The nature of cyberbullying in Swedish schools: Processes, feelings of remorse by bullies, impact on victims and age- and gender differences

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Abstract

Four studies were conducted to examine the nature of cyberbullying in Swedish schools using both qualitative and quantitative methods.

The first two studies investigated what reasons/issues may be involved in the negative feelings that a victim of bullying may feel and how these related to different types of bullying. The content analysis yielded seven themes: helplessness, persistency, fright, anonymity, no avoidance, embarrassment and loneliness.

Study Three used quantitative methods to examine various issues such as gender and age differences, but especially the distribution of the bullying material, the role of bystanders, and whether cyberbullies feel more or less remorse compared to traditional bullies. Findings showed that cyberbullies not only targeted their victims, but quite often showed the material to other people and/or uploaded it onto the Internet.

The bystanders of cyberbullying mostly did nothing further to distribute the material, however when they did, they tended to help the victim more often than bully him/her further. When asked about feelings of remorse, cyberbullies expressed less remorse than traditional bullies. The findings are discussed in relation to the definition of bullying, and the need for empathy raising awareness for bullies within the cyberbullying context.

Study Four, a qualitative study, involved 10 pupils and examined issues such as what the pupils had experienced (as victims, bullies or bystanders), how it felt (impact), and how it was resolved.

Practical implications of the findings include the highlighted need for different coping strategies to be applied for victims of cyberbullying and traditional bullying, as well as starting preventive strategies for cyberbullying in pupils as young as 7 years. In addition, the need to investigate cyberbullying in a different manner than that of traditional bullying is raised. This could have practical implications for researchers, but is also a theoretical concern related to the definition of cyberbullying.

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Chapter one - 'Traditional' bullying

The interest in school bullying started in Sweden in the late 1960s, early 1970s with the work of Heinemann (1969; 1972) and Olweus (1973). This interest quickly spread to Norway when Olweus started to investigate the issue there. Today bullying is a research concern on an international level. Before tackling various issues in regard to bullying, it is of importance to acknowledge a few concepts.

Definition

To start, the problem of defining bullying should be addressed. That is, at the moment there does not exist a universally agreed upon definition of bullying. One reason for this is that the word bullying is not an international term, and the meaning of the term in different countries varies. One example of this is the Korean word for bullying, 'wang-ta' which primarily refers to social exclusion. The English word 'bullying' does also refer to social exclusion, however in addition it also refers to other types of bullying such as physical bullying. However, even if the problem of differences in terminology is disregarded, there still exist disagreements in definition. To address this problem it may be of help to understand some of the criteria that are involved when defining bullying.

A few general agreed upon criteria do exist amongst academics (and others) and these are as follows:

- Intention to do harm.

- Imbalance of power.

- A repeated act or behaviour.

Bullying is a subset of aggression and the first criterion above derives from the definition of aggression. It is set to distinguish acts that are deliberate from those that are not. Therefore, bullying can not for example exist between young infants (exploratory aggression).

The second criterion: Imbalance of power, addresses an important issue. The person or people carrying out the bullying should be, or perceived to be, stronger, either physically or psychologically, than his or her victim. A consequence of this is that the victim will not be able to easily defend him or herself.

The last criterion: A repeated act or behaviour, is due to the belief that bullying should consist of acts or behaviours that have been carried out at various times and not as a 'one off' act. A one off act would fall under a different category of aggression such as an assault. This is not to say than an assault can not be a part of bullying, but the assault should in that case be accompanied with other forms of aggression or as a part of a series of assaults. Related to this third criterion is that the bullying should be carried out over a certain period of time. Academics have however, not yet agreed upon how long this time period should consist of, or how many

repeated acts have to occur for it to be defined as bullying. This often constitutes a problem when comparing different research since some may use a strict criterion of 'once a week', whilst others use 'looser' measures of 'once in a while'. In addition, research may investigate what has occurred over the last couple of months or on the other hand, in the last year.

Keeping these criteria in mind, bullying is often defined as being an aggressive intentional act or behaviour that is carried out by a group or an individual repeatedly and over time against a victim who can not easily defend him or herself (Whitney & Smith, 1993; Olweus, 1999). Bullying is a form of abuse that is based on an imbalance of power; it can be defined as a systematic abuse of power (Smith & Sharp, 1994; Rigby, 2002).

Research

Although the interest in bullying started in Sweden in the late 1960s/early 1970s, the pioneering work of a quantitative evaluation was carried out by Olweus (1978) in Norway using an anonymous self-report questionnaire. Olweus (1978) found that approximately 15% of pupils in school were involved in bully/victim problems using the criterion of 'now and then'. Out of these 15%, 9% were found to be victims and 7% bullies. By using a stricter criterion of 'once a week' or more, Olweus (1978) found that 3% of the pupils were victimised and 2% were bullying others to this extent. Olweus (1978) also carried out quantitative studies in Sweden (only on the boys) which found that about 10% of boys were involved in bully/victim problems. In

addition, it was found that victims and bullies typically possessed different traits or states. The victim was described as more anxious, insecure, unpopular and having lower self-esteem compared to non-victims. Bullies on the other hand were found to be more aggressive, in a physical as well as verbal manner, against both peers and adults, and had more positive attitudes towards violence and violent means.

After these initial studies it took 10 years before the interest of researchers arose at an international level. Prevalence rates of bullying have now been found to vary across nations (e.g. Nordhagen, Nielsen, Stigum & Kohler, 2005; World Health Organisation, 2002; Smith, Morita, Junger-Tas, Olweus, Catalano & Slee, 1999) and one possible reason for this variance may be to what extent the nation's anti-bullying policies work. One country that does have a long history of strong anti-bullying policies at a national level is Sweden. In cross cultural studies it has been found that Sweden has the lowest prevalence rates of bullying (Nordhagen et. al., 2005; World Health Organisation, 2002). This shows the importance of implementing policies on a national level rather than merely locally.

Initially bullying research underestimated the aggressiveness in the girl population, however, when research extended to include indirect and relational types of bullying, it found that differences in prevalence rates according to gender did not differ to such a significant extent.

Different main types of bullying and actors within them.

Most researchers in the area of bullying, and of aggression more generally, distinguish several main types. The most common categories are physical, verbal, and indirect or relational. Physical aggression includes hitting, kicking, punching, taking or damaging belongings; of these, attacks on property might be considered separately (e.g. Kristensen & Smith, 2003). Verbal aggression includes teasing, taunting, threatening. Both these are usually direct or face-to-face types of aggression. In the 1980s, aggression and bullying were primarily seen as direct physical or verbal attacks. During the 1990s, through the work of Björkqvist (Björkqvist, Lagerspetz and Kaukiainen, 1992), Crick (Crick, & Grotpeter, 1995), and others, the scope has been broadened to include indirect aggression (done via a third party); and relational aggression (done to damage someone's peer relationships), or the similar social aggression (done to damage self-esteem and/or social status) (Underwood, 2002). Most researchers, and indeed most pupils (Monks & Smith, 2006) now consider repeated indirect aggression, such as spreading nasty stories, and relational/social aggression or social exclusion, such as telling others not to play with someone, as forms of bullying.

The earliest work on bullying focused only on the victims or the bullies, however since the mid 1990s with the work of Salmivalli and colleagues (Salmivalli, Lagerspetz, Björkqvist, Österman & Kaukiainen, 1996) the importance of bullying as a group process was highlighted. Salmivalli et al. (1996) identified various roles, specifically;

the *victims*,

the *bystanders*; who are around but do not do anything,

defenders; defending/helping the victims,

ringleader (bullies); initiates the bullying,

follower (bullies); follows the ringleader and joins in

reinforcers; reinforces the bullying by for example laughing and encourages the ringleader and followers.

Age and gender differences

Age and gender differences have been found to vary according to the different main types of bullying. Research has shown that younger ages (junior/middle school) are more likely to both use and experience more direct (physical and verbal) forms of bullying (Björkqvist et.al., 1992) while the older age group (secondary school) is victimised and bully others to a higher extent by indirect forms of bullying. Not only do the main types of bullying vary with age, but it has generally been found (e.g. Smith, Madsen & Moody, 1999) that there is a decrease with age in being a victim, but bullying others does not decrease to the same extent with age. The biggest drop in victimisation rates occurs in sixth form colleges. One proposed reason for this (Smith, Madsen & Moody, 1999) is that the school system is no longer compulsory; hence the worst offenders and victims may not continue schooling. Another reason may be that victims do not continue the schooling with the same peers and may therefore get a 'fresh start' without stigma.

The issue of gender has also been researched in relation to the various main types of bullying. The general finding (e.g. Crick, Casas & Ku, 1999: Crick & Grotpeter, 1995; Whitney & Smith, 1993) is that boys are more likely to be involved in direct forms of bullying, whilst girls are experiencing and bullying others by more indirect and relational forms. This difference in regard to gender was also found by Crick & Grotpeter's (1995) study shows. They found that 15.6% of boys used overtly aggressive forms whilst only 0.4% of the girls exhibited this form. On the other hand they found that 17.4% of girls used relational aggression and the figure for boys on this category was 2.0%.

Evolutionary influences have been suggested to be related to this gender difference, Olweus and Endresen (1998) suggest that the bullying has become sex specific in a manner which most damages the victim. Boys are more concerned with physical status, whilst the importance of relational and peer reputation can be larger in girls. Therefore, the highest damage to one's social status may be achieved by targeting these attributions. This view is clearly indicated by Crick and Grotpeter (1995): ' *We propose that, when attempting to inflict harm on peers (i.e. aggressing), children do so in ways that best thwart or damage the goals that are valued by their respective gender peer groups.'* (p.710).

 Another view, or perhaps a supporting one, has been proposed related to Bandura's (1973, cited in Perry, Williard & Perry, 1990) social theory of aggression. This theory

states that an aggressive act is cognitively mediated by outcome expectancies and outcome values. The expectancies of a reward by showing one's dominance status interlinked with the reward of the victim's passiveness in regard to not fighting back may trigger an aggressive act. However, the values of these outcomes are an important aspect. If one does not put value in such outcomes, one is not likely to commit such an act. And as initial studies by Olweus (1978) and studies following this have shown, bullies exhibit more positive attitudes towards violence and violent means. Perry et. al's. (1990) study supported this theory. They state: *'Peers viewed victimized children... ... as likely to reward their attackers with tangible resources and signs of distress and as unlikely to punish their attackers with retaliation.'* (Perry et. al., 1990, p. 1321).

The effects of bullying

It is widely accepted that bullying is a serious issue that needs to be addressed. The conception that bullying is a serious matter may derive mostly from the effects bullying has on its victims. One study (Williams, Chambers, Logan & Robinson, 1996) for example, found that victimisation in primary school children was associated with health problems such as: head and stomach aches, sleep disturbances and bed wetting. It has also been shown that victimisation may cause depression, anxiety, lower self-esteem and in extreme cases even suicide (Hawker & Boulton, 2000). It has also been found that the duration and frequency of the victimisation has an impact on the effect. Siebecker (2010) found that those who had been more frequently

victimised over a longer period experienced higher levels of depression compared to those who had been bullied less frequently over a shorter time. This study also found that those who were able to escape bullying showed decreased levels of depression. This highlights the need for a 'safe haven' for students that are victimised.

Many studies find correlations between victimisation and internalising problems or unwanted behaviours (e.g. Kaltiala-Heino, Rimpelä, Rantanen & Rimpelä, 2000; Gerisch & Wilson, 2010). Gerisch and Wilson (2010) found that those adolescents that engage in deliberate self-harm reported more victimisation of bullying compared to those adolescents who were not involved in such behaviour. However, studies like these that do find correlations between victimisation and various problems do not show whether victimisation causes the problems or if it is the problems that cause the victimisation. To investigate this issue longitudinal studies are better suited. One such study, a one-year longitudinal study (Kochenderfer & Ladd, 1996) found that victimisation led to loneliness and school avoidance, rather than vice versa in children between 5 and 6 years, although this is probably more of a two-way process in older children. A different longitudinal study (Fekkes, Pijpers, Fredriks, Vogels & Verloove-Vanhorick, 2006) investigated relationships between bullying and a variety of both psychosomatic and psychosocial symptoms such as depression, anxiety, bedwetting headaches etc... The study concluded that those children that had been victims of bullying had a bigger chance of developing new psychosocial and psychosomatic problems compared to those children who were not victimised. However, it was also found that some psychosocial (not physical) problems actually preceded victimisation. The study indicated that children who showed depressive and

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anxious symptoms were at a higher risk to become bullied compared to those who did not show symptoms.

Smith (2010) reviewing research also highlights that being victimised is associated with worse academic performance and also '*contributes independently to children's mental health problems, and can have long-lasting effects.*' Research has also shown that bullying can have a long term impact on both bullies as well as victims. Olweus (1993) carried out a follow-up of boys from 12-16 years to 23-24 years and found that persistent bullies were three to four times more likely to have been convicted several times of different criminal offences. Continual victims on the other hand, were not victimised more at 24 years old compared to the general population, but still had lower self-esteem and greater incidence of depression. A later study (Lund, Nielsen, Hansen, Kriegbaum, Malbo, Due, & Christensen, 2009) confirmed Olweus findings in regard to the victims and also showed that the effects of bullying can last even longer into adulthood. This particular study showed that those who had been bullied at school had a higher risk of a diagnosis of depression when they were between the ages of 31-51 years old compared to those who had not been victimized at school. These studies show that bullying may affect victims in both the short-term as well as the long-term, and also that being a bully may have long-term implications.

Frisén and Bjarnelind (2010) found than not only was being a victim or bully connected with poorer ratings at Health-Related quality of life (including items such as; social functioning, mental health and perception of health), but those who were

being bullied later in their school years (compared to those who were being bullied in the lower grades) expressed having more difficulties and rated themselves as having poorer mental health.

Preventions and Interventions

Most anti-bullying programs have some common criteria such as stressing that the schools and especially staff involved in direct contact with the children should be educated in prevalence rates and the significance of the problem. One important aspect is the 'whole school policy'. This involves everyone in and around the school (teachers, pupils, support staff, parents/careers and appropriate governmental department), knowing what steps and actions to take in case of a bullying situation and who is responsible for those actions to happen. These actions should ideally be developed democratically by the whole school, and result in a written guide i.e. that specific school's anti-bullying policy.

Various programs usually include both preventive and interventive aspects, but the emphasis of these may vary. The 'whole school policy' is a proactive strategy which is concerned with actions that should be taken before the bullying has happened in order to minimize frequencies of bullying. Other parts of a proactive strategy include playground supervision/developing a creative playground, group discussions (where pupils can talk about different subjects, including bullying) and assertiveness training (where those at risk learn how to respond to a bullying act) (Thompson & Smith, in press).

Various peer-support programs could perhaps be argued to fall under proactive strategies, which include pupils from the school forming a support 'club'. These pupils often receive training on how to deal with other pupils at risk. The 'peer-supporters' responsibilities can include approaching and talking to students at risk, sitting next to them at lunch time or supporting them by getting adult help if they find out about bullying incidences. For an overview of peer-support see Cowie and Smith (2010).

In contrast to proactive strategies, reactive ones deal with the bullying once it has happened. These could consist of a variety of approaches such as; disciplinary approaches (e.g. removal from the class-room or detention) or non-disciplinary/restorative (e.g. where more emphasis is put on discussing the issue with the bully to make him/her understand what s/he done wrong and acknowledge that responsibility) (Thompson & Smith, in press).

One of the first researchers to develop an intervention strategy was Olweus (see Olweus, 2004) in Norway, as a result of a strong nationwide interest in bullying issues following the suicide of 3 teenagers as a probable consequence of bullying in 1982. The 'First Bergen Project Against Bullying' was designed as a part of a nationwide campaign which was running from 1983 to 1985. The project could briefly be described as consisting of three broad categories:

- Education of all school staff.

- Information about bullying to all parents with school aged children.

- Strategies to enhance children's awareness of the feelings of the victim.

Bullying reduction rates of about 50% were reported as a result of the project. This intervention program was later tried in the United States and Germany (Smith, in press) and even though reductions of bullying prevalence rates were reported, these projects were not as successful as in Norway.

Another successful program was designed in the UK by Smith and Sharp (1994). The 'Sheffield Project' included various categories of interventive/preventive approaches where the schools had a 'menu' of different approaches to choose from. Some of these were:

- Whole school policies

- Curriculum-based strategies

- Playground work

- Assertiveness training

- The Pikas method

The first of these categories has already briefly been discussed above. The second category: 'Curriculum-based strategies', involved using materials and activities which could be integrated within the curriculum and was designed as to raise pupils awareness of bullying as well as trying to enhance awareness of the feelings of the

victim. This aspect of the project also encouraged pupils in quality circles to talk about bullying and come to their own solutions as to what could be done in order to minimise the problem. The category of the program: 'playground work', was concerned with educating lunch break and playground supervisors so they more easily could detect signs of bullying occurring at break time. Education in what strategies to employ after such detection was also provided and should also have been clearly written down in the written guide developed as a result of the whole school policies.

The Pikas method (Pikas, 1989), which was also included in the 'Sheffield Project' involves a strict script which should be followed when discussions are held with the bully (individually), the victim (individually), group meetings with both bullies and victims and follow ups. The discussions with the bullies are conducted with a no-blame approach, i.e. no blame is placed on the bully, and are prioritised to discuss feelings of the victim with the bully in an attempt to raise empathy. Talks with the victims (individually) also takes place and within these there can also be encouragements of changing behaviors for proactive victims. Some effectiveness of this approach has been found, but it requires thorough training and could be better suited for short term interventions (Smith, Pepler & Rigby, 2004; Smith & Sharp, 1994).

The results of the project included significant reduction of bully incidences. The most important aspect seemed to be the whole school policies, but the other criteria's

played a vital role in the reductions as well. A follow up 5 years later of four of the primary schools (Eslea & Smith, 1998) found that the improvements achieved, only continued in schools which kept their policy active. Hence, it was shown to be of importance to keep policies running and constantly working actively with bullying issues in order for intervention/prevention programs to work.

Summary

The notion of bullying is due to its nature hard to define, and indeed to date there still does not exist a universally agreed upon definition. Even though this problem of definition does exist, researchers are generally agreed upon a few criteria that should be included when defining bullying. The three broadest of these criteria are: intention to do harm, an imbalance of power and a repeated act or behaviour. When investigating bullying by these three criteria, research has shown that victim prevalence rates steadily decrease with age, but bullying others does not decrease to the same extent. Another issue in bullying that also varies with age is that of differences in the form of bullying used. Boys tend to use and experience more direct forms of bullying, whilst girls incidence of bullying include more relational and indirect forms. Two accepted theories of the cause of variations in bullying, or perhaps of aggression in general, are evolutionary psychology and the 'social cognitive' theory of aggression. Research has also shown that the effect bullying may have on both victims and bullies can be very negative and can have lasting effects. Various proactive and reactive intervention programs do exist which are either concerned with disciplinary or non-disciplinary actions. Perhaps one of the most

important variables within preventive and interventive strategies is that of a 'whole school policy'.

Chapter two - The usage of information and communication technology.

Various information and communication technologies (ICT's) have been a daily part of human life for a substantial time. Most of these ICTs have dramatically changed how people communicate with each other, the first one being the telegraph. We no longer had to wait for a letter to arrive in order to keep ourselves updated with what other people not in our immediate proximity were up to and our communication hence changed. However, with other ICTs that followed, such as the mainstream usage of the telephone, the way the ordinary person keeps in touch with others changed dramatically. The radio and television also prompted a kind of paradigm change in how people kept themselves informed of events around the globe. With the Internet and mobile phones, once again, the way we communicate drastically changed. ICT tools have transformed the way many people go about their daily life.

National and individual differences in ICT

The Global Information Technology Report (2008-2009) investigated ICT use around the globe, including 134 economies, which accounted for over 98% of the world's GDP (gross domestic product). They calculated the 'network readiness index' (NRI) based on three main principles: (i) the presence of an ICT-conductive environment, (ii) the preparation needed (who is better prepared) to use ICT for three main sectors (individuals, the business sector and the government) and lastly (iii) the actual use of ICT by these three main sectors. Based on these factors the country that ranked

highest in the NRI index was Denmark followed by Sweden in second place and the United States in third. The nation that came last was Chad. Other examples were that Finland came in 6th place, Norway in 8th, the United Kingdom in 15th place, Zambia 102nd and Tanzania 119th. This means that all the Scandinavian countries (Sweden, Denmark, Finland and Norway) were in the top 10 of the NRI. Perhaps this could be explained due to the long technological tradition of especially Sweden and Finland with two of the biggest mobile phone companies (Nokia and Ericsson) originating from there. This report also looked at how many Internet users per 100 capita there were as well as how many mobile phone subscribers per 100 in the population existed. A few examples can be seen in Table 1.

As can be seen in Table 1, the Scandinavian nations were all very high on mobile phone subscriptions, in fact in all the Scandinavian countries there are more subscriptions than the population (because some people have more than one subscription as well as that many companies give a company phone to their employees). The Global Information Technology Report (2008-2009) is a useful report in the sense of getting an overview of which nations have the heaviest usage (or best readiness) of ICTs, however it does not break down the statistics on the usage of these by individuals. Two other reports; one made by Eurostat (Seybert, 2007) and another commissioned by the European Commission (2010), both provide useful statistics of Computer and Internet use in the European countries.

Table 1. Proportion of Internet users and mobile phone subscribers

	Internet users'	Mobile phone subscribers
Norway	80.9 %	110.5 %
Sweden	76.8 %	113.7 %
US	71.9%	83.5%
Finland	68.2 %	115.2 %
UK	66.2%	118.5%
Australia	54.2%	102.5%
Denmark	64.3 %	114 %
Gambia	5.9%	46.6%
Ethiopia	0.4%	1.5%

Figures above 100% indicate that some people in the population have more than one subscription (e.g. perhaps one personal and one work related).

Seybert (2007) reported that in the European Union as a whole about 48% of men and 39% of women aged 16-74 years used a computer at least once a day. For younger people aged 16-24 years this figure was: 67% for men and 62% for women. There seems to be a gender difference in computer use and perhaps a proportion of this difference could be explained by more men (2.6%) working as computer professionals as opposed to women (0.7%) (Seybert, 2007). Again, the Scandinavian countries report some of the highest figures (around 75%) for both women and men,

in the daily usage of computers. When looking at Internet usage, Seybert (2007) also report that more men (38%) compared to women (28%) use the Internet on average at least once a day. The corresponding figures for the age group 16-24 years old were: 53% of men and 48% of women, hence it can be seen that in these younger ages the difference in Internet usage is not as large as in the sample as whole.

The more recent report (European Commission, 2010) of Internet usage shows that the use of Internet in Europe is one of the highest in the world. 48.9% of people in Europe use Internet compared to the world average of 23.8%. If excluding European use, in the rest of the world 20.4% of people use Internet (statistics from 31 March 2009). In two years (between 2006 and 2008) there was an increase of 18% in regular Internet users in the age group 16-24 year olds in the EU. In some countries, such as Greece this increase was higher, some 27%. Furthermore, in this age group three of the Scandinavian countries (Denmark, Finland and Sweden) are included in the highest (between 84-89%) regular internet users reported.

When looking at specific reports on young people's usage of the Internet and mobile phones, the Flash Eurobarometer (2008) investigated parent's views on the usage of Internet and mobile phones on their children aged 6-17 years old. The three Scandinavian countries mentioned in the report were: Finland with 94% Internet users and 87% mobile phone users, Denmark with 92% Internet users and 79% mobile phone users and lastly, Sweden with 91% Internet users and 76% mobile phone users.

A more specific study (Söderqvist, Hardell, Carlberg & Mild, 2007) investigated mobile phone accessibility and usage in Swedish children aged 7-14 years. This study found that 71.9% of the sample reported access to a mobile phone: 49.1% of 7 year olds, 57.8% of 10 year olds and 98.3% of 14 year olds. They also found significant gender differences in mobile phone usage. 81.2% of the girls reported access to a mobile phone compared to 77% of boys. Girls also used their mobile phone to send more text messages compared to the boys. This gender difference in the usage of mobile phones was also found in a literature review (Becta, 2008) which concluded that girls use more mobile phones compared to boys. Even though there might exist a gender difference in the usage of mobile phones, Gross (2004) found that girls' and boys' online activities are more similar than different. With the introduction of 'smart phones' the usage of Internet and mobile phones may now be more integrated. That is, these phones now have multi-task technology where one uses his/her mobile phone to access the Internet, play music, watch videos as well as call people.

'Online' and 'offline' communication

Virtual communication can take place in a large variety of different ways. To mention two main sources of virtual communication, mobile phones and the Internet, communication can for example occur through mobile phone calls, text messaging, emails, chat-rooms, on social network sites, postings on various web-pages etc. Internet can also be used for non-communicative purposes such as information seeking, shopping, downloading music/movies, watching television programs and so on. Most children and indeed adolescents have grown up with these forms of virtual

communications and interactions and could perhaps be argued to live in a parallel world with these and traditional ways of interactions.

A large amount of research has been conducted on the similarities or differences between 'offline', i.e. face-to-face communication and communication in virtual environments. A first point is that knowing the identity of the person whom one is communicating with is essential for both understanding and evaluating different interactions (Donath, 1999). Some key features of identity are gender, race, class and sexuality (Bell, 2001). In face-to-face interactions certain cues regarding identity are given on first sight, such as sex, race or age. However, in virtual communication such cues may be missing or even falsified. In a chat room for example, it is not always known who the person is based on their 'screen-name' and people can also pretend to be someone they are not. Even though identity cues may be missing, they are not always altogether absent. The email address may for example give away if a person comes from an organisation (e.g. Robert@belt.org) or is using a personal email address (which usually then ends with .com or .co.uk etc…). Email addresses can also give away from which country someone is from, for example in the UK the email address could end with *.uk* but in Sweden it may end with *.se*. The way someone communicates can also give away certain cues, such as age or gender. Goffman (1959, in Donath, 1999) distinguished between the 'expression given' and the 'expression given off'. He argued that the 'expression given' is for example; 'I am a teenager', but the way one later writes (perhaps in a very adult like way) and sustaining the communication is the way the 'expression is given off'.

However, although certain cues of identity may be missing in virtual environments, many people communicate with other people that they get to know and hence getting to know their identities. Yum and Hara (2005, in Piazza & Bering, 2009) argued that those relationships that form online very much develop like those relationships that develop through face-face interactions. Furthermore, Whitty and Gavin (2001, in Piazza & Bering, 2009) advocate that the sequence of those relationships develop through stages of trust; that one first share name, then e-mail address, then phone number etc…

One big difference between face-to-face interactions and virtual interactions is the absence of body language or non-verbal communications such as facial expressions. This may sometimes lead to confusion. To take an example: in face-to-face communication when someone is sarcastic the expressed words do not mach the facial expression. One might say something slightly nasty but with a smile on the face, and usually the other person (especially if these two people know each other) understands the sarcasm. In a virtual environment these behaviors or cues are missing. To get around the 'problem' various emoticons (emotion icons) have developed. When someone wants the other person to know that s/he is smiling the icon :) may be used. If someone is sad :(could be used. Various such icons exist and are used frequently amongst different groups. And Derks, Bos and von Grumbkow (2007) argue that most often these expressed emoticons are similar to the expressions of different emotions in 'real life' interactions. However, even though they are used and

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are similar, they are not to be mistaken for actual nonverbal communication since they should be considered as more voluntary and deliberate (Derks et al., 2007).

Various positive sides of virtual communication have been reported. For example, communication in a virtual environment may have a positive effect on introverted or shy people. In a review of how shy people may benefit from the Internet, Saunders and Chester (2008) concluded that the internet may provide a safe place to both interact as well as form different relationships for shy people. Furthermore, Amichai-Hamburger, Wainapel and Fox (2002) showed that those people who are introverted located their 'real me' on the Internet, as opposed to extrovert who located their 'real me' in face-to-face social interactions. These authors argued that: *'It would appear that the social services provided on the Internet, with their anonymity, lack of need to reveal physical appearance, rigid control of information revealed in the interaction, and the ease with which it is possible to find like-minded people, provide an excellent answer to people who experience great difficulty in forming social contacts due to their introverted personality.'* (p. 127-128).

These social contacts in a virtual environment can be positive not only for introverted people but others as well. Hinduja and Patchin (2008) argue this point well: 'R*egardless of the physical or temporal location of a person, then, users can intangibly surround themselves with the online representation of friends and acquaintances-allowing them to instantaneously feel close to any or all of them. These online portrayals are often replicas of their real life counterparts, and so*

interacting in this manner is arguably the next best thing to actually being with those friends in person. Indeed, it may even be preferred due to the ease and celerity with which conversation can take place' (p.127). The authors of this study also cite Berson, Berson and Ferron's (2002, in Hinduja & Patchin, 2008) work that has shown that virtual communication can be a good ground upon which to learn self-control, tolerance and respecting others points of view as well as to exercise decision making and critical thinking.

The question whether someone actually feels satisfied with a virtual relationship has been raised by Pornsakulvanich, Haridakis and Rubin (2008). Their research showed that the extent to which people feel satisfied with their relationships online depends on various issues such as their motives and dispositions. This study showed that when people used computer mediated communication (CMC) for self-fulfillment purposes and when they disclosed their personal feelings to others, they did feel satisfied with their online relationships. However, those using CMC in order to belong to a specific group or to participate in discussions felt less satisfied with online communication.

The positive sides of virtual communications are not confined to interpersonal relationships, but it has also been shown that specific forms of this communication (Instant messaging in this case) can be a safe environment where adolescents can improve or practice their social skills (Selfhout, Branje, Delsing, Bogt & Meeus, 2009). However, fears do exist that virtual communication has negative sides as well. Burnett and Marshall (2003) argue that there is a common fear that the quality and

amount of time spent offline with others may decrease, the more time one spends online. However, there are mixed findings in regards to this. Nie and Erbring (2000; in Burnett & Marshall, 2003) showed that that the more time one spent on the Internet, the less time one spent time in face-to-face interactions. But UCLA (2000; in Burnett & Marshall) showed that people reported the same amount of time spent in face-to-face interactions since going online and also that both non-Internet users as well as Internet users reported equal time spent with friends' offline.

Another fear of Internet based communication is that it correlates to higher levels of depression since it may have negative sides such as Internet addiction. However it seems that only Internet-use that is based on non-communication (e.g. surfing) has damaging effects on depression and social anxiety, whilst Internet usage based on communication has beneficial effects on depression (Selfhout, et al., 2009). A different study (Ybarra, Alexander & Mitchell, 2005) demonstrated that a link between Internet use and depression may exist. This study showed that those youths with DSM-IV like symptoms of depression were two and a half times as likely to use Internet at school compared to at home. The authors argues that this could be due to them avoiding face-to-face interactions at school where the demand for this type of interaction is high, and that they consequently choose to spend their time on the computer instead. However, they also concluded that both youths with or without depressive symptoms were equally likely to use Internet to interact with people they knew from the offline world.

One aspect of virtual communication that has gathered a lot of research is the anonymity factor. This anonymity can be seen from two aspects. One aspect is the anonymity of oneself and the other the anonymity of the person one is communicating with. Hinduja and Patchin (2008) investigated this issue from the perspective of how much personal information adolescents reveal on a popular social network site (MySpace). Their content analyses showed that around 40% of adolescents set their profiles to private which limited people who were not their friends to see their personal information. However, those who had not set their profile to private included where they lived (city) in 81% of the cases, and 28% also indicated which school they went to. In addition to that 57% included a photograph of themselves so one can easily see the potential dangers. It does not take more than the name of the school and a photograph to be able to locate a person and those adolescents who reveal such information may be in danger from those who want to hurt others.

