網絡欺凌與學童自殺及心理健康

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Students spend a lot of time using online communication everyday…

- Online technology for communication with others is sometimes negatively used
→ cyberbullying

Why is cyberbullying an issue?

- In 11 countries/regions, 14% – 58% of adolescents were cyber-victimized (meta-analysis by Zhu et al., 2021)

- Cyber-victims show fewer prosocial behaviors (Cao & Lin, 2015), suffer psychologically from increased depression, guilt, anger, loneliness, anxiety, and suicidal ideation, and suffer physically from self-harm behaviors (e.g., Tennant et al., 2015). Cyber-victims are more than twice as likely as others to **harm** themselves (Odds Ratio; OR = 2.35), **show suicidal behaviors** (OR = 2.10), or **attempt suicide** (OR = 2.57; see meta-analysis by John et al., 2018)

- Cyberbullying can kill

- Tragedy: 16-year old Amanda Todd; Jane of Manner
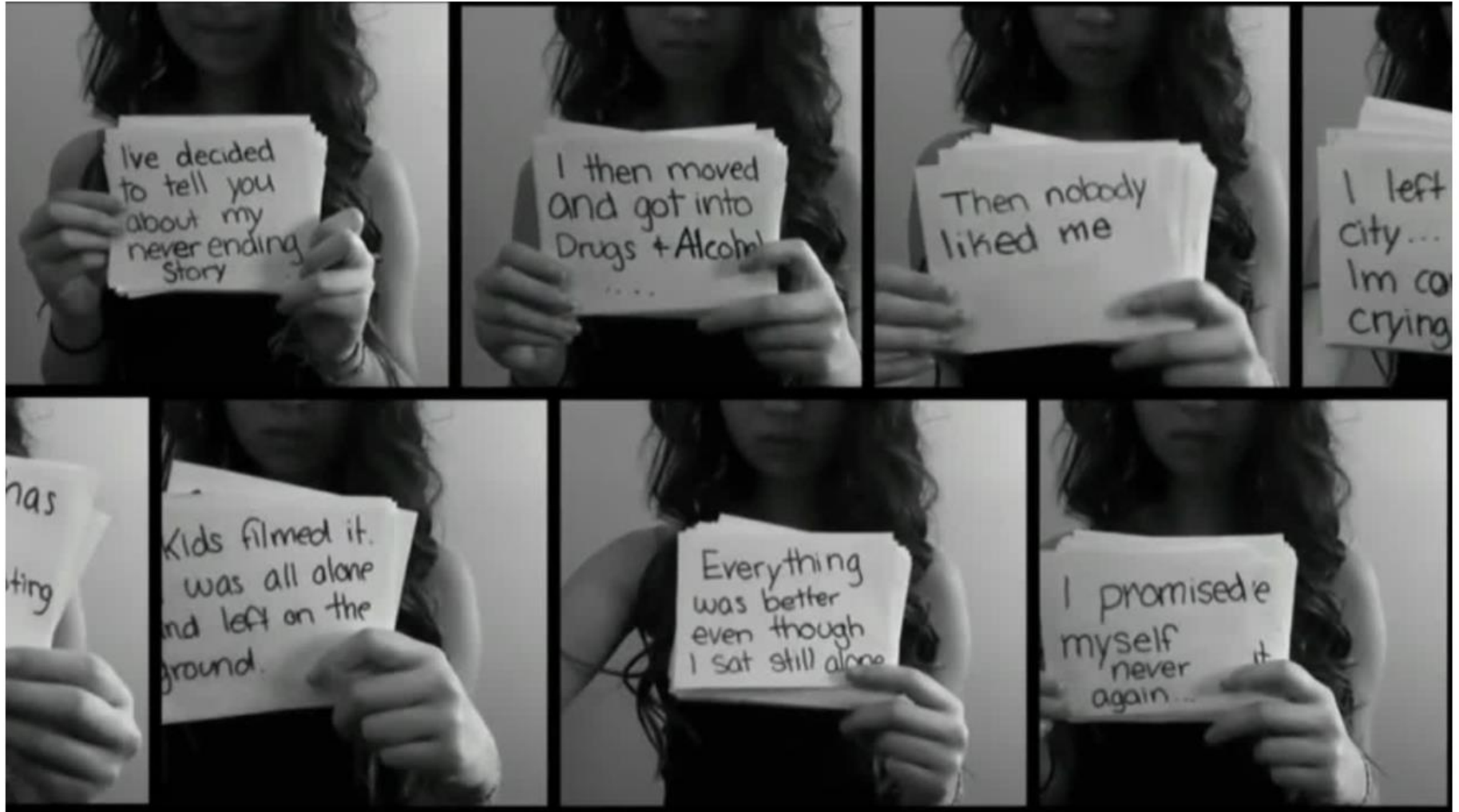
Amanda Todd, a bullied teen who committed suicide, is seen in these images taken from her YouTube video.

