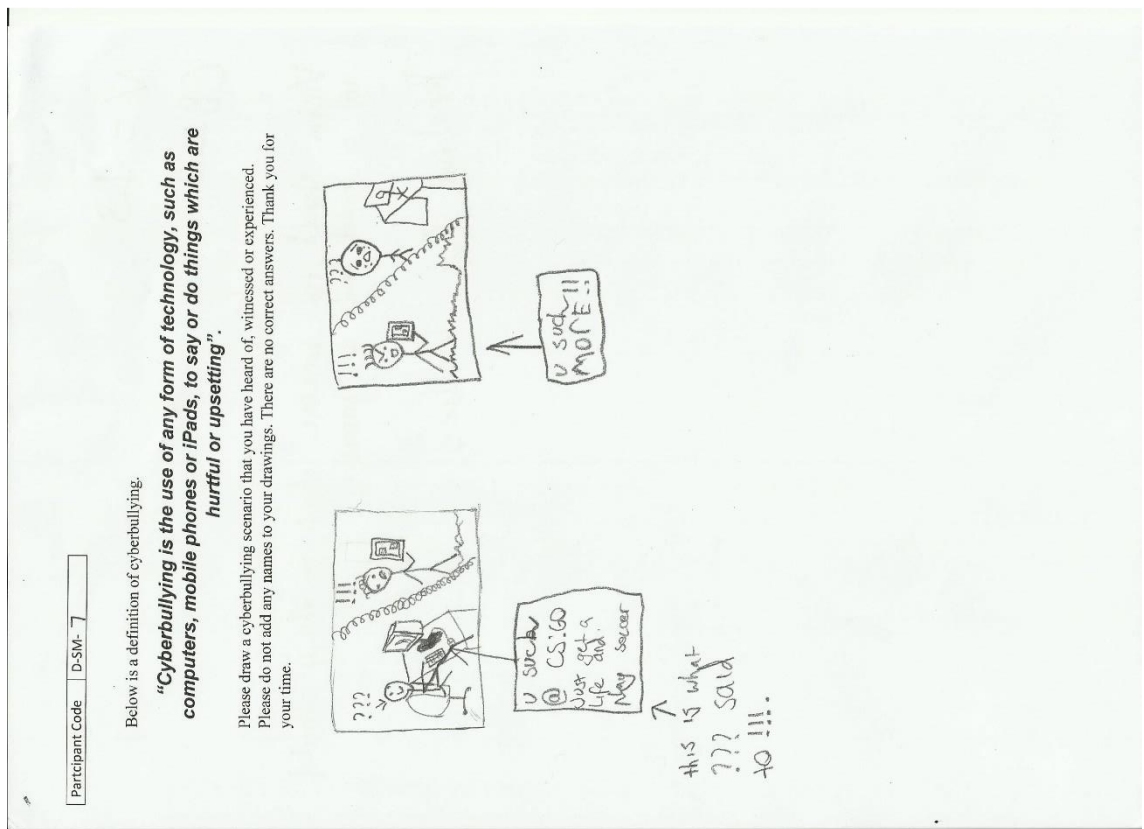
Figure 12.33: Drawing Secondary Male 7 (D-SM-7)

Figure 12.34: Drawing Secondary Male 8 (D-SM-8)
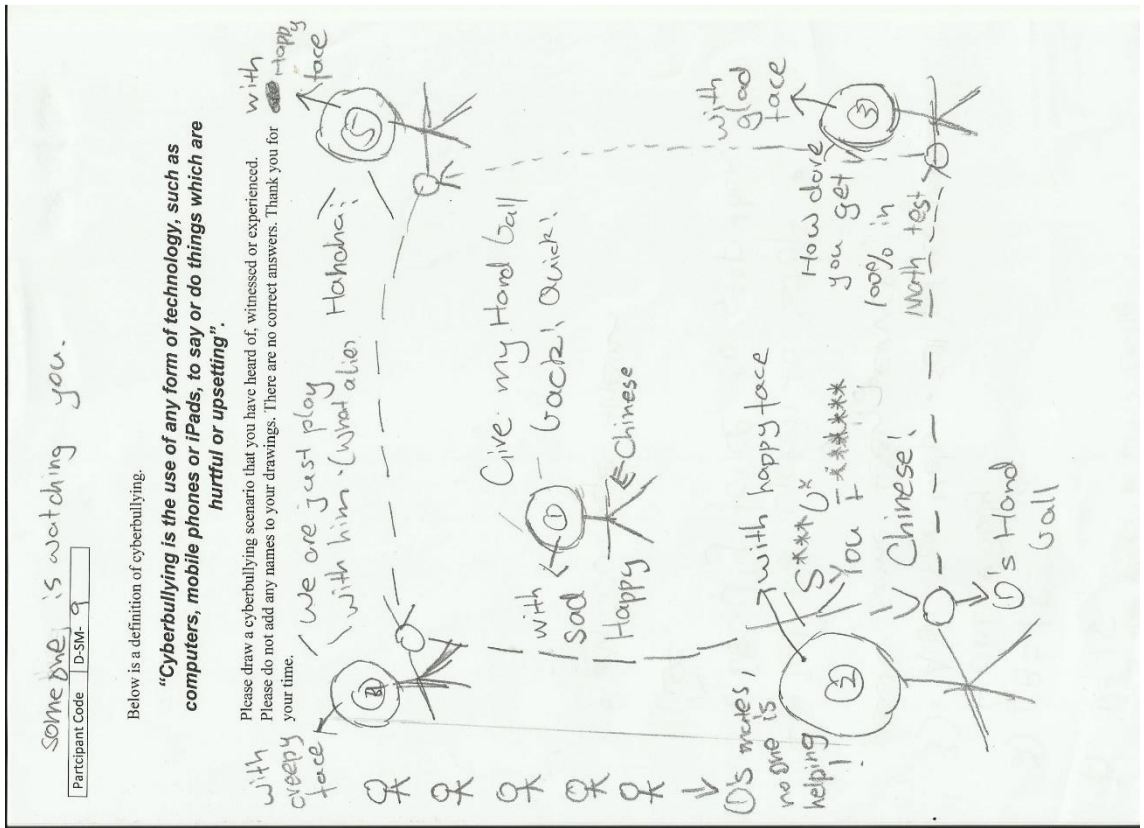
Figure 12.35: Drawing Secondary Male 9 (D-SM-9)

Figure 12.36: Drawing Secondary Male 10 (D-SM-10)
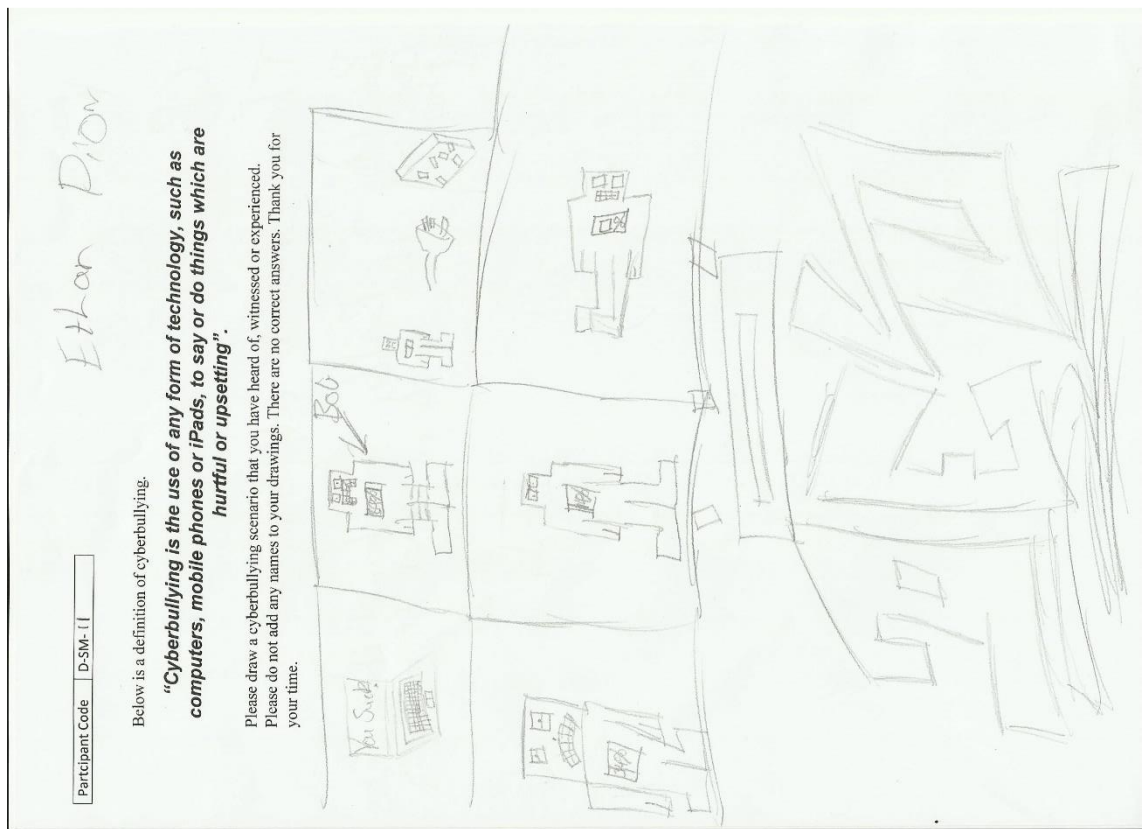
Figure 12.37: Drawing Secondary Male 11 (D-SM-11)

Figure 12.38: Drawing Secondary Male 12 (D-SM-12)

Figure 12.39: Drawing Secondary Male 13 (D-SM-13)

9.3.4 Narratives

Below is a definition of cyberbullying.

"Cyberbullying is the use of any form of technology, such as computers, mobile phones or iPads, to say or do things which are hurtful or upsetting".

Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

A type of cyberbulling that goes on today is basically, someone that has said something mean to someone using technology.

cyberbulling a girl called rebecker was just at someone could be at home on her phone texting her & friend cloe. They have had a fight before and got over it. but it has come back again but not from the real cloe, rebecker didn't believe cloe that it wasn't her. Someone had gone and hacked into cloe's instagram account and she said heaps of mean things like, your not my friend any more and I am going to tell self (her boyfriend) all lots of lies like that she was a bad friend and she has said heaps of mean things to the rebechaf. know saw. She was pretend not to tell or else by this enouronous person.