Another side of the anonymity issue was taken up by Christopherson (2007) in a review of anonymity online. This review cites Zimbardo's (1969, in Christopherson, 2007) 'deindividuation theory' which argues that when other people are unable to identify someone that tends to lead to that person having less internalized controls such as shame, guilt or fear. Another aspect of anonymity was taken up by Brighi, Guarini and Genta (2009). These authors discuss Milgram's (1974) famous experiment where participants were required to give an electric shock (this was a fake electric shock, although the participants did not know this at the time of the

experiment) to another person. This experiment *'...demonstrated how the possibility for the aggressor to see the effects of his own actions on the victim was directly proportional to his refusal to continue his aggressive act. The maximum levels of aggression increased when the distance of the victim was such that the aggressor could not see him and hear his suffering'* (Brighi et al, 2009, p. 20). These two points shows that an aggressive act can perhaps be stronger if the victim remains 'anonymous' and that the aggressor if he or she feels anonymous may feel less shame or guilt. However, although these points may be valid, care needs to be applied when trying to explain or relate to how individuals react or feel in face-to-face interactions compared to virtual interactions as they are different. Christopherson (2007) concluded that *'...most researchers in this area have agreed that new theories of interpersonal behavior are required to more fully explain and understand how anonymity affects behavior in CMC.'*

Summary

ICT tools have been shown to be used frequently by a large amount of people in the world, especially in the European countries. Although there do exist some gender differences in the usage of computers and internet with more male users compared to female, this difference is not as large in the younger ages as it is in the older. When looking at how adolescents use these ICTs it has been found that girls do have more access to mobile phones, but when it comes to Internet use both girls and boys seem to use this tool quite similarly. Although some negative aspects of Internet usage has been raised such as addiction and correlation to depression, as well as suggestions

that aggressors may feel less remorse or guilt if they feel anonymous, many positive

sides exist as well. These include forming friendships, raising tolerance to others and

having a venue to exercise critical thinking and decision making.

Chapter three - Cyberbullying

Cyberbullying, electronic bullying, digital bullying… Many are those terms that have been used to describe the same phenomenon. That is, in the past decade a new type of bullying has emerged due to the widened usage of electronic devices such as mobile phones and the internet through computers. The terms above are used to describe the same phenomenon in different ways. In this thesis the term cyberbullying will be used. It could be argued that cyberbullying includes all kinds of bullying which occurs through electronic devices. So does electronic bullying, however, the term cyberbullying is more widely used. Digital bullying is in its own language restricting itself to only refer to bullying through digital means and hence not acknowledging analogue technology.

Cyberbullying could be divided into two main subtypes: mobile phone bullying and Internet bullying; including the World Wide Web, email functions, ftp-servers etc. However, with the development of 'smart-phones' (mobile phones that have multiple functions including both phone and Internet) these categories have somehow merged into one another. Research on cyberbullying has generally not included the home phone, but it could be argued that due to the nature of cyberbullying this device could be included.

Definition

As previously mentioned (see Chapter One) there do exist a few problems when defining bullying in general which due to obvious reasons also have to be considered when defining cyberbullying. However, defining cyberbullying poses some additional problems on its own. The definition of bullying consists of acts or behaviours that have to be of a repetitive nature and this should be applied to cyberbullying as well as it is a form of bullying. But due to the nature of some of the concepts included in cyberbullying, this act or behaviour may repeat itself outside the cyberbully's initial control. This argument arises most acutely for photo/video clip bullying: taking a picture or video clip with a mobile phone of someone in order to use it in an abusive manner, by sending it to others or uploading it onto a webpage on the Internet. The behaviour of taking the picture or video clip may have occurred merely once; yet if the bullying person sends that picture to more than one other person, or if the person receiving the image forwards it to anyone else, it could be argued that this falls under the category of repetition. Furthermore, if the picture or clip is uploaded onto a webpage, every hit on that specific page could count as a repetition. This type of behaviour may occur in some of the other subcategories of cyberbullying as well such as creating an insulting web-page or posting a message on a website. Figures based on the victim's awareness of frequency may therefore be less reliable than for traditional bullying; and consequently the use of repetition as a criterion for serious bullying (as often used traditionally, e.g. Solberg & Olweus, 2003) may be less reliable for cyberbullying.

A second issue that arises in the definition is that of 'power imbalance'. In traditional bullying Olweus (1997, in Dooley, Pyzalski & Cross, 2009) referred to this power imbalance by describing the victim as 'weak', which could refer not only to physical weakness but also mental. However, in cyberbullying this power balance is not as clear. That is, studies (e.g. Raskauskas, 2010; Slonje & Smith, 2008; Smith, Mahdavi, Carvalho, Fisher, Russell & Tippett, 2008) have shown that sometimes the victim does not know who the person is that is cyberbullying him/her and hence the power can not be known. In addition Ybarra and Mitchell (2004) suggested that a victim of traditional bullying may become a cyberbully as a form of revenge. Since they cannot retaliate in traditional ways due to the power imbalance they might do so online. Although studies (e.g. Vandebosch & Van Cleemput, 2009; Slonje & Smith, 2008; Rauskauskas & Stoltz, 2007) have failed to find such a connection, there is a possibility of 'weak' people cyberbullying someone that in 'real life' is stronger either physically or mentally.

This power imbalance has however, been suggested to occur due to either the anonymity of the cyberbully or the knowledge of ICTs (e.g. Vandebosch & Van Cleemput, 2008). This notion is indicated by a pupil in a study by Mishna, Saini and Solomon (2009, p. 1224) who stated: '*can be anyone, even someone next door.*', indicating that the anonymity of the cyberbully makes one uneasy. This anonymity might therefore be argued as empowering the one doing the cyberbullying. When it comes to the notion of power imbalance due to knowledge (or expertise) of ICTs, it is not as clear if this notion has any basis. Although studies have shown (e.g. Ybarra &

Mitchell, 2004) that cyberbullies rate themselves as Internet experts to a higher degree compared to those who do not cyberbully others, it does not take too much expertise for someone to take a picture of someone else and then upload it to the Internet, or to send an abusive text-message. Perhaps in certain environments (e.g. 'second life'-a virtual world, see e.g. Coyne, Chesney, Logan & Madden, 2009) the expertise may enable someone to become more powerful than others, however, in other environments it does not. In addition, Dooley et al. (2009) also suggest, based on the findings of Slonje and Smith (2008) showing that it is very hard for the victims to get away from the bullying (that it follows you wherever you are), that this in a sense can make the victim powerless since s/he cannot avoid the acts of bullying.

Taking these aspects into consideration, cyberbullying may be defined by extending the definition of traditional bullying to: an aggressive act or behaviour that is carried out using electronic means by a group or an individual repeatedly and over time against a victim who can not easily defend him or herself (Whitney & Smith, 1993; Olweus, 1999). Cyberbullying is a form of abuse that is based on an imbalance of power; it can be defined as a systematic abuse of power (Smith & Sharp, 1994; Rigby, 2002) which occurs through information and communication technologies.

Different forms of cyberbullying.

A study in UK the (Smith et al., 2008) identified 7 main types of electronic bullying:

- Text message bullying (via abusive text messages).

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- Picture/Video Clip bullying (via mobile phone cameras, includes taking a picture or clip of someone else in order to use it in an abusive manner e.g. sending it to others or uploading it onto a website).

- Phone call bullying (e.g. abusive or silent calls).

- Email bullying (sending or receiving abusive emails).

- Chat-room bullying (being abusive or being abused whilst evolved in chat room features).

- Bullying through instant messaging (e.g. msn which is a form of a meeting community where ones contacts can see when you are logged in. Used as its name applies, i.e. sending and receiving instant messages).

- Bullying via websites (e.g. create a website which is abusive towards a specific person or uploading information onto an already existing website).

Although the authors distinguished between these seven subcategories of cyberbullying, they do acknowledge that there exist other types as well, e.g. Bluetooth (a way to send messages and files via mobile phones to someone in a certain vicinity). However, these latter types were not as frequently used and experienced as the main seven at that time.

Happy slapping (which may be a sub-category of picture/video clip bullying) may primarily be defined as: a violent attack on an individual, which is intentionally filmed by the knowledge and acceptance of the perpetrator.

It seems that happy slapping differs in a variety of ways from that of other forms of cyberbullying and one question that has to be addressed is whether happy slapping falls under the term of cyberbullying or assault? It is hereby argued that whether one should conceptualise the act as bullying or a 'one off' assault depends on some vital factors.

Starting from the victim's perspective, it may be that happy slapping most often is perceived as a one off assault. That is, the victim's focus is most acutely directed to the person or persons carrying out the physical assault and not to the person participating indirectly by holding the camera. Actually, the victim may not even be aware of the recording since the most direct threat is not the camera, but rather the attacker/s. Therefore, the effect of the experience may mainly fall under a 'one off' assault rather than bullying. However, if the assault is uploaded on a webpage and the victim knows about this, or if the victim finds out that the clip is distributed in other forms i.e. shown to other people, then the perception of a 'one off' assault may shift to that of bullying.

From the offender's point of view, happy slapping may fall under the category of bullying rather than a one off assault. That is, the person/s carrying out the act is most probably filming the event in order to show off the clip. This showing off may occur as a repetitive behaviour (showing the clip to more that one other person) or the clip may be uploaded onto a webpage. This distribution of the clip can be seen as a form of power display similar to that occurring in bullying.

Happy slapping is hereby also hypothesised to differ from other forms of bullying in another vital manner which is related to the definition of bullying. Cyberbullying, and bullying in general is most often defined as either being carried out by a person or a group of people. In happy slapping however, most often there is more than one person carrying out the act (one holding the camera and at least one other person carrying out the attack). This does not exclude the possibility that instances of one person filming what s/he is doing do not occur, but this may be an exception rather than the norm. Therefore, happy slapping may be a group phenomenon to a higher extent than bullying is in general.

One issue of concern when trying to divide the concept of cyberbullying into various forms may occur due to the nature of existing technology. That is, the various forms of technology are highly interlinked which makes it possible to send and receive email via a mobile phone as well as use the mobile phone as Internet more broadly. However, the question of what technological device is applied in the bullying should not be of concern, but rather by what means the act or behaviour reaches the victim. By using this definition, research is concerned with whether the victim of cyberbullying receives for example an email regardless of whether the bully sent it by a mobile phone or a computer, and regardless of the victim's means of reading it. This suggestion of dividing cyberbullying into subcategories is proposed due to variance in effect between different subcategories of cyberbullying.

Cyberbullying may also not only differ by type of technology, but also by type of behaviour; e.g. threatening, rumour spreading, stealing someone's identity etc…

The impact of cyberbullying

The argument above in regard to defining subcategories, derives due to existing research on the impact cyberbullying has on its victims. Smith et. al. (2008) investigated whether pupils in general perceived cyberbullying to have less, equal, or more of a negative impact compared to traditional bullying. The study was also constructed to investigate each subcategory of cyberbullying on its own and not merely cyberbullying as a broader term. The findings showed that the perceived impact varied across different categories. Picture/video clip and mobile phone call bullying were perceived as having a greater negative impact, website and text message as equal impact and chat room, instant messenger and email bullying were perceived as having less of an impact compared to traditional bullying.

A later study (Slonje & Smith, 2008) showed that not only does the impact vary according to differences in categories, but also on the status as victim/non-victim. That is, victims of cyberbullying often perceived the impact to be more negative than the general sample of pupils. This study also suggested that two factors may influence the impact: spontaneity and feelings of personal breach. For example, mobile phone call bullying was sometimes perceived as more personal (the bully knew your mobile number) and more negative due to this, as well as knowing that the bully actually took his/her time to find out a number; thus it was not perceived as something

spontaneous, rather very planned and intentional. For email bullying on the other hand, a common reason given for its lesser impact, was that it was not seen as personal since most often the victim did not know who the bully was, and hence the email could have been meant for anyone and not specifically for the victim.

Due to these findings, it may not matter if the victim would use his/her mobile phone to read the abusive email or the computer to do so, it is still the impact of the email that is an issue and not by which means it was read.

Some studies have investigated the impact cyberbullying may have on the victims in a different manner than comparing it to that of traditional bullying. Beran and Li (2007, in Spears, Slee, Owens & Johnson, 2009) reported that 57% of the victims felt angry and 37% hurt or sad. Another study (Ybarra, Mitchell, Wolak, & Finkelhor, 2006) indicated that 65% felt threatened or worried and 38% had feelings of distress. Patchin and Hinduja (2006) reported that the minority of victims (43%) said it did not affect them, but those who it did affect reported feelings of frustration (43%), anger (40%) and sadness (27%). A later study conducted by the same authors (Hinduja & Patchin, in press; in Smith & Slonje, 2010) found that the same feelings were reported by the victims. Raskauskas (2010) reported that all the effects of the bullying were reported as negative by the victims and that 38% of the victims (the study only investigated text-message victimization) felt that the bullying 'had a lasting effect' on them. Feelings such as anxious, depressed, not trusting others and feeling bad about one self were the most commonly reported feelings. The study also found that victims

compared to non-victims had more depressive symptoms. Bearing in mind that the study was not designed as a longitudinal study, it cannot be certain whether the victims became depressed after the incidence or whether the depression in some way may have contributed to the victimization (see chapter One for discussion on methodology). Spears et al. (2009, p. 192) reported in a qualitative study that pupil's description on how cyberbullying felt were: *'unnerving, demeaning, inescapable, and unsafe, making participants feel vulnerable and alone…; like being trapped; „,[it felt like] a huge power imbalance and [an] invasion of privacy.'*

Lastly, a study by Ortega and colleagues (Ortega, Elipe, Mora-Merchan, Calmaestra & Vega, 2009), investigated the emotional impact that both traditional and cyberbullying may have on victims. A set of emotions were investigated including; Embarrassment, anger, being upset, stressed, worried, fright, loneliness, depressed and feelings of defenseless. Some of the results showed that victims of direct forms of bullying scored highly on feelings of anger, embarrassment, being stresses, feeling afraid, depressed and alone. The study also found that generally more females reported a higher number of negative emotions compared to males.

Therefore, even though a minority of victims stated that it did not affect them or that they were 'not bothered' (Burgess-Proctor, Patchin & Hinduja, in press; in Smith & Slonje, 2010) the majority perceived cyberbullying as something negative associated with feelings of distress.

Research in various countries.

To date most studies of cyberbullying have investigated issues such as prevalence and age- and gender differences, although some studies have investigated other issues such as impact. Many studies carried out so far have been mostly confined to examining just one aspect of cyberbullying (for example text messaging), or have been carried out as just one part of a larger research program.

In the UK, Oliver and Candappa (2003) reported limited data on cyberbullying in a study focused on various bullying related issues. They briefly mention text message bullying in relation to students aged 12-13 years; 4% had received nasty text messages, and 2% had received nasty email messages. Another study which briefly featured statistics related to cyberbullying, was completed for the SHEU (Schools Health Education Unit) (Balding, 2004). A health related questionnaire completed by 40,439 young people between the ages of 10 and 15, included a question "Have any of the following happened to you in the last month?" completed by students aged 10-11 years; just 1% of boys and girls indicated they had been bullied through their mobile phone; whereas 21% said they had been teased and 22% had been called nasty names.

Ybarra and Mitchell (2004) in the USA surveyed internet use in 1,501 youths aged 10–17 years. Over the last year, 12% reported being aggressive to someone online, 4% were targets of aggression, and 3% were both aggressors and targets. These authors hypothesised that some victims of conventional bullying may use the Internet

to attack others, in a form of compensation. However, Raskauskas and Stoltz (2007) and Slonje and Smith (2008) found no support for this hypothesis.

The NCH (formerly National Children's Home in UK) produced a survey on cyberbullying in England (NCH, 2005). Out of the 770 young people aged 11-19 20% had been bullied or threatened by some sort of cyberbullying, 14% had been bullied or threatened through text messages, 5% through chat-rooms and 4% through email. In addition 10% reported being photographed by a mobile phone camera and feeling threatened, and of these, 17% reported they felt that the image had been sent to someone else. Also, 11% claimed to have sent a bullying or threatening message to someone else.

Campbell and Gardner (2005, cited in Campbell, 2005) reported that 14% of 120 year eight Australian students had been targeted by cyberbullying, and 11% had bullied others. The most prevalent method was bullying by text messaging, followed by chat room bullying and bullying through email. Over half of the sample investigated thought cyberbullying was on the increase.

Li (2006) surveyed 264 students from three junior high schools in Canada. About 25% had been victims of cyberbullying, and about 17% had bullied others (these figures presumably referring to if students had ever done this). Nearly two-thirds had been cyberbullied one to three times, the remainder more than three times.

Raskauskas and Stoltz (2007) surveyed 84 students in the USA aged 13-18 years on three types of cyberbullying over the last school year; 48.8% reported being cybervictims (compared to 71.4% being traditional victims; these high figures stem from including '1-2 times' in the definition). The most common form of cyberbullying was by text messaging (experienced by 32%) followed by internet/website (15.5%) and picture phone (9.5%). In addition 21.4% reported being cyberbullies (compared to 64.3% traditional bullies). Many cyberbullied victims were also traditional victims, and most cyberbullies were also traditional bullies.

In Greece, Kapatzia and Syngollitou (2007; in Smith & Slonje, 2010) included 544 students between the ages of 14 to 19 years in their study and found that 15% had been victimized once or twice, whilst 6% were more frequent victims (two or three times a month or more). The figures for cyberbullying others were 9% (once or twice) and 7% more often.

Smith et al. (2008) investigated a U.K. sample of 92 students aged 11-16 years, from 14 schools, they found the main forms to be: email, text message, phone call and picture/video clip. They reported that 22% of pupils had been victims of cyberbullying at least once, and 6.6% more frequently, over the last couple of months. Phone call, text messages and email were the most common forms of cyberbullying both inside and outside of school, while chat room bullying was the least common. Prevalence rates of cyberbullying were greater outside of school than inside.

River and Noret (2010) in England conducted a study that ran from 2002 to 2006 investigating text message and email bullying. 13% of the pupils were being cyberbullied in year 2002, with a slight dip in prevalence rates year 2003, but in 2004 it rose to 16.4% before declining again in 2005-2006. Over all more girls compared to boys were being cyberbullied, by year 2006 the figures for girls were 20.8% vs 10.3% for boys. In addition they found that boys tended to received more hate-related communication whilst the girls were being targeted more by name-calling messages.

When looking at studies conducted more closely (geographically) to the ones that this thesis is built upon, that of Scandinavia, Slonje and Smith (2008) investigated cyberbullying in a sample of 360 Swedish pupils. It was found that 11.7% were victimized by cyberbullying and 10.3% admitted bullying others through electronic means. This study, in line with Smith et al. (2008), found that a higher occurrence of cyberbullying took place outside of school compared to at school. The most common forms of cyberbullying were email and picture/video clip bullying, closely followed by phone call and text message bullying. The pupils were also asked whether they thought that the adult population would be aware of occurred cyberbullying. The findings suggested that pupils did not perceive adults to be aware of cyberbullying to the same extent as traditional bullying.

In a different study conducted in Sweden, Thyholdt and Englund (2009) investigated mainly traditional bullying amongst 3600 pupils, however included one global question about cyberbullying. They found that 2.9% of their younger sample (grades

3-6, aged 9-12 years) had experienced cyber victimisation, whilst 3.9% of the older pupils (grades 7-9, aged 13-15 years) had done the same. In addition, Friends (a non-governmental organisation involved in anti-bullying work) reported 41.3% cyber victimisation and 35.8% cyber bullies amongst 1113 pupils aged 14-16 years (no time frame given so presumably if they had ever experienced it) (Friends, 2009). Another interesting research question posed by Friends was whether the cyberbullying had increased or decreased during the summer vacation: 76.3% of the adolescents asked stated that it had decreased whilst only 6.7% indicated it had increased. This finding together with other findings (Slonje & Smith, 2008) that when the victims of cyberbullying know their aggressors they tend to report that it is the same pupils from the same school indicates a strong link between cyberbullying and peer relationships at school.

In Finland, Salmivalli and Pöyhönen (in press) conducted a large-scale survey including 21 607 pupils between 8-15 years old. Results showed that almost 10% had been targeted as victims of cyberbullying within the last few months at some point, and 2% more frequently (2-3times/month or more). Only 1% reported cyberbullying others frequently. Save the Children Finland (2008; in Salmivalli & Pöyhönen, in press) reported that 9-17% of the boys and 11-20% of the girls had experienced Internet bullying by peers.

In Denmark two different surveys were conducted in 2006 and 2008 by Bornerådet. The 2006 survey included 725 students in grade 9 and showed that 12.5% had been victimised by text message bullying, 9.1% via chat rooms, 8.7% via mobile phone

call, 2.6% via email and 1.8% via MMS (Multimedia Messaging Service). The corresponding victim figures for the 2008 study (response from grade 6 pupils) were; 16.2% via text messages, 10.5% chat rooms, 6.9% mobile phone call, 2.4% email and 1.2% via MMS (in Frisén & Slonje, in press). One can see when looking at the figures from these studies that they are remarkably similar even though they are conducted two years apart and including different age groups.

Age and Gender

Studies on age differences show mixed results. Ybarra and Mitchell (2004) reported older students (15+ years) being more often internet aggressors than younger students (10-14 years) which is quite in line with Smith and colleagues (Smith et al., 2008) who reported older pupils (14-16) being more involved as bullies compared to younger pupils (11-14). Tyholdt and Englund (2009) reported slightly more victims (3.9%) in their older age group (13-15 years) compared to 2.9% in the younger age group (aged 9-12 years). And in Spain (Ortega, Elipe, Mora-Merchan, Calmaestra & Vega, 2009) no age differences were found for Internet bullying, but for bullying via the mobile phone there were more victims (5.9%) in 14-15 year olds compared to 12-13 year olds (4.6%). Slonje and Smith (2008) found that younger students (12-15) were victimized more often compared to their older peers (15-20). In this study the older age group were a selected group (Sixth Form College) hence the lower figures of victimisation in this group may depend on that. However, other studies have also found that the younger age groups were more involved in cyberbullying. Save the Children in Finland (2008; in Salmivalli and Pöyhönen, in press) showed a decreasing

trend with victimization being the highest among 11-year olds and the lowest among 16-17 year olds. In Norway a peak of incidences of cyberbullying (Olweus, personal communication, 2007; in Smith & Slonje, 2010) was reported at 14-15 years old.

When looking at gender differences, again there are quite mixed findings. Smith et al. (2008) found that girls were significantly more likely to be cyberbullied, especially by text messages and phone calls, than boys. Li (2006) found no gender difference for being a cybervictim; but that cyberbullying others was nearly twice as high in boys than girls. Ybarra and Mitchell (2004) found no significant gender differences for Internet aggressors or victims. Slonje and Smith (2008) found that girls to a higher extent than boys were victims of email bullying; although girls were overall slightly more victimized compared to boys this was not significant. Boys on the other hand, were found to be slightly more frequently bullies compared to girls in all categories of cyberbullying, but this was only significant for text message bullying. Tyholdt and Englund (2009) found girls to be more victimised (4%) compared to boys (1.8%) in their younger age group (9-12 years), but in the older age group (13-15 years) the findings were opposite. Now boys were more often cyber victims (5%) compared to girls (2.7%).

Salmivalli and Pöyhönen (in press) found boys to be cyberbullying others more often (1.4%) compared to girls (0.4%). Victimization in this study did not differ as much with 2.2% of the boys being victimized and 2% of the girls. Olweus (personal communication 2007; in Smith & Slonje, 2010) also found that boys were more often

both cyber victims (3.6% as well as cyber bullies (1.2%) compared to the girls (2% victims and 0.4% bullies). Friends (2009) found girls to be victimized to a higher extent (49.5%) compared to boys (33.4%. Similar findings for being a cyber bully was also reported in this study with more girls (39.7%) reported bullying others compared to boys (32%). Tokunaga (2010) reviewed various research up to date and found no definite pattern relating to gender. Perhaps some gender differences are more due to the different time (what year) that the studies were conducted, e.g. social network-sites might have appealed more to girls than boys in the beginning but due to its popularity such gender differences may have disappeared.

Some emerging themes about cyberbullying.

In the literature as well as on various Internet sites it has been suggested that cyberbullying differs in some aspects to traditional bullying (Slonje & Smith, 2008). Some emerging themes are:

No place to hide: 'You can't run or hide from cyberbullying'. Unlike traditional forms of bullying, where once the victim gets home they are away from the bullying until the next day, cyberbullying is more difficult to escape from; the victim may continue to receive text messages or emails, or view nasty postings on a website, wherever they are.

Breadth of audience: cyberbullying can reach particularly large audiences in a peer group compared with the small groups that are the usual audience in traditional

bullying. For example when nasty comments are posted on a website, the audience that may see these comments is potentially very large.

Invisibility of those doing the bullying: cyberbullying is not a face-to-face experience, and (like rumour-spreading) provides those doing the bullying with some degree of 'invisibility' and at times anonymity. Online pseudonyms may be used on the internet.

Unawareness of consequences: Compared to most traditional bullying, the person carrying out cyberbullying may be less aware or even unaware of the consequences caused by his or her actions. Without such direct feedback there may be fewer opportunities for empathy or remorse and this might contribute to the bullying actions continuing. There may also be less opportunity for bystander intervention.

Summary

Research on cyberbullying conducted so far has mostly used an exploratory method to investigate prevalence rates. Research on gender and age differences is still inconsistent, and further studies with larger samples are needed to be able to see if a pattern exists. In some aspects it has been found that cyberbullying differs from that of traditional bullying, with the breadth of audience and no safe haven to run to as possibly most concerning. Victims of cyberbullying perceive these forms of bullying that include large audience sizes to be of a highly negative impact and they as well as

the general population of pupils think that adults are not aware of the cyberbullying to

an equal extent as they are about traditional forms of bullying.

Chapter four- Study One

AIM

The main aim of Study One was to investigate what different reasons or issues pupils perceived were related to the negative feelings a victim may have when being bullied. A secondary aim was to investigate what different reasons (to bully someone else) a cyberbully might have compared to a traditional bully and a third aim was to examine if they knew what could be done in order to stop cyberbullying.

METHOD

This study gathered qualitative data and employed content analysis to analyse it.

Interview

The interviews were conducted in a semi-structured manner and involved 7 main questions (main part). Some of these were made up for this study to investigate feelings and issues in bullying and some were comments from open-ended questions from a previous study relating to this (Slonje & Smith, 2008 which was the author's undergraduate project). They were all related to the victims.

Q1-A student about your age is being bullied through his or her mobile phone (text, calls, picture/video clip). How do you think he/she feels?
Why?

Q2-A student about your age is being bullied through the internet (email, web page etc.). How do you think that makes him or her feel?

Why?

Q3-If you think about the effect bullying has on the victim. What would you say is the main differences of being cyberbullied compared to other forms of bullying?

Which is worse?

Q4-What is it about cyberbullying as one entity that may make a student feel bad?

Q5-Is there any difference in effect whether it happens in school or outside of school?

Q6-If a student is being cyberbullied, where do you think he or she is going to feel worse? At school or at home?

Q7-Do you think there is a difference whether the student knows who bullies her or him, i.e. do you think it is worse for the student if s/he knows who bullied her/him, or if s/he does not know who bullied him/her?

Two additional questions were asked for the secondary aim of the study (not related to the 7 first ones); however, it was felt that these were of importance. The two questions were:

Q8-Do you think it is for the same reasons someone bullies someone else through electronic devices as other forms of bullying?

Q9- Do you have any suggestions on what could be done to make the cyberbullying stop?

Participants

19 Swedish pupils between the ages of 11 and 15 (mean age of 13 years) participated in this study; 11 boys and 8 girls. They were recruited at two different youth recreation centres and one school.

Procedure

Focus groups were used in the current study. Focus groups have advantages of participants being prompted to think in ways they might not by themselves, as well as disadvantages of group pressure (saying something merely because someone else said it prior to oneself) or someone dominating the discussions. However, since it was felt that the questions were not driven by socially desirable attitudes, the positive advantages of focus groups were outweighed by the negative. Also, the questions were not designed to investigate individual experiences, but hypothetical cases, for which it may be argued the individual can more easily express their own attitudes in a group setting than would be the case for personal loaded questions. In addition, the interviewer had long experience of leading group discussions which may have enabled him to more easily bring forth the opinions of quiet individuals and to some

degree restrain the more dominant ones from taking over the discussions. Groups of 4-5 participants were used since these may produce more in-depth information than would be generated by larger groups (Greenbaum, 1998)

Altogether there were four focus groups.

At the first youth recreation centre the researcher approached random pupils until 5 (focus group 1) students agreed to participate.

At the second recreation setting there were only 4 participants who wanted to participate in the study and hence focus group 2 consisted of these individuals.

Two more focus groups came from the school. To recruit participants to focus group 3, the researcher briefly explained the rationale for the study in a classroom setting for around 25 pupils. Most agreed to participate, hence a random draw was conducted on all boys to generate 2 participants. The same procedure was conducted to recruit 2 girl participants. Finally everyone (both boys and girls) were included in a random draw to obtain the last participant which happened to be a boy.

For focus group 4 the same procedure was conducted in another class (classroom setting), however in this group only 5 students volunteered, so no random selection had to occur. In all the focus groups the Olweus (1996) definition of bullying was used and explained prior to the interview starting. The focus groups were then asked a set of questions which took between 15 and 20 minutes. The interviews were conducted in a semi-structured manner.

The interviewer (myself) was male, 30 years old and explained to the pupils that he was a student as well, and interested in issues of bullying. The term psychologist was not used, so as to minimise any impact this might have had. The interviewer had prior to his studies as a psychologist worked with children/teenagers for 7 years.

All participants were told that they would remain anonymous and that participation was voluntary. The option of not answering any specific question was also given, as well as the option to withdraw at any point. All interviewed were recorded, transcribed (in Swedish) then translated into English. This procedure obtained informed consent from the participants, whilst the formal and written consent for the study was given by the head teacher at the school and the manager at the recreation centres.

RESULTS

After the initial line-by-line coding a first focus coding system was used. This coding system enables one to form more directive, selective and conceptual codes than would be possible to obtain by line-by-line coding (Glaser, 1978 cited in Charmaz, 2006) and these codes explain larger segments of the data. Table 2 and Table 3 show the codes related to the specific forms of cyberbullying (on the 7 main questions).

Table 2. What types of feelings that may be associated to different forms of cyberbullying.

		Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4
Q1	Mobile phone bullying	Offended, sadness, unhappiness	Unhappiness	Offended, disbelief	Sadness
Q2	Internet bullying	Sadness, fright		Sadness, fright	Sadness

By scanning the different feelings that cyberbullying may produce one can easily see that the participants believed that these were all negative. Hence, it was of importance to explore why it was perceived as negative, or from a psychological point of view, more importantly what different reasons or issues may influence these negative feelings. This coding was firstly done by myself and a second blind coding was conducted by Miss Natasha Beckford from Brunel University in London. Out of 75 different codes, 13 (17.3% discrepancy) were not the same between the two of us. Since the discrepancy was this large we sat down to discuss the codes that were not similar and in 10 instances it was simple mistakes where one or the other of us simply had not labelled the correct codes and these were easily agreed upon. In 3 instances we could not agree, and in these, my supervisor, Professor Peter Smith gave his opinion and we all agreed to the same coding.

Table 3 shows what these codes may be in relation to various forms of cyberbullying, as well as when and where it happens and the victims' knowledge of the offender.

Table 3. *Reasons that may influence the various effects.*

		Focus Group 1	Focus Group 2	Focus group 3	Focus group 4
Q1	**Mobile phone bullying**	Embarrassment, Avoidance	Persistency	Loneliness	Loneliness
Q2	**Internet bullying**	Fright, Avoidance	No Avoidance, Helplessness	Anonymity, Fright	
Q3	**Effect differences between 'traditional' bullying and cyber bullying.**	Anonymity, No Avoidance Help/ helplessness	Anonymity	Fright, Embarrassment	Anonymity, Helplessness
Q4	**Cyberbullying (both Internet and mobile phones)**		Persistency, No Avoidance	Embarrassment	Loneliness Helplessness
Q5	**Effect differences due to location when being bullied.**	Persistency No Avoidance Fright	No Avoidance	Fright	No Avoidance
Q6	**Effect differences due to location after being bullied.**	Persistency	No Avoidance	Fright, Helplessness No Avoidance	Embarrassment Loneliness
Q7	**Effect differences between knowing and not knowing who the bully is.**	Anonymity Helplessness, No Avoidance	No avoidance Anonymity Fright	No Avoidance Anonymity	No Avoidance, Loneliness Anonymity

The content analysis found seven different reasons or issues as to why someone might

feel bad when being bullied. These are numerated below, with examples. Quotes are

translated from the Swedish originals.