What is Cyberbullying?

- Involves "long term **aggressive**, intentional and **repetitive** acts by one or more individuals using electronic means, against an almost **powerless** victim" (Dehue, 2013, p.2)

- When someone is cyber-bullied, he/she is experiencing cyber-victimization
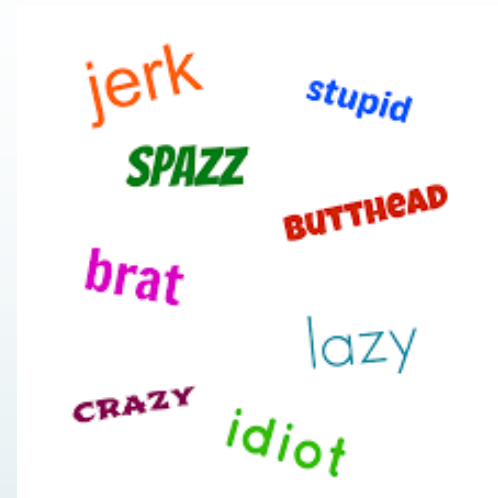
Examples of Cyberbullying

Uploading embarrassing pictures of others (Menesini, Nocentini, & Calussi, 2011)

Sending anonymous threatening messages and name-calling (Dehue, Bolman, Völlink, 2008)

Spreading rumors of the victims (Dehue, Bolman, Völlink, 2008)

Uploading defamatory, offensive or discriminating comments, flaming, and denigration (Shariff, 2008)

jerk
stupid
SPAZZ
BUTTHEAD
brat
lazy
CRAZY
idiot

- Across 626 Hong Kong Chinese 5th and 6th graders, 31.2% reported cyberbullying others and 47.3 % had been cyber-victimized (**Leung** & McBride-Chang, 2013)

- Across 312 Hong Kong Chinese college students, 58% reported cyberbullying others and of those 68% also reported being cyber-victimized (**Leung* et al**, 2018)
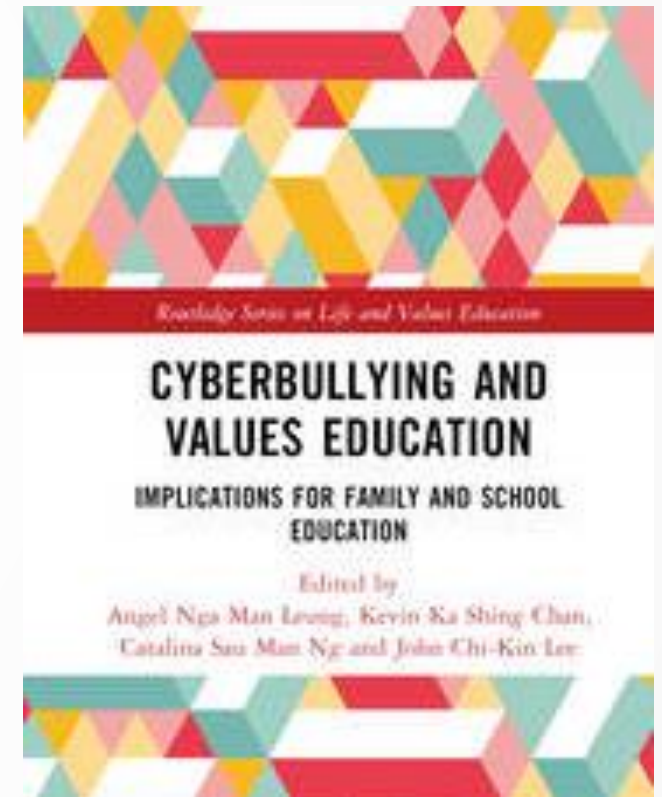
A summary of studies conducted in the Chinese context