Figure 12.40: Writing Primary Female 1 (W-PF-1)

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

Katie was getting bullied at school and it lasted a long time. After about 2 weeks of it, she recived messages from friends saying "Why are you still alive. Just kill yourself." She is getting many, many of these messages from who she thought were her friends. After a while she desides to tell her parents and she moves to a different school. But Katie can never get those messages out of her head.

Partcipant Code   W-PF- 3

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

I once read a book about a girl who was being cyberbullied. A friend was mad at her so he made up a fake facebook page of her and unliked all her family friends. He blocked all the messages so they couldn't communicate. He posted bad / shameful pictures from her past and wrote hurtful comments about herself. She starts to lose friends and gain a bad reputation because of herself. She makes the mistake of not telling anyone so she has no other advice but her own. He makes horrible comments about her family, making them turn on her. She is on the other side of the world so this is the only way to communicate everyday. Telephone is hard with the time difference. Her past is album. She treated people badly, but now she wants a fresh start. The new friends that she's made (and her crush) start to turn on her as they see the hurtful things she's posting. Her world is falling apart.

Figure 12.42: Writing Primary Female 3 (W-PF-3)

Participant Code   W-PM-

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How I've experienced cyberbullying was during a game both ways↓

But the 1st one never effects me unlike the 2nd image. What happens is what if your work really hard on a building and someone like Shrek comes around and would! Wouldn't you be mad? And what if a guy named Shrulord comes around having up your building (building) picture above. What about you get alot of rare items in a game? And Nr Cndir just decided to kill you? That would mean hours of playing the game gone to waste!

Be wary of who you trust on the server
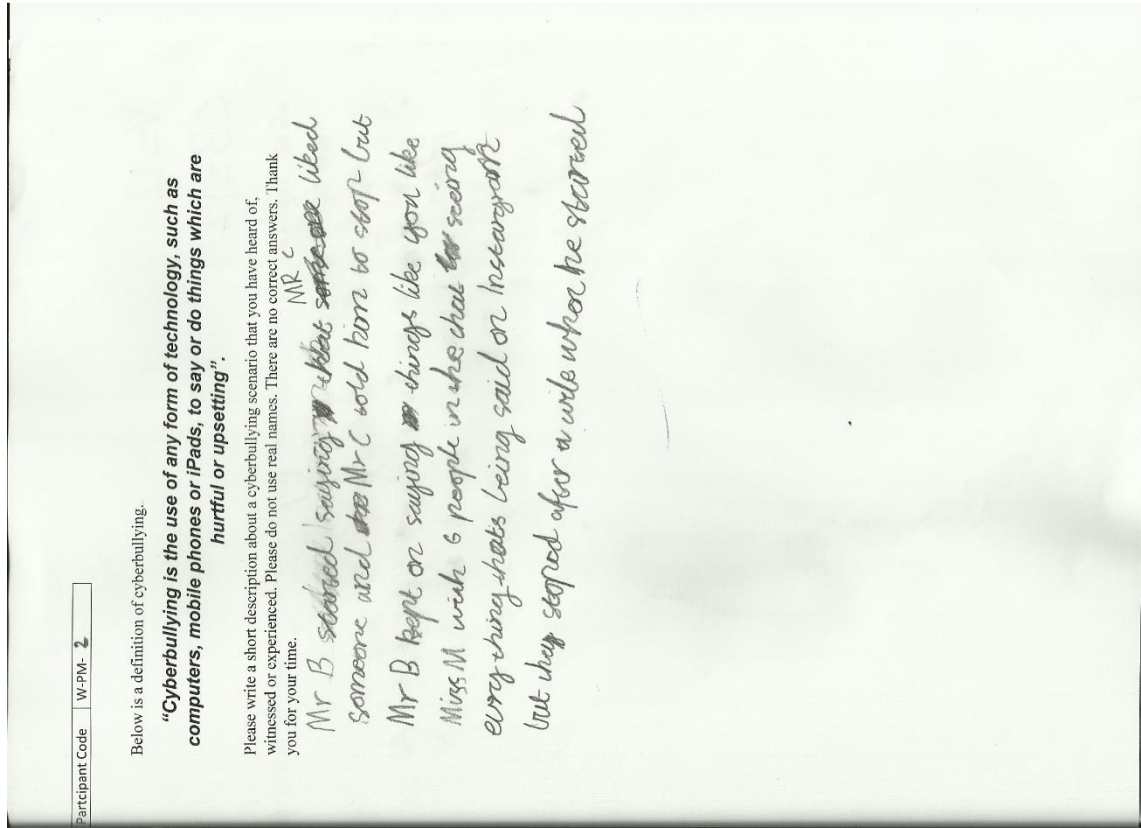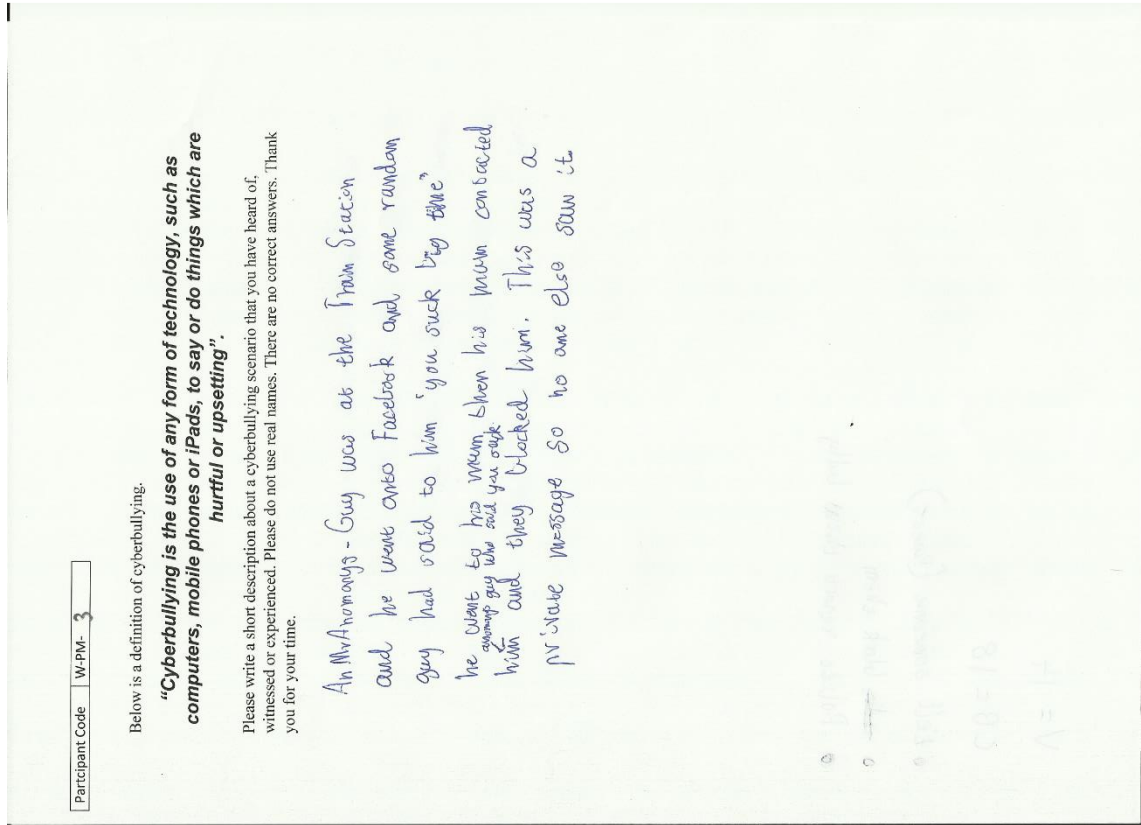
Figure 12.43: Writing Primary Male 1 (W-PM-1)

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

Mr B started saying that someone liked someone and that Mr C told him to shut but Mr B kept on saying things like you like Miss M with 6 people in the chat for seeing everything thats being said on Instagram but they stopped after a while when he started

Figure 12.44: Writing Primary Male 2 (W-PM-2)

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

AnMyAnomous - Guy was at the Tram Station and he went onto Facebook and some random guy had said to him "you suck big time"
he went to his mum then his mum contacted him and they blocked him. This was a private message so no one else saw it

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

One day there was a girl named Lindy who was looking through her message account when a mean message poped up on her screen that said "Hold on, I did not know you had a d*** as a head. D*** Head!" So Lindy just got rid of the message. But a new message popup and said "Go DIE I A HOLE You PIC"! Lidy got so sad that she smashed her phone and never went to school again. But what she should have done was told her Mum or Dad and just egnored the messages and go on with her life and only talk to her friends. She never knew who was sending all those messages to her.

Figure 12.46: Writing Primary Male 4 (W-PM-4)

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

Rick was on his mobile o

Rick was on facebook on his mobile when he got a really mean message by a random guy he had no clue who he was he was saying you have no friends you look like s**t. He reponed ir, he was band. Then a few months later he started to get bullied at school. Later he had Just had enogh of it he hated life he didnt have friends his parents didnt treat him well

Figure 12.47: Writing Primary Male 5 (W-PM-5)

Participant Code   W-PM- 6

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

I haven't experienced, but here goes:

This guy was at his home and he logged on to his laptop on to Skype, and there was a contact request, it read, "Accept the F****g request. Then the guy accepted it to text him a sad face, and the other guy just teased him and the guy at home felt stupid and blocked him to try and solve the problem. [THE END]

Figure 12.48: Writing Primary Male 6 (W-PM-6)

Participant Code   W-PM- 7

Below is a definition of cyberbullying.

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

There was a guy named (Jeff) he found a phone number at a car park so he took it home and called this person and a boy about 19 years old and he picked up so this Jeff guy said to the boy he was an embarrsmete to life" and then he hanged up" the boy was terrible and sad about what he said. The 19 year old didn't talk to anyone and he and he could not live with that anymore so he went jumped off a cliff and died.

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Figure 12.49: Writing Primary Male 7 (W-PM-7)

I was on youtube in the evening, checking comments on my videos, and I saw lots of bad comments from the same person.

I was watching a video on youtube about two people who some role playing or chinese were racist and tried to imitate their accent.