1. No avoidance

The reason that was mentioned mostly (19 times in some form), was 'No avoidance' (or avoidance). This reason was concerned with:

-if victims try to avoid the bullying or cannot avoid the bullying

-if the victim does not know who is bullying him/her it can happen anywhere (no avoiding the bullying)

- if the victim cannot get away from the bullying due to the technology (e.g. the mobile phone or internet)

- that it follows you wherever you are and you cannot avoid it

The reason of 'No Avoidance' derived from answers such as:

Focus group 1

B – *That one is home, one can like not go away from home.*

G – *Yes, one can not get away anywhere, one can not get away from the bullying anywhere.*

B – *One is not safe anywhere.*

B – *Never trust anyone.*

Focus group 2

G – *Internet one can often block people, which you can not do with the mobile phone.*

B – *One can go out from Internet and stuff like that. The mobile one can turn of, but one still receives ones text messages later.*

B – *About that that one is being bullied at home that must be tough I believe. Because in school with other forms of bullying, then one knows when one will be bullied, but at home it can be, it can happen at anytime.*

G – *At school, you can not get away from it as easy there. There you have to like sit where you are. At home you can like, it is more private.*

Focus group 4

G – *It is worse if one does not know, because if one knows then one can avoid the person.*

This theme (of avoidance or no avoidance) is in some cases closely related to the 'anonymity' of the bully as can be seen by the pupils' answers above. This is not always the case (that they were related) and hence the second reason why someone might feel bad when being bullied relates to 'Anonymity'.

2. Anonymity

This reason was mentioned in some form 14 times and was concerned with the issue of whether the victim did not know the identity of the bully and derived due to comments like:

Focus group 1

G – *One can not see who does the bullying.*

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Focus group 2

B – I think it depends on if one knows who is bullying you. One may send with, hmm..with. One does not have to show who it is that sends the sms, or well one needs to now, but a while ago one did not need to. And on chat-pages and stuff like that one does not need to do that either often, or sometimes.

B – I think that it is worse if one does not know who it is that bullies one.

B – I think exactly the same.

G – It is worse if one does not know who.

Focus group 3

G – The person will anyway not feel as offended. Because the person like this, on a page for example one can write where one lives or things like that. But if one has not done that then one does not have to feel anything because one does not know the person. Or that person does not know where the person lives. But one maybe becomes sad anyway. But I would not have cared.

G – It is like worse if they do not know, because then they can… For example, if I am bullied by someone that goes in ninth grade, I may believe it is someone that goes in seventh grade or something. Then you like do not know. One looks at all the people to see like if they look strangely at you. It is worse then.

Focus group 4

G – One does not see the one who bullies you on the Internet. That person can like hide or something.

B – But all is that one does not know who it is. It may be anyone. Then one suspects everyone.

3. Fright

The third mostly mentioned reason (mentioned 11 times in some form) of why someone may feel bad when being bullied was the reason of 'Fright' which was concerned with the issue of whether the victim is (or is not) afraid, or becomes frightened because of the bullying. Some examples of this are:

Focus group 1

B – Still sad because one, one will think something like ehm.. We say that this other say something to someone else like: I will kill you tomorrow and things like that and bully you and stuff like that. Then he will not like, then he will become frightened and things like that. He will not want to see him and stuff like that, he will not go to school if he is there.

Focus group 3

G – If one has written ones like where one lives and such, maybe one becomes a bit frightened that the other person will find one and hit one and things like that.

B – I think it is more like, I am not so afraid if they talk on the phone. I am not afraid like that. I am not afraid.

G – When one gets home then you think about it and then one often gets frightened, hmm… Because, well one thinks about it. One thinks like because when it happened in school, hmm… then like maybe it is not that bad, but when one gets home then one becomes frightened like: Is it going to happen again? Are the going to hit me or something?

B – Well, it depends like upon where it happens. If it happens at home and on Internet for example, then one becomes frightened when one comes to school.

The following two reasons were both mentioned 7 times each in some form. These were: 'embarrassment', 'helplessness'.

4. Embarrassment

This reason was concerned with the issue if the victim becomes embarrassed because of the bullying (often due to the publicity or the potential big audience). Some examples of 'embarrassment' were:

Focus group 1

B- Just because they show video clips and stuff like that on…

Then all the others are going to tease.

G – They embarrass one

Focus group 3

G – Then everyone is looking at one. It is like embarrassing like: 'What has she done that person'. She maybe has not done anything.

G – If the person done something very embarrassing, like gone to the toilet without locking. And then someone writes that on msn or things like that and sends it to everyone, then one feels offended. Everyone is going to talk about it in school.

Focus group 4

B - I think one is a bit embarrassed towards ones family and stuff like that. And like it is your spare-time. Or like there does not…

5. Helplessness

Related to issues such as:

-if the victim can get help or not

-the feeling that nothing can be done in order to stop the bullying (or never get hold of the bully)

The pupils comments related to 'helplessness' were for example:

Focus group 1

B – If one does not know one cannot tell a teacher, or one can, one can never get hold of it [the bully].

Focus group 2

G- Internet one can often block people, which you can not do with the mobile phone. If they have your number then you cannot like do anything about it.

Focus group 3

B - It depends on if I am here in school and someone is at home and sends a sms or something like that, then I get frightened when I get home again. But if it happens at home and I come to school, then one like feels: No help.

Focus group 4

B – Well if one knows who it is one can say to someone: 'It was he who did it!' And then they can like help one.

6. Persistency

This reason was mentioned 6 times in some form and was concerned with issues such as:

-feelings that the bullying is going on all the time (24/7, home & school, persistency as always going on)

-if the bullying is going on for a long time (persistency as in the long term)

-the feeling that the bully can always find a way back to the victim (as in a persistent bully)

And comments related to the reason of 'persistency' were:

Focus group 1

B – Feels like one is being bullied all the time and things like that.

B – Day and night.

Focus group 2

G – I think they would have felt, they would probably feel bad. But I think they would have felt a bit better then if it would have been physical. I mean if they would have hit and stuff like that. But psychological that is pretty terrible, but one probably feels worse if one get stroked. But the other can also be bad in the long run.

B- But it would probably be tough if one goes on a long time with sms [text messages] and stuff like that and goes on all the time.

G – That it is going on. Well, it can go on a longer time. If one has a bully on msn [one type of instant messenger] for example, then the person who is being bullied can block that person, but that person can then get another name.

G – They always find a way back, they always find a way back to one if they really want to. It will always come back.

7. Loneliness

The last reasons that of 'loneliness' was mentioned 5 times in some sense and related to the issue of being frozen out (not having friends) or feeling alone in the suffering of being bullied. Some examples were:

Focus group 3

B – Be frozen out.

Focus group 4

B – No friends. They feel like they do not have anyone to turn to or no one who cares
about them.

G – Then maybe one does not trust anyone anymore. Or all friends just disappears if
one puts it that way.

Why do bullies bully and what may stop them

The secondary aim of the study was to investigate if there might be different reasons involved in the sense of why someone would traditionally bully someone else compared to if they cyberbully someone. And also if they had any suggestions as to what could make the cyberbullying stop.

The first issue of any differences between the two different types of bullying actually did not come up with a difference, but rather that they were very much related. This can easily be seen by the string of replies from focus group 1:

I (Interviewer) - Do you think it is for the same reasons someone bullies someone else
through electronic devices as other forms of bullying?

B – The other forms they do it probably to be cool.

I – And for cyberbullying?

G – I do not know.

B – It, for most if they want for example money or something like that, they bully you like: '- If you do not give it I will hit you!' And then if one does not give it one becomes bullied.

I – And is it the other forms of bullying or cyberbullying you are talking about now?

B – They talk on Internet, and then they bully in school.

I – Ok, so you think that it can start on the Internet and then continue at school?

B – Mmm… and it can also happen on your spare time.

I- Any other suggestions?

[silence]

I- Anyone?

[Long silence]

Focus group two did not come up with any explanation but all four participants just stated that it was for the same reasons.

In focus group three the only suggestion that came up was that perhaps the cybervictim had provoked the cyberbully in some sense prior to this. The girls who stated this said:

G – Well, like, the person one bullies on like the mobile phone or something. That person has maybe done something previously. Has been saying something like about your mum….

In focus group four it was suggested that perhaps a cyberbully bullies others because they do not dare to bully others face-to-face:

I - Do you think it is for the same reasons someone bullies someone else through electronic devices as other forms of bullying?

[silence]

I – Lets say that someone in traditional bullying has his or her reasons to bully someone. I do not know what those reasons might be but… Do you think it is for the same reasons one would bully someone else through e.g. mobile phones, or for different reasons?

B – No, someone who does not dare by traditional…

When looking at the answers to the last question related to tips on how to stop cyberbullying all four focus groups mentioned practical things that the victim can do including blocking someone in a chat room, changing phone number or trying to trace the bully:

Focus group 1

B – Be able to trace who is sending it and stuff like that.

I – Trace?

B – Trace the computer.

Focus group 2

B - On msn for example then one could instead of just blocking the user, block the computer instead. If one could get it through msn like a main-computer or something.

Focus group 3

G – One can like change number or block someone on msn, one can block. Or one can have like a mobile that one has to approve of the numbers one receives.

B – It depends on. If one sits on the computer you know and talk to someone one knows and they like say: 'You! I will hit you!' Then he knows who you are. Then it does not matter to change number because he still knows who you are.

Focus group 4

I - Do you have any suggestions on what could be done to make the cyberbullying stop?

[silence]

B – No

[long silence]

I – Can one do anything?

B – If one like changes number, then one still knows someone wants to bully you.

I – Ok… If one is on chat-sites, what can one do there to stop someone from bullying you?

G – Block.

Three of the focus groups also mentioned that adults should be able to help:

Focus group 1

B – If one knows ones child is bullying a lot, then, well if the teachers have for example told his parents, those parents should sit and look more on what he does by the computer and what he writes and stuff like that.

Focus group 2

G – The best there is, is that if one knows who it is, that one tells someone. That one tells that it is actually like this that this person is bullying me.

I – Tells who?

G - Someone at school.

Focus group 3

B – One can for example do a police report.

B – Yes, if one knows who it is one can call the police.

The last suggestion that came up from one boy in focus group 4 was to confront the bully:

B – One can maybe send a serious email and say like: Seriously! Why are you carrying on like this? And stuff like that. Maybe then he will stop. He maybe realises that he is silly.

DISCUSSION

The primary objective for Study One was to investigate what different reasons or issues pupils perceived were related to the negative feelings a victim may have when being bullied. Seven reasons were extracted by the content analysis; No avoidance, Anonymity, Fright, Embarrassment, Helplessness, Persistency and Loneliness.

Previous studies (e.g. Williams et al, 1996; Fekkes et al, 2006; Gerisch & Wilson, 2010) investigating the negative effects of bullying, have mainly studied this issue by investigating various problems that derives due to the bullying, e.g. depression, self-harm, bed-wetting etc… However not as many studies have been conducted in order to find out what it is about the bullying that evokes these problems. Some have touched upon the problem, for example Kochenderfer and Ladd (1996) reported that

victimisation led to loneliness and Siebecker (2010) reported that those who were more frequently bullied over a longer period of time expressed higher levels of depression. When interpreting these two studies it could be the loneliness in the first study and the persistency (frequency and duration) in the second study that are the issues as to why the pupils felt worse. Siebecker also reported that those who were able to escape the bullying had decreased levels of internalising problems, hence one could see it from the opposite perspective and argue that if you cannot avoid the bullying, you may feel worse. In addition, Spears et al (2009) reported from a qualitative study that participants felt cyberbullying stirred up negative feelings such as embarrassment and loneliness but also a sense of fear. These five issues or reasons; Loneliness, Persistency, No Avoidance, Fright and Embarrassment, were all found in the current study and were perceived by the pupils as being relevant to why someone might feel bad when being bullied.

The two reasons of No 'Avoidance' and 'Anonymity' were mentioned most times by the pupils. Often these two went hand in hand and it was due to the anonymity of the bully that it was perceived that one could not avoid him/her. The answers related to the issue of anonymity could in some instances be interpreted as due to the anonymity the offender had the upper hand (the power) since s/he could choose to hide if s/he wanted to. And perhaps in this perspective it may be the imbalance of power that is the core reason as to why someone may feel bad when being bullied. However, based on this current study this would be jumping to conclusions based on limited data, hence the anonymity issue was left as the main 'reason'. The reason of anonymity

was also raised by two pupils' comments in Smith et al. (2008, p 381) one saying: *'You don't know who it is, so more scared.'*, whilst the second stated: *'You can't report it because you don't know who they are.'* These two comments were also related to two other reasons that came up in the current study, that of fright and helplessness. Lastly, the anonymity issue was also raised by Mishna et al. (2009) indicating that the anonymity may make someone uneasy.

The feeling of not being able to avoid the bullying also came up as a strong reason as to why someone may feel bad when being bullied. Again, it is hard to interpret this in any other way than that it was the uncertainty of not knowing when one would be bullied (e.g. some stated it as when coming to school one could expect being bullied there) or constantly have the feeling that one has to 'look over ones shoulder'. It is perhaps this uncertainty and no longer having a safe-haven (as one could possibly have at home prior to the occurrence of cyberbullying) that is the core negative feeling. But once again this would have to be investigated further by other studies with larger sample sizes. Again in Smith et al's. (2008, p. 381) study the issue of no avoidance was mentioned by a pupil (perhaps in relation to another reason that also came up in the current study, that of 'persistency'). This pupil said: *'It's constant all the time, really hard to escape'.*

The fright issue was mostly based on comments portraying fright as in frightened that something physical would happen, e.g. being hit. This issue of being frightened can also be seen by the open-ended questions in Slonje and Smith (2008, p. 152): where a

pupil stated: *'I believe that cyberbullying hurts the person more psychologically, I don't mean that ordinary bullying does not do it but I think that the effect becomes more psychological. You become more frightened if you e.g. get a sms [text message] that says: 'I will kill you''.* But answers in the current study relating to this issue could also be interpreted as that pupils were frightened about the future. That is, one boy mentioned that if the bullying happens online then one would get frightened when one comes to school; not only indicating that he perceived the cyberbullying to be very closely related to traditional bullying (the cyberbully is at the victim's school) but again thinking of the uncertainty of what may happen. Ortega, Elipe, Mora-Merchan, Calmaestra and vega (2009) also found in their study that victims of bullying felt fright.

The reason of 'embarrassment' was usually mentioned in relation to public forms of cyberbullying, i.e. uploading something on the Internet that everyone could see. It could therefore be the publicity of the act that became embarrassing and this was also found in a previous study (Slonje & Smith, 2008) where pupils perceived that the large audience size made the negative impact bullying has even larger. In addition, Ortega et al's study (2009) also reported that victims of bullying felt embarrassed. One could perhaps also relate this reason to the evolutionary explanations of bullying. That is, Olweus and Endersen (1998) argued that bullying has become sex specific in the way that mostly damages the victim. For girls the importance would be damaging relational and peer reputation, whilst for the boys it would be more concerned with the physical status. Could it therefore be that girls and boys think differently

regarding these reasons? Perhaps girls perceive embarrassment to be more negative then boys (as it may damage peer relationships more) and boys perceive the reason of fright to be more negative then girls (as this was mostly concerned with fright about physical harm). Study Two, in the current thesis will touch upon this subject and investigate whether such differences exists.

The fifth reason, that of 'helplessness', was concerned with issues such as not being able to receive help or support. Again, other studies have taken up this issue; for example in Slonje and Smith (2008, p.152) one pupil said: *'For those who get bullied that way it can't be much fun. Because no one else is probably going to find out about it, then it is harder to get help'.* It was also mentioned by a pupil in Smith et al's (2008, p 381) study: *'Don't think you can ever stop cyberbullying at all because you'd basically have to get rid of all the communication things we love and you can't do that.'* It is commonly known that victims of bullying need support and if they perceive that such support (that they can not get help) is lacking, the bullying experience may become even worse. Hence, the reason helplessness, in the sense as to why someone may feel bad when being bullied, seems understandable

The reason of 'persistency' was related to the feelings that the bullying is going on for a long time or all the time. This could perhaps be considered in relation to the definition of bullying, that is, that some repetitive behavior should occur. Hence, if this behaviour is more frequent and lasting for longer periods of time, it would make

sense that the victim may feel even worse compared to the acts of bullying that does not last long or are not frequent. Siebecker (2010) found that this was the case.

The last reason, that of 'loneliness', was mentioned the least in the current study. However, perhaps this reason also relates to the level of support a victim can receive. That is, if someone is, or feels lonely within his/her suffering, the negative feelings may become worse compared to if someone would feel that s/he has friends or adults that are there for support. Again, a pupil discussing cyberbullying in Smith et al's. (2008, p.381) study mentioned this stating: *'You haven't got friends around you to support you.'* Ortega et al (2009) study also showed that victims may feel alone when being bullied.

The secondary aim of the current study was to investigate whether there might be different reasons involved for why someone would bully someone else in a traditional sense compared to via cyber means. Most pupils however, perceived the reasons to be similar, not different, and that both traditional and cyberbullying was interlinked. However, one pupil stated that those who cyberbully others may do it because they do not dare to traditionally bully others. This could perhaps be related to Ybarra and Mitchell's (2004) hypothesis that someone may cyberbully someone else as revenge if they can not do it face-to-face (perhaps due to lower social status or physical weakness). However, as discussed in Chapter Three, various studies have failed to find such a connection. However, those studies have been quantitative in nature and

perhaps qualitative methods should be employed in order to investigate this issue further.

The question to pupils about what can be done in order to stop cyberbullying came up with practical things; (such as blocking, changing phone number etc), or getting help from adults, or to confront the bully. The issue of confronting the bully may in some sense be important as prevention and/or intervention programs do include assertiveness training for victims to learn how to respond to a bullying act (e.g. Smith, Pepler & Rigby, 2004). However, it is important to note that adequate training should occur so the confrontation does not escalate the bullying rather than decrease it. As for the practical things one can do, i.e. block, change phone number etc…or report to an adult. All these issues are usually raised in various Internet sites on 'top 10 lists' on how to deal with cyberbullying.

Summary

The current study used qualitative methods in order to investigate what different reasons may have an impact on the negative feelings that a victim of bullying may have. The content analysis yielded seven various reasons; Helplessness, fright, anonymity, loneliness, no avoidance, persistency and embarrassment. All of these reasons were perceived to somehow be related to the negative feelings that victims of bullying may have. A secondary aim of the study was also to examine whether pupils had any suggestions about what could be done to stop cyberbullying from taking place.

Chapter five - Study Two

AIM

The aim of this second study was to investigate how pupils perceived the seven various reasons as to why someone may feel bad when being bullied (from Study 1) to relate (in the sense as why someone may feel bad when being bullied) to four different types of bullying (see method section below).

METHOD

This study gathered quantitative data and used ANOVAs to analyse it.

Questionnaire

The questionnaire used for the current study was a part of a larger questionnaire used in both the current study as well as in Study 3. The last part of the questionnaire (which this study is based upon, see Appendices 1 & 2) included a part on why victims may feel bad when they are bullied, divided by:

cyberbullying private forms (CBpr-including text messaging, phone calls, instant messaging and emails)

cyberbullying public forms (CBpu-e.g. bullying through chat rooms, websites or when someone uploads a picture/video clip)

indirect (traditional) bullying (TBin -e.g. rumours, being ignored or excluded etc.)

direct (traditional) bullying (TBdi-e.g. getting kicked, pushed, hit verbally abused etc.).

There were seven different reasons (based on the content analyses from Study 1): 'embarrassment' (reason 1), 'fright' (reason 2), 'helplessness' (reason 3), 'no avoidance' (reason 4), 'loneliness' (reason 5), 'persistency' (reason 6) and 'anonymity' (reason 7) for why someone might feel bad when being bullied; these were assessed for the four different types of bullying. The question posed was:

Do you think that the victim of these forms of bullying may feel bad because he or she:

- Becomes embarrassed because other people may find out what has happened [embarrassment]
- Becomes frightened [fright].
- Feels that nothing can be done to stop the bullying [helplessness]
- Feels that there is nowhere he/she can get away from the bullying [no avoidance].
- Feels lonely [loneliness].
- Feels that that the bullying will continue [persistency].
- May not know who bullied him or her [anonymity].
- Any other reason? Please specify.

Students were asked to indicate on a Likert scale ranging from 1 to 5 (1 meaning not at all and 5 very much) where they thought each statement fitted in. All these statements were asked for each of the four different categories of bullying above.

This part of the questionnaire was tested for ease of understanding and clarity in various focus groups including pupils from grades 5 to 9. It was found based on these discussions that the pupils from grade 5 and 6 did not comprehend the task with ease,

however, pupils from the grade of 7 and onwards did, hence only these older age groups were included in the study.

Participants

Seven different schools in the city of Gothenburg, Sweden, were randomly approached: 2 secondary schools and 5 integrated schools with pupils from both primary and secondary schools (however only the secondary school pupils were included in this study). 531 students were included in the initial sample; however, 15 students chose not to participate. 17 pupils were excluded from the analyses; these pupils had marked all the numbers on the Likert scale the same (all number 1 or all number 5) which may be an indication that they actually never read the questions, but rather merely filled it out without any thought process. Hence the final number of participants whose data was used came to 499.

The schools differed in terms of pupil's socio-economic backgrounds. Some schools were in the catchment areas known to have many families that are mostly native Swedish and/or have a good economy, whilst other catchment areas were known to have many families from a variety of different nationalities and some in quite bad economic situations. Out of the 499 pupils 242 (48.5%) were boys and 257 (51.5%) were girls. The pupils were either in 7th grade (184 pupils, 36.9%), 8th grade (173 pupils, 34.7%) or 9th grade (142 pupils, 28.5%), and their ages were between 12 and 16 years (mean years of 13.85; s.d. 0.86). These ages overlap somewhat across grades since it depends on how old the pupils are when starting first grade, and sometimes a

pupil may have to take the same grade again, hence becoming older than other pupils in the same grade.

Procedure

The questionnaires were handed out to pupils two to three months after the term had started. Pupils were handed the questionnaire in their classroom or in some instances a larger room was used where pupils from two classes fitted together. The anonymity of the study was emphasised. It was stressed that no one at their school would have the opportunity to read any specific questionnaires. The pupils were also told that when they completed the questionnaire it would be collected and sealed in an envelope in front of them. The Olweus (1996) definition of bullying was given both verbally as well as in written form prior to the filling out of the questionnaires. The term cyberbullying was also explained in both these ways.

The filling out of the questionnaires was supervised by myself. The relevant part of the questionnaire for this study was also explained both verbally and in written form to clarify the difference between the four different main types of bullying investigated. Thereafter the students continued to fill out their own questionnaire individually. This part of the questionnaire took approximately 10 minutes to complete. All students agreed to participate informally; formal and written consent was given by each head teacher. Passive consent was also given by each pupil's parent/s who received all relevant information by post. Students were also advised that participation was optional, they were free not to answer any specific question, and

they could withdraw at any time (in fact, 5 pupils did withdraw after this information and 10 prior to this because their teachers had informed them of this option beforehand, these are the same 15 students that were mentioned under the participant section). This did not affect the final number of 499 pupils. At the end, all participants were handed a debriefing sheet including information about how to seek help or advice if they or a friend was experiencing any problems due to bullying. This procedure was approved by the Department of Psychology Ethical Committee at Goldsmiths, University of London.

RESULTS

Types and reasons

The mean scores of each reason for each type of bullying are shown in Table 4. Scores could range from 1 to 5.

By scanning the data one can see that some of the reasons had high mean scores across most types of bullying. This is especially the case for the reason of 'persistency' which scored highly across all four types of bullying, indication that this reason may be a variable that that is considered as having a big effect in why someone may feel bad when being bullied. The reason of 'loneliness' also scored high across three of the different types of bullying.

Table 4. Mean scores of each reason for each type of bullying and by gender (high scores, i.e. above 3.80 are highlighted in bold).

	CBpu	CBpr	TBin	TBdi		Boys	Girls
Embarrassment	**4.28**	3.66	3.80	3.67		3.72	**4.02**
Fright	3.65	3.58	3.52	**4.34**		3.57	**3.99**
Helplessness	3.77	3.61	3.69	**3.89**		3.58	**3.91**
No avoidance	3.73	3.58	3.59	3.79		3.53	**3.84**
Loneliness	3.76	**3.95**	**3.97**	4.02		3.71	**4.15**
Persistency	**3.91**	**3.94**	**3.87**	4.04		**3.86**	4.05
Anonymity	3.25	2.91	2.87	2.32		2.77	2.92

CBpu=Cyberbullying public forms, CBpr=Cyberbullying private forms, TBin=Traditional bullying indirect forms and TBdi=Traditional bullying direct forms.

The reason of 'embarrassment' scored highly on CBpu, which makes sense since this form of bullying would be expected to have the largest sizes of audience. The reasons of 'fright' and 'helplessness' scoring highest on TBdi also does not come as a surprise as this form includes physical bullying and that type of bullying may provoke feelings of fright and hence helplessness more readily than the other forms.

To analyse the results, seven different ANOVA's were carried out. The different 'reasons' constituted the within subject variable in all ANOVA's whilst grade (3

levels: grades 7, 8 & 9) and gender (2 levels) were the between subject factors. The findings for the 7 reasons are now discussed in turns.

Embarrassment

The ANOVA for the reason of 'embarrassment' yielded a strong significant main effect ($F_{(3,474)}$= 56.41, p< 0.001) for type of bullying. There were also two significant main between subject effects; one for gender ($F_{(1,476)}$= 15.07, p< 0.001) and one for grade ($F_{(2,470)}$= 4.15, p< 0.05). No significant interactions between grade, gender and type of bullying were found.

Type of bullying

Further post hoc Least Significant Difference tests (LSD) revealed significant differences between CBpu and all the three other types of bullying; for CBpr (p< 0.001), TBin (p< 0.001) and TBdi (p< 0.001) (see Table 4.). These results indicated that pupils perceived the reason of 'embarrassment' as being more relevant (to why victims might feel bad when being bullied) to CBpu compared to all other types of bullying. Other significant differences were that pupils also thought that the reason of 'embarrassment' might make victims feel worse when being TBin compared to CBpr (p< 0.05)

Gender

In Table 4, it can be seen that girls compared to boys think that the reason of embarrassment is more relevant (as to why someone may feel bad when being bullied) to all types of bullying (mean score of all four types of bullying).

Grade

In Figure 1, it can also be seen that there is a steady increase with grade on how pupils perceive the reason of embarrassment to be relevant to bullying (mean score of all four types), but more so for grade 9 compared to grade 7 and 8. The post hoc test (Bonferroni) revealed one significant grade difference between grade 9 and grade 7 ($p < 0.5$).

Figure 1. Total mean score for the reason of 'embarrassment' across all the four types of bullying in relation to grade.
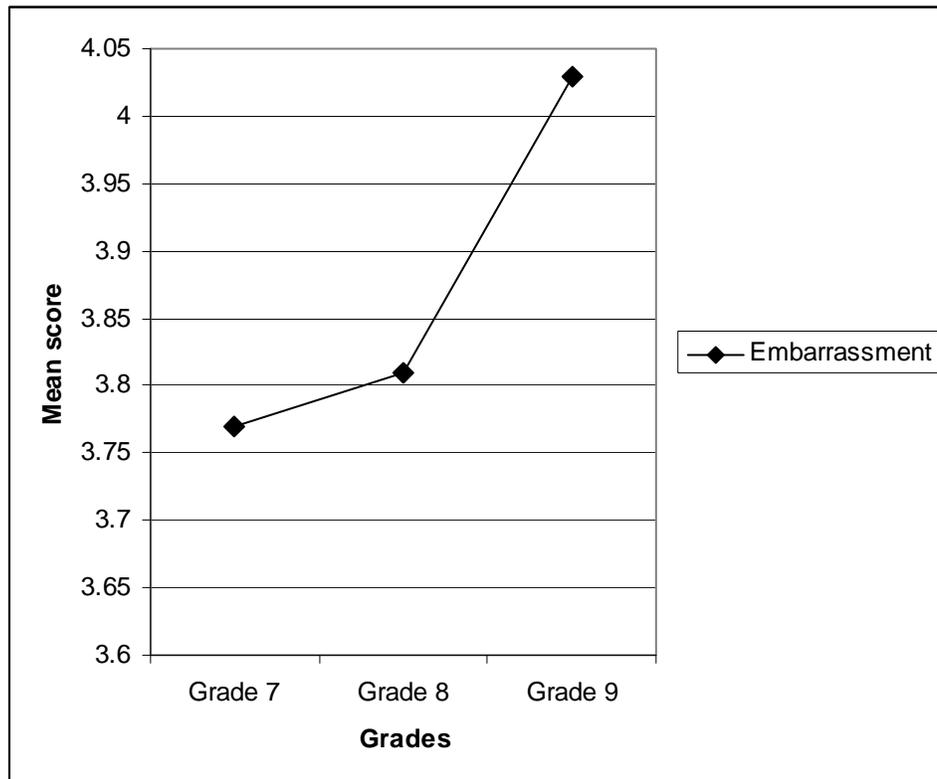
Fright

The ANOVA for the reason of 'fright' also showed a strong main significant effect ($F_{(3,470)} = 87.31$, $p < 0.001$) for type of bullying. Two significant main between subject

effects were also found; one for gender ($F_{(1,472)}= 30.58$, $p< 0.001$) and one for grade ($F_{(2,472)}= 3.53$, $p< 0.05$). Again no significant interactions between type of bullying, grade and gender were found.

Type of bullying

The LSD post hoc test illustrated that pupils perceived the reason of fright to be more relevant to TBdi compared to all the other types of bullying; for TBin ($p< 0.001$), CBpr ($p< 0.001$) and CBpu ($p< 0.001$) (see Table 4). The last significant result in this category was that fright was perceived as more relevant to CBpu compared to TBind ($p< 0.05$).

Gender

Again, in Table 4, it can be seen that girls more then boys perceived the reason of fright to be more relevant to all types of bullying (means scores of all four types of bullying).

Grade

Figure 2 shows a steady increase with grade. The Bonferroni showed one significant grade difference between grade 7 and grade 9 ($p=.047$), meaning that grade 9 pupils perceived 'fright' to be more relevant as to why someone may feel bad when being bullied compared to pupils in grade 7.