Previous studies on the bullying behaviours of children and adolescents have largely been conducted in a Western context
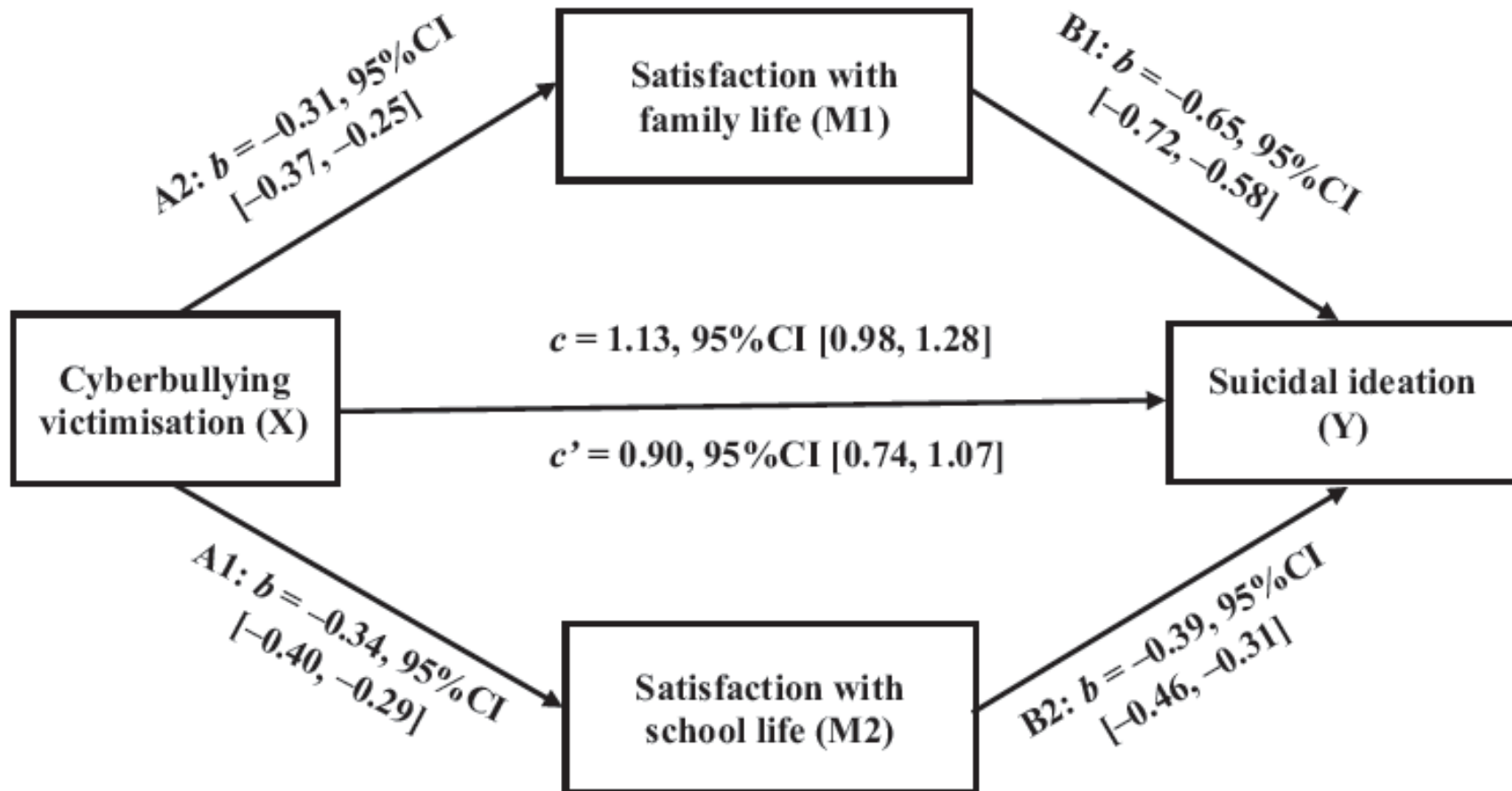
A review of empirical studies in Hong Kong, 2012 to mid-2022 - findings of the 19 studies on cyberbullying in Hong Kong, China (Chan, 2023)

A summary of studies conducted in the Chinese context (Chan, 2023)

- Cyberbullying perpetration in the Chinese context have ranged from 18% to 58%; cyber-victimization was estimated to be between 8% and 68%

- Males are more likely to involve in cyberbullying perpetration, while females are more likely to be cyber-victimized, and incidents of cyberbullying often peaked at Form 2 in the secondary school.