Figure 12.50: Writing Primary Male 8 (W-PM-8)

One day, X got home from school, he checked his social media, a user (by the name of "killuurselfpls", whom he did not know) started posting mean and hurtful comments on his account, he blocked him. The next day, X came back from school, killuurselfpls had made a new account, and continued making these comments

244

Figure 12.51: Writing Primary Male 9 (W-PM-9)

Partcipant Code | W-SF- |

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

I think Cyberbullying is when [illegible]
When some bullies someone through
social media. Saying means things and
making people feel bad. They do this
by posting on their facebook page on Public
and on instagram and all [illegible] social
media site

245

Figure 12.52: Writing Secondary Female 1 (W-SF-1)

Figure 12.53: Writing Secondary Female 2 (W-SF-2)

Partcipant Code   W-SF- 3

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

Mobile Phone
Cyberbullying

go Do recived

What Did i do? regret

You're a Worthless Freak recive

why are you doing sent this?

Die Do You worthless Fear

Cyberbullying is when they continally harrase and abuse you only online Because they are scared to say it to your face and this way they dont feel Bad about. You Start to feel woorthless and like youre nothing and that Horrible

---

Figure 12.54: Writing Secondary Female 3 (W-SF-3)

Senes

Partcipant Code   W-SF- 4

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

We had an issue at school witch continued online there was very hurtfu and threats were thrown at each other and was passed on. it was getting very hectic and continued on for days wil got to much. it was described as Cyber Bulling. witch caused many issues.

definition: Is when Bulling occurs online and Say very distresing words and threats. (It happens more than once)

Social Media

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Figure 12.55: Writing Secondary Female 4 (W-SF-4)

Partcipant Code   W-SF- 5

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Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

Cyberbullying.

Cyberbullying-If a person or more than one person is sening messages from adevice to another person. But those messages are not proper, there coud worlds and sentence that make the other person sad, hurt there self, tetture a victume in one world. And the person than is sending those messages its happy and not thinking the coosicusis.

A than is the resiver

[NOT #WRITE EVERYTHING DOCOM]

oves

Figure 12.56: Writing Secondary Female 5 (W-SF-5)

Partcipant Code   W-SF- 6

Below is a definition of cyberbullying.

"Cyberbullying is the use of any form of technology, such as computers, mobile phones or iPads, to say or do things which are hurtful or upsetting".

Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

Cyberbulling is when one person or a Group of people bullys/sayarto things which are hurtful(or upseting) Something online.e.g (texting something online) of computers, iPods & mobile phones someone to say or do things that can be hurtfull of upsetting the victim.

Figure 12.57: Writing Secondary Female 6 (W-SF-6)

Below is a definition of cyberbullying.

"Cyberbullying is the use of any form of technology, such as computers, mobile phones or iPads, to say or do things which are hurtful or upsetting".

Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

Cyberbulling is were it happens over the internet and not face to face. So the person you are bulling doesn't really know how you feel. For example: If you have a Group of friends and you get long with all of them at least that is what you think. Then One of the friends talk about you behide your back, but you don't know about it.

Figure 12.58: Writing Secondary Female 7 (W-SF-7)

Partcipant Code | W-SF- 8

Below is a definition of cyberbullying.

"Cyberbullying is the use of any form of technology, such as computers, mobile phones or iPads, to say or do things which are hurtful or upsetting".

Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

Cyberbulling is when someone says mean things over the internet. It is when you are not face to face. but One time someone said rude things about how they look and other things and the other person got tried not to talk to them.

Figure 12.59: Writing Secondary Female 8 (W-SF-8)

Participant Code | W-SF- 9

Below is a definition of cyberbullying.

"Cyberbullying is the use of any form of technology, such as computers, mobile phones or iPads, to say or do things which are hurtful or upsetting".

Please write a short description about a cyberbullying scenario that you have heard of, witnessed or experienced. Please do not use real names. There are no correct answers. Thank you for your time.

Cyberbullying is bullying through the internet so not face to face. So you can't see how the person reacts. For example: 2 friends text a girl that's not their friend and bully them for fun or to make them feel better.

Figure 12.60: Writing Secondary Female 9 (W-SF-9)

9.4   Study 3 Materials

9.4.1   Participant Information Sheet and Parental Consent Form

PARTICIPANT INFORMATION FOR CHILDREN

NAME OF RESEARCHER   Claire Sutherland

PROJECT SUPERVISOR   Dr Lynne Coventry; Dr Liz Sillence

PROJECT TITLE   Using scenarios to explore perceptions of cyberbullying and reporting readiness within two different audience situations

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1. What is the purpose of the project?

Many children are reluctant to report cyberbullying incidents to adults. It is important to get as much information as possible from children to identify what behaviours they view as cyberbullying and how severe they view incidents. It is also important to find out what would encourage children to reporting cyberbullying.

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2. Why have I been asked to take part?

You have been selected because you are a female in your last years of Primary School (Grade 5 or Grade 6) or you are in your first two years of High School (Year 7 or 8). This age group uses mobile phones regularly, therefore it is important to get your thoughts.

---

3. What will I have to do?

If you wish to take part, you will be required to have Parental Consent. This means that your parent or guardian **has not** returned the opt-out form below. The study involves a 10-15-minute online questionnaire. You will be shown six cyberbullying animations online and asked to answer some questions about each animation. Some of the animations may be uncomfortable for you to watch. If at any time, you feel uncomfortable you can stop the online questionnaire. The questionnaire is anonymous and asks only for opinions, it does not ask about any personal experiences. There are no wrong answers, your opinion counts. The data from the questionnaire is stored securely and is confidential. After the online questionnaire, you will be given a sheet explaining the research, how you can find out about the results, and how you can withdraw your data if you wish and who to contact if you find any of the animations uncomfortable.

---

4. Will anyone know what I said?

No, all data is anonymous. You will not be asked for your name and personal information and will not be associated with data from your questionnaire. You can withdraw your data from the study up to a month after you have taken part by letting your teacher have your participant code. They will then pass it onto me and I will I will remove your data.

5. How can I withdraw from the project?

At any time during the questionnaire you can stop and leave the website and your data will not be saved.

6. What if I would like to discuss the issue further or gain more information?

Should you wish to discuss the topic further you can talk confidentially to your school psychologist. Alternatively, there are specialists at The Alannah and Madeline Foundation (www.amf.org.au) or kidshelp (1800 55 1800) who will answer any questions or provide you more information.

6. If I require further information who should I contact and how?

You should contact either the researcher, Claire Sutherland (claire.sutherland@northumbria.ac.uk) or the project supervisor Lynne Coventry

(lynne.coventry@northumbria.ac.uk).

OPT-OUT PARENTAL FORM

Participant Number (researcher completes)	

PROJECT TITLE: Using scenarios to explore perceptions of cyberbullying and reporting readiness within two different audience situations

Please read the following statements

If you *do not* wish for your child to take part in the online questionnaire them, please complete the form and return it to your class teacher. Please *write your initials* in the box next to each statement.

If you have any questions, please speak to the researcher.

I have read and understood the information sheet ☐

I have had an opportunity to ask questions and discuss the study and I am satisfied with the answers I have received ☐

I understand that my participation is voluntary and I am free to withdraw t any time without explanation or consequence ☐

I would like to receive feedback on the overall results of this study at the email address given below. ☐

Email address: _____

I **do not** agree to take part in the study

Child's Name (please print)

Signed _____   Date _____

I **do not** agree for my child to take part in the study

Child's Name (please print)

Signed _____   Date _____
Researcher Name _____ Claire Sutherland _____

Signed _____   Date   July 2014

9.4.2   Social Media Advert

PARTICIPANTS NEEDED
CYBERBULLYING RESEARCH

I am interested in what behaviours are cyberbullying, how severe they are rated as well as how likely they are to be reported.

If you are a parent with a daughter aged 10-15 years old or a primary teacher with students in grade 5 or 6 (UK primary 6 or 7) or secondary teacher of students in year 7 or year 8 (UK first or second year) then you are eligible to take part.

Participation is anonymous and involves completing an online questionnaire where you will view 6 animated cyberbullying scenarios and be asked some questions relating to each scenario. The questionnaire will take approximately 15 minutes to complete. The scenarios will only show when the link is accessed via Internet Explorer.

If you are interested, please visit: https://nupsych.qualtrics.com/SE/?SID=SV_5vbWVwsdC7HdZZP

Or contact Claire Sutherland by email for more information: Claire.sutherland@northumbria.ac.uk

Thank you for your time.

This study has been approved by the Faculty of Health and Life Sciences ethics committee at Northumbria University

9.4.3   Debrief Sheet

Debrief Sheet for study on cyberbullying scenario questionnaire

1. **What was the purpose of the project?**
   This study aimed to obtain information by asking Grade 5 and Grade 6 children for their thoughts on reporting and severity of cyberbullying incidents when viewing a range of scenarios. It then aims to understand what factors make cyberbullying incidents more likely to be reported, such as anonymity. Using the results, it hopes to find out how we can encourage children to report cyberbullying and what training would be effective to encourage them to report rapidly. Due to the low reporting rate of cyberbullying by teens it is important to understand why they would or would not report incidents and how we can encourage bystanders to intervene.

2. **How will I find out about the results?**
   Approximately 8 weeks after taking part, the researcher will post a general summary of the results onto the school newsletter.

3. **What will happen to the information I have provided?**
   Your child's confidentiality will be protected at all times. Data will be given a participant code and stored safely on a secure computer. Only the researcher will have access to the data for the current study.

4. **How will the results be disseminated?**
   A general summary of all the results will be provided to each school. However, the results will be generalised. No data or personal information will be identifiable.

5. **Have I been deceived in any way during the project?**
   No, this study was to obtain your child's opinions on cyberbullying scenarios.

6. **If I change my mind and wish to withdraw my data from the study what do I do?**
   If for any reason, you wish for your child's data to be removed from the study please contact the researcher within a month of participating in the study. After this time, it may not be possible to remove individual data as results may have already been published. All data will be anonymised, individual data will be generalised and will not be identifiable in any way.

7. **What if I would like to discuss the issue further or gain more information?**
   Should you wish to discuss the topic further you can talk confidentially to your school psychologist. Alternatively, there are specialists at The Alannah and Madeline Foundation (www.amf.org.au) or Kidshelp (1800 55 1800) who will answer any questions or provide you more information.