Figure 2. Total mean score for the reason of 'fright' across all the four types of bullying in relation to grade.
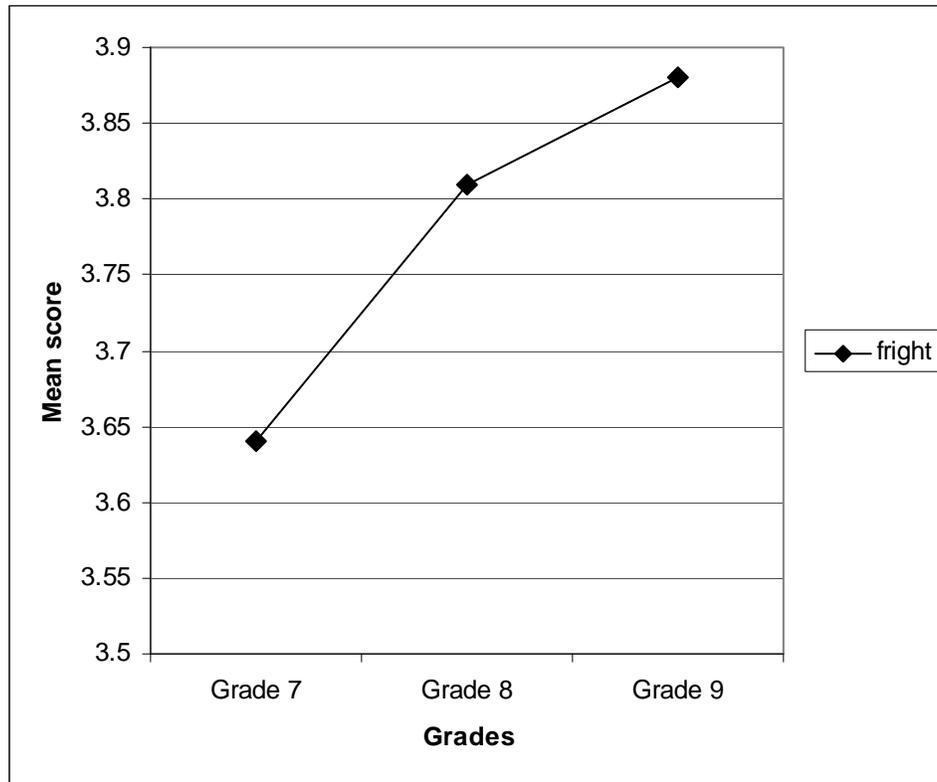
Helplessness

The ANOVA for the reason of 'helplessness' showed a strong significant main effect $(F_{(3,462)}= 8.62, p< 0.001)$ for type of bullying. No significant main between subject effect was found for grade, but a main effect for gender $(F_{(1,464)}= 19.45, p< 0.001)$ was shown.

There was also a significant interaction effect $(F_{(6,926)}= 2.22, p< 0.05)$ between type of bullying and grade.

Type of bullying

The post hoc test (LSD) further revealed four different significant results. Pupils perceived helplessness to be more relevant to TBdi compared to all other three types of bullying; for CBpr ($p< 0.001$), for TBind ($p< 0.001$) and for CBpu ($p< 0.05$). The last significant effect showed that helplessness was perceived to be more relevant to CBpu compared to CBpr ($p< 0.05$) (see Table 4).

Gender

In Table 4, it can again be seen that girls more compared to boys perceived the reason of helplessness to be relevant to all the types of bullying (mean scores of all four types of bullying).

Grade

An interaction effect between grade and type of bullying was found, showing that pupils' perceived helplessness to be more relevant to TBdi compared to all other types of bullying. This was true for grades 7 and 8, however, pupils in grade 9 perceived helplessness to be more relevant to CBpu compared to all other types of bullying (see Figure 3).

Figure 3. Mean scores of the reason 'helplessness' in correlation to each type of bullying.
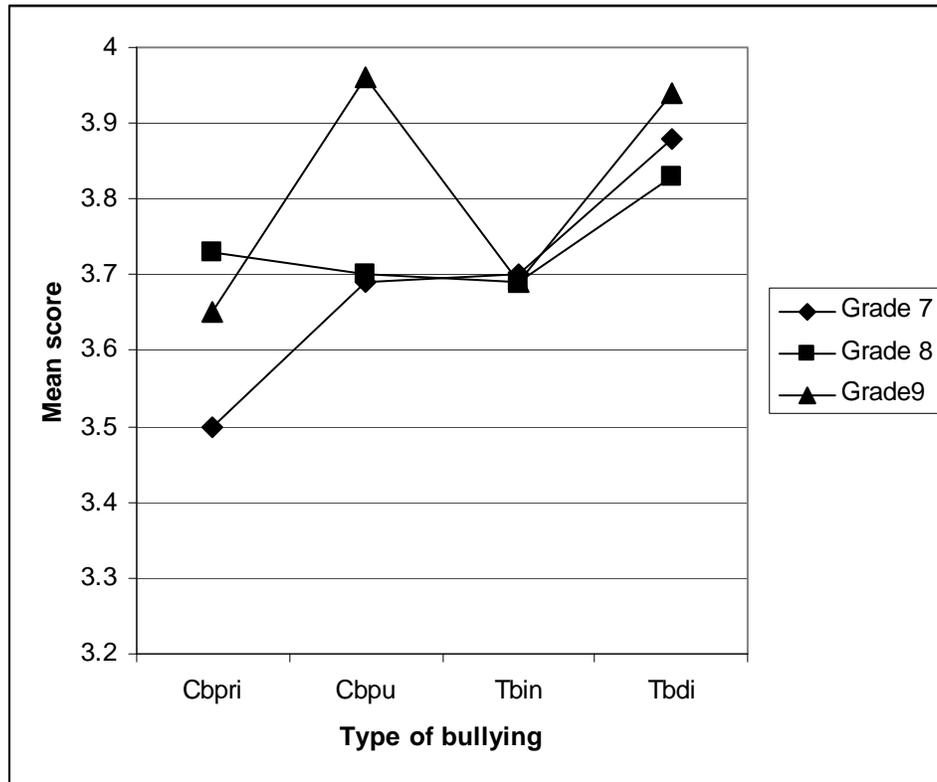
No avoidance

The ANOVA for the reason of 'no avoidance' showed a strong significant main effect ($F_{(3,470)}= 6.07$, $p< 0.001$) for type of bullying. Again, no significant main effect for grade was shown, however a significant main between subject effect for gender ($F_{(1,472)}= 16.98$, $p< 0.001$) was found. No significant interaction effects were found.

Type of bullying

The LSD revealed four different significant results in relation to type of bullying. Pupils perceived the reason of no avoidance to be more related (as to why someone

may feel bad when being bulled) to TBdi than both TBin (p< 0.001) and CBpr (p< 0.05). As well as CBpu to both TBin (p< 0.05) and CBpr (p< 0.05) (See Table 4).

Gender

Again girls more compared to boys perceived the reason of no avoidance to be more relevant (as to why someone may feel bad when being bullied) across all types of bullying (mean scores of all four types of bullying) (see Table 4)

Grade

No significant results were found.

Loneliness

The ANOVA for the reason of 'loneliness' also yielded a strong significant main effect ($F_{(3,467)}$= 8.29, p< 0.001) for type of bullying. Again, no significant main effect for grade was found however a significant main between subject effect ($F_{(1,469)}$= 26.85, p< 0.001) for gender was shown. No significant interaction effects were found.

Type of bullying

The LSD post hoc test showed that students perceived 'loneliness' to be the least relevant to CBpu compared to all other three types of bullying; for TBdi (p< 0.001), for TBin (p= 0.001) and lastly for CBpri (p= 0.001) (see Table 4).

Gender

Again, the girls more than boys perceived the reason of loneliness to be relevant to all types of bullying in the sense as why someone may feel bad when being bullied.

Grade

No significant grade differences were found

Persistency

The ANOVA for the reason of 'persistency' also showed a significant main effect $(F_{(3,472)}= 3.98, p< 0.05)$ for type of bullying. The between subject main effects yielded a non significant result for grade but for gender it was significant $(F_{(1,474)}= 7.72, p< 0.05)$. Again no significant interaction effects were found.

Type of bullying

The LSD illustrated that pupils perceived the reason of 'persistency' to be more relevant to TBdi compared to both TBin (p= 0.001) as well as CBpu (p< 0.05).

Gender

Again, the girls more than the boys perceived the reason of persistency to be more relevant as to why someone may feel bad when being bullied across all types of bullying (mean scores of all four types of bullying).

Grade

No significant results were found.

Anonymity

The last ANOVA for the reason of 'anonymity' yielded a very strong main effect $(F_{(3,471)}= 54.82$, $p< 0.001)$ for type of bullying. The between subject main effects showed no significant results for gender however a significant result in relation to grade $(F_{(2,473)}= 6.29$, $p= 0.002)$ was found. There was also a significant interaction effect $(F_{(6,944)}= 4.54$, $p< 0.001)$ between the type of bullying, grade and gender.

Type of bullying

The LSD showed that pupils perceived the reason of 'anonymity' to be least relevant to TBdi compared to all other types of bullying; for TBin $(p< 0.001)$, for CBpu $(p< 0.001)$ and for CBpr $(p< 0.001)$. It also showed that anonymity was perceived to be more relevant to CBpu compared to both TBin $(p< 0.001)$ as well as CBpr $(p< 0.001)$.

Gender

No significant main effect on gender was found, however a 3-way interaction effect between gender, grade and type of bullying was found showing that everyone perceived anonymity mostly relevant to CBpu, except for the boys in grade 7 who perceived the anonymity to be more relevant to TBin compared to Cbpu. Additionally girls in grade 9 perceived the anonymity to be more relevant to TBin compared to everyone else (see Figures 4 & 5).

Figure 4. The boys mean scores of the reason 'anonymity' in relation to each type of bullying
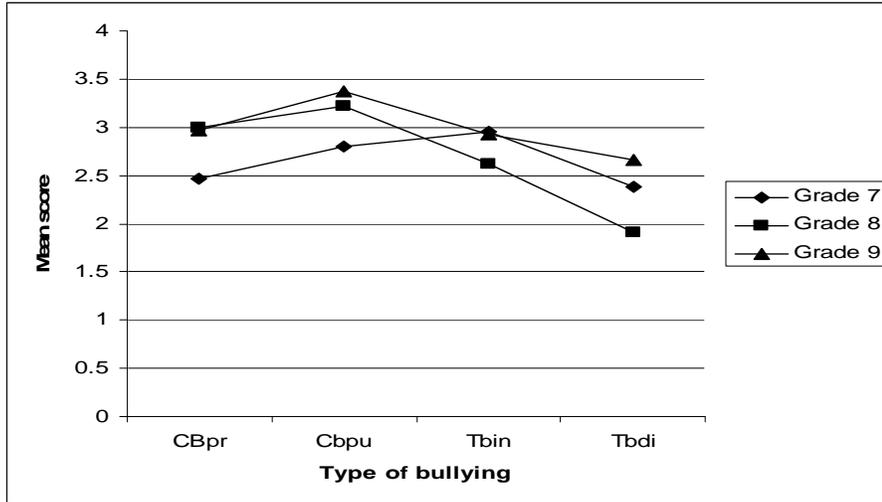
Figure 5. The girls mean scores of the reason 'anonymity' in relation to each type of bullying
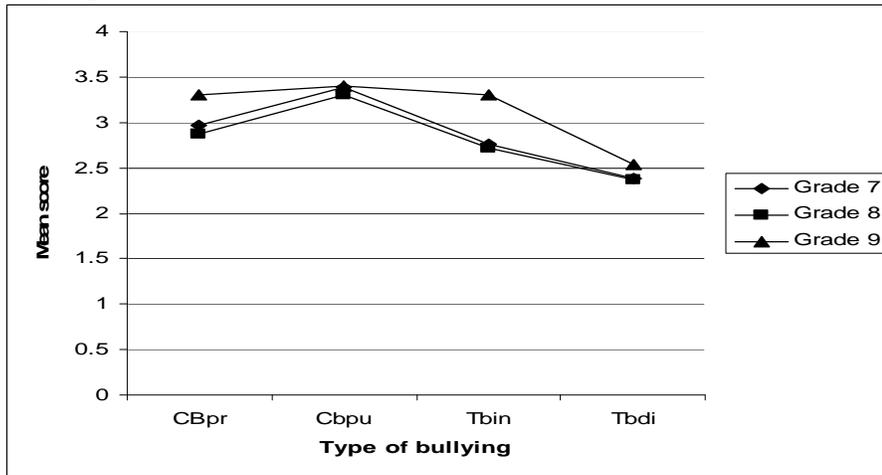
Grade

Figure 6 shows that both grade 7 and grade 8 perceived 'anonymity' to be equally relevant to why someone may feel bad when being bullied, but grade 9 perceived it to have a larger impact on the victims. This was also shown by the Bonferroni post hoc

test showing that the grade difference was significant between grade 7 and grade 9 (p< 0.05) and also between grade 8 and grade 9 (p< 0.05).

Figure 6. Total mean score for the reason of 'anonymity' across all the four types of bullying in relation to grade.
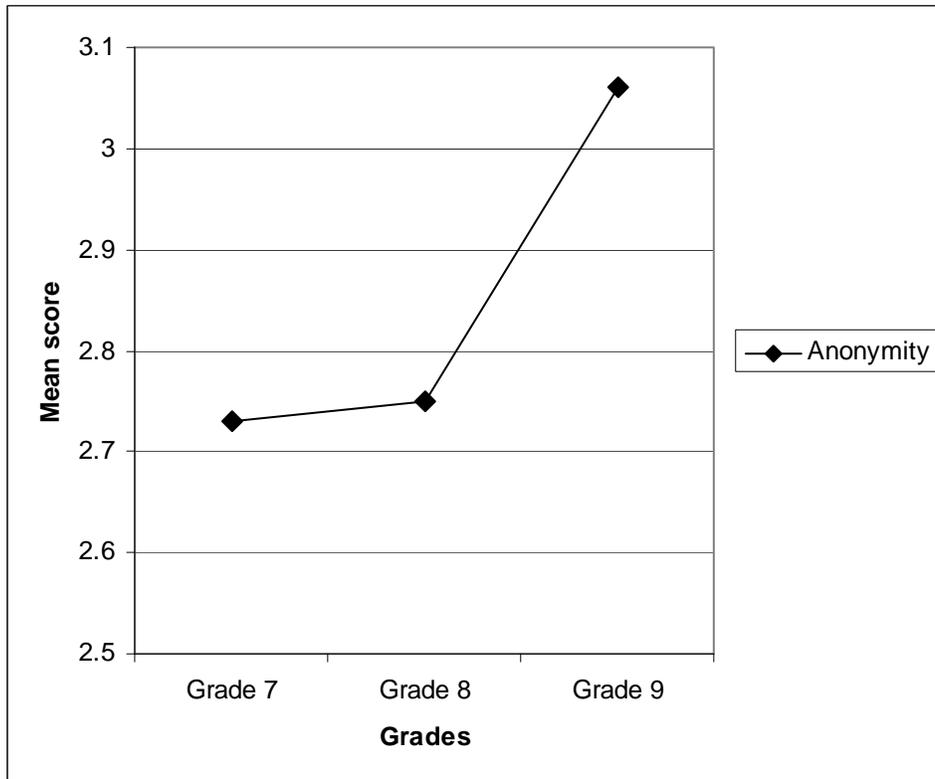
DISCUSSION

The current study was a follow on study from Study One where the content analysis yielded seven various reasons as to why someone might feel bad when being bullied. The purpose of the study was to investigate how pupils perceived that these seven reasons (Embarrassment, Fright, Helplessness, No avoidance, Loneliness, Persistency and Anonymity) related to four different types of bullying; Cyberbullying private

forms, Cyberbullying public forms, Indirect traditional bullying and Direct traditional bullying.

First of all, the descriptive statistics showed that the reason of persistency scored highly across all four types of bullying, and the reason of loneliness scored highly across all types of bullying except the public forms of cyberbullying. When looking at the reason of persistency, this is one of the cornerstones within the definition of bullying, that of repetition over time. Hence, if someone is being bullied long periods of time and more frequently it seems that that person may feel even worse. This was also shown to be the case by Siebecker (2010) whose participants expressed higher levels of depression the more frequently they were bullied over longer periods of time.

For the reason of loneliness which scored highly across all types of bullying except for the public forms of cyberbullying this seems understandable since the public forms of cyberbullying may on the negative side draw very large audience sizes, but perhaps with the positive side of some of these including either friends to the victim or adults. These friends or adults could perhaps therefore more easily help the victim if they know what is going on.

Three other reasons that stood out in the descriptive statistics were; embarrassment, fright and helplessness. For the reason of embarrassment, pupils perceived this reason to have a larger impact on the negative emotions of the victim for the public forms of cyberbullying. Again, this form draws a larger audience size and hence the victim

may feel worse knowing that more people have seen something potentially embarrassing ort personal. This was also shown in Slonje and Smith's (2008) study which indicated that pupils perceived the large audience size to have a negative impact on the victims.

The reason of fright was by the pupils perceived to be mostly related to the direct forms of traditional bullying and again this seems understandable since as was shown in Study One the fright issue was mostly concerned with the fright of physical harm. And accordingly, this type of bullying is the type where physical harm may occur. Lastly, the reason of helplessness was perceived to be more related to the direct forms of traditional bullying compared to the other forms. This result may be a bit harder to interpret based on merely descriptive statistics so it will be discussed further when looking at follow on analyses.

The between subject analyses showed that more girls compared to boys perceived all the reasons, except for the reason of anonymity, to be more relevant to why the victims may feel bad when being bullied. In the discussion in Study One, it was hypothesised that perhaps evolutionary aspects of bullying may have an influence on how girls and boys perceived the impact of bullying to vary. That is, Olweus and Endersen (1998) advocated that perhaps the bullying is sex specific in the form that damages the victim mostly; relation and reputation for girls and physical status for boys. If this was the case, one would expect that more girls compared to boys would perceive the reason of embarrassment to be more damaging for the victim, and more

boys compared to girls to express the importance of fright within the negative aspects. However, this was not fully the case in the current study. More girls than boys did perceive the reason of embarrassment to be more relevant across all types of bullying; however they also perceived the reason of fright to be so as well. This does not necessarily mean that evolutionary aspects are not in play, but perhaps is more down to the findings that females usually show a higher degree of not only understanding emotions, but also have a higher level of insight into them (Barrett, Lane, Sechrest & Schwartz, 2000 and Mestre, Guil, Lopez, Salovey & Gil-Olarthe, 2006; in Ortega et al., 2009).

A second aspect of this issue was also expressed by Ortega and colleagues: *'It is also possible that males do not feel inclined to admit that victimization affects them emotionally. We are not dealing here with ordinary conflicts or fights, but rather an abuse of power and unequal responsibilities, all of which could have more impact and in more diverse ways on females.'* (2009, p 203). In this study they generally found that more girls compared to boys expressed that they felt negative emotions when being bullied. One limitation in the current study was that based on limited data, the power was too weak to analyse only victims' responses. This would be of interest in future studies to be able to investigate if victims' perceptions differ to that of all pupils.

The only reason in which a gender difference did not exist in the current study was in relation to the reason of anonymity. This reason of anonymity however, was

perceived by pupils to be the least relevant to direct forms of traditional bullying compared to all other types of bullying. This finding is not surprising as arguably the victim usually can see or hear the perpetrator/s in the direct forms as s/he is either verbally or physically tormenting the victim. In the other forms the perpetrator may however remain hidden, or anonymous. The finding that the reason of anonymity was perceived as having a larger impact when being bullied via the public forms of cyberbullying compared to both indirect traditional forms as well as private forms of cyberbullying may however be slightly harder to interpret. It could be that since the public forms of cyberbullying have been perceived to have a larger negative impact on the victim (Smith et al, 2008; Slonje & Smith, 2008) it may be that if the perpetrator remains anonymous it is harder to stop these forms of bullying. Hence the anonymity issue is perceived as negative in that sense. Additional analyses of the reason of anonymity also showed a grade difference indicating that the oldest pupils (grade 9) perceived it as more relevant to all types of bullying in the sense as why someone might feel bad compared to the younger pupils (grades 7 and 8). This result could perhaps be interpreted in line with the development of more advanced abstract cognitive thinking in the older ages.

Before continuing discussing the other reasons, the issue of grade should be brought up. That is, when a grade difference was found it was always found that the older pupils in grade 9 perceived the reasons to be more relevant in the sense as to why someone may feel bad when being bullied compared to their younger peers. Grade 9 pupils perceived the reason of embarrassment to be more relevant compared to grade

7 and 8 and the reason of fright to be more relevant compared to pupils in grade 7. Ortega et al. (2009) also used grade as a variable in their study analysing victims' emotions, however they found no such differences. One difference between the current study and Ortega and colleagues study was that their analyses were based on only victims, not the broader population of pupils. The victims therefore do not need more advanced abstract thinking or being able to put themselves into someone else's situation in order to report on how they actually feel, whilst in the current study, this was the case.

To go back to the analyses for the specific reasons, the statistics for embarrassment also showed a strong significant main effect for type of bullying. The descriptive statistics indicated that this reason was perceived to be more related (as to why someone might feel bad when being bullied) to the public forms of cyberbullying compared to all the other forms of bullying and this was also shown by the ANOVA. As discussed previously this does seem understandable. Other post hoc results showed that embarrassment was also perceived more relevant to indirect forms of traditional bullying compared to private forms of cyberbullying. Again, the same underlying argument can be implemented to this result. That is, in the private forms of cyberbullying, by definition there is no audience to be embarrassed in front of, however in the indirect forms with both rumour spreading or exclusion there is.

Ortega et al. (2009) also found that their participants reported feeling embarrassed. Mostly so for direct forms of traditional bullying followed by indirect forms of

traditional bullying. This study however investigated the difference between mobile phone bullying and Internet bullying and did not distinguish between the private or public forms of these. Perhaps this is a cause to why the reason of embarrassment did not come up as frequently within the cyberbullying context. However, they did distinguish between occasional (once or twice) and severe (more often) victims and found that more severe victims compared to occasional mentioned the reason of embarrassment within the direct traditional forms of bullying.

There was also a strong main significant effect for the reason of fright and type of bullying. This showed, as the descriptive statistics suggested, that pupils perceived this reason to be more relevant, in the sense as to why someone may feel bad when being bullied, for the direct forms of traditional bullying compared to all other types of bullying. It is worth mentioning again, that the potential physical harm in these forms is probably the cause for this fear. It was also found that fright was perceived as more relevant to public forms of cyberbullying compared to indirect forms of traditional bullying. This difference was not as large (p<0.05), and one can only speculate in the reasons for these results, however, it could possibly be the fear of escalation within the public forms of cyberbullying. Also in Slonje and Smith's (2008) study it was found that within photo/video clip bullying (a very public form) there was a fear of not knowing who had seen these images that was expressed as a variable in the negative impact of cyberbullying. It could well be that participants perceived the reason of fear in this sense in the current study as well. Ortega et al. (2009) also reported that the emotion of fear was felt more readily by victims of

direct bullying compared to the other forms, which is in line with the current study. However, in Ortega and colleagues' study 14.4% of the victims of mobile phone bullying (compared to 15.2% of victims of direct forms) stated that they were afraid. Since Ortega and colleagues did not distinguish between the private and public forms of mobile bullying it is hard to compare these findings to the current study.

Another strong significant main effect was shown when analysing the reason of helplessness for type of bullying. The descriptive statistics showed that participants perceived this reason to be mostly related to the direct forms of traditional bullying in the sense as to why victims of bullying may feel bad. The post hoc test also revealed that the reason of helplessness was perceived to be more related to the direct forms compared to all other types of bullying. There does not seem to be an obvious reason that springs into mind when looking at these results, however, participants constantly perceived most of the reasons (except for the embarrassment and anonymity) to score highest on the direct forms of traditional bullying (see Table 4 in the results from Study Two). It could well be that pupils perceive this form of bullying to be particularly harmful and hence this ceiling effect in their answers. One would rather on the first instance believe that the reason of helplessness would score higher on the public forms of cyberbullying, where it many times is impossible to delete certain images or clips due to the nature of the Internet. However, it may well be that the perception of the negative aspects of the direct forms of traditional bullying overweighs those reasons. It would be of interest to study this issue further in order to find any meaning in these results. Another significant post hoc result did however reveal that the reason of helplessness was perceived more relevant to the public forms

of cyberbullying compared to the private forms of this type of bullying. Perhaps it may well be down to the reason argued above.

The analyses for helplessness also showed a significant interaction effect between type of bullying and grade indicating that the reason of helplessness was perceived to be more relevant to the direct forms of traditional bullying compared to all other types of bullying by both grades 7 and 8. However, pupils in grade 9 perceived helplessness to be more relevant to the public forms of cyberbullying compared to all other types of bullying. Could it be that these older students, perhaps due to their higher level of cognitive maturation, were not tempted to merely score various reasons highly to the form of bullying they perhaps perceived as more negative, but rather take their time to more accurately evaluate their answers? This result is very interesting based on the argument above and would need further investigations in order to be fully understood.

The statistics for the reason of no avoidance also showed a strong significant main effect for type of bullying. Again, the direct forms of traditional bullying received the highest scores and participants perceived this reason to be more relevant to those direct forms compared to both the indirect forms of traditional bullying as well as the private forms of cyberbullying. Furthermore, no avoidance was perceived as more relevant to the public forms of cyberbullying compared to both the indirect forms of traditional bullying as well as the private forms of cyberbullying. Once again the argument regarding the ceiling effect springs into mind. In Study One, participants' discussions regarding this reason of no avoidance were mostly concerned with not

being able to avoid the bullying either due to not knowing who the bully actually is or no longer having a safe-haven. That is, in school it may be easier to avoid the bully (taking different routes, keeping close to adults etc…), however with cyberbullying this is not possible if one still wants to be a part of the social networks on the Internet. People can obviously take precautions when socialising on the Internet (keeping the private settings, not accepting friend-requests from unknown sources etc..), however as has been shown in various research when discussing this issue with pupils this is nearly impossible to do. One study that shows this point clearly is by Spears et al. (2009) where some pupils' description of how cyberbullying felt like was: *'inescapable'*.

For the reason of loneliness, the statistics also showed a significant effect for type of bullying. This reason was perceived to be least relevant to the public forms of cyberbullying compared to all other types of bullying. This does seem understandable since the potential large audience size may attract either friends or adults to know about the incidence and hence the victim may not feel as alone. This is not to say that the negative emotions are not as large, since studies have shown that this form is readily perceived as very negative in impact (Smith et al., 2008; Slonje & Smith, 2008), however the positive side of this type of bullying may well be that the victim more easily perceives that support is available. Once again, in Ortega et al.'s (2009) study victims of bullying did indicate that they did feel alone, but mostly so for the direct forms of traditional bullying. When taking a closer look at the results for Ortega and colleagues' study it can be seen that out of the nine (Embarrassed, Angry,

Upset, Stressed, Worried, Afraid, Alone, Defenceless and Depressed) different negative states, the majority (six) out of these scored highest on the direct forms of traditional bullying. Now, it could well be that these six negative emotions or states are most relevant to the direct forms of traditional bullying, however once again the ceiling effect on this type of bullying does come into mind.

Lastly, the reason of persistency was also statistically shown to be perceived differently according to type of bullying. This reason received high scores across all types of bullying in the descriptive statistics; however the post hoc test showed the difference to exist between the direct and indirect forms of traditional bullying as well as public forms of cyberbullying. Persistency was perceived by the pupils as more relevant, in the sense as why someone may feel bad when being bullied, to the direct forms compared to both the indirect forms as well as public forms of cyberbullying.

SUMMARY

The current study investigated how 7 different reasons (Embarrassment, fright, helplessness, no avoidance, loneliness, persistency and anonymity) may affect the negative feelings that a victim may feel when being bullied. Girls generally scored higher on most reasons compared to boys showing that they perceived the reasons to be more relevant compared to the boys. Bullying was also divided up in four different forms; cyberbullying public forms, cyberbullying private forms, direct forms of traditional bullying and indirect forms of traditional bullying. The seven reasons were then investigated in relation to each type of these forms. Some of the results included

that the reasons of fright and helplessness scored highest on the direct forms of traditional bullying, whilst embarrassment scored highest on the more public forms of cyberbullying.

Chapter six - Study Three

AIM

The aim of the third study was to investigate various issues within the cyberbullying context. Firstly, since so little consensus has been reached with regard to the gender differences in cyberbullying one of the aims was to investigate those. A secondary aim was to include the younger age groups (from age 7) as this has not been studied previously at the time (to the knowledge of the author). Thirdly, the study also tests the hypothesis (see e.g. Slonje & Smith, 2008) that cyberbullies may be less aware of their consequences and therefore feel less remorse when cyberbullying compared to traditional bullying. The last major aim was to investigate one aspect of the definition of cyberbullying, that of repetition.

METHOD

This study gathered quantitative data using four different questionnaires and used various statistical analyses: Logistic regressions were used on categorical data whilst Anova's were used on frequency data. Both chi-square and McNeman tests were also used on categorical data.

Questionnaires

The questionnaires (four of them comparable with each other but differing by the amount of depth of information they investigate) were developed by myself, together

with my supervisor Professor Peter K. Smith and co-supervisor Professor Ann Frisen. They were firstly developed in English, then translated to Swedish by the author and co-supervisor Ann Frisen (see Appendixes 3-7). They gave the standard definition of bullying taken from the Olweus Bully/Victim questionnaire (Olweus, 1996) and mentioned cyberbullying [cybermobbning in Swedish] as bullying through electronic means such as: mobile phone calls, text messaging, picture/video clip, email, chat rooms, websites and instant messaging (eg. MSN). The first three questionnaires were all pilot tested in small groups of students to check for clarity and whether the students could understand what was asked of them. The first questionnaire was also given to a special-needs teacher who gave useful tips on how to re-word it in order to make them understandable to even the youngest and weakest students.

The first questionnaire was developed for primary school pupils in grades 2-3 (aged 7-10 years; mostly ages 8 & 9) and started by asking pupils whether they had been 'traditionally' bullied (not including cyberbullying), both at school and outside of school, as well as if they had 'traditionally' bullied others with multiple choice answers of: 'No', 'Yes, this term' and 'Yes, this week'. It followed by asking whether they had been cyberbullied and if so if they have told anyone about it. The last two questions were concerned with what type of cyberbullying they had experienced and if they had cyberbullied others in the same time period (i.e. the last two to three months).

The second questionnaire was devised to investigate bullying and cyberbullying in older primary school pupils (grades 4-6, aged 9-13; predominantly ages 10 - 12). Again, the questionnaire started by asking whether they had experienced traditional bullying at or outside of school with multiple answers of: 'No', 'Yes once or twice', 'Yes 2 or 3 times a month', 'Yes, once a week' and 'Several times a week'. It followed by asking what type (e.g. direct, indirect, relational) of traditional bullying they had experienced as well as whether they had traditionally bullied others and if so if they at some point had felt remorse of doing so.

The second part of the questionnaire was concerned with cyberbullying and investigated if pupils had been cyberbullied (with the same multiple answer choices as the first part) through what means they had been cyberbullied and if they had told anyone about it. The last part of the questionnaire was concerned with whether they had cyberbullied others, if they felt remorse about it at any point, when they had cyberbullied others (at or outside of school), whom they had bullied (gender wise) and what type of cyberbullying it was. The questionnaire ended by asking a couple of questions on distribution processes. The first asked how they had cyberbullied others (e.g. sent a text to the victim, showed their friends the abusive text or uploading it to the internet). The second question was concerned with [active] bystanders and asked participants if they had been shown or sent an act of cyberbullying that was meant to bully someone else? And if so, what they did with the information (e.g. bullied the victim further, tried to help the victims, etc...).

The third questionnaire for pupils in lower secondary school (grades 7-9, aged 12-16) had the exact same questions as the second questionnaire with an additional part on why victims might feel bad when they are bullied (see Study Two).

The fourth questionnaire was developed for school staff and briefly asked whether they had been cyberbullied by pupils and if so by which form.

Participants

The same schools and participants (with the addition of the 14 pupils that were excluded in study two) that were included in study two were also included in the current study with the addition of two primary schools with pupils aged 7-10 years, hence the total number of schools in the current study came to nine. Altogether, 861 students were included in the sample, however, one student from primary school was not allowed to participate in the study by his/her parents and 15 students from secondary school choose not to participate. Also, 14 participants (9 from secondary and 5 from primary) were excluded from the analyses due to very inconsistent answers or highly incomplete questionnaires. Hence the total number of participants came to 831. 72 students (45 boys and 27 girls) participated in age group 1 (grades 2-3 which is commonly called 'låg-stadiet' in Swedish, 'lower-stage' in English), 243 students (115 boys and 128 girls) participated in age group 2 (grades 4-6, known as 'mellan-stadiet' in Sedish, 'middle-stage' in English) and finally 516 students (256 boys and 260 girls) participated in age group 3 (grades 7-9, 'hög-stadiet in Swedish, 'high-stage' in English). The mean age of the whole sample was 12.60 years (s.d.