- Certain psychosocial characteristics (e.g., personality traits such as low self-esteem, low prosocial behaviour, and fun-seeking tendencies; family dynamics such as poor maternal control, and weak family bond; and school dynamics such as adverse school experiences, low school involvement, low friendship satisfaction, poor social competence, and weak sense of school belonging) are found to be positively associated with cyberbullying

Routledge Series on Life and Values Education

CYBERBULLYING AND VALUES EDUCATION

IMPLICATIONS FOR FAMILY AND SCHOOL EDUCATION

Edited by
Angel Nga Man Leung, Kevin Ka Shing Chan, Catalina Sau Man Ng and John Chi-Kin Lee

Suicidal ideation, and cyber victimization among students in Hong Kong, China (Xing et al., 2023)

Protective Factors: Peer support

Leung et al., 2018:

- For female college students in Hong Kong, China, cyberbullied victims reported lower cyberbullying perpetration when they had closer friendship. The reduction of retaliation might be due to the emotional support and comfort provided by peers.

Burton et al., 2013:

- Among 851 middle school students in the U.S., those uninvolved in cyberbullying showed higher peer attachment (i.e., believe that a peer will be available during difficult times) than cyberbullied victims.

Protective Factors: Peer support

Stacey, 2009:

- Younger students usually need greater support. Support from friends seems to be especially important for 13~15 year-old adolescents because they are worried that reporting to adults would restrict their use of internet.

Burton et al., 2013:

- Youngsters, especially adolescent girls, are more likely to talk about bullying concerns and look for help from a peer than an adult.

Protective Factors: Family support

Larrañaga et al., 2016:
- Adolescents who had avoidant communication with the mother and felt lonely in the family were more likely to suffer from severe cyberbullying.

Zacchilli & Valerio, 2011:
- In a sample of college students in the U.S., 22.7% of the victims would report the issue to parents, 20% would talk to siblings, and 25.5.% talked to friends. In terms of family support, 14.5% of the participants reported that a parent tried to stop the victimization, and 13.6% stated that a sibling tried to stop bullying.

Chen et al., 2018:
- Compared with parents, older siblings may be more familiar with knowledge and information on the internet, therefore providing more practical support.

The Importance of Psychoeducation – Combating Cyberbullying

My research on cyberbullying psychoeducation Programme

Involved 137 Hong Kong Chinese college students (Leung* et al., 2018); control vs. intervention group

1-hour intervention:

- participants were presented with a simulated Facebook page showing the helpless feelings of cyber-victims;
- they watched video clips of the consequences of cyberbullying;
- they engaged in small group discussions and a self- reflection writing task

Results

- Compared with the control group, the intervention group:

  - demonstrated an **increase in their awareness of cyberbullying** and had **more negative attitudes** toward cyberbullying (i.e., the perception that cyberbullying is unacceptable behavior)

  - Those who reported being highly engaged in the intervention maintained the positive effects at the 8-week follow-up

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My research on cyberbullying psychoeducation Programme

- Involved 144 college students (**Leung*** et al., 2019); intervention vs. control group, Pre (T1)-post(T2) and intervention vs. control group comparisons were made

- 6-session (3 weeks) innovative e-course on combating cyberbullying
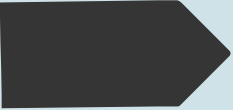
My research on cyberbullying psychoeducation Programme

It applied:

- ICT and constructivist teaching techniques

It allowed:

- flexibility for students' self-learning and provides accessibility to large audience groups

My research on cyberbullying psychoeducation Programme

- It covered:
  - Major cyberbullying concepts
  - current trending among youngsters (e.g., popular social networking platforms, online behaviors etc.)
  - predictors and outcomes of cyberbullying
  - existing international and local cyberbullying interventions

Results

At T2, Participants in the e-course group had higher scores on:

- a) intention; & b) perceived behavioral control to help cyber-victims;
- c) awareness of cyberbullying; and
- d) self-efficacy to combat cyberbullying

Those in the control group displayed no difference between T1 and T2

Intervention Strategies: Tips for Schools

A Educate the school community about the digital citizenship responsibilities.
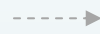
B Update harassment and bullying policies to make cyberbullying incidents within a school's legal authority.

C Make students understand that cyberbullying will lead to bad consequences at school.

D Promote the concept of anti-cyberbullying through various creative activities (e.g., posters, presentations, slogans).

E Develop a peaceful, respectful, supportive school climate.

Reducing cyberbullying:

- may Improve the mental health of internet users, and
- may save some lives!

Thank you!

Q & A