8. If you have any concerns or worries concerning the way in which this research has been conducted, or if you have requested, but did not receive feedback from the researcher concerning the general outcomes of the study within a few months after the study has concluded, then please contact Claire Sutherland via email at claire.sutherland@northumbria.ac.uk

9.4.4 Pilot study Scenarios

Scenario	Participant feedback	Amendments
Scenario 1 **(Known individual perpetrator)** **An argument between two school friends erupts over text. Repetitive messages are sent back and forward based on one event over the course of the evening.** *"Can't believe you went to a party without telling me!"* *"It was a last min thing, I didn't think about it"* *"Whatever!"* *"It's not like I need your permission to do things you know"* *"You're so selfish and you think you are cool. Well you aren't!"* *"Oh, grow up"* *"Loser!"* *"You are just jealous. Get a life!"*	- Regular argument between friends - I wouldn't be upset by it - it is quite a long conversation. - I would be annoyed at my friend, who does she think she is telling me who I can/can't se - It's my life I can see who I want so yeah, I would be annoyed if she texts me that - It doesn't seem like bullying to me but if they kept going on then maybe - I would say it was a low-level text because it is what happens in everyday life - I would tell my Mum about it so yeah it is cyberbullying -suggestions of making it shorter and what kids would say.	Text changed because it was too long: *"Can't believe you went to a party without telling me!"* *"You're just jealous because I didn't invite you"* *"Whatever, you think you are cool but you are not"* *"yeah well you aren't cool either"* *"You're so self-centred it is all about you"*
Scenario 2 **(Known individual perpetrator)** **Two friends are exchanging malicious texts back and forth based on a misunderstanding. The messages start off as trivial name calling but escalate.** *"Loser* *"Twit"* *"You are so arrogant and two-faced"* *"Better than being spoilt and stuck up"* *"I hate you"* *"Not as much as I hate you"* *"Don't bother sitting beside me tomorrow"* *"I'm not that desperate"* *"let's see tomorrow who is desperate"*	-This is bad - I think the fact that they are threating you makes it worse that the other one - It is worse because it goes on and on and they talk about not being friends at school the next day - I think it is worse because I have to go to school tomorrow and they have sent that - Definitely cyberbullying and harsh too	
Scenario 3 **(Known individual perpetrator)**	- This is harsh - Definitely cyberbullying they are constantly sending her messages	*Scenario was too long. Messages stopped after day 4*

Two friends argue over text following a misunderstanding. The victim initially responds but stops after day 5. *(day 1) "You are two faced, arrogant and stuck up!"* *"I'd rather be me than you anyway!"* *"You think you are so cool but no-one likes you"* *"Whatever!"* *(day 2) "You're so ugly and everyone hates you"* *"seriously...grow up and move on"* *"Who is fat, ugly and stinks...you, You, YOU!"* *(day 3) "Still crying? Lol!"* *"I can't believe I used to hang out with someone like you"* *"You smelled awful today in class and I had to sit behind you. Tomorrow I will bring in a peg"* *(day 4) "You are pathetic, you should go and do everyone a favour"* *"I think you are the one who is pathetic, seriously get a grip"* *(day 5) "why are you still coming to school. It is clear that no-one likes you. You are ugly, smell and have greasy hair"* *(day 6) "loser, loser, LOSER"* *(day 7) "Hey pig, why haven't you replied? Have you done everyone a favour"*	- This is the worst of the them all because it happens over 4 days and she tells her not to come to school. I would be scared that she was going to beat me up. - Bad, the worst of the 3	*(day 1) "You are two faced, arrogant and stuck up!"* *"I'd rather be me than you anyway!"* *"You think you are so cool but no-one likes you"* *"Whatever!"* *(day 2) "You're so ugly and everyone hates you"* *"seriously...grow up and move on"* *"Who is fat, ugly and stinks...you, You, YOU!"* *(day 3) "Still crying? Lol!"* *"I can't believe I used to hang out with someone like you"* *"You smelled awful today in class and I had to sit behind you. Tomorrow I will bring in a peg"* *(day 4) "You are pathetic, you should go and do everyone a favour"* *"I think you are the one who is pathetic, seriously get a grip"*
Scenario 1 (Anonymous Individual perpetrator) **A girl receives malicious text messages from an unknown number. They start off as name calling and become more threatening. One girl is the perpetrator** **"You are ugly and fat"** **"Who is this?"** **"That is for me to know and you to never find out. No-one likes you"** **"I done care what you say"** **"You are a bigger loser"** **"Stop texting me airhead"** **"Cry baby"**	- The girl answers back so she can't be too bothered - I think because it is from an anonymous person it is worse than the first one (1 known individual perpetrator) but not as bad as the second (scenario 2 known individual perpetrator) - Seems pretty common to me, I've seen this happen before	

|	"Geek"		
Scenario 2 **(Anonymous Individual perpetrator)** **A teenager receives an unknown message on his mobile via Snapchat saying "I want to fight you", "I'm going to smash your braces out"** (Text box at the top: a girl receives a one-off text from an unknown number via Snapchat which disappears after 10 secs)	- Probably not cyberbullying - Yeah that's bullying because they are threatening someone - People use Snapchat all the time to bully because it disappears after 10 seconds so there is no proof. If it happened to me I would feel bullied - It's a tough one because I would say (scenario 1 anonymous individual perpetrator) was worse than this one but this is worse than (scenario 2 known perpetrator)	
Scenario 3 **(Anonymous Individual perpetrator)** **A girl is receiving continuous abusive calls and threatening texts from an unknown number.** (Text box at the top: a girl is receiving regular abusive calls and texts from an unknown number) *Call - "You are a pig, you are so ugly, oink oink"* *Text – image of a pig* *Call – I can't believe you wore that today – you looked such a mess.* *I am watching you so you better watch out.* *Call – I am going to pay you a visit real soon...watch your back* *Text – "I'm coming to get you"*	- Abusive - Hurtful - Not knowing who was saying it would make it really bad - They are calling and sending messages. That is real bad - I would tell my parents if this happened - This is a good example of what I think cyberbullying is	
Group 1 **(group of known perpetrators)** **A group of girls are continuously prank calling a girl who used to be their friend. The victim can hear them giggling down the phone and talking about their day.**	- It would be annoying but probably not cyberbullying - I think it is cyberbullying because isn't that any type of repetitive behaviour that can upset someone and is done intentionally. I mean it isn't serious but still - Not to serious - I wouldn't worry about this one - I think it is mean but it wouldn't keep me awake at night - We don't know who it is from. If it is a stranger, then it might not be as bad.	Text changed to state that they were ex-friends as it was deemed ambiguous
Group 2 **(group of known perpetrators)**	- Complete betrayal of friendship - Worse than the other one but again not too severe	

A child tells a friend a secret about her crush and tells her not to tell anyone. The friend then copies the text and sends it to one other friend. This friend copies the text and before long a large group know the secret.	- I would be really annoyed with my friend - It is definitely cyberbullying as they are forwarding it on. - Mean - Anything where messages are sent without permission is cyberbullying in my eyes	
Group 3 (group of known perpetrators) **A group of five friends are bombarding one girl with harassing texts. The comments escalate from a discussion to trivial name calling and vicious comments attacking one girl in particular.** *"You're ugly and you have big teeth"* *"Yeah Tom would never date you anyway"* *"Why are you all saying these things?"* *"Well no-one at school likes you. We don't like you"* *"Really…I thought we were friends"* *"No way! We just feel sorry for you"* *"Now we don't care. You should drink bleach and die"* *"Or even better…jump off a bridge!"* *"Hahaha. Yeah! Jump off a bridge"*	- Really bad that a group of friends would do that. This is the worst of the friend ones - Gangs always pick on one person this is no different from real life - It is bad and hurtful things are being said that can't be taken back. - The fact that other girls can see it would make me really upset because I have to face them the next day in school - This is mean - I think this is the worst because the other two aren't as harassing. I mean the first one I would just ignore, the second one I would be upset over but I know we would laugh about it eventually but you can't take back words like "I feel sorry for you"	Text changed as it was deemed too severe: *"You're ugly and you have big teeth"* *"Yeah Tom would never date you anyway"* *"Why are you all saying these things?"* *"Well no-one at school likes you. We don't like you"* *"Really…I thought we were friends"* *"No way! We just feel sorry for you"* *"No we don't care"* *"We don't even want to be seen with you"*
Group 1 (group of anonymous perpetrators) **A girl is receiving anonymous prank calls regularly and at late hours in the night where the perpetrator remains silent.** (Text box at the top: a girl is receiving silent prank calls late at night from an anonymous number she can hear then whispering)	- Annoying - Could be a wrong number - I would just turn my phone off - I don't think it is cyberbullying it is just people being silly - I would ignore this one - I wouldn't see the point in telling anyone about it as it is just annoying, silly behaviour - I think it is cyberbullying because they know that they are calling you so they mean it - They are doing it with friends to act cool so I think it is bullying because they are picking on one person	
Group 2 (group of anonymous perpetrators)	- I'm not sure the victim would reply - That unknown sender part would freak me out	

A girl is receiving continuous malicious texts from an anonymous number. **"Ugly cow"** **"You are gross and stupid"** **"Who are you? I think you must be the stupid one?** **"Nerd"** **"Geek"** **"Greasy Head"** **"Shut up and leave me alone you dork?** **"Loser"** **"If you are so brave, come and say it to my face"**	- I think it is good that the person is commenting back because I know I would - I think the person is saying nice things back. I would tell them to shove off but in a meaner way - Definitely cyberbullying because I can imagine a group of people sitting there and laughing about it all and then you have to go to school the next day - This is probably made worse because of the anonymity	
Group 3 **(group of anonymous perpetrators)** **A group of girls get together and begin sending malicious messages to a peer from an anonymous number** *"You are a pig. You are so ugly, oink, oink"* *"loser"* *"who is this?"* *"I'm watching you so you better watch out"* *"Get lost you immature brats"* *"I'm going to pay you a visit real soon…watch your back"* *"I'm coming to get you"*	- Scary as - Worst card I have read out of all 6 of them - The fact that they are watching you but you don't know who it is makes it more scary - Lots of people are involved so that makes it worse - The fact that there are lots of people, it is happening a lot and they are threatening you would make this really bad cyberbullying. I would go to the police with this one. -This is real bad	Text changed as children did not like the 'oink, oink: *"You are a pig and you are so ugly"* *"loser"* *"who is this?"* *"I'm watching you so you better watch out"* *"Get lost you immature brats"* *"I'm watching you so you better watch your back"* *"I'm coming to get you"*