1.94). Divided by the age groups, in age group 1: 8.57 years (s.d. 0.69), age group 2: 11.12 years (s.d. 0.91) and finally age group 3: 13.85 years (s.d. 0.86).

75 members of school staff were also included in the study; 25 male and 50 female. 12 of these had less then 2 years experience working within a school setting, 15 had between 2-5 years experience, 16 had between 6-10 years of experience and finally 31 had more then 10 years of experience. 1 member of school staff did not indicate how long experience s/he had.

Procedure

The same procedure was carried out as in study two. In addition to this, in the younger ages (grades 2-3) an overhead was used and each of the questions were read out aloud, with the possibility to further explain the questions if needed. All the questionnaires in these grades were handed out on a Friday in order to be able to investigate how many students had been bullied in the last week. The questionnaire for this youngest age group took about 15 minutes to complete, whilst for the two older age groups it took about 20 minutes to complete. The questionnaires were handed out in the late autumn/early winter (two to three months after the school started) in 2007.

RESULTS

Access to mobile phones and internet

Initially, all the pupils were asked whether they had their own mobile phone, and as
can be seen in Table 5 the vast majority of the sample stated they did.

Table 5. Frequencies of pupils having their own mobile phone.

		Grades 2 & 3	Grades 4 & 5	Grade 6	Grade 7	Grade 8	Grade 9	Total
		(N=71)	(N=133)	(N=110)	(N=190)	(N=177)	(N=149)	(N=830)
Yes	Boys	35.6%	80.6%	84.9%	91.4%	92.9%	98.7%	84.6%
		(N=16)	(N=50)	(N=45)	(N=85)	(N=79)	(N=77)	(N=352)
	Girls	38.5%	85.9%	94.7%	99.0%	100.0%	100%	92.8%
		(N=10)	(N=61)	(N=54)	(N=96)	(N=92)	(N=71)	(N=384)
	Total	36.6%	83.5%	90.0%	95.3%	96.6%	99.3%	88.7%
		(N=26)	(N=111)	(N=99)	(N=181)	(N=171)	(N=148)	(N=736)

In Table 5 it can also be seen that the biggest gap in having a mobile phone was
between grades 2 & 3 (7-10 years, mostly pupils are 8 or 9 years of age but some may
start earlier or later due to different circumstances) and grades 4 & 5 (9-12 years, but
mostly aged 10 or 11). In grade 2 & 3 'only' 36.6% had access to their own mobile
phone, but by grade 4 to 5 this figure rose drastically and the majority (83.5%) of the
pupils reported having one. The logistic regression showed a significant grade
difference ($\chi^2_{(5)}$=161.51, p<.001) and also a significant gender difference ($\chi^2_{(1)}$=10.04,
p=.002). These results indicate that the older students reported having access to their

own mobile to a higher extent compared to the younger ones, and also that more girls (92.8%) compared to boys (84.6%) did so. A trend ($\chi^2_{(1)}$= 10.04, p=.055) for an interaction effect was also shown, indicating that in the younger ages girls more compared to boys had access to their own mobile phone, but that this difference disappeared in the higher age groups.

When pupils were asked whether they had access to Internet at home, it can be seen from Table 6, that an even higher percentage compared to the initial question of mobile phones reported having this. Even though the grade difference in having internet access was not as large as having an own mobile it was still highly significant ($\chi^2_{(5)}$=23.52, p<.001). No gender difference was found.

Table 6. Frequencies of pupils having internet access at home.

		Grades 2 & 3 (N=72)	Grades 4 & 5 (N=133)	Grade 6 (N=110)	Grade 7 (N=190)	Grade 8 (N=177)	Grade 9 (N=149)	Total (N=831)
Yes	Boys	88.9% (N=40)	98.4% (N=61)	100.0% (N=53)	100.0% (N=93)	97.6% (N=83)	98.7% (N=77)	97.8% (N=407)
	Girls	85.2% (N=23)	97.2% (N=69)	98.2% (N=56)	99.0% (N=96)	100.0% (N=92)	97.2% (N=69)	97.6% (N=405)
	Total	87.5% (N=63)	97.7% (N=130)	99.1% (N=109)	99.5% (N=189)	98.9% (N=175)	98.0% (N=146)	97.7% (N=812)

Traditional bullying

Being bullied

When participants were asked if they had been traditionally bullied in any form, 16.0% stated they had been so in the last 2-3 months. Table 7 shows that more girls (20.5%) compared to boys (11.6%) were being bullied in this way ($\chi^2_{(1)}=12.31$, p<.001).

Table 7. Frequencies of pupils who reported being victimised by 'traditional' bullying.

	Grades 2 & 3 (N=72)	Grades 4 & 5 (N=129)	Grade 6 (N=110)	Grade 7 (N=189)	Grade 8 (N=176)	Grade 9 (N=148)	Total (N=824)
Boys	17.8% (N=8)	13.1% (N=8)	13.2% (N=7)	11.8% (N=11)	9.4% (N=8)	7.8% (N=6)	11.6% (N=48)
Girls	11.1% (N=3)	20.6% (N=14)	22.8% (N=13)	22.9% (N=22)	17.6% (N=16)	22.5% (N=16)	20.5% (N=84)
Total	15.3% (N=11)	17.1% (N=22)	18.2% (N=20)	17.5% (N=33)	13.6% (N=24)	14.9% (N=22)	16.0% (N=132)

Since a simpler version of the questionnaire was used on the youngest participants (see Method section), initial analysis on gender and grade differences used categorical data. Participants were hence labelled as either victim or not, and this constituted the dependent variable in the logistic regression. Grade and gender (as independent variables) differences were also analysed using logistic regression, comparing lower

grades (grade 2-6) to that of higher grades (7-9), this however showed no significant grade differences.

In the youngest grades (2 & 3), 15.3% stated that they had been traditionally bullied in the last 2-3 months; 11.1% stated that it had happened the same week as the questionnaire was filled in and 4.2% the same term.

There are some discrepancies in the percentage of the older age groups (grades 4 to 9) in Table 7 to that which will be reported below. Table 7 shows all those pupils who reported being bullied in any form (eg. verbal, physical etc..) of bullying, whilst the latter shows frequencies of a global question ('*have you been bullied in traditional ways the last couple of months? Thinking of both at and outside school. Not including cyberbullying*). Some pupils did not report being bullied in this global question, however perhaps prompted when seeing the different ways one may be bullied in traditional forms, did report being bullied in one of these. Therefore, when looking at the descriptive statistics for grades 4 to 6 (aged 9-13, most pupils are 10-12 years old), 16.5% stated they had been traditionally bullied during the last 2 to 3 months; 12.7% reported having been so 'once or twice', whilst 3.9% stated it had happened more frequently.

For the oldest pupils (grades 7-9, 12-16 years, however most fall into the age group 13-15 years, the descriptive statistics showed that 15.4% reported being victimised by traditional means of bullying in the last 2 to 3 months; 11.1% stated it had happened 'once or twice' and 4.4% more frequently.

Since they used the same questionnaire an ANOVA was carried out on grades 4-9 with the dependent variable of the frequency of being bullied and independent variables of grade and gender. This showed no significant difference on either grade or gender.

In grades 4 to 9, participants were also asked to indicate in what form of traditional bullying they were being bullied (physical, verbal, rumours, exclusion or other, see Table 8). The most common form of being 'traditionally' bullied was by verbal means (9.6%), followed by physical (4.5%), rumour spreading (3.3%) and finally exclusion (3.2%). In the open-ended question of whether they had been bullied by 'other' forms of traditional bullying most comments could be coded into one of the existing categories. For example, one girl wrote:

'*They always say very mean things to me.*'

and another boy stated:

'*They told me they were going to hit me the next day, but they did not. Then they said so again and again but they did nothing.*'

These comments were both labeled as verbal forms of bullying. Only one comment included another type of bullying (however also included an 'exclusion' comment). This was a girl stating:

'*They put something smelly in my jacket. And they also never want to play with me.*'

*Table 8. By which 'traditional' means pupils reported being bullied*

		Grades 4&5 (N=129)	Grade 6 (N=110)	Grade 7 (N=189)	Grade 8 (N=176)	Grade 9 (N=148)	Total (N=752)
Physical	Boys	4.9% (N=3)	3.8% (N=2)	3.2% (N=3)	2.4% (N=2)	2.6% (N=2)	3.3% (N=12)
	Girls	8.8% (N=6)	5.3% (N=3)	7.3% (N=7)	4.4% (N=4)	2.8% (N=2)	5.7% (N=22)
	Total	7.0% (N=9)	4.5% (N=5)	5.3% (N=10)	3.4% (N=6)	2.7% (N=4)	4.5% (N=34)
Verbal	Boys	9.8% (N=6)	9.4% (N=5)	6.5% (N=6)	7.1% (N=6)	3.9% (N=3)	7.0% (N=26)
	Girls	5.9% (N=4)	19.3% (N=11)	14.6% (N=14)	7.7% (N=7)	14.1% (N=10)	12% (N=46)
	Total	7.8% (N=10)	14.5% (N=16)	10.6% (N=20)	7.4% (N=13)	8.8% (N=13)	9.6% (N=72)
Rumours	Boys	1.6% (N=1)	1.9% (N=1)	0.0% (N=0)	1.2% (N=1)	1.3% (N=1)	1.1% (N=4)
	Girls	5.9% (N=4)	0.0% (N=0)	7.3% (N=7)	4.4% (N=4)	8.5% (N=6)	5.5% (N=21)
	Total	3.9% (N=5)	0.9% (N=1)	3.7% (N=7)	2.8% (N=5)	4.7% (N=7)	3.3% (N=25)
Exclusion	Boys	0.0% (N=0)	0.0% (N=0)	5.4% (N=5)	2.4% (N=2)	0.0% (N=0)	1.9% (N=7)
	Girls	4.4% (N=3)	5.3% (N=3)	4.2% (N=4)	1.1% (N=1)	8.5% (N=6)	4.4% (N=17)
	Total	2.3% (N=3)	2.7% (N=3)	4.8% (N=9)	1.7% (N=3)	4.1% (N=6)	3.2% (N=24)
Total	Boys	13.1% (N=8)	13.2% (N=7)	11.8% (N=11)	9.4% (N=8)	7.8% (N=6)	10.8% (N=40)
	Girls	20.6% (N=14)	22.8% (N=13)	22.9% (N=22)	17.6% (N=16)	22.5% (N=16)	21.1% (N=81)
	Total	17.1% (N=22)	18.2% (N=20)	17.5% (N=33)	13.6% (N=24)	14.9% (N=22)	16.1% (N=121)

When analysing the data for various forms of traditional bullying, grades 4 to 6 were transformed into one separate age group and 7 to 9 in a second age group, since the reported numbers of pupils being bullied in each form were very low (e.g. for grades 4 & 5 only 3 boys stated they had been physically bullied). This division in age groups might be argued to be quite natural due to the nature of the school system in Sweden, since not only are they called differently (see above) but usually grades 4 to 6 tend to be in another school than grades 7 to 9.

Initially a logistic regression on the categorical data was carried out putting together all the types of traditional bullying (labelled as either bullied or not) as the dependent variable and grade and gender as independent variables. This analysis showed a significant gender difference ($\chi^2_{(1)}$=14.97, p<.001), girls were being bullied more compared to boys. No grade difference was found. When analysing all the separate forms of being bullied by traditional means (as dependent variables) and grade and gender as independent, all except for the physical form showed a gender difference, with girls being bullied in these forms more compared to boys. This was significant for verbal bullying ($\chi^2_{(1)}$=5.36, p=.02), rumour spreading ($\chi^2_{(1)}$=12.55, p<.001) and exclusion ($\chi^2_{(1)}$=4.17, p=.04).

No grade differences were found, but there was one interaction effect ($\chi^2_{(1)}$=4.68, p=.03) showing that more girls compared to boys in the younger age group were being bullied by means of exclusion, but that this leveled out in the older age group (see Figure 7).

Figure 7. Pupils who reported being ignored or excluded.
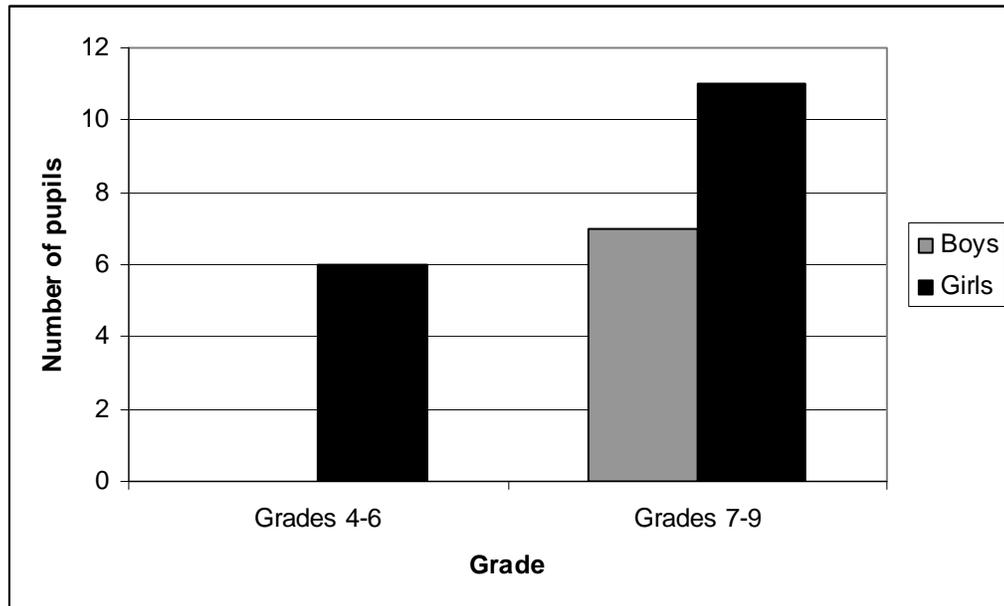
Bullying others

When the pupils were asked whether they had traditionally bullied others, 14.6% reported having done so in the last 2 to 3 months (see Table 9). A logistic regression using two age-groups (grade 2-6 & grades 7-9) with the dependent variable of either having bullied others or not and independent variables of grade and gender showed a strong significant grade difference ($\chi^2_{(1)}$=13.82, p<.001) indicating that the older age group was more involved in this type of behaviour compared to the younger age group. No gender differences were found.

In the youngest grades (2 & 3), 11.1% reported traditionally bullying others in the last 2 to 3 months; 8.3% reported that they did this the same week the questionnaire was filled in, and 2.8% the same term.

Table 9. Frequencies of pupils who reported bullying others by 'traditional' means.

	Grades 2 & 3 N=72	Grades 4 & 5 N=131	Grade 6 N=109	Grade 7 N=190	Grade 8 N=177	Grade 9 N=148	Total N=827
Boys	13.3% (N=6)	8.1% (N=5)	5.8% (N=3)	16.1% (N=15)	20.0% (N=17)	28.6% (N=22)	16.4% (N=68)
Girls	7.4% (N=2)	11.6% (N=8)	7.0% (N=4)	13.4% (N=13)	16.3% (N=15)	15.5% (N=11)	12.8% (N=53)
Total	11.1% (N=8)	9.9% (N=13)	6.4% (N=7)	14.7% (N=28)	18.1% (N=32)	22.3% (N=33)	14.6% (N=121)

The descriptive statistics for the grades 4 to 6 yielded that 8.3% stated they had bullied others by traditional means in the last 2 to 3 months; 7.5% reported having done so 'once or twice, whilst 0.8% stated that they were more frequently involved in this behaviour.

In the oldest grades (7 to 9), 18.1% reported bullying others by traditional means in the last 2 to 3 months; 13.8% indicated they had done this 'once or twice, whilst 4.3% stated doing so more frequently.

An ANOVA with dependent variable of bullying others and independent variables of gender (2 levels) and grade (5 levels; 4&5, 6, 7, 8, 9) showed a significant main effect of grade ($F_{(4,745)}$=3.93, p=.004). A Bonferroni post hoc test revealed that the difference was significant between grades 4 & 5 and grade 9 (p=.048) and also

between grade 6 and 9 (p=.009). This showed that grade 9 bullied others in the traditional ways more compared to the younger grades of 4 & 5 and grade 6. No gender difference was found, however, there was a trend for boys to bully others more compared to the girls ($F_{(1,745)}$=2.82, p=.093).

Cyberbullying

Being bullied

Overall, 11.2% of all pupils stated that they had been cyberbullied at some point (see Table 10). A logistic regression with the dependent variable of either being cyberbullied or not (categorical data), and independent variable of gender and grade (two levels; grades 2-6 and grade 7-9) showed a significant gender difference ($\chi^2_{(1)}$=4.39, p=.038) girls (13.5%) were being cyberbullied more compared to boys (8.9%). There was also a grade trend ($\chi^2_{(1)}$=2.78, p=.095) indicating that the older age group were being victimised by forms of cyberbullying more then the younger age group.

In the youngest grades (2 & 3) 9.7% stated that they had at some point been cyberbullied; 5.5% indicated it had happened this term (last 2 to 3 months), whilst 4.2% reported it happening within the last week. In the middle age group (grades 4 to 6), 7.9% of the participants had been cyberbullied in the last 2 to 3 months; 5.4% 'once or twice', whilst 2.4% said it happened more frequently. And finally, in the oldest age group (grades 7 to 9) the corresponding figures were; 11.9% had been victimised within the last 2 to 3 months, 8.6% 'once or twice' and 3.4% more

frequently. Once again there are some discrepancies as with being traditional bullied

for the same reason.

Table 10. Frequencies of pupils who reported being victimised by cyber bullying (once or more).

		Grades 2 & 3 (N=72)	Grades 4 & 5 (N=133)	Grade 6 (N=110)	Grade 7 (N=189)	Grade 8 (N=176)	Grade 9 (N=149)	Total (N=829)
Yes	Boys	11.1% (N=5)	6.5% (N=4)	5.7% (N=3)	4.3% (N=4)	9.4% (N=8)	16.7% (N=13)	8.9% (N=37)
	Girls	7.4% (N=2)	9.9% (N=7)	12.3% (N=7)	14.4% (N=14)	16.5% (N=15)	15.5% (N=11)	13.5% (N=56)
	Total	9.7% (N=7)	8.3% (N=11)	9.1% (N=10)	9.5% (N=18)	13.1% (N=23)	16.1% (N=24)	11.2% (N=93)

An ANOVA was carried out on the frequency data for grades 4 to 9 with dependent

variable of being cyberbullied and independent variables of grade (5 levels) and

gender (2 levels). No significance was found, however, there was a trend for girls to

be bullied more compared to boys ($F_{(1,742)}$=3.35, p=.070).

When looking at how the pupils had been cyberbullied one can see in Table 11 that in

all grades the most prevalent form of being cyberbullied overall was by Instant

messaging (6.0%), and the least reported form was being bullied via email (1.2%).

Table 11. By what form of cyber bullying pupils reported being victimised and in which frequency.

	Grades 2 & 3 (N=72)	Grades 4 & 5 (N=133)	Grade 6 (N=110)	Grade 7 (N=189)	Grade 8 (N=176)	Grade 9 (N=149)	Total (N=829)
Text messaging	4.3% (N=3)	0.0% (N=0)	1.8% (N=2)	2.1% (N=4)	3.4% (N=6)	4.7% (N=7)	2.6% (N=22)
Phone calls	4.2% (N=3)	0.8% (N=1)	1.8% (N=2)	1.1% (N=2)	3.4% (N=6)	6.0% (N=9)	2.8% (N=23)
Photo/video clip	4.2% (N=3)	0.8% (N=1)	0.0% (N=0)	0.5% (N=1)	4.0% (N=7)	5.4% (N=8)	2.3% (N=19)
Chat room	4.2% (N=3)	3.8% (N=5)	0.9% (N=1)	1.1% (N=2)	2.8% (N=5)	0.7% (N=1)	2.0% (N=17)
E-mail	4.2% (N=3)	0.8% (N=1)	0.9% (N=1)	1.6% (N=3)	0.6% (N=1)	0.7% (N=1)	1.2% (N=10)
Instant messaging	8.3% (N=6)	4.5% (N=6)	6.4% (N=7)	4.7% (N=9)	6.2% (N=11)	7.4% (N=11)	6.0% (N=50)
Web sites	1.4% (N=1)	1.5% (N=2)	2.7% (N=3)	1.6% (N=3)	2.3% (N=4)	2.0% (N=3)	1.9% (N=16)

Seven different logistic regressions were carried out, one for each type (i.e. one for text-messages, one for phone calls, etc…) of being cyberbullied as dependent variable and with independent variables of gender (2 levels) and grade (2 levels; grade 2-6 and grade 7-9). Four of the logistic regressions were non significant; these were for text message victimisation, phone calls, email and web sites victims. However, for photo/video clip bullying both gender ($\chi^2_{(1)}$=7.07, p=.008; girls more then boys) and grade ($\chi^2_{(1)}$=4.54, p=.033; higher grade more compared to lower) were significant.

For chat room victimisation there was a trend ($\chi^2_{(1)}$=3.19, p=.074) for girls to be bullied more compared to boys. For instant messaging, there was no significant grade or gender difference, but there was an interaction effect ($\chi^2_{(1)}$=9.11, p=.003); in the younger age group more boys compared to girls were being cyberbullied, but that this was the other way around in the older age group (see Figure 8).

Figure 8. Pupils who reported being victimised via Instant Messaging.
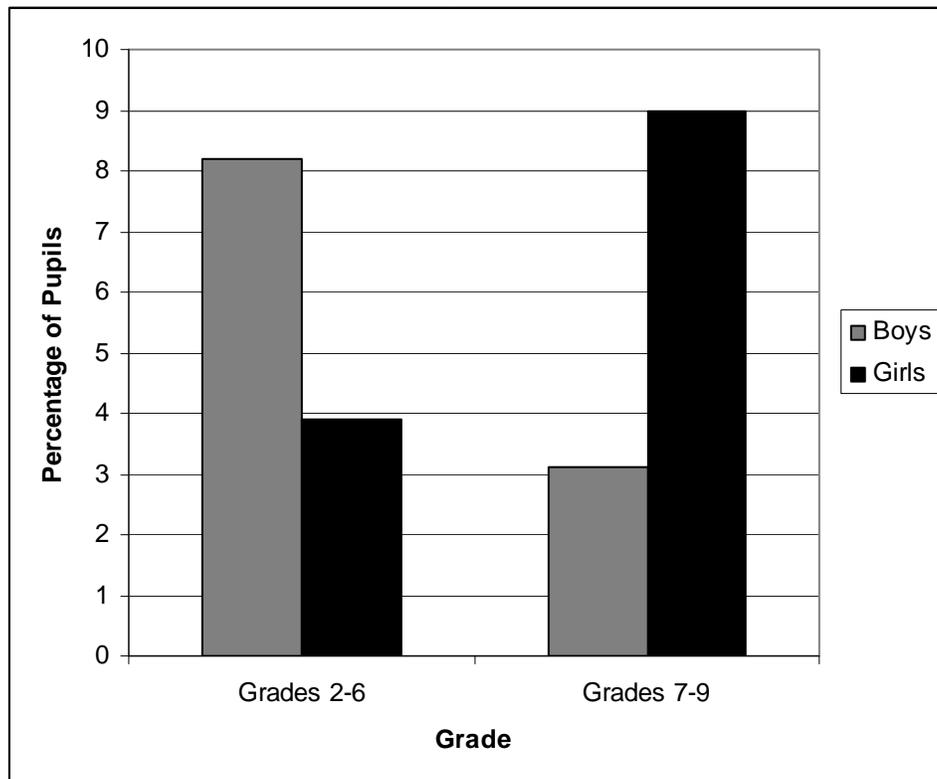
Telling others

When pupils were asked whether they told anyone about the incident of being cyberbullied, one can see from Table 12 that the majority of students had told someone (in 74.4% of the cases).

Table12. Frequencies of pupils victimized by cyber bullying who told someone (and if so whom) or told no one about their experiences.

		Grades 2 & 3 (N=6)	Grades 4 & 5 (N=11)	Grade 6 (N=10)	Grade 7 (N=18)	Grade 8 (N=23)	Grade 9 (N=24	Total (N=92)
Told Some-one	Told a friend	100% (N=6)	63.6% (N=7)	60.0% (N=6)	38.9% (N=7)	65.2% (N=15)	54.5% (N=12)	58.9% (N=53)
	Told parent/s	50% (N=3)	36.4% (N=4)	30.0% (N=3)	22.2% (N=4)	34.8% (N=8)	18.2% (N=4)	28.9% (N=26)
	Told an adult at school	16.7% (N=1)	0.0% (N=0)	10% (N=1)	0.0% (N=0)	4.3% (N=1)	9.1% (N=2)	5.6% (N=5)
	Told others	16.7% (N=1)	18.2% (N=2)	10.0% (N=1)	0.0% (N=0)	8.7% (N=2)	0.0% (N=0)	6.5% (N=6)
	Total	100.0% (N=6)	81.8% (N=9)	80.0% (N=8)	55.6% (N=10)	87.0% (N=20	63.6% (N=14)	74.4% (N=67)
Told no one		0.0% (N=0)	18.2% (N=2)	20.0% (N=2)	44.4% (N=8)	13.0% (N=3)	36.4% (N=8)	25.6% (N=23)

When looking at whom they told, most of them (58.9%) had told a friend, followed by telling a parent (28.9%), telling others (6.5%; this was a open ended question and everyone whom reported telling others reported telling another family member such as sibling or cousin) and finally telling an adult at school (5.6%).

A logistic regression was carried out only on those who reported having been cyberbullied, with the dependent variable of whether they had told anyone about the incident or not and the independent variables of gender and grade (2 levels; grades 2-6 and grades 7-9). The analyses yielded a significant gender difference ($\chi^2_{(1)}$=7.20, p=.007) showing that girls compared to boys tell others more when they have been

cyberbullied. For grade there was no significant result, but there was a trend for the younger age group to tell others more compared to the older students ($\chi^2_{(1)}$=3.58, p=.058). There was also an interaction effect ($\chi^2_{(1)}$=13.47, p=.004), showing that in the younger age group more girls compared to boys told others about the incidence, but this difference levelled out in the older age group (see Figure 9).

Figure 9. Percentage of pupils who told someone about the incident (only including those who had been cyberbullied).
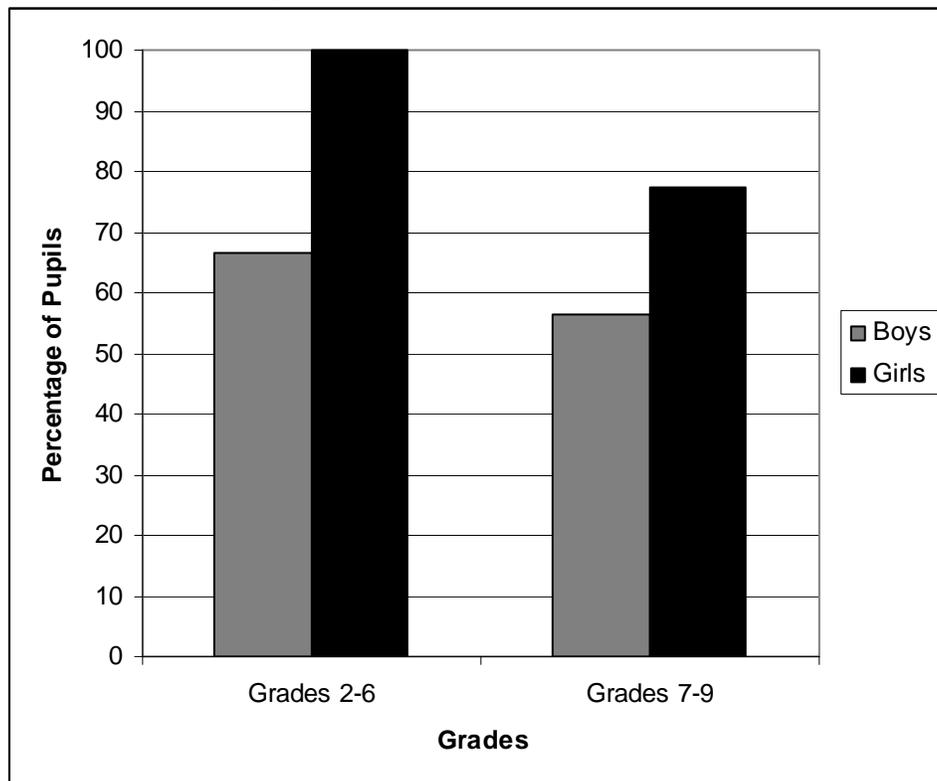
Bullying others

Overall, 8.9% of the pupils reported cyberbullying others (see Table 13). The logistic regression with dependent variable of either having cyberbullied others or not (categorical data) and independent variable of grade (2 levels; grades 2-6 and grades

135

7-9) demonstrated no significant difference for gender but a very strong grade difference ($\chi^2_{(1)}$=29.97, p<.001) indicating that the older age group were bullying others more compared to the younger age group. One can see from Table 13 that there is a strong increase of cyberbullying others with age.

Table 13. Frequencies of pupils who reported cyberbullying others (once or more).

		Grades 2 & 3 (N=72)	Grades 4 & 5 (N=133)	Grade 6 (N=110)	Grade 7 (N=189)	Grade 8 (N=176)	Grade 9 (N=149)	Total (N=829)
Yes	Boys	2.2% (N=1)	1.6% (N=1)	3.8% (N=2)	8.6% (N=8)	12.9% (N=11)	17.9% (N=14)	8.9% (N=37)
	Girls	0.0% (N=0)	4.2% (N=3)	1.8% (N=1)	13.4% (N=13)	14.1% (N=13)	9.9% (N=7)	8.9% (N=37)
	Total	1.4% (N=1)	3.0% (N=4)	2.7% (N=3)	11.1% (N=21)	13.6% (N=24)	14.1% (N=21)	8.9% (N=74)

In grades 2 and 3 only 1.4% reported cyberbullying others. All of these had done so in the last term and none in the last week. For grades 4 to 6 the overall figure of cyberbullying others was reported to be 2.9%. In these grades all these reported having done so 'once or twice' none had done it more frequently. An increase can be seen in pupils from the oldest age group, grades 7-9, who reported that 12.8% had cyberbullied others in the last 2 to 3 months. 10.5% stated they had done so 'once or twice', whilst 2.4% said they were doing so more frequently.

An ANOVA with dependent variable of cyberbullying others and independent variables of gender and grade (5 levels; grade 4 & 5, grade 6, grade 7, grade 8, grade 9) showed a significant main grade difference ($F_{(4,748)}$=3.89, p=.004) but no effect of gender. The Bonferroni post hoc test yielded no difference although the p value did almost reach significance between grades 4 & 5 and grade 8 (p=.053).

The questionnaire for grades 4 to 9 also asked the pupils by what means they had cyberbullied others. It can be seen (Table 14) that the most frequent form of cyberbullying others was by means of instant messaging (5.3%); the next most prevalent form was by text messaging (2.6%), followed by chat room bullying (2.1%), web sites (2.0%), photo/ video clip (1.8%), phone calls (1.6%) and finally emails (0.9%)

A logistic regression on all the forms put together (either being a cyberbully or not) was carried out with independent variables of gender and grade (2 levels; grades 4-6 and grades 7-9). This showed a very strong grade difference ($\chi^2_{(1)}$=22.52, p<.001), with the older pupils more involved in this behaviour than the younger pupils.

Table 14. By what form of cyber bullying pupils reported bullying others and in which frequency.