9.4.5 Animated scenarios
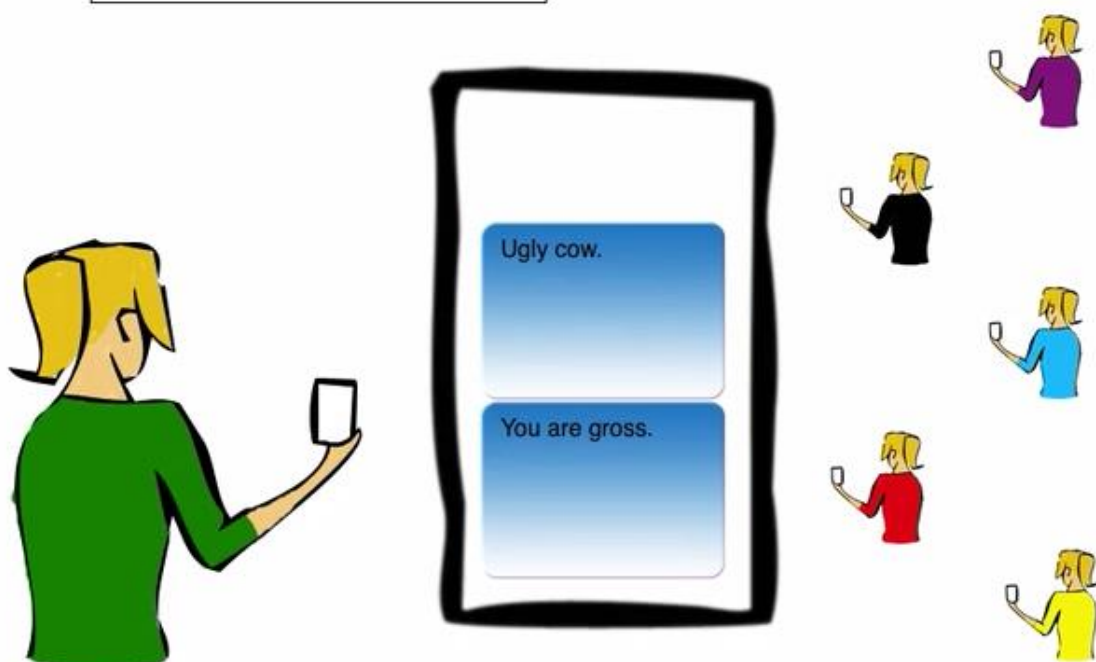
Many-to-one: Anonymous Scenario 1

A girl is receiving regular prank calls late at night. The perpetrators whisper down the phone but the girl cannot make out what they are saying.
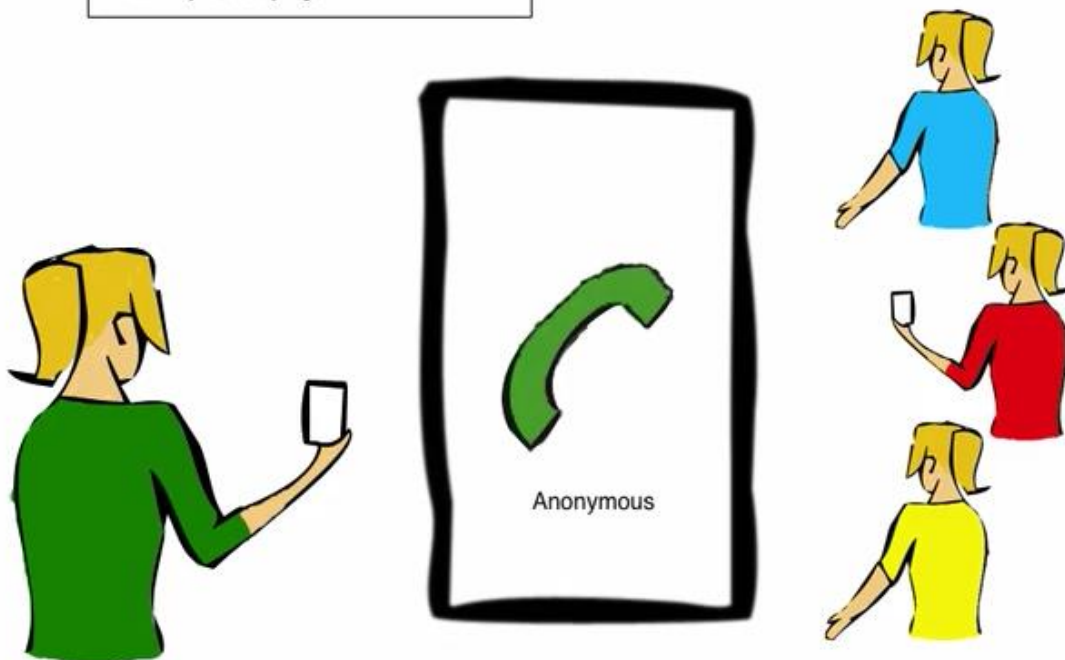
Anonymous

Many-to-one: Anonymous Scenario 2

A group of girls get together and send messages to a peer from an anonymous number. The sender is encouraged by her friends.

Ugly cow.

You are gross.

Many-to-one: Anonymous Scenario 3

A girl is receiving continuous threatening texts from several unknown numbers.

You're a pig, you're so ugly, oink, oink.

Loser
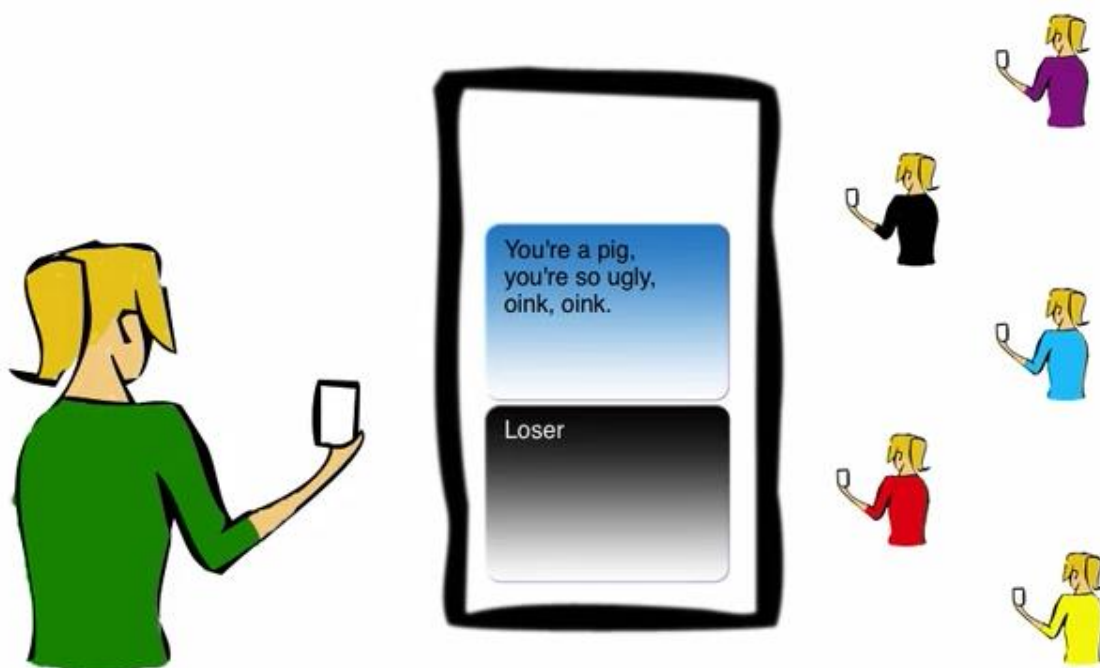
Many-to-one: Known Scenario 1

A group of ex-friends are prank calling one of the girls who used to be in their group. They are giggling down the phone and making comments about their day at school.

Anna

Many-to-one: Known Scenario 2

A child tells her friend about a crush and asks her not to tell others. The friend forwards the text to another friend who then begins a chain message.

That is so cute, don't worry your secret is safe with me.

Thanks, I knew I could trust you.
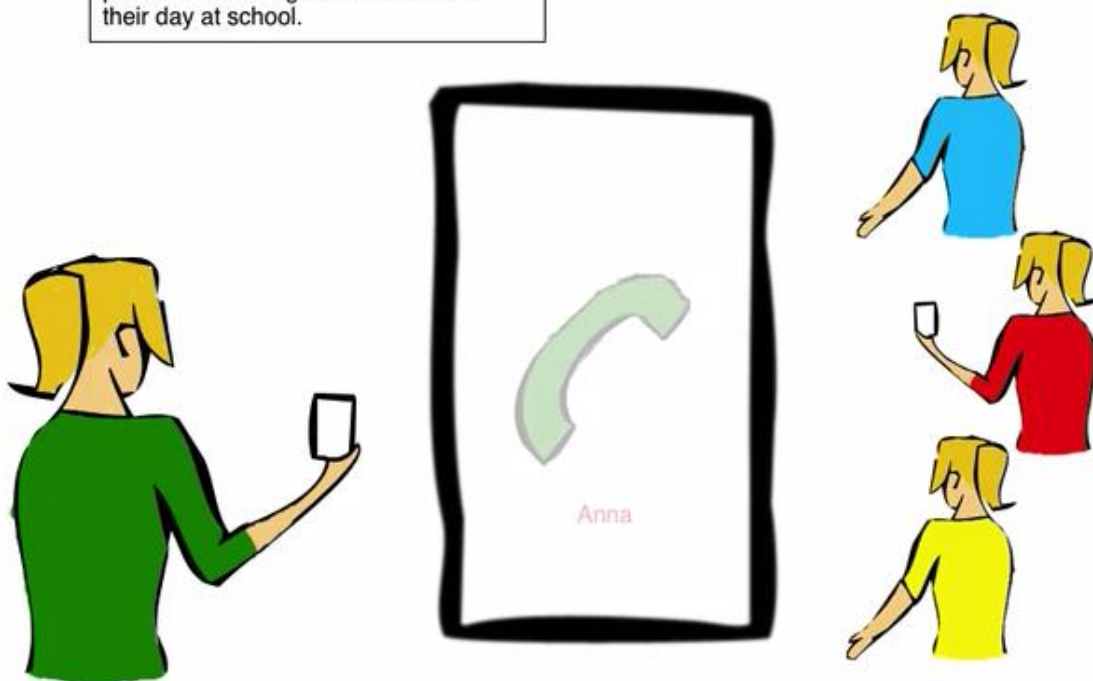
Many-to-one: Known Scenario 3

Some friends are having a group chat on their phones. Five of the girls begin harrassing the sixth. The comments escalate from trivial name calling to viscious attacks.

Ashley, Cara, Dani, Eve, Jill, Leigh

Why are you saying all these things?

Well, no one at school likes you. We don't like you.

One-to-one: Anonymous Scenario 1

One-to-one: Anonymous Scenario 2

One-to-one: Anonymous Scenario 3

One-to-one: Known Scenario 1

One-to-one: Known Scenario 2

One-to-one: Known Scenario 3

9.4.6 Online Scenario Questionnaire

What Grade/Year are you in at school?
How old are you?
Do you have your own mobile phone?
Do your parents set / rules around using your mobile phone?
Which rules do your parents set? Click all that apply. I can only use it for an emergency I can only use it to contact my parents I am not allowed the internet on my mobile I am not allowed to download any apps My parents can look through my phone at any time I have to put my mobile in a common place overnight e.g. kitchen, study Other
What do you use your mobile phone for? Click all that apply. Text/calls Messenger apps e.g. Kik, BBM Social networking sites e.g. Facebook, Instagram, Twitter Email Games Other
Please watch each scenario and answer the following questions If you received this message how serious would you consider it to be? How likely would you be to report it? Who would you report it to? Parents Teacher Friend Other adult Police Mobile phone provider Why would you report it?
Please watch each scenario and answer the following questions If a friend received this message and showed it to you, how serious would you consider it to be? How likely would you be to report it? Who would you report it to? Parents Teacher Friend Other adult Police Mobile phone provider Why would you report it?

9.4.7 Mean severity and reporting scores by primary girls taking the role of victims

Victims	Known Vs Unknown	Individual vs Group	Mean Severity Score	Severity Std. Dev	Mean Reporting Score	Reporting Std. Dev
Scenario 1 Mild Comments	Known	Individual	2.75	1.27	2.8	1.42
		Group	2.60	1.11	2.56	1.22
		Total	2.68	1.19	2.71	1.33
	Anonymous	Individual	3.38	1.31	3.33	1.40
		Group	2.63	1.20	2.81	1.24
		Total	3.01	1.31	3.07	1.34
Scenario 2 Moderate Comments	Known	Individual	2.94	1.24	2.88	1.37
		Group	3.28	1.28	2.81	1.47
		Total	3.11	1.26	2.85	1.42
	Anonymous	Individual	3.51	1.39	3.47	1.39
		Group	3.48	1.32	3.39	1.35
		Total	3.49	1.35	3.41	1.37
Scenario 3 Strong Comments	Known	Individual	3.43	1.36	3.50	1.46
		Group	4.02	1.04	3.61	1.41
		Total	3.73	1.26	3.55	1.43
	Anonymous	Individual	3.90	1.38	3.95	1.36
		Group	4.05	1.33	3.89	1.30
		Total	3.98	1.35	3.92	1.33

9.4.8   Mean severity and reporting scores by primary girls taking the role of bystanders

Bystanders		Individual or Group Condition	Mean Severity Score	Std. Deviation	Mean Reporting score	Std. Deviation
Scenario 1 Mild comments	Known	Individual	2.83	1.26	2.70	1.24
		Group	2.91	1.15	2.59	1.26
		Total	2.87	1.20	2.65	1.24
	Anonymous	Individual	3.49	1.22	3.29	1.34
		Group	2.89	1.28	2.83	1.37
		Total	3.19	1.28	3.06	1.37
Scenario 2 Moderate comments	Known	Individual	2.94	1.17	2.69	1.33
		Group	3.01	1.28	2.64	1.45
		Total	2.98	1.22	2.67	1.38
	Anonymous	Individual	3.52	1.20	3.41	1.40
		Group	3.35	1.31	3.38	1.26
		Total	3.44	1.25	3.39	1.33
Scenario 3 Strong comments	Known	Individual	3.39	1.33	3.13	1.35
		Group	3.87	1.22	3.57	1.28
		Total	3.63	1.29	3.35	1.33
	Anonymous	Individual	3.92	1.30	3.82	1.27
		Group	4.01	1.11	3.69	1.27
		Total	3.97	1.21	3.76	1.27

9.4.9 Mean severity and reporting scores by secondary girls taking the role of victim

Victim	Known Vs Unknown	Individual vs Group	Mean Severity Score	Severity Std. Dev	Mean Reporting Score	Reporting Std. Dev
Scenario 1 Mild comments	Known	Individual	2.34	1.03	1.88	1.08
		Group	2.56	1.07	2.40	1.17
		Total	2.46	1.05	2.14	1.15
	Anonymous	Individual	3.04	1.14	2.88	1.29
		Group	2.84	0.90	2.89	1.30
		Total	2.94	1.02	2.88	1.29
Scenario 2 Moderate comments	Known	Individual	2.79	1.19	2.24	1.29
		Group	2.82	1.28	2.33	1.08
		Total	2.81	1.05	2.28	1.18
	Anonymous	Individual	3.00	1.20	2.72	1.37
		Group	3.21	1.15	3.00	1.38
		Total	3.15	1.17	2.86	1.37
Scenario 3 Strong comments	Known	Individual	3.52	1.19	3.19	1.38
		Group	3.52	1.19	3.21	1.39
		Total	3.52	1.19	3.20	1.38
	Anonymous	Individual	3.78	1.25	3.59	1.37
		Group	3.84	1.04	3.73	1.15
		Total	3.79	1.14	3.66	1.26

9.4.10 Mean severity and reporting scores by secondary girls taking the role of bystander

Bystanders	Known Vs Unknown	Individual or Group Condition	Mean Severity Score	Std. Deviation	Mean Reporting score	Std. Deviation
Scenario 1 Mild comments	Known	Individual	2.61	1.10	2.16	1.10
		Group	2.80	1.18	2.75	1.21
		Total	2.71	1.14	2.46	1.19
	Anonymous	Individual	3.37	0.99	3.14	1.21
		Group	2.91	0.97	2.88	1.17
		Total	3.14	1.00	2.99	1.20
Scenario 2 Moderate comments	Known	Individual	3.20	1.10	2.74	1.33
		Group	2.73	0.94	2.42	1.13
		Total	2.97	1.04	2.51	1.24
	Anonymous	Individual	3.39	1.17	3.04	1.26
		Group	3.19	1.07	2.91	1.25
		Total	3.28	1.11	2.98	1.25
Scenario 3 Strong comments	Known	Individual	3.79	1.15	3.45	1.34
		Group	3.46	1.23	3.15	1.27
		Total	3.62	1.20	3.30	1.30
	Anonymous	Individual	3.95	1.14	3.47	1.40
		Group	3.87	1.01	3.72	0.98
		Total	3.91	1.07	3.60	1.18

9.5   Study 4 Materials

9.5.1   Advert for Dance Clubs

northumbria
UNIVERSITY NEWCASTLE

PARTICIPANTS NEEDED
CYBERBULLYING
RESEARCH

I am interested in student's online behaviour. In particular, the kind/ unkind comments they send, receive and observe when they are online.

If you are a female student in Grade 5 —Year 8 then you could take part!

Participation is confidential and anonymous and involves two sessions with another 9 participants. The first session will take 30-40minutes. The second session will take 45-60 minutes. They will take place in the hall after your dancing/gymnastics session. You will be asked to complete a questionnaire and diary at home about your experiences online.

If you are interested, please see Claire Sutherland at the end of your dance/ gymnastic session with your parent/caregiver for further information.

Or contact Claire Sutherland by email for more information:
Claire.sutherland@northumbria.ac.uk

This study has been approved by the Faculty of Health and Life Sciences ethics committee at Northumbria University

PARTICIPANT INFORMATION

The purpose of this information sheet is to provide you with sufficient information so that you can then give your informed consent. It is thus very important that you read this document carefully, and raise any issues that you do not understand with the investigator.

Name of Researcher: Claire Sutherland

Name of Supervisor: Professor Lynne Coventry, Dr Elizabeth Sillence

Project Title: Using implementation intentions to improve adolescents' responses to negative online behaviours.

---

1. What is the purpose of the project?

Children send and receive lots of kind and unkind comments when they are online. What is interesting is how they respond to these. This study aims to find a positive response for children when they are considering sending unkind comments and when they receive or witness others receiving unkind comments.

---

2. Why have I been selected to take part and what are the exclusion criteria?

You have been selected because you are a female in your last years of Primary School (Grade 5 or Grade 6) or you are a female in your first or second year of High School (Year 7 or Year 8) and use a form of technology e.g. Mobile phone, Edmodo, online games. Unfortunately, for this study males will not be invited to participate. It is important to understand your views on cyberbullying as it is during this age group that technology use peaks.

---

3. What will I have to do?

Firstly, you will be required to have Parental Consent. This means that your parent or guardian **has** signed and returned the opt-in form. The study involves two sessions which will take place at school.

Session One will last for approx. 30 mins.

- You will be informed about the aim of the study
- Asked to complete a Self-esteem questionnaire (5 questions where you select an answer on a scale from 1 to 5).
- A kindness questionnaire (28 questions where you select an answer on a scale from 1 to 7)

Then you will be asked to take one task home and return it to a sealed box within your classroom after 7 days:

- A diary (where you tally the number of kind/unkind comments you send and receive each night for 7 days. This is a confidential and anonymous document. No-one will see it except for the researcher and it will not have your name on it. This be returned in a sealed box in your classroom.)

Session two will last for approximately 1 hour:

- You will be involved in a group discussion about online safety and being kind online
- Asked to complete a Self-esteem questionnaire (5 questions where you select an answer on a scale from 1 to 5).

- A kindness questionnaire (28 questions where you select an answer on a scale from 1 to 7)
- You may be invited to participate in an individual task where you select an online behaviour and a positive response which you think will work most effectively when online.

Then you will be asked to take two tasks home and return them to a sealed box within your classroom after 7 days A questionnaire (28 questions where you select an answer on a scale from 1 to 7)

- A diary (where you tally the number of kind/unkind comments you send and receive each night for 7 days. This is a confidential and anonymous document. No-one will see it except for the researcher and it will not have your name on it. This be returned in a sealed box in your classroom.)
- An intention measure (4 questions where you select an answer on a scale of 1 to 5)

4. Will my participation involve any physical discomfort?

No

5. Will my participation involve any psychological discomfort or embarrassment?

The study does not aim to cause any discomfort and if at any point, you do feel uncomfortable you are free to withdraw from the study with no questions asked. Your data will be removed from the study.

6. How will confidentiality be assured and who will have access to the information that I provide?

Your name or other personal information will not be associated with any information you provide in the diary entry, questionnaire and intervention workshop. All the information you provide will be associated with the participant code at the top of your page. Only the researcher will have access to your work.