	Grades 4 & 5 (N=133)	Grade 6 (N=110)	Grade 7 (N=190)	Grade 8 (N=177)	Grade 9 (N=149)	Total (N=759)
Text messaging	0.0% (N=0)	0.0% (N=0)	2.6% (N=5)	4.5% (N=8)	4.7% (N=7)	2.6% (N=20)
Phone calls	0.0% (N=0)	0.0% (N=0)	3.2% (N=6)	2.8% (N=5)	0.7% (N=1)	1.6% (N=12)
Photo/video clip	0% (N=0)	0.0% (N=0)	3.2% (N=6)	2.8% (N=5)	2.0% (N=3)	1.8% (N=14)
Chat room	0.0% (N=0)	0.0% (N=0)	2.1% (N=4)	2.8% (N=5)	4.7% (N=7)	2.1% (N=16)
E-mail	0.0% (N=0)	0.0% (N=0)	1.6% (N=3)	0.6% (N=1)	2.0% (N=3)	0.9% (N=7)
Instant messaging	1.5% (N=2)	1.8% (N=2)	6.8% (N=13)	7.3% (N=13)	6.7% (N=10)	5.3% (N=40)
Web sites	0.0% (N=0)	0.9% (N=1)	3.2% (N=6)	1.1% (N=2)	4.0% (N=6)	2.0% (N=15)
Total	1.5% (N=2)	2.7% (N=3)	11.1% (N=21)	13.6% (N=24)	14.1% (N=21)	9.6% (N=71)

Again (as for the victims), seven different logistic regressions were carried out, one on each type of cyberbullying others as dependent variable and gender and grade (2 levels; grades 4-6 and grades 7-9) as independent variables. These analyses showed that in all of the seven different types of cyberbullying others, the older students did so more compared to the younger ones. For text messaging ($\chi^2_{(1)}$=15.46, p<.001), phone calls ($\chi^2_{(1)}$=9.13, p=.003), photo/video clip ($\chi^2_{(1)}$=10.85, p=.001), emails

$(\chi^2_{(1)}=5.31, p=.021)$, chat room $(\chi^2_{(1)}=12.31, p<.001)$, instant messaging $(\chi^2_{(1)}=11.31, p=.001)$ and finally web sites $(\chi^2_{(1)}=5.80, p=.016)$. There was also one interaction effect, for instant messaging $(\chi^2_{(3)}=12.18, p=.007)$, indicating that both boys and girls seemed to bully others to the same extent in the younger ages, but that more girls than boys did so in the older ages (see Figure 10). Finally, only one pupil stated bullying others by other means (on the open ended question) and that was via computer games.

Figure 10. Percentage of pupils who reported cyberbullying others by means of instant messaging.
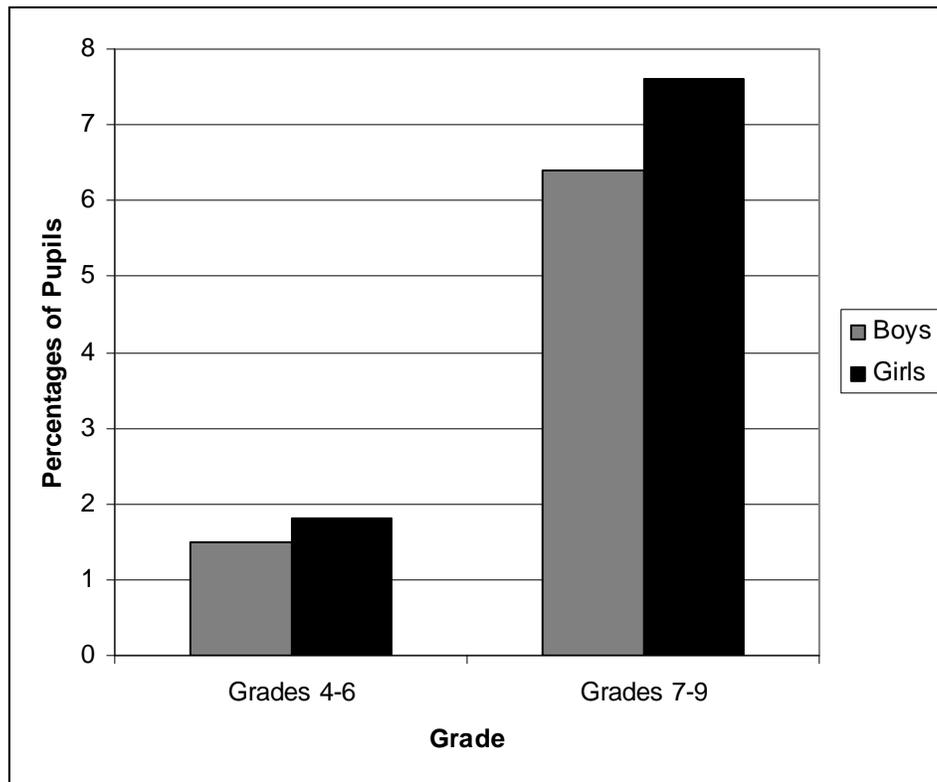
Whom the bullies bullied and where

In grades 4 to 9 the pupils were also asked whom they had cyberbullied. In Table 15 one can see that a minority of 17.9% of the cyberbullies did not know the gender of their victim, the rest, 82.1%, reported knowing the gender of their victims. No analyses were made on this data since the power for this would have been too weak. The descriptive statistics for only those who knew whom they had bullied (excluding those who did not know whom they had bullied) showed that the boys bullied other boys in 48.0% of the cases, girls in 16.0% of cases and both boys and girls in 36.0% of the cases. For the girls the corresponding figures of bullying others were: 23.3% bullied other boys, 36.7% bullied other girls, 33.3% both boys and girls and 5.7% bullied school staff.

Table 15. Whom the cyber bullies reported they had bullied (percentages of those who had cyberbullied others).

		Grades 4 & 5 (N=4)	Grade 6 (N=3)	Grade 7 (N=21)	Grade 8 (N=20)	Grade 9 (N=19)	Total (N=67)
Mostly did not know whom they bullied	Boys	100.0% (N=1)	50.0% (N=1)	0.0% (N=0)	12.5% (N=1)	30.8% (N=4)	21.9% (N=7)
	Girls	0.0% (N=0)	0.0% (N=0)	7.7% (N=1)	25.0% (N=3)	16.7 (N=1)	14.3% (N=5)
	Total	25.0% (N=1)	33.3% (N=1)	4.8% (N=1)	20.0% (N=4)	26.3% (N=5)	17.9% (N=12)
Mostly bullied boys	Boys	0.0% (N=0)	0.0% (N=0)	37.5% (N=3)	75.0% (N=6)	23.1% (N=3)	37.5% (N=12)
	Girls	33.3% (N=1)	100% (N=1)	7.7% (N=1)	33.3% (N=4)	0.0% (N=0)	20.0% (N=7)
	Total	25.0% (N=1)	33.3% (N=1)	19.0% (N=4)	50.0% (N=10)	15.8% (N=3)	28.4% (N=19)
Mostly bullied girls	Boys	0.0% (N=0)	0.0% (N=0)	37.5% (N=3)	0.0% (N=0)	7.7% (N=1)	12.5% (N=4)
	Girls	66.7% (N=2)	0.0% (N=0	30.8% (N=4)	16.7% (N=2)	50.0% (N=3)	31.4% (N=11)
	Total	50.0% (N=2)	0.0% (N=0)	33.3% (N=7)	10.0% (N=2)	21.1% (N=4)	22.4% (N=15)
Bullied both girls and boys in equal amount	Boys	0.0% (N=0)	50.0% (N=1)	25.0% (N=2)	12.5% (N=1)	38.5% (N=5)	28.1% (N=9)
	Girls	0.0% (N=0)	0.0% (N=0)	46.2% (N=6)	16.7% (N=2)	33.3% (N=2)	28.6% (N=10)
	Total	0.0% (N=0)	33.3% (N=1)	38.1% (N=8)	15% (N=3)	36.8% (N=7)	28.4% (N=19)
Mostly bullied school staff	Boys	0.0% (N=0)	0.0% (N=0)	0.0% (N=0)	0.0% (N=0)	0.0% (N=0)	0.0% (N=0)
	Girls	0.0% (N=0)	0.0% (N=0)	7.7% (N=1)	8.3% (N=1)	0.0% (N=0)	5.7% (N=2)
	Total	0.0% (N=0)	0.0% (N=0)	4.8% (N=1)	5.0% (N=1	0.0% (N=0)	3.0% (N=2)

When asked where the cyberbullying had taken place (see Table 16), the cyberbullies reported bullying others mostly (76.8%) outside of school compared to at school

17.9%). Only 5.4% of the bullies reported bullying others in an equal amount both at school as well as outside of school. The chi-square (those who had cyberbullied others in an equal amount at and outside of school were not included in the analysis) showed a strong significant difference ($\chi^2_{(1)}$=22.35, p<.001).

Table 16. When the cyber bullies reported bullying others (percentages of those who had cyberbullied other).

	Grades 4 & 5 (N=4)	Grade 6 (N=3)	Grade 7 (N=16)	Grade 8 (N=17)	Grade 9 (N=16)	Total (N=56)
Mostly at school	25.0% (N=1)	0.0% (N=0)	12.5% (N=2)	35.3% (N=6)	6.3% (N=1)	17.9% (N=10)
Mostly outside of school	75.0% (N=3)	100.0% (N=3)	81.3% (N=13)	58.8% (N=10)	87.5% (N=14)	76.8% (N=43)
Equal amount at and outside of school	0.0% (N=0)	0.0% (N=0)	6.3% (N=1)	5.9% (N=1)	6.3% (N=1)	5.4% (N=3)

Links between traditional and cyberbullying

There seems to be a strong link between traditional and cyberbullying. For instance, those who were traditional bullies, were also cyber bullies in 36.4% of cases (compared to 8.9% of the whole sample). Those who had cyberbullied others also traditionally bullied others in 60.3% of the cases (compared to 14.6% of the whole sample).

Victims of traditional bullying were also cybervictims in 37.4% of the cases (compared to 11.2% of the whole sample), and victims of cyberbullying were also

victims of traditional bullying in 53.8% of the cases (compared to 16.0% of the whole sample). Other links between these two types of bullying shows that cybervictims also had a larger tendency compared to the whole sample to traditionally bully others (31.2%) and also cyberbully others to a higher extent (34.4%). On the other hand, if one was a traditional victim then it was not more likely (compared to the whole sample) to cyberbully others (15.9%) but more likely to traditionally bully others (28.0%)

The distribution process of cyberbullying material.

Pupils who had cyberbullied others were asked how they had done this. The answers they gave can be seen in Table 17. There was also an open ended question giving pupils the opportunity to fill in other means of distributing the material. In most cases (64.1%) the cyberbully sent or showed the bullying material (eg. a text message, a photo/video clip, etc…) to the victim they wanted to bully. Quite often (39.1%) the bullies showed the material to their friends. 15.6% reported uploading the material on internet for others to see, whilst 4.1% answered to the open-ended question that they had commented on pictures on a web-page where others also may see what has been written.

Table 17. For those who had cyberbullied others, how they did it.

		Grades 4 & 5 (N=2)	Grade 6 (N=3)	Grade 7 (N=17)	Grade 8 (N=22)	Grade 9 (N=20)	Total (N=64)
Shown/sent to victim		50.0% (N=1)	66.7% (N=2)	70.6% (N=12)	59.1% (N=13)	65.0% (N=13)	64.1% (N=41)
Shown/sent to others/friends		50% (N=1)	0.0% (N=0)	29.4% (N=5)	50.0% (N=11)	40.0% (N=8)	39.1% (N=25)
Uploaded onto Internet		0.0% (N=0)	0.0% (N=0)	29.4% (N=5)	13.6% (N=3)	10.0% (N=2)	15.6% (N=10)
Other	Commented on pictures on websites	0.0% (N=0)	0.0% (N=0)	4.8% (N=1)	4.2% (N=1)	4.8% (N=1)	4.1% (N=3)

A further question, 'Have *you been shown or sent an act of cyberbullying that was meant to bully someone else? If so what did you do with the information,* asked about 'actively targeted bystanders'. The pupils who had been sent or shown such information had four different options to reply (see Table 18) and also an open ended question to indicate if they had done something else that was not covered by the four choices.

Almost a fifth (19.8%) of the pupils reported that they had been actively targeted as bystanders. Of these, the majority (71.8%) did nothing with this information, hence ending the distribution of the bullying material further. However, 6.0% reported sending or showing the material to the victim in order to try to bully him/her further and 13.4% defended the victim by trying to make him/her aware of the situation. Also, 8.7% reported forwarding the material to other friends. When looking at those who had sent/showed it to adults, the figures were: to a parent (0.7%) a member of school

staff (0.7%) or both parent and school staff (0.7%). In 1.3% of cases the pupils did

not report to whom they had send/forwarded the bullying material. No pupils reported

doing anything else (open-ended question) with the material.

Table 18. Frequency of bystanders actively targeted and what they did with the information.

		Grades 4 & 5 (N=133)	Grade 6 (N=110)	Grade 7 (N=190)	Grade 8 (N=177)	Grade 9 (N=149)	Total (N=759)
Total number and frequencies of pupils who reported being actively targeted as bystanders		11.3% (N=15)	9.5% (N=10)	20.0% (N=38)	23.7% (N=42)	29.7% (N=44)	19.8% (N=149)
Did nothing.		60.0% (N=9)	90.0% (N=9)	63.2% (N=24)	71.4% (N=30)	79.5% (N=35)	71.8% (N=107)
Showed or forwarded it to the person that was being cyberbullied in an attempt to try to tease him/her.		6.7% (N=1)	0.0% (N=0)	13.2% (N=5)	4.8% (N=2)	2.3% (N=1)	6.0% (N=9)
Showed or forwarded it to the person being cyberbullied in an attempt to try to help him/her.		26.7% (N=4)	10.0% (N=1)	18.4% (N=7)	9.5% (N=4)	9.1% (N=4)	13.4% (N=20)
Showed or forwarded to someone else and whom	Friend/s	13.3% (N=2)	0.0% (N=0)	5.3%% (N=2)	9.5% (N=4)	11.4% (N=5)	8.7% (N=13)
	Parent	0.0% (N=0)	0.0% (N=0)	0.0% (N=0)	2.4% (N=1)	0.0% (N=0)	0.7% (N=1)
	School staff	0.0% (N=0)	0.0% (N=0)	2.6% (N=1)	0.0% (N=0)	0.0% (N=0)	0.7% (N=1)
	Parent & School staff	0.0% (N=0)	0.0% (N=0)	0.0% (N=0)	0.0% (N=0)	2.3% (N=1)	0.7% (N=1)
	Not specified	0.0% (N=0)	0.0% (N=0)	2.6% (N=1)	0.0% (N=0)	2.3% (N=1)	1.3% (N=2)

Remorse when bullying others.

Those pupils who had bullied others in either/or both a traditional way and in a cyber way were asked whether at any point they had any remorse for doing so. In Table 19 one can see that the majority (69.9%) of those who had traditionally bullied others did at some point feel remorse for doing so; a minority (30.1%) reported having no remorse. When looking at those who had cyberbullied others the opposite can be seen; in the majority of cases (57.5%) the bullies had no remorse whilst a minority (42.5%) did. It also seems that girls generally feel more remorse compared to boys, which was significant for both traditional bullying ($\chi^2_{(1)}$=6.14, p=.013) and cyberbullying ($\chi^2_{(1)}$=4.07, p=.044). In Table 19 it looks like the younger age group feel more remorse compared to the older age group but this was not significant for either types of bullying.

In addition to the logistic regressions made to investigate gender- and age differences, two other types of analyses were made on this data (one chi-square for those pupils who either had only traditionally bullied others or only had cyberbullied others and one McNemar test for those pupils who had done both). Table 20 shows that 140 pupils had been engaged in some kind of bullying behaviour (as a bully). Of these, 68 (48.6%) pupils had traditionally bullied others but not cyberbullied, and 28 (20.0%) had cyberbullied others but not traditionally. The rest, 44 (31.5%) pupils had both traditionally and cyberbullied others. One response is missing.

Table 19. For those who had bullied others did they feel any remorse.

Remorse?	Gender	Traditional bullying (N=113)			Cyberbullying (N=73)		
		Grades 4-6	Grades 7-9	Total	Grades 4-6	Grades 7-9	Total
Yes	Boys	87.5% (N=7)	55.6% (N=30)	59.7% (N=37)	66.7% (N=2)	27.3% (N=9)	30.6% (N=11)
	Girls	83.3% (N=10)	82.1% (N=32)	82.4% (N=42)	50.0% (N=2)	54.5% (N=18)	54.1% (N=20)
	Total	85.0% (N=17)	66.7% (N=62)	69.9% (N=79)	57.1% (N=4)	40.9% (N=27	42.5% (N=31)
No	Boys	12.5% (N=1)	44.4% (N=24)	40.3% (N=25)	33.3% (N=1)	72.7% (N=24)	69.4% (N=25)
	Girls	16.7% (N=2)	17.9% (N=7)	17.6% (N=9)	50.0% (N=2)	45.5% (N=15)	45.9% (N=17)
	Total	15.0% (N=3)	33.3% (N=31)	30.1% (N=34)	42.9% (N=3)	59.1% (N=39)	57.5% (N=42)

Table 20. Cross tab related to whether pupils feel remorse or not when either traditionally bullying others or cyberbullying others and for those who done both.

		If cyberbullied others have you felt remorse at any point?			Total
		Not cyberbullied others.	Yes, at some point I have felt remorse	No, I have never felt remorse.	
If traditionally bullied others have you felt remorse at any point?	Not traditionally bullied others.		13	15	28
	Yes, at some point I have felt remorse	55	16	7	78
	No, I have never felt remorse.	13	1	20	34
Total		68	30	42	140

The McNemar test showed a trend (p=.07) for those who bully others by both means to feel more remorse when traditionally bullying others compared to when cyberbullying others. Table 20 also shows that in 16 (36.4%) cases out of these 44, pupils feel remorse when both traditionally and cyberbullying others. In 20 (45.5%) of the cases they did not feel remorse for either type of bullying. However, 7 (15.9%) pupils felt remorse only when traditionally bullying others but not when

cyberbullying and only 1 (2.3%) pupil felt remorse when cyberbullying others but not when traditionally doing so.

When looking at the pupils who only bully others by one type of bullying (either traditional or cyber) the chi-square showed a significant difference between the types of bullying ($\chi^2_{(1)}$=11.40, p=.001) in relation to remorse. For those who only had traditionally bullied others, 55 (80.9%) out of 68 felt remorse at some point whilst only 13 (19.1%) of the pupils did not feel remorse. For those who had only cyberbullied others 13 (46.4%) out of 28 did feel remorse at some point but most, 15 (53.6%) did not.

Comments

The pupils had the opportunity to share their thoughts about cyberbullying at the end of the questionnaire in an open ended question. 60 pupils took this opportunity. The comments were written in Swedish and translated by the author. One pupil's answer could perhaps be interpreted that cyberbullying is not too much to worry about. A boy in grade 7, 12 years stated:

'*I believe one shouldn't care about cyberbullying. It is just ridiculous to cyberbully'.*

The rest of the comments indicated that the pupils saw cyberbullying as something that should be seen as a negative act. Some just took the opportunity to say that it is bad in statements such as:

Girl grade 4, 10 years: *Bullying is bad. I can't explain*.

Boy grade 7, 13 years: *I believe it is really stupid.*

Girl grade 9, 14 years: *It is bad. It should be stopped.*

Others took the opportunity to share their own experiences for example:

Girl grade 5, 11 years: *I have been bullied once on MSN. It was someone who logged in on my MSN and asked about one person that I wanted to marry one person. They showed (their) bums to my friends and then my friend called me and told me that someone had logged in on my MSN.*

Boy grade 5, 11 years: *Not told anyone about it because then he hits me if he knows.*

Boy grade 7, 13 years: *I have filmed a boy here when he fell off the bike and uploaded the film on youtube.*

Boy grade 8, 14 years: *I have been cyberbullied for a while. The clothing was a big issue they always mentioned.*

A few explained what it is or how it may look/feel like:

Boy grade 6, 12 years: *The majority bully through internet because they retaliate, or threaten each other, but mostly its bullying.*

Girl grade 7, 13 years: *I believe that cyberbullying is more easily done compared to traditional bullying because it is easier to misinterpret each other and then it can easily become fights.*

Girl grade 8, 14 years: *All adolescents cyberbully without them realising it, through bilddagboken[a website], msn, and prank calling etc…*

Girl grade 9, 15 years: *I usually don't bully anyone, but I know myself that one gets a bigger self confidence behind a computer or mobile phone than in reality. Then one probably dares to do more. Often one probably does it because one thinks no one will find out/see it.*

Another set of comments were related to what can be done to stop cyberbullying:

Boy grade 8, 14 years: *Why not save it and then go to your parents or the police?*

Boy grade 8, 14 years: *You can block people on MSN. You can block some numbers. You can get help from friends and adults.*

Boy grade 9, 15 years: *Me myself have never been bullied or vice versa, but if you for example receive SMS several times then you can change number, and only give it to people you trust. Talk about it is important I believe.*

Girl grade 9, 15 years: *Those websites where you can upload clips on others should have rules about that you shouldn't be able to have clips on everyone, you have to ask the person in the video if you can upload.*

Finally others compared cyberbullying to traditional bullying:

Boy grade 8, 14 years: *It is probably worse with cyberbullying because the victim for example doesn't know who bullies one and it is much worse to get away from.*

Girl grade 8, 14 years: *It is probably harder to stop than for example traditional bullying, because it is harder to control for example for teachers.*

Boy grade 9, 15 years: *Cyberbullying is not as serious as traditional bullying I think.*

Pupil/school staff bullying

Teachers and other school staff were asked whether they had been cyberbullied by any pupils and if so by what form. Overall, 2.7% (N=2) reported being cyberbullied in the last 2 to 3 months; 1.3% (N=1) via text messaging and 2.7% (N=2) via photo/video clip. The school staff that was cyberbullied both via text messaging and photo/video clip was female and had more then 10 years of experience working with pupils in grades 7 to 9. The school staff that was cyberbullied only via photo/video clip was also female with 6 to 10 years experience of working with pupils in grades 7 to 9.

DISCUSSION

The majority of pupils had their own mobile phone and Internet access at home. Overall, 88.7% stated they had their own mobile phone whilst 97.7% reported having Internet at home. When looking at mobile phone access there was a large difference between grades two to three, where only about one third (36.6%) of the pupils stated they had a mobile phone, and grades four to five where the majority (83.5%) reported having a mobile phone. It seems that by the age of 10, the majority of Swedish pupils have a mobile phone they can use. No national Swedish data on mobile phone usage could be found for children at these ages, however in the U.K. the Mobile Life Report (2008) reported that 94% of young people from the age of 11 and over have a mobile phone which corresponds well with the current study where the average for 11 year olds and over was 94.6%. By the age of 15 years, 99.3% reported having a own mobile phone in the current study which is a bit higher than the 96% that Orvesto

Konsument (2005) reported in Sweden for youths between the ages of 15 to 17. It is probably becoming more and more usual for these ages to have access to their own mobile phone and this is something that should be monitored by future studies. This age difference was significant, as was the gender difference showing that more girls compared to boys had access to their own mobile phones. This gender difference has been found both in the U.K. (Ofcom, 2008; in Becta, 2008) as well as in Sweden (Söderqvist, Hardell, Carlberg & Mild, 2007)

When looking at the access pupils had to the Internet, the figures are even higher than reported ownership of mobile phones. The age difference is not as large even though it was significant. This higher frequency of access could perhaps be because the pupil's family had a computer at home for the whole family to use, whereas a pupils' mobile phone might belong specifically to them.

When it comes to bullying, being bullied was not infrequent in the current study; 16.0% reported having been targeted via traditional means, whilst 11.2% stated they had been victims of cyberbullying. No grade differences were found for victims of traditional bullying; 15.3% of the youngest age group (grades 2 to 3) reported being victimised, 16.5% of the middle age group (grades 4 to 6) and 15.4% of the oldest age group (grades 7 to 9). A significant gender difference was however found, showing that more girls were being victimised compared to boys. These figures correspond to being bullied 'once or twice' or more, so bearing in mind that some sort of repetitive behaviour should occur (including those who reported being victimised the same

week in grades 2-3 and 2 to 3 times per month or more for grades 4-9) the corresponding figures for more frequent victimisation were; 11.1% in the lowest age group, 3.9% in the middle age group and 4.4% in the oldest age group. It therefore seems that the older ages are not as frequently bullied as the younger age group, which is in line with other studies (see e.g. Smith, Madsen & Moody, 1999). In the middle and oldest age group no gender or age differences were found.

Previous research (e.g. Crick, Casas & Ku, 1999: Crick & Grotpeter, 1995; Whitney & Smith, 1993) has generally found that boys are more involved in direct forms of bullying whilst girls to a higher extent are involved in indirect or relational bullying. The current study did not find any gender difference in physical bullying, and that more girls compared to boys were being bullied via verbal means. However, it did find similar trends as previous studies have shown, that girls were being victimised to a higher extent via rumour spreading and exclusion. The most common form of being victimised was via verbal means and the least common form was being excluded. This least form of being bullied, via exclusion, also showed an interaction effect that more girls compared to boys in the younger age group were being bullied this way, but that this difference levelled out in the higher age group.

Cyberbullying victimisation was less common compared to traditional victimisation which is in line with other most other studies (e.g. Salmivalli & Pöyhöen, in press; Gradinger, Strohmeier & Spiel, 2009); however, 11.2% of all pupils reported being victims of this type of bullying. Once again, more girls compared to boys reported

victimisation which was significant. This finding, girls being more victimised compared to boys was in line with both Smith et al. (2008) as well as Friends (2009) study, however as previously mentioned, findings regarding gender differences are quite mixed and other studies have found the opposite, that boys are more victimised compared to girls (e.g. Olweus, personal communication 2007; in Smith & Slonje, 2010). Tokunaga (2010) conducted a meta-synthesis of the current cyberbullying literature and concluded that no definite pattern relating to gender can be drawn. In traditional bullying no grade differences were found amongst the victims, however when it came to cyberbullying a trend for the older students (grades 7-9 usually aged 13-15 years) to be more bullied compared to the younger ones (grades 2-6 usually aged 8-12 years) was found. Although no other studies have been found that investigate cyberbullying in these very young ages (from 7 years), Tyholdt and Englund (2009) in Sweden reported more cyber victims in their older age group (13-15 years) compared to the younger pupils (9-12 years).

Due to the problem of repetition within the cyberbullying context (see for example Slonje & Smith, 2008) we cannot be entirely sure who are being frequently cyberbullied or not. However, in the youngest age group 9.7% (out of the whole sample) reported being victimised whilst the majority of these (5.5% of the whole sample) had been so in the last week. In the middle age group 3.4% (7.9% had been victimised at some point) stated they had been more frequently cyberbullied and in the highest age group the corresponding figure was 3.4% (11.9% had been victimised at some point). Once again, as with traditional victimisation, it seems that in the

younger age group there are more frequent victims compared to the older age groups. Since the current study had quite a small sample of these youngest grades (N=72), it would be of interest if future studies with larger sample would investigate whether this is a real difference or merely down to the current sample.

When looking at the specific ways one can be cyberbullied by, this gender difference was only significant for photo/video clip bullying, however, there was a trend for girls to be more bullied compared to boys via chat rooms. The results were also significant for the older age group to be more bullied via photo/video clip, perhaps this difference corresponds to the higher frequency of having an own mobile phone in these older age groups. The most prevalent form of being victimised was via instant messaging and the least via email. For instant messaging, an interaction effect showed that more boys compared to girls in the younger age group were being victimised but that in the older age group this was the opposite, now more girls compared to boys being victims. This shift in specific forms of cyberbullying with relation to both age and gender has not been found in any other study (to the knowledge of the author), however the opposite was reported by Tyholdt and Englund (2009) for overall cyber-victimisation; that girls were more victimised compared to boys in their younger age group (9-12 years) and that in the older age group (13-15) the boys were more often victimised compared to girls.

Most victims of cyberbullying in the current study turned to their friends or told no one about the incidence. This has been found previously (e.g. NCH, 2005; Smith et

al., 2008) and is quite similar to that of traditional bullying. A previous study (Slonje & Smith, 2008) in Sweden found that not a single pupil had told a teacher or school staff about the incidence. The current study shows some increase in reporting victimisation to schools staff; now 5.6% did report the incidence to a member of school staff. Perhaps the schools are talking more about the phenomenon of cyberbullying and the pupils therefore may feel that they can turn to them as well as to their parents. A significantly larger amount (28.9%) did rather turn to their parents rather than to school staff. It would be of interest to investigate how much schools actually are talking about the problem of cyberbullying to pupils. If they are not, perhaps the pupils may feel that it is not a school issue since most of the cyberbullying happens outside of school (Smith et al., 2008 & Slonje & Smith, 2008; current study). It would also be of interest to note whether parents are discussing cyberbullying with their children, if not it could perhaps be seen by the pupils that adults are not aware of cyberbullying (as has been found in Slonje & Smith, 2008) and therefore perceive adults as not be able to help with incidents they know nothing or little about.

Cyberbullying others was not infrequent in the current study, overall 8.9% of the sample reported having done so. No gender differences were found, however a very strong grade difference was shown indicating that the older pupils cyberbully others to a much higher extent compared to the younger students. In the younger grades (2 to 6) only 1.4% - 3.0% reported cyberbullying others. However, by grade 7 this figure was 11.1% and highest for grades 8 and 9 (usually 14-15 year olds). This finding is in

line with Olweus, (personal communication 2007; in Smith & Slonje, 2010) showing a peak of incidence at 14-15 years olds. This drastic grade difference was not found amongst victims of cyberbullying, which could perhaps indicate that the older pupils are cyberbullying their younger peers. It would be of interest to have larger sample sizes of the younger pupils especially since no study has been found that includes pupils from the age of 7 years.

When looking at the different forms by which the pupils were cyberbullying others, there seems to be a change from previous studies that investigated this issue (Smith et al. 2008; Slonje & Smith 2008). Both these studies found that email bullying was amongst the most prevalent form of cyberbullying, but in the current study this form was least prevalent. Now instant messaging was reported to be the most prevalent form of cyberbullying others (in Smith at. al, 2008 this was one of the least forms of cyberbullying, and non-occurring in Slonje & Smith, 2008). This was the most prevalent form of being victimised by as well. This difference does not necessarily mean that there is a simple sample difference between these studies. It could rather be argued that this difference is down to how children and adolescents use different ICT tools. That is, there are rapid changes occurring in the way people interact, especially over the Internet. Therefore it is of importance to include what year the studies were carried out in order to see how this trend might change and/or evolve.

Around 1 in 5 of those who cyberbullied others in the current study did not know whom they were bullying. This is very much in line with Smith et. al. (2008) who

reported that 1 in 5 of the victims did not know who was bullying them. These findings are however not exactly the same, since the current study asked the cyber bullies and Smith and colleagues asked the victims. It could be that sometimes even though the bully knows who s/he is bullying, the victim might not know who that person is. However, when the cyberbullies did know whom they were bullying, it seems that boys were more often bullying other boys (48%) compared to girls mostly bullying other girls (36.7%). Girls on the other hand more often (33.3%) compared to boys (16.0%) bullied mostly both boys and girls. It was also asked of the pupils if they had bullied members of the school staff. One limitation in this study was that this question was not a multiple choice question. The pupils could therefore only respond to one option (e.g. mostly bullied other boys, mostly bullied school staff etc…), hence the figure for mostly bullying members of school staff (3.0%) could arguably be considered as quite high. It would be of interest for future studies to investigate in what prevalence students actually bully adults at school. In the current study some statistics for this was obtained by asking members of school staff if they had been cyberbullied by students; 2.7% indicating that they had. The most prevalent form of being bullied by students was via photo/video clip which perhaps makes sense since students have access to their mobile phone camera if for example something 'embarrassing' happens to the teacher/school staff. Presumably they do not usually know school staffs personal mobile number, however, 1.3% of the school staff had been cyberbullied by a pupil via text messaging. One limitation in the current study was that the number of participants (only 75 school staff) was quite small and it

would be of great interest to see future studies with larger sample sizes investigating this issue further.