7. Will I receive any financial rewards / travel expenses for taking part?

no

8. How can I withdraw from the project?

You can withdraw your data from the study up to a month after you have taken part by letting your teacher have your participant code. They will then pass it onto me and I will remove your data.

9. If I require further information who should I contact and how?

Should you wish to discuss the topic further you can talk confidentially to your school psychologist. Alternatively, there are specialists at The Alannah and Madeline Foundation (www.amf.org.au) or kidshelp (1800 55 1800) who will answer any questions or provide you more information.

If you have any concerns or worries concerning this research or if you wish to register a complaint, please direct it to the Department of Psychology Ethics Chair (Post-graduate) at the address below, or by Email: nick.neave@northumbria.ac.uk

9.5.3   Student and Parental Consent Form

northumbria
UNIVERSITY NEWCASTLE **A GENERIC INFORMED CONSENT FORM**

Project Title: Using implementation intentions to improve adolescents' response behaviours.

Principal Investigator: Claire Sutherland

please tick or initial where applicable

I have carefully read and understood the Participant Information Sheet.	☐
I have had an opportunity to ask questions and discuss this study and I have received satisfactory answers.	☐
I understand I am free to withdraw from the study at any time, without having to give a reason for withdrawing, and without prejudice.	☐
I agree to take part in this study.	☐
I would like to receive feedback on the overall results of the study at the email address given below. Email address………………………………………………………………………	☐

Name of student: …………………………..   Age: …………………

Signature of participant..   Date...………………..

(NAME IN BLOCK LETTERS)...……………………….

Signature of Parent / Guardian in the case of a minor

....

Signature of researcher..   Date...………………..

(NAME IN BLOCK LETTERS)...……………………….

FOR USE WHEN PHOTOGRAPHS/VIDEOS/TAPE RECORDINGS WILL BE TAKEN

Project title: Drawing on experience – understanding children's perceptions of

cyberbullying through illustrations and writing.

Principal Investigator: Claire Sutherland

I hereby confirm that I give consent for the following recordings to be made:

Recording	Purpose	Consent
voice recordings	To discuss thoughts on positive responses when online.	

Clause A: I understand that other individuals may be exposed to the recording(s) and be asked to provide ratings/judgments. The outcome of such ratings/judgments will not be conveyed to me. My name or other personal information will never be associated with the recording(s).

Tick or initial the box to indicate your consent to Clause A ☐

Clause B: I understand that the recording(s) may also be used for teaching/research purposes and may be presented to students/researchers in an educational/research context. My name or other personal information will never be associated with the recording(s).

Tick or initial the box to indicate your consent to Clause B ☐

Clause C: I understand that the recording(s) may be published in an appropriate journal/textbook or on an appropriate Northumbria University webpage. My name or other personal information will never be associated with the recording(s). I understand that I have the right to withdraw consent at any time prior to publication, but that once the recording(s) are in the public domain there may be no opportunity for the effective withdrawal of consent.

Tick or initial the box to indicate your consent to Clause C ☐

Signature of participant.. Date.....……………..

Signature of Parent / Guardian in the case of a minor

.... Date.....……………..

9.5.4 Debrief Sheet

Debrief Sheet for Intervention Study

1. **What was the purpose of the project?**
   The aim of the study was to give you some positive behaviours when you are online to be more aware of what you are sending and how you react to comments you receive. It is hoped that by taking part in this study you will begin to self-monitor your behaviour online.

2. **How will I find out about the results?**
   Approximately 8 weeks after taking part, the researcher will post a general summary of the results onto the school newsletter.

3. **What will happen to the information I have provided?**
   All the information you have provided is anonymous and confidential. The only information you were given was an individual participant code which was used to link your diary, questionnaire and workshop activity to. No information which you provided will be shared with others in the group.

4. **Have I been deceived in any way during the project?**
   No, this study was to help increase the number of kind comments children send and receive when they are online by making them more aware of their behaviour.

5. **If I change my mind and wish to withdraw my data from the study what do I do?**
   You can withdraw your data from the study up to a month after you have taken part by letting your teacher have your participant code. They will then pass it onto me and I will I will remove your data. After this time, it may not be possible to remove your data as results may have already been published.

6. **What if I would like to discuss the issue further or gain more information?**
   Should you wish to discuss the topic further you can talk confidentially to your school teacher or school psychologist. Alternatively, there are specialists at The Alannah and Madeline Foundation (www.amf.org.au) or Kidshelp (1800 55 1800) who will answer any questions or provide you more information.

7. **If you have any concerns or worries concerning the way in which this research has been conducted, or if you have requested, but did not receive feedback from the researcher concerning the general outcomes of the study within a few months after the study has concluded, then please contact Claire Sutherland via email at claire.sutherland@northumbria.ac.uk**

9.5.5 Focus Group Discussion Questions

Focus Group Discussion Questions

Today we are going to talk about kind and unkind comments which you may send, receive or see when you are online. This could be on social media, text messages, email or websites. To make sure that everyone is heard, I am going to ask you to speak one at a time and respect each other. Please do not laugh at what others are saying and keep any names confidential. Everything said in this room is confidential. I ask that when you leave today you don't talk about what each other has said.

I have to say that you can leave the discussion at any point without explaining why as you are not being forced to take part. I would love it if you did stay. It is an informal chat so relax and chat within the group. I have some questions to help lead conversation but we will go wherever you take it. I will be recording this discussion. Are you happy to continue?

1. What kind comments have you seen, heard of or sent when you have been online?
2. What makes a comment kind?
3. When you send a kind comment how does it make you feel?
4. What unkind comments have you seen, hear of or sent when you have been online?
5. What makes a comment unkind?
6. What do you think has happened to make someone say something unkind to another person?
7. When someone says something you do not like how do you feel?

Post

1. What kind comments have you seen, heard of or sent when you have been online?
2. What makes a comment kind?
3. When do people send kind comments?
4. When you send a kind comment how does it make you feel?
5. When you receive a kind comment how does it make you feel?
6. When you receive a kind comment how do you respond?
7. What unkind comments have you seen, hear of or sent when you have been online?
8. What makes a comment unkind?
9. What do you think has happened to make someone say something unkind to another person?
10. When you send an unkind comment how does it make you feel?
11. When someone says something you do not like how do you feel?
12. How would you respond if someone said something unkind to you?
13. If a friend came to you or you saw online that a friend had received an unkind comment, what would you do?
14. How can we encourage others to stop and ask themselves if what they are about to say is kind?
15. Do you think you could be kinder online

Thank you for your time.

9.5.6 Prosocial questionnaire template

Prosocial Questionnaire

Instructions: Thank you for taking part in this questionnaire. Please be aware that you have been asked to complete this questionnaire because you are active online. The researcher is interested in your online behaviours. Your responses in this questionnaire are anonymous and confidential. Your answers will not be shared with anyone in the group and you will not be asked to verbalise your answers to any members of the group.

Please answer each question honestly based on *how often you have carried out and received each behaviour over the past month*. The answers are anonymous and cannot be traced back to you.

What is a kind comment?
A comment which is friendly, generous, warm-hearted, complimentary or sympathetic.

What is an unkind comment?
A comment which is not friendly, inconsiderate, hurtful, or unsympathetic.

Thinking about your behaviour online over the last month, how often have you…

	Never	Once in the last month	2-3 times in the last month	Once a week	2-3 times a week	Once a day	More than once per day
Sent a kind text message to someone							
Sent a kind picture message to someone's mobile phone							
Sent a kind comment to someone online							
Sent an unkind text message to someone							
Sent an unkind picture message to someone's mobile phone							
Called someone unkind or hurtful names on the phone							
Posted an unkind or hurtful comment about someone online							
Posted an unkind or hurtful picture about someone online							
Posted an unkind or hurtful video about someone online							
Spread rumours about someone online							
Pretended to be someone else online							
Created a hurtful website about someone online							
Threatened to hurt someone online							
Threatened to hurt someone via text or a phone call							

(adapted from Patchin and Hinduja, 2015)

Thinking about your behaviour online over the last month, how often have you

	Never	Once in the last month	2-3 times in the last month	Once a week	2-3 times a week	Once a day	More than once day
Received a kind comment to your mobile phone							
Received a kind picture message							
Received a kind comment online							
Received an unkind text message							
Received an unkind or hurtful picture message to your mobile phone							
Received an unkind or hurtful comment on the phone							
Received an unkind comment about you online							
Received an unkind or hurtful picture about you online							
Received an unkind or hurtful video about you online							
Had rumours spread about you online							
Had someone pretend to be you online							
Had an unkind or hurtful website created about you online							
Had someone threaten to hurt you online							
Had someone threaten to hurt you via text or a phone call							

(adapted from Patchin and Hinduja, 2015)

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9.5.7   Stages of Change Measure

Please select ONE of the statements below which you feel represents you best at the moment:

☐ "I do not say kind things to others online or on my phone and I am not thinking about starting."

☐ "I do not say kind things to others online or on my phone but I am thinking about starting."

☐ "I sometimes say kind things to others online or on my phone but not as regularly as I should."

☐ "I regularly say kind things to others online or on my phone but I have only begun to do so in the last month."

☐ "I regularly say kind things to others online or on my phone and have for longer than 1 month."

9.5.8 Prosocial questionnaire (post measure)

Online Behaviour Questionnaire

Instructions: Thank you for taking part in this questionnaire. Please be aware that you have been asked to complete this questionnaire because you are active online. The researcher is interested in your online behaviours. Your responses in this questionnaire are anonymous and confidential. Your answers will not be shared with anyone in the group and you will not be asked to verbalise your answers to any members of the group.

Please answer each question honestly based on *how often you have carried out and received each behaviour over the past week*. The answers are anonymous and cannot be traced back to you.

What is a kind comment?
A comment which is friendly, generous, warm-hearted, complimentary or sympathetic.

What is an unkind comment?
A comment which is not friendly, inconsiderate, hurtful, or unsympathetic.

Thinking about your behaviour online over the last week, how often have you…

	Never	Once in the last week	2-3 times in the last week	Everyday	More than once a day
Sent a kind text message to someone					
Sent a kind picture message to someone's mobile phone					
Sent a kind comment to someone online					
Sent an unkind text message to someone					
Sent an unkind picture message to someone's mobile phone					
Called someone unkind or hurtful names on the phone					
Posted an unkind or hurtful comment about someone online					
Posted an unkind or hurtful picture about someone online					
Posted an unkind or hurtful video about someone online					
Spread rumours about someone online					
Pretended to be someone else online					
Created a hurtful website about someone online					
Threatened to hurt someone online					
Threatened to hurt someone via text or a phone call					

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Please select ONE of the statements below which you feel represents you best at the moment:

☐ "I do not say kind things to others online or on my phone and I am not thinking about starting."

☐ "I do not say kind things to others online or on my phone but I am thinking about starting."

☐ "I sometimes say kind things to others online or on my phone but not as regularly as I should."

☐ "I regularly say kind things to others online or on my phone but I have only begun to do so in the last month."

☐ "I regularly say kind things to others online or on my phone and have for longer than 1 month."

9.5.9 Self-efficacy Measure

Self-Efficacy Measure

I feel confident about being able to send kind messages to others

1	2	3	4	5
Strongly Agree		Neutral		Strongly Disagree

I feel confident about sending appropriate messages to others online

1	2	3	4	5
Strongly Agree				Strongly Disagree

I feel confident about dealing with difficult online situations by myself

1	2	3	4	5
Strongly Agree				Strongly Disagree

I know when a comment I am about to send is kind

1	2	3	4	5
Strongly Agree				Strongly Disagree

I know when a comment I am about to send is unkind

1	2	3	4	5
Strongly Agree				Strongly Disagree

(adapted from Bandura, 1977)

9.5.10 Intention to Change Measure

Intention Measure

I intend to change my behaviour online in the next 7 days

1	2	3	4	5
Strongly Agree		Neither agree nor disagree		Strongly Disagree

I intend to say nicer things online in the next 7 days

1	2	3	4	5
Strongly Agree		Neither agree nor disagree		Strongly Disagree

For me saying more kind things online in the next 7 days would be…

1	2	3	4	5
Extremely easy				Extremely difficult

9.5.11 Sample Diary Page for each day and end of week reflection

Diary Entry

Instructions: *Please complete the diary pages every day of the study. Be as honest as possible. Your diary entries will not be shared with others within in the group and all information recorded in it will remain anonymous and confidential. Noting down any of the comments you send/receive or witness is completely optional. You are not required to do so. At the end of the 7 days place your diary in the envelope provided and post it into the sealed box in your classroom.*

SAMPLE DIARY PAGE ENTRY

Day: 1	
Use tally marks to record each time you write/send a kind or unkind comment to someone	
Kind comments	**Unkind comments**
III	I
Please use the space below to record any of the comments that you wish to share. This is optional.	
• I love the dress you are wearing in this photo. • Looking great!	• You think everything is about you, well it isn't. • You can be mean at times
How do you feel about what you sent?	
I like making my friends happy by giving them compliments.	I don't care if I have upset her. She needs to know the truth.

What has helped that change?

Is there anything that has made it hard to change your behaviour online?

Is there anything that has made it easier to change your behaviour online?

9.5.12 Implementation Intention Recording Sheet

Scenario and Responses

Please write down each situation that you feel is personal to you and the response which you think is most relevant to that situation. Choose a response which you feel you can confidently and effectively carry out if you were in that situation.

	Situation	Response
Green Card		
Orange Card		
Yellow card		

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9.5.13 Implementation Intention *'action'* statement cards for the role of victim, bully and bystander

'If behaviour' cards for the role of the victim	*'If behaviour'* cards for the role of the perpetrator	*'If behaviour'* cards for the role of the bystander
If I am excluded from group chats…	If I am feeling sad and lonely…	If I see one of my friends receive an unkind or hurtful comment...
If I feel jealous because my friends have gone to an event and excluded me…	If I am feeling left out…	If a friend tells me they have got a mean message online…
If I feel jealous…	If I am bored online…	If I see a friend receive a hurtful comment…
If I read a rumour about me online…	If I feel jealous of a friend…	If I see a photo of my friend altered…
If I read something false about me online…	If I feel jealous of a friend's message online…	If I see a friend being excluded from group chats…
If a friend posts an embarrassing photo of me online…	If I feel like sending an unkind text/comment…	If I see someone I know being sent lots of hurtful comments…
If a friend sends me an unkind message/comment to my photo…	If my friends don't include me in group chats…	If a friend tells me they have received lots of unkind or hurtful comments…
If someone sends me a message/comment that upsets me…	If I take a photo or video of someone doing something embarrassing…	If I see strangers sending hurtful messages…
If someone pretends to be me online…	If I am encouraged by someone to send an unkind comment…	If I witness a friend being threatened online…
If I am feeling sad and bulled online…	If I send an inappropriate joke…	If I see a stranger being sent a hurtful message/comment…
If I receive an email with a hurtful message…	If I consider sending an inappropriate message/comment	If I see a stranger being sent lots of hurtful messages/comments…
If a stranger posts an embarrassing photo of me…	Before I send a hurtful response to a message/comment…	If I witness a stranger being threatened online…
If a stranger sends me an unkind message/comment to my photo…	Before I send a sarcastic message/comment…	If I see lots of strangers sending unkind/hurtful messages to one person…
If a stranger sends me an unkind message online…	Before I send a sarcastic response to a video/photo…	
If I do something that makes me proud and others criticise me…		

9.5.14 Implementation Intention *behaviour statement* cards

Responses (social support)	*Responses (self-affirmation theory)*	*Responses (self-efficacy)*	*Responses (selective norms)*
Then I will remind myself that people care about me.	Then I will do something positive and let go of my anger.	Then I will remind myself that I am responsible for my own happiness and do something that makes me happy.	Then I will take responsibility for my actions and apologise for my behaviour.
Then I will do something positive such as asking friends to go out.	Then I will reply with a kind and encouraging message.	I will remind myself that people who are important to me would always be kind	Then I will think about the effect posting the message/photo/video will have for the other person.
Then I will remind myself of the great friendships I have.	Then I will tell myself that they are jealous and think positive.	Then I would trust myself to make the right decision and act appropriately online.	Then I will remind myself of how I would feel if someone posted that type of message/photo/video of me online for everyone to see.
Then I will remind myself that I am a good friend.	Then I will remind myself of how strong I am and delete the message/photo.	Then I will remind myself that it doesn't matter what other say. What is important is what I believe and how I act.	Then I will remind myself that it is better to be kind.
Then I will tell them to tell an adult.	Then I will remind myself of my great qualities.	Then I will put it behind me and move on.	Then I will think about the message I am about to send and make sure it sounds kind.
Then I will suggest that they save the message.	Then I will focus on the positive in my life.	Then I will remind myself of the challenges I have already overcome and how strong I am.	Then I will report it to the website.
Then I will go out and do something positive with my friends.	Then I will remind myself how much I am loved.		Then I will remind myself that people who are important to me would expect me to be kind
Then I will seek support and guidance from my friends.	Then I will think about the effect it would have on another person.		
Then I will surround myself with good friends who care about me.	Then I will remind myself that it is easy to give up and walk away but I will remain strong.		

Responses (social support)	Responses (self-affirmation theory)	Responses (self-efficacy)	Responses (selective norms)
Then I will remind myself that I am not alone and talk to friends and family members.	Then I will remind them of everything they have achieved in their life.		
Then I will call my friends, knowing that they will tell me something positive	Then I will send them encouraging and supportive messages.		
Then I will go to my teachers for support.	Then I will reassure them that the sender is just jealous and craving attention.		
Then I will go to school staff such as psychologists and counsellors for support.	Then I will remind myself of my good qualities.		
Then I will go with my friend to get support from an adult.			
Then I will offer support by encouraging them to talk to an adult.			
Then I will talk to my parents for support.			
Then I will surround myself with people who are positive and not unkind to me.			
Then I will be there to listen to their concerns.			
Then I will continue to chat to them privately.			
Then I will tell them to focus on the positive aspects of themselves.			
Then I will show my concern by asking if they are OK.			

Responses (social support)	Responses (self-affirmation theory)	Responses (self-efficacy)	Responses (selective norms)
Then I will ignore it because I know it isn't' true. I also know my friends won't believe it either.			
Then I will send the person sending it a polite message asking them to stop.			
Then I will send the person a private message suggesting that he/she deletes the message/comments/photo.			
Then I will talk to my friend privately.			

9.5.15 Mean (and standard deviation) of pre and post measures

Group Condition	Primary Mean	Primary Standard Deviation	Secondary Mean	Secondary Standard Deviation
Pre-Prosocial Questionnaire – sent comments				
Control	1.05	1.05	1.8	0.95
Intervention	1.65	1.46	2.35	0.74
Pre-Prosocial Questionnaire – received comments				
Control	1.05	1.23	1.7	1.03
Intervention	1.1	1.33	2.05	0.89
Post Prosocial Questionnaire – sent comments				
Control	1.80	0.69	1.50	0.83
Intervention	0.60	1.14	2.45	0.69
Post Prosocial Questionnaire – received comments				
Control	1.65	0.81	1.55	1.10
Intervention	1.45	0.82	2.15	0.87
Pre-Diary – sent comments				
Control	0.40	0.50	0.40	0.50
Intervention	1.75	1.82	1.75	1.86
Pre-Diary – received comments				
Control	0.35	0.49	0.35	0.49
Intervention	1.35	1.5	1.35	1.50
Pre-Diary – witnessed comments				
Control	0.25	0.55	0.25	0.55
Intervention	1.25	1.44	1.25	1.44
Post Diary – sent comments				
Control	0.60	0.94	1.05	0.82
Intervention	1.8	1.58	2.20	1.20
Post Diary – received comments				
Control	0.35	0.59	0.75	0.97
Intervention	1.3	1.38	1.75	0.97
Post Diary – witnessed comments				
Control	0.40	0.99	0.95	0.76
Intervention	1.25	1.21	1.50	1.43
Pre-Stages of Change				
Control	3.45	1.05	2.85	1.46

Intervention	3.8	0.61	3.1	1.55
Post Stages of Change				
Control	3.45	0.82	2.95	1.27
Intervention	3.80	0.41	3.45	1.14
Pre-self-efficacy score				
Control	3.2	0.61	3.20	0.69
Intervention	3.4	0.75	3.25	0.85
Post self-efficacy score				
Control	3.4	0.60	2.90	0.97
Intervention	3.6	0.59	3.55	0.91
Intention to Change				
Control	2.95	1.05	2.75	0.72
Intervention	3.30	0.57	3.0	1.28
Pre-Diary Reflection - Has your behaviour changed				
Control	0.40	0.50	0.40	0.50
Intervention	0.40	0.50	0.40	0.50
Post Diary Reflection - Has your behaviour changed				
Control	0.55	0.51	0.40	0.50
Intervention	0.70	0.47	0.75	0.44

Chapter 10: References

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