Those previous studies (Smith et al., 2008; Slonje & Smith, 2008) that have reported on location of cyberbullying, i.e. at school or outside of school, have done so on victims responses. That is, they asked the victims when they had been cyberbullied. One possible limitation of this is that the victim might read something at home that was actually sent from school and report being cyberbullied outside of school. Therefore, the current study instead asked the cyberbullies when they had bullied others, which could arguably be seen as more accurate as the bully should know (more often than the victim) when s/he bullied others. The results of the current study were however very much in line with both the previous studies mentioned, indicating that it is a much more of a phenomenon to cyberbully (and be cyberbullied) outside of school compared to at school. Students may use ICT tools to communicate with others to a much higher extent outside of school hours compared to at school; hence these results are not surprising. One obvious implication for these findings is that we can be more certain that bullying now has moved from occurring mostly within the school hours (or from or to school), as was the case in the time before the occurrence of cyberbullying, to now be more distributed over the whole day. This could perhaps have implications on the effect on the victims who now have no safe haven or can not avoid the bullying, which was also indicated by responses from Study One in this thesis.

Links between traditional bullying and cyberbullying have been shown previously (Raskauskas & Stoltz, 2007; Smith et al. 2008, Salmivalli & Pöyhönen, in press). The current study also found such links. Although some pupils do bully or are victims in only either traditional ways or cyber ways many are doing or experiencing both. More than a third (36.4%) of those who had traditionally bullied others had also cyberbullied others. When looking at those who had cyberbullied others almost two thirds (60.3%) reported having traditionally bullied others as well. The victims links are quite similar; more than a third (37.4%) of the victims of traditional bullying were also victimised through cyberbullying, and more then half (53.8%) of the cybervictims were also victims via traditional ways.

One notion that has not been investigated properly relates to the definition of bullying; that of repetition. As has been mentioned previously (Slonje & Smith, 2008), the incidence of taking a photo/video clip once may well be regarded as repetitive behaviour if this clip or photo is either uploaded onto the Internet where other people time after time can see it or on the other hand, distributed amongst friends which in that case arguably should also be regarded as a repetitive behaviour. This notion was investigated in two different ways in the current study. One investigated what the perpetrators actually do with the material (how they distribute the bullying material), and in most cases (64.1%) they send or show it to the person they intend to bully. More than a third (39.1%) also indicated that they showed or sent the material to their friends, which could indicate that a repetition had occurred. Firstly, they had in some sense cyberbullied someone (e.g. sent a nasty text message to the person) and then they had also forwarded it to their friend/s. Quite a substantial number of pupils

(15.6%) also reported that they had uploaded the material onto the Internet for others to see, and if the previous argument holds this should be regarded as a repetitive act. A minority (4.1%) answered to an open-ended question that they had written nasty comments on pictures of others on the Internet, which could also arguably be counted as a repetitive act; at least so for the victims, if not for the bullies (however a repetitive bullying behaviour is occurring). No other study has been found that investigates repetition in this manner; most studies are confined to asking either the victim or bully (or both) how many times they had bullied/been bullied.

The second way the current study investigated how the bullying material was distributed was by asking pupils if they had been shown or sent any type of information that was meant to bully someone else and not them. These 'actively targeted bystanders' were also asked what they did with the information. Almost a fifth (19.8%) of the pupils did report that they had been targeted with such material. Presumably some of these correlates to those who the bullies reported showing the material to friends. The majority of pupils (71.8%) did nothing with this material, hence ending the distribution, however 6.0% reported sending or showing it to the victim in order to bully him/her even further. These bystanders had now become bullies as they were on one hand distributing the material further and on the other hand actively targeting the victim. On the positive side, 13.4% defended the victim by making him/her aware of the situation (they stated they did this in order to help the victim), and these bystanders had now become defenders. These last results may be a bit harder to interpret. That is, 8.7% reported sending or forwarding the material to

other friends and this could have been done either to bully the victim further (additionally distributing the material), or alternatively to involve another friend in order to help the victim. Since no follow-up question was posed and the pupils did not indicate why they did this, it would be of interest to investigate this issue further in future studies. However, for those actively targeted bystanders who sent/showed the material to a parent (0.7%) a member of school staff (0.7%) or both parent and school staff (0.7%) could arguably most accurately be categorised as defenders.

It would be of interest to also conduct further studies on what either bystanders or actively targeted bystanders actually do with the information in relation to different types of cyberbullying. This question arises due to the notion of 'Bystanders apathy' that Cristopherson (2007) took up citing the 'Kitty Genovese' case study. Kitty was assaulted for almost an hour before eventually being murdered, whilst crying for help, and although many people heard the cries for help no one called the police. Hunt (1993) hypothesized that since so many individuals were around the crime scene everyone assumed that someone else had already called the police. Although this was a very extreme case it would be of interest to investigate if more bystanders tell someone else of what has happened in the private forms of cyberbullying compared to the public forms where they may believe that others have already alerted either the victim or adults.

The question of whether pupils feel remorse or not after incidences of cyberbullying has to my knowledge not been investigated at all. The current study addressed this issue for both cyber and traditional bullying. In traditional bullying the majority

(69.9%) of pupils felt remorse at some point after bullying others, however those who cyberbullied felt remorse only in a minority (42.5%) of cases. For those who had bullied others in both these manners there was a trend to feel more remorse when traditionally bullying others compared to cuberbullying others. But for those who had done either or there was a significant difference that those who traditionally bully others felt more remorse compared to those who cyberbully others. Perhaps this difference arises because one can not see the reaction or consequences caused by ones' behavior. That is, perhaps in the traditional ways the bully does see the reaction or consequence and it may be that at times that is what the bully actually is after. However, at some points if this reaction or consequence is too strong it may well be that the bully can feel remorse. However, when cyberbullying others often the bully and the victim is not face-to-face and hence if the consequence is very strong, the bully might never know this and therefore not think to much about it, hence not feel any remorse. Brighi et al. (2009) citing Milgrams' (1974) famous experiment also took up this issue in a similar way (see Chapter Two).

It is felt that this notion, that of remorse, should be investigated further and at different levels in future studies. Some intervention programs (e.g. the Pikas method, Pikas, 1989) acknowledge that it is of importance for the bully to feel empathy if the bullying is to decline or stop. It would be of interest to investigate what actually evokes the feeling of remorse in the bullies. To start, future studies could perhaps compare all different types of bullying to each other to see if the feeling of remorse

differs between these and then perhaps carry on to study different levels of this feeling.

SUMMARY

The current study used quantitative methods in order to investigate various issues in cyberbullying. Children and adolescents from grades 2 to 9 were involved in the study and some of the results included that the older pupils tended to be more involved in cyberbullying compared to their younger peers. Instant messaging seemed to be the most frequent form (both for victims and bullies) that was used when cyberbullying. Additional results included that those who cyberbully others tend to feel less remorse compared to those that bully others through traditional means. Finally, the study also showed that the majority of those pupils that are actively targeted as bystanders do not tend to distribute the material further, but when they do, they either do so in order to help the victims or bully them further.

Chapter seven - Study Four

Aim

The major aim of the fourth study was to investigate in a qualitative manner many of those issues that have previously only been studied in a quantitative way. Some of these issues include age and gender differences and impact. In addition, pupils voices regarding what can be done in order to stop bullying was of interest to be heard and also to investigate whether the pupils talk about bullying in different contexts (school, parents friends).

Method

This study used interviews to gather qualitative data on bullying and cyberbullying from nine participants attending secondary schools in Gothenburg, Sweden. Data from the interviews were analysed by the author together with Mr Neil Tippett, a researcher at Goldsmiths, University of London, using content analysis (see Appendix 9 for a summary of Interviews).

Interviews

The interviews were semi-structured, using a pre-prepared set of questions to guide the interviewer through the session. While some interviews were closely following the question format, others took on a looser structure depending on the participant being interviewed, and their experiences of both traditional bullying and

cyberbullying. All interviews were conducted in Swedish, and participant responses were first recorded and transcribed into Swedish, and then translated into English by the author (some of the pupils used very ungrammatical speech but this was transcribed as it was spoken). The pre-prepared set of questions used was:

Q1. What are the three first words or sentences you think of when you hear about 'traditional' bullying?

Q2. What are the three first words or sentences you think of when you hear about 'cyberbullying'?

Q3. Have you ever witnessed traditional bullying taking place inside or outside of school?

- How often?

- What is it you have seen?

- In what way did it happen?

- How did others react to what happened?

- If you have seen anyone else being bullied, have you reacted in any way?

- Do you think there are any differences in traditional bullying according to age and gender differences (type of bullying, frequency etc.)?

Q4. Have you ever witnessed cyberbullying taking place inside or outside of school?

- How often?

- What is it you have seen?

- In what way did it happen?

- How did others react to what happened?

- If you have seen anyone else being bullied, have you reacted in any way?

- Do you think there are any differences in traditional bullying according to age and gender differences (type of bullying, frequency etc.)?

Q5. Have you ever been the victim of traditional bullying?

- What happened?

- How long did this last?

- Do you know who traditionally bullied you?

- In what ways were you traditionally bullied?

- What did you do to stop it?

- Did you tell anyone you were being bullied?

- If you told someone about it, what effect did this have?

- If you did not tell anyone, then why not?

- How did you feel when being bullied?

- Did you feel different if you were bullied in more than one way?

Q6. Have you ever been the victim of cyberbullying?

- What happened?

- How long did this last?

- Do you know who cyberbullied you?

- In what ways were you cyberbullied?

- What did you do to stop it?

- Did you tell anyone you were being cyberbullied?

- If you told someone about it, what effect did this have?

- If you did not tell anyone, then why not?

- How did you feel when being cyberbullied?

- Did you feel different if you were cyberbullied in more than one way?

Q7. Have you ever traditionally bullied another person?

- What happened?

- Did you traditionally bully someone by yourself, or with others?

- In what way did you bully this person?

- Why did you traditionally bully this person?

- What happened after you bullied them?

- How did you feel after you bullied this person?

- What would stop you from bullying others?

Q8. Have you ever cyberbullied another person?

- What happened?

- Did you cyberbully someone by yourself, or with others?

- In what way did you cyberbully this person?

- Why did you cyberbully this person?

- What happened after you cyberbullied them?

- How did you feel after you cyberbullied this person?

- What would stop you from cyberbullying others?

Q9. What do you think is the biggest difference between traditional bullying compared to cyberbullying?

Q10. What do you think someone should do if they are being traditionally bullied?

Q11. What do you think can be done to reduce traditional bullying?

Q12. What do you think someone should do if they are being cyberbullied?

Q13. What do you think can be done to reduce cyberbullying?

Q14. What do you think could be done in order to stop others bullying someone else?

Q15. What do you think could be done in order to stop others cyberbullying someone else?

Q16. Has your school discussed bullying in any way, such as what to do if you are being victimised, or if you see someone else being bullied?

Q17. Have your parents talked to you about bullying or cyberbullying?

Q18. Have you talked with your friends about bullying or cyberbullying?

Participants

10 participants, 6 girls and 4 boys between the ages of 13 and 15 years participated in the current study. These participants were contacted after voluntarily leaving their contact information (email or mobile phone number) in Study Three. The inclusive criterion for participation in these interviews was that they had some knowledge of cyberbullying; either as bystanders, victims, perpetrators or had heard something about it. In fact most of the participants had at some point been either victims or perpetrators of cyberbullying. They were all secondary school pupils in Gothenburg, Sweden. All interviews were recorded, unfortunately one tape was malfunctioning,

and the data from that participant (one girl) could not be retrieved. Hence a total number of 9 pupils was analysed

Procedure

The author conducted the interviews (all information about the interviewer can be found in Study One). The pupils had the opportunity to either meet at their school, or outside of school premises, if they did not want anyone at their school to know about their participation. Only one participant choose to meet outside of school, and this interview was conducted in a quiet park. The rest of the interviews were conducted in a private quiet room within their schools. All participants were informed of the anonymity of their responses, and were also told that they did not have to answer any specific questions, or could withdraw at any point (in fact no one did withdraw). All interviews started with a bit of 'small talk' (to warm up) and discussions about the definition of both traditional bullying (Olweus, 1996) as well as cyberbullying. At the end, all participants were handed a debriefing sheet including information about how to seek help or advice if they or a friend was experiencing any problems due to bullying. This procedure was approved by the Department of Psychology Ethics Committee at Goldsmiths, University of London.

Results

To start the interviews, all the participants were asked to give the first three words or sentences that came to mind when they thought about traditional forms of bullying. A variety of different responses were given, but the replies mostly concentrated on the

different types of bullying that one can experience, and also the effect it can have on the victims. The most common responses were about physical victimisation, such as hitting, pushing and fighting, which was mentioned by 8 of the 9 participants. Also, verbal victimisation, such as nasty comments and name calling were mentioned by 4 pupils, while teasing was reported by 3 participants. Another 2 pupils mentioned relational victimisation, such as rumour spreading and social exclusion. One participant also mentioned the bullying as being a group process stating that it could happen that many bullies targeted one person. When looking at the responses that were related to the issue of how bullying affects the victim, three pupils talked about this issue by referring to the hurt it may cause, and the loneliness that the victims may experience.

When the pupils were asked to list the first three words, or sentences, that came to mind with regards to cyberbullying, there was slightly less consensus between the participants' responses. The most common answer, given by 4 pupils, was threats, while exclusion and nasty words were both mentioned by another 2 pupils. Three of the interviewees focused on the different forms of technology that can be used in order to cyberbully someone else, referring to instant messaging programmes, chat rooms, mobile phones, online games, and audio/video clips uploaded onto websites. One participant also mentioned the lack of control that victims of cyberbullying can experience, since they can be targeted at any time (24/7), and lack the ability to prevent this. Another participant also discussed the anonymity of the bully, who can

hide behind different aliases online, and therefore hiding their true identity. Two of the pupils were unable to provide any answer to this question.

When looking at the bystander role, pupils were asked if they had seen any traditional bullying taking place either inside or outside of school. Five of the pupils stated it happened occasionally, usually once or twice each month, while the remaining four participants reported that there was a lot of traditional bullying going on in their school, usually on a daily basis. There was a big difference between those who seen traditional bullying frequently and those who just saw it occasionally. Pupils who had witnessed it only once or twice a month mainly reported that the bullying took the forms of hitting, fighting, nasty comments and teasing. One of these participants also reported that much of this was social exclusion, with one person being isolated from the rest of the group and having rumours spread about him or her. Amongst those pupils who said that they had witnessed traditional bullying more frequently, when they were asked to describe the types of bullying taking place, the majority said it was mostly verbal, involving teasing, name calling or threats. Several of these pupils also stated that they were unsure on how much of this genuinely was bullying, and that a certain proportion of these incidences may have been joking around between friends:

> *''It happens like every day. But it is not like for real that you mean it. It is mostly like joking around.''*

Much of the bullying that was witnessed by the pupils seemed to be quite short in duration, lasting at most for a few days. Several of the pupils also reported that they

did not think that the bullying witnessed by themselves was serious victimisation, and none had witnessed prolonged victimisation against another pupil in their school.

When asked about the behaviour of other bystanders, this was discussed by many pupils, who reported that in almost all the cases when they had witnessed bullying, other pupils had either joined in by laughing at the victim, or paid no attention to the bullying and walked away:

> *''They [bystanders] usually like stand and grin and laugh probably''*

> *'' I don't think they [bystanders] really care. Or some they maybe care, but they don't want to share it with others, they hold it within themselves and just like continue walking''*

Even though many of the bystanders were described as unwilling to help the victim, 6 out of the 9 pupils that were interviewed reported that when they did see any bullying taking place they would try to stop it by themselves. One participant said they would only do so if a friend was involved. The different techniques the pupils reported having when trying to stop the bullying ranged from reasoning with the bullies, to supporting the victim or reporting the incidence to teachers. One participant who mentioned that they did not tend to help the victims stated that they did not do so because they in turn were afraid that the bully would then turn and bully them as well.

If teachers were present while the bullying was taking place, most participants generally reported that the teachers would attempt to stop it; however, as one pupil reported, that if a bully sees a teacher coming towards them, 'they [the bully] just pretended that they were good friends [with the victim].'

The participants were also asked if they felt that there was any difference in either prevalence or nature of the traditional bullying according to either age or gender of the pupils involved. In terms of gender, 6 students felt that there were clear differences in the type of bullying that occurs between the different genders. All stated that boys were much more likely to engage in up-front physical forms of bullying, such as fighting or hitting, while girls were more secretive when bullying others, using either relational or indirect forms of bullying such as rumour spreading and exclusion. Some of the boys interviewees felt that there was little bullying going on between girls and the bullying that did happen, mostly took the forms of name calling or verbal insults.

When looking at the responses in terms of bullying between age groups, there were some different opinions between the participants. Two pupils felt that there was more bullying taking place in primary schools compared to secondary school, whilst two others suggested that it was the other way around. One felt that there was no real difference in the amount of bullying taking place between these two school systems. Despite this disagreement between participants, some consensus was achieved with regards to the different types of bullying used within these age groups. Six of the pupils reported that the bullying at primary school was generally short in duration,

involving many one-off incidents. While in secondary school, a greater variety of bullying techniques were used to more persistently target individual pupils:

''It becomes bigger. When one is in primary school then it is just something for a day. But secondary school then it is going on for months''

As with the traditional forms of bullying, the pupils were then asked if they had seen any acts of cyberbullying that has taken place. Seven of the nine participants did report that they had seen acts of cyberbullying, while the two remaining reported that they had not seen any cyberbullying. Although these two who reported not seeing it had actually seen some nasty comments or teasing on the Internet but this was seen more as a joke rather than bullying. Amongst those who had witnessed it, six reported that this had taken place in the form of nasty comments which had been posted on websites, chat rooms or in instant messaging programs. These nasty comments were often related to information which a person had uploaded onto their website, such as a personal photo, a video clip or a list of their musical preferences. In many of these cases, if a nasty comment had been posted on some ones website, or profile, the friends of the victim might retaliate posting further comments and therefore intensifying the original argument.

Very few other forms of cyberbullying were reported, although one participant had witnessed a friend who had been persistently bullied via text messages, receiving multiple threatening messages which scared the friend from attending school. Another participant had heard rumours of video clips of bullying being posted online,

but had no interest in seeing them, so it is not sure if these rumours were actually true or not.

Since the nature of much of the cyberbullying that the participants had witnessed was mostly single comments posted online, meant that many of the pupils felt that there was no real need to either report the incidence or support the victim. And many of the pupils actually felt that the comments were not, or should not be taken too seriously. In the case of the more persistent cyberbullying, such as the case of text message bullying reported above, two pupils felt that the victim should report the incidences either to friends, teachers or police. However, another participant was worried that telling an adult about things that had happened online, would either intensify the incident or worry their parents to the extent that they were not longer be allowed to use the Internet. The pupil that discussed the text message bullying, said that a teacher had helped the victim, when realising why the victim did not come to school, by talking to the bully.

Again, as with traditional bullying, participants were asked whether they felt that there was any difference in the extent or type of cyberbullying in relation to age or gender. When looking at the responses in relation to age, four of the pupils felt that older students who attended secondary school were more likely to be involved in cyberbullying since they had greater access to both the Internet as well as mobile phones. Also, they thought that the older students were more likely to take nasty comments more seriously and therefore being more affected by the bahaviour.

When discussing gender differences, the pupils did feel that there was a clear difference between boys and girls cyberbullying behaviour. Five of the participants felt that girls were much more likely to take part in cyberbullying compared to boys. Several pupils also suggested that cyberbullying allowed the bully to be anonymous and to insult or spread rumours about other people without getting into trouble. It was felt that this was more comparable to the ways in which girls traditionally bully each other. Three participants reported that they felt there were also differences in how the boys and girls carried out the cyberbullying:

> ''Girls are more bad-tempered comments and guys like to threaten''

> ''Girls are worse…. The boys are not at the chat sites that much. They rather have more computer games and stuff like that.''

After discussing the participants' role as bystanders, the next part of the interviews was concerned with the participants' own experiences of being traditionally bullied or cyberbullied. Six of the participants had experienced being traditionally bullied when they were younger, but in most of these cases it had been short term incidents where they had either been called names, hit or excluded by classmates that they had since then become friends with. These bullying incidents happened due to a variety of reasons; in two cases an argument with friends intensified and lead to the bullying, in another case it was down to a new immigrant's poor understanding of the Swedish language, and yet in another case due to the ethnicity of one participant. One participant simply explained that she was bullied because she was different to most other girls. Most of these incidents were resolved without any need for help from

teachers or parents, although in one case of social exclusion which lasted for several months, the victim suffered in silence from being bullied until the bullies lost interest and gave up.

Even though the participants had witnessed more traditional bullying compared to cyberbullying, they were more likely to have been victims of cyberbullying than to have been traditionally victimized. Seven of the nine participants had been cyberbullied, although to varying degrees. Six of these had been victims via text messages, while five had been bullied through instant messaging. Two reported victimization through emails and one through phone calls. In contrast to the pupils' reports of being traditionally bullied, the cyberbullying that they had experienced was usually longer in duration and involved instant messaging or text message abuse which lasted for days or weeks:

> *''One boy then started SMS and stuff like that, [saying] that there were many after me. Like a gang, who were going to burn down my apartment and stuff like that. Like were doing that for like two days.''*

> *''It was just text messages. Over 20 [per day] I would like to say. But I was really very worried. Because it was very rough threats and abuse. So I just put it down and turned off the mobile.''*

> *''It is people like say…well, they are very rude and cheeky and like say things that they like shouldn't. And it is stuff like that. Talk about old things as well,*

so it is actually just unnecessary. I am actually not allowed to sit at the computer. But it happens like every third week.''

''They prank call to home very, very, very often. Three, four times per day. [For] about a year.''

Although in about half of the cases, the victims could not really be sure who it was that cyberbullied them, four of the participants did know the person that cyberbullied them. They were either attending the same school as the cyberbully, or were from their local area. In most of these cases, the cyberbullying had either resulted from a face-to-face argument, or had spilled over from the Internet into a real life situation:

''Well before she hit me. Then like it was that she called me and like terrorised all the time on text messages and on MSN and stuff. And then I was like walking around being like frightened.''

''But well it has been like text messages and MSN. And it has been ordinary [face to face] as well.''

Four of the participants that had experienced being cyberbullied reported their experience to someone, either a friend, parent or a teacher. In three of these cases this ended up with the school taking action where the cyberbullies and the victims were spoken to by the school staff either individually or collectively, in order to resolve the incident.

''We reported it to the school. She went to the same school. Then they said

that this is going to be reported to the police. It is like terrorising and stuff. So

it is stopped in the end.''

Some of the participants however showed a reluctance to report what had happened to anyone, particularly to an adult.

''Well I don't trust [counsellor] because she says that it is confidential, but I

don't believe her. I don't believe she keeps it. I don't trust she will really keep

it. Because they don't care about the whole thing. I have been bullied for eight

years, so they don't care about it.''

When looking more closely to the responses given by the participants however, reporting that they had been cyberbullied seemed to be one of the last course of actions. The most common thing to do, shown by almost all of the participants, was to initially try to ignore the cyberbullying until it hopefully went away. Practical ways to do this, such as turning of computers or mobile phones, deleting email or instant messaging accounts, or blocking the offenders in chat rooms, emails or instant messaging was reported by all the victims of cyberbullying. Some of the more technologically advanced discussed alternative ways to escape victimization (e.g. tracing) and only if none of these were successful and the cyberbully persisted, then the victims did begin to ask adults or friends for help.

The effects that cyberbullying may have on those who had experienced it was clearly described through the discussion of the participants. The interviewees reported experiencing a range of emotions as a result from being cyberbullied. These ranged from anger and need to revenge, to shame, terror, and the inability to sleep due to the worrying.

>*''Then I was very scared. And didn't like know how I should handle it and stuff. But now I have become stronger from it.''*

>*''One feels very lonely in ones situation. Because one does not have ones friend with oneself and one is being targeted, then one cannot do that much.''*

>*''I didn't sleep the whole evening. It was like creepy. Just like 'Yes, coming out to the balcony now!' And then he said like what was around here and things like that. It was creepy.''*

>*''Anger and such! Then one feels singled out and like totally lonely. One feels like an outsider.''*

>*''Sure, I became frustrated and such, but I didn't care that much. I like tried ignoring. It is also… like… worried as well.''*

Very few of the pupils actually felt that there was any difference in emotions between differing forms of cyberbullying. They reported that no matter which form they had

been bullied through, it all felt equally bad resulting in similar feelings. However, one pupil felt that cyberbullying through instant messaging was worse because '*one writes much faster [on MSN] than one does on the mobile. So it came more and more you know.*'

The next part of the interview concerned whether the participants had ever taken part in traditionally bullying or cyberbullying another person. Six of the participants reported to have traditionally bullied someone else. In five of these cases, the bullying had happened several years earlier and were one time incidents, resulting from arguments they had with friends or classmates. These incidents were resolved relatively quickly. One of the participants reported bullying others regularly when they were younger, which involved abusing people, destroying possessions, and '*making teachers cry*' which subsequently led to expulsion. When asked why she had acted this way, the pupil reported feeling rejected after her parents had a second child.

> *''I turned from mums sweet little girl to mums, or like the devils child. So then I became totally different. I became very rude towards teachers and I was like disobedient. Like did a lot of mischief, escaped from school and a lot of things.''*

When questioned further on why this had led to bullying, the participant responded that:

''I felt good. I like got rid of my anger on someone. And for that I was happy. But now when one like thinks back one feels like 'How stupid I was, like to hurt another person!''

In addition, even though the other participants did not traditional bully others to a large extent, they did give some insight into why they had victimized someone else:

''Then one felt like she deserved it. It was herself that had put herself in that situation. And then, now today when I sit and think about it, it was just something a bit silly.''

'I wanted to do it for fun. I wanted to act tough in sixth grade…I wasn't mature then. So, but now I am mature. Now I understand how it feels to…when I myself have been it [victimised] once.''

When looking at responses from cyberbullying, only three of the interviewees had been involved in cyberbullying another person. All of these cases involved sending nasty comments through instant messaging, chat rooms or online games, although the participants provided few details on how they did this. They did however provide accounts on why they had chosen to cyberbully someone else, suggesting that the victim had deserved it for being 'cocky' or 'rude' online. When asked whether they had thought about the impact that their behaviour was having on the victim, two of the participants said that they had not thought about that. In fact, as one participants

reported, cyberbullying may actually only lead to infuriate the bully further, and not provide the relief of tension described by the traditional bully above:

''Because if one thinks face to face [bullying], then one like gets out all anger. When one sits on MSN it becomes like, one becomes just grumpier and grumpier. And feel like screaming! There one like sits and writes. Like when one does that one doesn't get out ones anger that easily.''

The final part of the interviews used a series of questions to discover the pupils' views on how to prevent traditional bullying as well as cyberbullying, and also whether they had been given any advice on these issues by their school, parents or friends.

Firstly, the participants were asked to think about what they considered to be the biggest difference between traditional bullying and cyberbullying. Most of the respondents focused on the harm which each could cause to the victims and how this was related to each form of bullying. Four pupils felt that cyberbullying was worse than traditional bullying. The reasons given for this were that the bullies can use the anonymity of the Internet to cause greater offences and also that cyberbullying meant that you could be targeted at anytime and in any place. Further they said that there was fewer ways to stop it:

''Like face-to-face bullying, or someone comes and says something. There you can just like jump on him, and become trouble and fight. But on the net there

one just writes anything. Nothing can happen there. Or it just gets worse and worse, because he who is bullied, he can't like do anything on the net.''

''The differences are that…[with cyberbullying] one doesn't know what can happen, and one doesn't see what the other person does. And it is like being stalked in a different way. If one has the mobile number then the other person can always reach you.''

On the other hand, four participants felt that traditional bullying could be considered worse than cyberbullying. The different reasons given for this included the risk of being hit or involved in fights (physical harm), and the ease of avoiding cyberbullying by deleting comments, videos or pictures, or not logging on to chat rooms or instant messaging. However, some of these pupils felt that without the risk of being physically hurt the damage caused by nasty comments both online and face-to-face could be equally harmful.

When the pupils were asked what a person could do if they were being victimized by traditional bullying, 8 out of the 9 pupils responded that the best option would be to tell someone about it, primarily a teacher, but also a friend, parent or other adult.

However, there was less agreement when the pupils were asked that could be done in order to reduce traditional bullying more generally. The most common reply concerned talking about bullying at a wider level, both at school through

presentations, lessons or workshops. Or on a private level, through talking with parents, friends and other adults. The school was seen as the arena where the greatest attempts to reduce traditional bullying could be made. Two of the pupils discussed the need for bullying to be taken more serious by the teachers and for the teachers to ensure that actions to follow up the bullying are taken. Another suggested that teachers should be more visible around the school as the majority of bullying that this pupil had witnessed took place in corridors where no staff were present.

The same two questions were then asked about cyberbullying. If someone was being victimized through cyberbullying the pupils suggested a variety of actions; two recommended to try to block the bully, or changing ones phone number or email address, while another two said that the only option was to stop using mobile phones and computers altogether. Opposite to that of traditional bullying where 8 pupils recommended reporting the incidents to an adult, in the case of cyberbullying, only two pupils felt that it would be effective to tell an adult in order to stop being victimized. In addition to these responses, a few suggested to save the abusive messages that had been sent and then report the incident to the police.

When asked what could be done in order to reduce cyberbullying overall, the pupils seemed to struggle to find any answers. However, basic precautions such as not giving out a phone number or contact details were suggested by a small number of participants. Other pupils discussed more technological approaches such as

monitoring or moderating (by adults) chat sites, tracking IP addresses and banning people if they are abusive.

The next two questions were related to those who bully others, and the pupils were asked if there was any way in which the traditional bullies could be stopped. When looking at responses related to traditional bullying, the pupils came up with two suggestions. Firstly one of these suggestions was to get a bully's friend to talk to them and discourage them from bullying others. The second suggestion was to involve adults, teachers in particularly and getting them to talk to the bully or threaten the bully with punishment such as calling their parents. In addition to this, one pupil felt that the best approach would be to find a way to make the bully understand how it feels to be victimised which then could encourage sympathy and prevent any further aggressive behavior.

When looking at the same responses related to cyberbullying, again the pupils found it more difficult to give an answer. In fact, four of the participants had no answer on how to deal with this. Three others said it was '*too difficult*' and '*almost unstoppable*'. However, three different suggestions were put forward, two focused on finding ways to permanently block or ban those who did bully others online or through mobile phones, giving suggestions such as contacting the websites owners. The remaining participant suggested finding an adult to talk to students and discourage them from victimizing other people online.

The final section of the interviews focused on whether the participants had discussed traditional bullying or cyberbullying at school, with parents or with friends. Within the schools most of the pupils had been given a talk about traditional bullying at some point; either as part of a lesson such as 'Life Skills', or in whole school assemblies throughout the year. Some participants mentioned that either counselors or peer support programs did provide help and advice regarding traditional bullying. Several of the schools also conducted bullying questionnaires to examine the amount of bullying that was taking place within the school. However, when asked about cyberbullying, all the interviewees stated that their school had not mentioned it at all, and no advice had been given to them by teachers on how to avoid it.

When looking at the questions related to the parents, five of the nine participants said that their parents regularly talked to them about traditional bullying, but this was mostly confined to parents checking to make sure that their child was not being bullied or was bullying others. Only two pupils had discussed cyberbullying with their parents. However, from the responses it appeared that the parents had a poor understanding of the different uses of technology, and the best advice they had been able to give to their children was to either stop using the computer completely, or take care not to give out any kind of personal information when being online.

Lastly, amongst friends there appear to be even less discussions about bullying, especially when it comes to advice on how to avoid it. Amongst all the participants, 5 said that they did not talk about bullying with friends. Three of the pupils said they

did talk about within the friendship group, but that this often was related to discussing what had happened to someone, or rumours about bullying that had taken place. None of the participants said that they had discussed cyberbullying with their friends, except when they had been victims themselves and were looking for support.

In addition, it is worth mentioning that for the 10th participant for whom the recording was malfunctioning, only a few aspects of her story are still remembered by the author. This participant had been both traditionally bullied as well as cyberbullied to the extent where suicidal thoughts had occurred. It was resolved only by her changing school where she had a chance for a 'new start'. In this new school she made friends and stopped being bullied.

DISCUSSION

When participants were asked to state the first three words or sentences they thought about in both traditionally bullying as well as cyberbullying, the answers mostly related to the forms that these may take. Perhaps pupils do in the first instance think about this when hearing about bullying, however, prior to the interviews all the participants were given definitions about both traditional bullying as well as cyberbullying, which included naming these forms. Hence, it could be that this was already in the interviewees mind when this question was brought up and that they were therefore prompted to answer as they did. This is one limitation of the current study, and in future studies it would perhaps be of interest to first ask these set of

questions prior to giving a definition of bullying if one wants to see whether there is a difference in pupils' replies.

All participants had experienced traditional bullying as bystanders either at or outside of school. The difference between those who reported witnessing the bullying occasionally or more frequently was that those who witnessed bullying behaviour as bystanders on a frequent basis reported it being mostly verbal, as opposed to both physical and verbal for those pupils who saw it more occasionally. It could perhaps be that those pupils that reported seeing in on a more occasional basis actually did not perceive some behaviour to be bullying, whilst the other pupils did do this. This is also indicated by some of those pupils who reported seeing it more frequently; stating that perhaps it could have been a joke between friends. Although it is hard to correlate qualitative studies like this one to quantitative measures, Rigby and Johnson (2006) in a quantitative study showed that almost all of their secondary participants (97%) had witnessed verbal bullying (at least once). The corresponding figures for physical bullying were 74%, and a minority of the pupils had witnesses bullying more frequently. Although, pupils in the current study were recruited on the basis that they knew something about cyberbullying (perhaps more student interested in general bullying behaviour applied to participate), and Rigby and Johnson's study included a more random selection, these authors state that: *'Clearly bullying in the presence of bystanders was a common feature in the lives of a high proportion of students, especially at the secondary level.'* (p 431).

The bystanders' role of others in traditional bullying was discussed with the pupils, and the tendencies of others were either to reinforce the bullying by laughing at the victim, or not pay any attention to it and walk away. However, when asked about their own actions when witnessing traditional bullying two thirds (6 out of 9) of the students reported that they would try to stop the bullying by themselves.

The bystanders role has been investigated previously and it seems that the prevalence of various roles differ somehow depending on what method it was investigated by. For example, by video filming O'Connell (1999; in Rigby & Johnson, 2006) reported that about 25% of the time the aggression was discouraged by other peers whilst the rest were either just watching without intervening (passively reinforcing ~54%) or encouraging it (~21%). In peer nomination studies (Salmivalli et al, 1997; in Rigby & Johnson, 2006) about 17% were estimated to defend victims whilst around 26% either reinforced the bullying behaviour or assisted in the bullying. Finally, using self-report questionnaires (see Rigby and Johnson, 2006) a few studies found that between 43% and 67.7% of the pupils tended to defend the victims.

It could well be that pupils feel that it is desirable to act a specific way (defending) and therefore report that they had done so even if they did not. Also, it has been shown (Kärnä, Voeten, Poskiparta & Salmivalli, 2010, p. 275) that how bystanders act may *either enhance risk or foster resiliency in vulnerable students.* Baring this in mind, the pupils in the current study reported having various techniques when

trying to stop the bullying ranging from talking to the bully to reporting incidences to school staff.

It has been shown that pupils more readily help others whom they either feel sympathy or compassion for (Rigby & Johnson, 2006) and one participant in the current study stated they would only try to stop the bullying if it was a friend that was involved. Another participant explicitly declared that they did not help the victims for the fear of the bully actually turning upon themselves. This would be of interest to study further, since if this fear is common amongst pupils, then intervention programs that include bystander training may be less effective if the fear is not dealt with firstly. Perhaps this fear overrules any common sense of helping another peer in a difficult situation.

Teachers' actions were reported mostly as helpful (if a teacher was present when the bullying took place) by the participants; however one participant indicated that the bullies may be cunning and act as they were friends with the victim as soon as a teacher approached. Most intervention or prevention programs explicitly point out the importance of the teachers or school staffs actions or involvement and it is positive to see that pupils in the current study in majority perceived teachers as helpful.

Studies on age and gender differences have found that younger pupils (junior/middle school) both use and experience more direct forms of bullying (Björkqvist et.al., 1992), whilst older students are engaged more in indirect forms of bullying. Also, generally it has been found that victim prevalence rates decrease with age, but

bullying others do not to the same extent (e.g. Smith, Madsen & Moody, 1999). In addition, in relation to gender it is commonly found that boys are more involved in direct forms of bullying, whilst girls tend to be involved in more indirect or relational forms (e.g. Crick, Casas & Ku, 1999: Crick & Grotpeter, 1995; Whitney & Smith, 1993). These differences were discussed with the participants in the current study and most of the participants agreed (although they were not told about the findings from previous studies) that boys were much more likely to engage in direct forms whilst girls used indirect forms. Some of the participants who were boys actually felt that there was not much bullying going on between the girls. This could either indicate that some of the more subtle forms of bullying was going on such as rumour spreading, or be taken at face value that boys were involved in more bullying compared to girls.

Regarding age, less consensus was reached amongst the pupils in the current study; two stated that primary school students were involved in bullying behaviours more, whilst another two meant it was the other way around (that more secondary students were involved) which is not really in line with the studies mentioned above. However, there were more similarities in the responses between the pupils in regards to which different types of bullying were used amongst these two different age groups. The majority reported that in primary school the bullying was generally shorter in duration and involved many one-off incidences, whilst in the older age groups more techniques were used to more persistently target victims. Perhaps it could be that these one-off incidences in the younger ages are aggressive acts that do not constitute

actual bullying (but are perceived as such by others) and hence it may be viewed by some participants that there is more bullying going on in the lower age-groups. Monks and Smith (2006) in a review of age related issues with the definition of bullying found that younger pupils did tend to not think about the repetitive nature of bullying when defining it.

With regard to cyberbullying the majority of pupils had witnessed cyberbullying as bystanders (the two pupils who had not witnessed it reported seeing nasty comments or teasing online but did not regard it as cyberbullying). Most of these incidences had been nasty comments on Instant messaging, chat rooms or web pages. Many quantitative studies (e.g. Smith et. al. 2008; Slonje & Smith, 2008; Raskauskas & Stoltz, 2007) have found that a substantial amount of cyberbullying does take place online, although not all of it. However, the bullying that does take place online is much more public compared to other forms (e.g. text messages or mobile phone calls) so it is not surprising that the pupils in the current study reported witnessing these types more frequently. One pupil did however witness a friend being text message bullied, but for this to happen, the victim presumably have to tell his friend about it first.

When asked what either others or they had done when they had seen the cyberbullying, in most cases the pupils felt there was no need to report the incident or support the victim due to the nature of the bullying (mostly single comments posted online). Slonje and Smith (2008) found that victims had a tendency to perceive

cyberbullying as having a larger negative impact compared to non-victims. Could it be that as a bystander, one nasty comment is not viewed as being so bad that it deserves the attention of the bystanders to support the victim? Could it be that the victim in the same incident actually would need support? The current study cannot answer these issues, but it would be of interest for future studies to investigate this matter. However, this issue may be particularly hard to investigate if the results from Kofoed's (2009) study are anything to go by. This study concluded a lack of commonality of experience, showing that all pupils that were involved had different stories about when the incidence started, who the bully was, who the victim was and even in what manner the incidents unfolded. Therefore if a bystander sees something online and perceives it as victimising someone, the same incidence may be viewed by the one who wrote the comment (e.g. was just retaliating), or received the comment (e.g. just a joke or argument) in a totally different manner.

In the incidents that were viewed by the participants as being more serious cyberbullying, two pupils though that the victim should report it to teachers or police. However, one participant worried that involving adults would merely intensify the incident or the parents would not allow the pupil to use the Internet anymore. This worry regarding adult intervention can be seen in a response by a student in another qualitative study (although this was with regard to traditional bullying) conducted by Cranham and Carroll (2003, p. 127-128):

> *'...if you are in an argument or something and then you call a teacher over*
>
> *they think you are just (...) argh a teacher's pet or you are hiding behind the*

teacher (…) then argh they think you are scared and then they are just going
to pick on you anyway because of that…I'd rather get hit than go to the
Principal…'

The unwillingness of victims to admit that they had been cyberbullied was also evident by students' response in Smith et al's (2008, p. 378) study:

'not many people would admit to it', 'because they would get threatened if
they told.'

The author together with his supervisor has previously expressed the worry regarding victims not telling adults about their victimisation (Slonje & Smith, 2008). It was argued that this related to the pupils perception that adults may lack awareness of cyberbullying and therefore be perceived as not being able to help in something they know little about. It is therefore important for prevention programs to involve cyberbullying when educating adults. However, on the positive side, one participant in the current study did report that a teacher had intervened successfully when a friend of his had been cyberbullied.

As with traditional bullying, age and gender differences in regards to cyberbullying were also discussed with the pupils. In some ways the responses can be linked together, as the majority of the participants felt that girls were more likely to be involved in cyberbullying compared to boys. This was felt by several participants to be due to the nature of cyberbullying; i.e. the bully is more anonymous or the ability

to insult or spread rumors. The feeling was that this was more comparable to the traditional ways in which girls bully each other. This finding is very much in line with Smith et al. (2008, p. 380) who also reported that participants in their focus groups thought that more girls compared to boys would be involved:

'Because boys are more physical'

Two thirds of the participants in the current study had experienced traditional bullying as victims. When asked how it started it had either started as arguments with friends or because the pupils in some way were being different compared to other pupils (poor understanding of language or different ethnicity). This variable of becoming targeted due to being different is in line with Cranham and Carroll's (2003) qualitative study where both victims, bystanders, bullies and mediators though that to be popular one should not be to different from the rest of the group and if one was different it could lead to isolation and social exclusion:

Victim : *'....or argh are just doing something that is I don't know (...) just <u>different</u>. (op.cit. p. 118)

Bystander: *'Umm (...) I don't know ummm (...) go along with what everyone else is doing (...) and argh not be like Nigel* (…) (p.119)

Bully: *' …. If you look different you're going (...) then you are not going to have many friends or stuff like that.'* (p.119)

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Mediator: *'In order to be popular (...) argh (...) it probably sounds silly (...) but you don't want to appear to be (...) argh too different from argh (...) everyone else.'* (p.119)

In addition, also in line with the current study, another qualitative study (Mishna, 2004) also found that bullying incidents do happen between friends. In the current study most of the incidents were short in duration and were resolved without any need for intervention.

Cyberbullying victimisation was more common in the current study than traditional victimisation. This does not necessarily mean that in the general public more students are being cyberbullied compared to traditional bullied (in fact most quantitative studies find the opposite), since the current study had a selected sample with the inclusive criteria of 'knowing something about cyberbullying'. Therefore it was more likely for students with experience of cyberbullying to sign up for the current study compared to students with general knowledge/experience of bullying.

Seven pupils in the current study had experienced cyberbullying as victims. Most of them through text messaging and Instant messaging and a minority through emails and phone calls. In Study Three in the current thesis it was found that the least prevalent form of being cyberbullied was through emails and the most prevalent for was through Instant messaging. This is very much in line with the current study as well. However, text message bullying was not as prevalent in Study Three. Campbell

and Gardner (2005; in Campbell, 2005) did however report that text messaging was amongst the most prevalent form of cyberbullying as did Smith et al. (2008). However, as mentioned previously it is hard to compare the current study to quantitative studies with more general samples rather than narrow ones as used here. And in addition, prevalence rates in relation to different forms of cyberbullying may well be extremely time specific since the way one interacts over the Internet rapidly changes and develops.

One difference between reported victimisation of traditional and cyberbullying was that with cyberbullying victimization the episodes were usually longer in duration. The abuse generally lasted between a few days and a few weeks. Could it be that it is easier (in the perception of the bullies) to continue bullying someone over the Internet or mobile phone compared to traditional bullying? The question is posed based on the results in Study Three where it was found that cyberbullies generally felt less remorse compared to traditional bullies. If this feeling of remorse does not occur it may be more common for the cyberbully to continue what s/he is doing compared to if the remorse is there. Further studies on this would be of interest as findings may be implemented in intervention/prevention programs.

About half of the pupils who had been cyberbullied did not know by whom they had been targeted. This figure is higher compared to other studies who have reported on this issue (e.g. Smith et al., 2008; Slonje & Smith, 2008) where it was found that between 1 in 5 to 1 in 3 of victims did not know who the perpetrator was. However,

in line with the studies mentioned above showing that when victims knew who bullied them it was most often students from the same school, when the victims of the current study knew who it was it was always either other people from the same school or from their local area. Therefore it seems that most of the cyberbullying is not merely random attacks online, but rather something more planned.

Most studies that have investigated the link between traditional bullying and cyberbullying have found that they are very much interlinked in the sense that traditional victims are more often cybervictims as well (or traditional bullies are cyberbullies) (e.g. Raskauskas & Stoltz, 2007; Smith et al. 2008, Salmivalli & Pöyhönen, in press). This link between traditional bullying and cyberbullying was very eminent in the current study as well but in a different manner. The pupils who reported victimisation stated that in most cases the cyberbullying had either resulted from a face-to-face argument, or from an Internet situation into a real life one. It could therefore be that many intervention/prevention programs that are designed for traditional bullying could also be used for cyberbullying with little changes needed in order for them to be successful.

In contrast to that of traditional victimisation, four of the pupils that had been victims of cyberbullying did report the incident to someone else; a friend, parent or teacher. In three of these cases the school ended up taking action. This could perhaps be because the incidents lasted longer and they were perceived to be out of the control of the students. Another hypothesis that has been argued previously by the author and

his supervisor (Slonje & Smith, 2008) was that students felt that they needed some kind of proof in order to be taken seriously. This difference between traditional and cyberbullying of reporting incidents in the current study could perhaps be down to that reason as well as usually one does have some kind of proof of the cyberbullying incident (a saved text message or a screen shoot of what happened online).

Although more pupils did report the incident, this seemed to be the last course of action. The most common response when being cyberbullied was to try to ignore it firstly. This method has been found previously to be mostly readily applied by victims of traditional bullying as well (e.g. Cowie, 2000; Camodeca, Goossens, Schnuengler & Meerum Terwogt, 2003; cited in Camodeca & Goossens, 2005). It therefore seems that victims of bullying are not merely jumping to receive help from others, but rather try to implement what methods they can firstly in order to resolve the issue and only if this does not work then ask for help. Practical ways to escape the cyberbullying were mentioned by the victims, such as turning of computers or mobile phones, deleting various accounts online or blocking people. These practical ways to escape victimisation were also mentioned in Study One in the current thesis when interviewing focus groups rather than individuals. It therefore seems that pupils do have some knowledge on how to deal with the problem to start with.

When looking at the responses the pupils gave when asked if they had discussed cyberbullying with either their friends, school or parents it can be seen that none of the pupils reported that their school had ever discussed cyberbullying with them or

given them any advice on how to deal with it (as opposed to traditional bullying that was mentioned in schools in various contexts such as lessons or whole school assemblies). In addition only two pupils reported that their parents had discussed cyberbullying with them (whilst the majority reported that parents had talked about traditional bullying) but the advice given by those parents had been either not to use the computer completely or not give out any personal information whilst being online. Lastly, with friends there did not seem to be much discussion regarding cyberbullying however a minority did mention that they could talk to friends to receive support.

So if pupils are not given advice by parents, the school or friends, how do they know what to do in order to minimize the problem? Various 'Top 10' advice lists online states to try to ignore, block, change accounts etc… exactly what the pupils in the current study stated that they did, hence it seems that either it is an intuitive thing to do, or they have researched it online. This would be of interest for future studies to investigate as it does seem an important aspect of how to deal with cyberbullying.

In Study One the various emotions that may be felt by victims of bullying was investigated. This aspect was taken up individually in the current study as well. Although Study Two in the current thesis did find that these emotions seemed to differ between different types of bullying, most of the victims in the current study felt that there was no difference in how they felt no matter which form they had been bullied through. One exception to this was a pupil who stated that Instant messaging was worse than mobile phone bullying since one can write much faster on the

computer so more can be said that way. The feelings reported in the currents study were anger, shame, terror, inability to sleep due to worrying and the need for revenge. When looking more closely at the responses many of the victims felt anger and this emotion of anger was also shown by Ortega et al. (2010) to be very relevant to the feelings of the victims. In Study One, seven various reasons were found which could relate to the negative feelings of the victims, although anger was not one of them. It could therefore be that there are eight (instead of seven) major reasons or issues to why someone may feel bad when being bullied. One hypothesis posted by Ybarra and Mitchell (2004) was that some cyberbullies bullied others as a form of compensation when being traditionally bullied. Although (as has been discussed previously in this thesis) other quantitative studies have failed to find support for this hypothesis, in the current study this need for revenge was expressed. Although in the current study it was not reported as something that was done, but if the feeling to do so is there, there might be a possibility that some pupils actually do it as well.

Again, as with victimisation of traditional bullying when the pupils were asked if they had traditionally bullied someone else, the majority (five of the six participants that reported having done so) stated that it had happened as a result of an argument with a friend. Again these incidents were resolved quickly and perhaps these incidents were actually more of a prolonged argument between friends rather that bullying in the traditional sense. However, one participant did report being a bully regularly when being younger and it seems that for this particular pupil becoming a bully was in some sense a cry to be noticed and to provide some relief of tensions due to issues at

home. This pupil did at a later stage feel remorse and felt that what she had done to someone else was 'stupid'. Because of obvious methodological issues this finding can not be generalised to other bullies at large. However if this would be the case with other bullies as well, that they see bullying as a forum in which they can get rid of their anger onto someone else and hence feel relived due to this, it would be of most importance to implement this in prevention programs. That is, perhaps many bullies need to be advised on other outlets to their emotions instead of trying to inflict the similar issues onto others.

Fewer of the participants had been involved in cyberbullying someone else than bullying via traditional means. However one third did report victimising other pupils through Instant messaging, chat rooms or online games. When asked why they did so, the pupils said that the victims had deserved it for being 'cocky' or 'rude'. However, the cyberbullies in the current study did not seem to have thought about the impact their behavior had on the victims, which is the opposite for what was mentioned by the bully of traditional bullying in the currents study. Once again, this issue of remorse springs to mind that perhaps cyberbullies does not have the same feelings of remorse as traditional bullies, the finding that was shown in Study Three. In addition, in contrast to what was reported for traditional bullying, that a participant bullied others as a form of relief of tension, the opposite was discussed for cyberbullying. That is, one pupil stated that it may actually only lead to infuriate the bully further since '*one doesn't get out ones anger that easily*.' This could perhaps also be one reason (as the reason of no remorse) to why some cyberbullying incidents may

escalate out of control. If the actor only feels more and more frustrated it could be easy for this actor to commit worse and worse offences, or perhaps continue to traditionally bully the victim as well.

Although the victims of bullying in the current study reported little difference in emotions between different types of bullying, when asked what they considered to be the biggest difference between traditional bullying and cyberbullying, differences emerged in the responses from most pupils. These responses were mostly related to the harm that the bullying could cause. There was an equal distribution (4 and 4) between pupils who perceived either cyberbullying or traditional bullying to be worse compared to the other form (one pupil did not give a clear opinion). Those who perceived cyberbullying to be worse compared to traditional bullying gave the reason of anonymity of the bully and that it could happen at any time at any place. These responses are very much in line with many other studies which in some form reported that the anonymity and the 'no safe haven' are factors within the cyberbullying context that may have a negative impact (e.g. Spears et al., 2010; Mishna et al., 2009).

Some of those pupils who perceived traditional bullying to be worse compared to cyberbullying stated that they thought so due to the physical risk involved in traditional bullying and for many of these pupils if that risk was taken away then both forms of bullying would be equally harmful. Surprisingly however, some pupils reported that cyberbullying was not as harmful because of the ease of avoiding it, just the opposite opinion of the pupils who had stated that this was the reason for why

they actually perceived cyberbullying to be worse; since it was hard to avoid it. However, the pupils arguing that traditional bullying was worse said that one could delete comments or not log onto chat rooms or Instant messaging. For obvious reasons it may not be as easy to avoid traditional bullying as one has to go to school, but one does not have to be online. Many studies have reported on this issue in an opposite manner, that it is hard to avoid cyberbullying, however, could it be that for those pupils that do not have a large friendship group online the cyberbullying is not perceived as being that negative in impact as they more easily can avoid it? This would need further investigations and would be of interest for future studies to include in their rational.

Although most pupils who reported having been victims of traditional bullying in the current study did not report the incident to anyone else, when asked what a person could do if victimised via traditional means the vast majority (8 out of 9) did respond that the best option would be to tell someone about it. When asked what could be done to reduce traditional bullying on a more general level the most common response was to talk about bullying in a wider (school, lessons workshops) or private (parents friends other adults) level. As most schools had actually discussed traditional bullying with the pupils this understanding of these two factors (wider and private level, basically the 'whole school policy') may derive from there. In fact, the school was seen as the arena where the best attempts to reduce traditional bullying could be made. However, two of the pupils in the study actually expressed the need for teachers to take bullying more seriously and to ensure that actions to follow up the

bullying are taken. In Swedish schools it is obligatory to have both a bullying prevention as well as intervention plan, however perhaps they are not implemented as they should. Also, Mishna (2004) argued that perhaps teachers do not intervene to the extent they should because they actually do not really know how to respond. This is perhaps one of the bigger problems when trying to implement intervention programs at school, to get everyone involved and doing the same thing. Another suggestion (that has also been shown to work in various intervention programs) mentioned as how to reduce bullying, was for teachers to be more present around the school as this participant had witnessed most of the bullying taken place in corridors where no staff was present.

The pupils were also asked what they thought would stop a traditional bully to bully others. The responses to this were either to get someone to talk to the bully or threaten with punishment, which is in line with the punitive approaches of interventions, however one pupil discussed the need of making the bully understand what he or she have done (empathy raising) which is in line with many other intervention programs such as the Pikas method (Pikas, 1989).

When discussing cyberbullying and what could be done in order to reduce that problem or what one should do when being targeted, only 2 pupils felt it would be beneficial to tell an adult about it. This is the opposite of what they suggested when being traditional bullied. Could it be, that they perceive adults as not only unaware of the problem as was shown by Slonje and Smith (2008), but that they therefore do not

know how to deal with the problem. For intervention and prevention programs to work, it is of most importance that the pupils feel and perceive that the adults are in control and know what they are doing. Based on these results it should be stressed that adults (school staff and parents) should receive much more training in the phenomena of cyberbullying and ensure that they know exactly which steps to follow if an incidence takes place. Other suggestions on how to reduce the cyberbullying were more practical in nature such as blocking, changing numbers track IP-adresses or permanently blocking abusers by contacting administrators of various web-sites. In Smith et al.'s (2008) study pupils in focus groups did also mention these practical means to deal with cyberbullying, however, telling adult was also recommended by those pupils in contrast to the current study. Two pupils in the current study actually stated that the only way to reduce cyberbullying was to stop using mobile phones and computers altogether, indicating that it is a very hard problem to successfully deal with. This suggestion was also brought up by a pupil in Smith et al's (2008, p 381) study: *'Don't think you can ever stop cyberbullying at all because you'd basically have to get rid of all the communication things we love and you can't do that.'*

Some other suggestions on how to reduce cyberbullying overall was that adults could monitor different sites, this suggestion seems equal to the suggestion to traditional bullying, that adults should be around. As with many traditional prevention programs which have shown that if adult are around (and are dealing with the problem effectively) then bullying may reduce. Would it be of interest to include adult on

various websites where there are a lot of children and adolescents, or is that perhaps going a step to far invading the privacy of our youngsters?

Summary

The current study used qualitative methods in order to receive a more in depth view of cyberbullying. Nine pupils who knew something about cyberbullying were interviewed and various issues were brought up such as bystanders' roles, being a victim or bully and the impact. More pupils in the current study had been cyberbullied compared to traditionally bullied, however the criteria for participation was 'knowing something about cyberbullying', hence the findings of larger cyberbullying prevalence rates were probably down to this. Pupils generally did not feel that the impact differed when being traditionally bullied compared to cyberbullied. Also, it became evident that the schools are not discussing the problem of cyberbullying at all with the pupils, and neither are parents to any substantial amount.

Chapter eight – Conclusions

This thesis set out to investigate the nature of cyberbullying in Swedish schools. At the time (year 2007/2008) when all the studies in this thesis were conducted, relatively few studies relating to cyberbullying were published. Those which were, were mostly part of a wider research area or investigated cyberbullying in its initial phases. The current thesis aim was to broaden the knowledge within the cyberbullying context, especially so within the Swedish one in a variety of manners investigating the phenomena from different aspects and with various methodological approaches. Here the studies will first be summarised, then discussed in relation to; gender, age, definitional issues, both strengths and limitations of methodology before ending with potential implications of this research.

Summary of the four studies.

Table21. Summary of the four studies.

Study One Qualitative methods with 4 focus groups investigating which reasons may have an impact on the negative feelings that a victim of bullying may have
Study Two Quantitative study investigating how the different reasons (from Study One) related to four different types of bullying; cyberbullying public forms, cyberbullying private forms, direct forms of traditional bullying and indirect forms of traditional bullying
Study Three Investigated various issues of cyberbullying in a quantitative manner, such as; prevalence rates, gender and age differences, impact and distribution processes.
Study Four Used quantitative methods interviewing pupils who knew something about cyberbullying either as bystanders, victims or bullies.

Study One (described in Chapter Four) was devised due to findings from a study that the author and his supervisor carried out in 2006 (Slonje & Smith, 2008). It became evident in this study that the impact of cyberbullying varied according to different perceptions of the pupils. For example the anonymity of the perpetrator and that one could now be bullied 24/7 seemed to have an effect on how pupils perceived the negative impact of cyberbullying. Hence the interest in what it actually was that may make someone feel bad when being bullied was born.

Four different focus groups were used in order to investigate which various reasons may have an impact on the negative feelings that a victim may have when being bullied. Based on the content analysis 7 different reasons emerged; embarrassment, fright, helplessness, no avoidance, loneliness, persistency and anonymity. It seemed that these seven reasons all had some effect on the negative feelings that the victim may feel but it also seemed that some of these reasons were more related to some types of bullying and not others. Due to this, it was of interest to find out how these reasons related to different types of bullying.

Study Two (described in Chapter Five) was devised in order to see how the seven reasons from Study One related to four different types of bullying; cyberbullying public forms, cyberbullying private forms, direct traditional bullying and indirect traditional bullying. It was felt that more quantitative methods would be appropriate in order to investigate this issue and hence we (the author of the thesis together with his two supervisors) developed a new questionnaire that incorporated this research question. This questionnaire was a part of a larger study (Study Three in the current thesis) and included a final part used only on the older pupils (grades 7 to 9, usually 13-15 years old). The results from Study Two showed that pupils in general did perceive that these seven reasons had different impact on the victims according to type of bullying. The main findings from this study included that the reason of embarrassment was perceived by the students to be more relevant (in the sense as to why someone may feel bad when being bullied) to the public forms of cyberbullying

compared to all the other forms investigated. Whilst the reason of fright was perceived to be more relevant to the direct forms of traditional bullying (which included physical bullying) compared to all the other types. In addition, both persistency and loneliness was perceived as having a large impact across most types of bullying.

Study Three (described in Chapter Six) also used quantitative methods in order to investigate various issues of cyberbullying. Some of these issues were: age and gender differences, type of bullying, remorse felt by bullies and how the bullying material is distributed. Some of the findings in Study Three were that those who cyberbullied others had less remorse about what they had done compared to those who bullied others in more traditional ways, and that older students, as well as girls seemed to be more cyberbullied compared to the younger pupils and the boys. It was also found that when someone is 'actively targeted' as a bystander, in most cases they do nothing to distribute the material further, however in a minority of the cases they either try to bully the initial victim even further or try to help them.

The last study conducted, Study Four (described in Chapter Seven) once again used more qualitative methods to investigate the nature of cyberbullying in Swedish schools. Here individual interviews were carried out with pupils who had some previous knowledge of cyberbullying. The main findings from this study showed that cyberbullying and traditional bullying were very much interlinked and that becoming cyberbullied usually started from a face-to-face experience or the opposite, that being

traditional bullied started form a cyber context. It also seemed that more often the feelings were more similar than different no matter by which form one had been bullied. Lastly, it showed that Swedish schools do not talk about cyberbullying in any form to their students.

Overall, all the four studies carried out have contributed to a more in depth understanding of the nature of cyberbullying in Swedish Schools. Not only, that it is a part of many students' lives, but also how it is carried out. Now to the issue of gender.

Gender

The current thesis indicated that girls are more involved in cyberbullying as victims compared to boys, but not as perpetrators. This issue of gender differences within the cyberbullying context has been mixed and different studies conclude different findings in relation to this (See Chapter Three), however, these studies are usually not totally comparable to each other. That is, some studies investigate only what has happened on the Internet, whilst others investigate cyberbullying from a broader context. Others do not include the definition of bullying, and some investigate what has happened over the past three months whilst others investigate what has even happened.

However, the differences in findings in relation to gender may not merely be down to differences in methodology. It could also be down to the difference of when the studies were carried out. That is, the way people (and perhaps especially young

people) interact over the Internet and mobile phones seem to develop and change constantly. One example of this is with social network sites. Perhaps when the explosion of social network sites happened, it seemed that the concept would be more of interest to girls (and perhaps in the beginning it was), but due to the popularity in the manner which one could communicate with others through these sites the gender issue was no longer an issue. Therefore if some studies investigated what happened just before this boom they might have found that one or the other gender was more affected in that type of cyberbullying, however studies conducted today may not find similar findings. It therefore seems that traditional bullying is more stable over time in a variety of issues (such as gender) compared to cyberbullying. So what about age?

Age

In the current thesis it was also found that older pupils were more involved in cyberbullying compared to younger students. It may at first seem quite natural since the older students are more technologically advanced and also have more access to their own mobile phones. However, the current thesis investigated cyberbullying in pupils from the age of 7 and found that quite a large frequency of these pupils had experienced cyberbullying as victims, but not as perpetrators. It was also found that the majority of these pupils did have access to internet at home and once that access is there, the risk of being victimised comes along. In addition, quite a few (about 37%) of the very young pupils (grades 2 & 3, usually aged 8 & 9 years) had access to their own mobile phone. By grade four the majority (about 84%) of pupils in the current

thesis did have their own mobile phone. It is therefore important that future studies include these younger age groups as most studies have not done so yet.

Definitional issues

The current thesis also tried to investigate the bullying behaviour in a slightly different manner than the norm. That is, many studies investigating traditional bullying have done so by asking pupils whether they have been bullied or have bullied others. However, due to issues within the definition of cyberbullying, it was felt that a broader picture should be included. That is, various discussions of one of the corner-stones within the definition of bullying, that of repetition, have questioned what should be labelled as cyberbullying or not. The majority of researchers within the bullying context argue that in order for the definition of bullying to be applied, the behaviour has to happen more than once over a certain period of time. Within the cyberbullying context this may be harder to investigate as someone perhaps have uploaded a picture merely once onto the Internet, however a repetitive behaviour may occur even so. When presenting in various contexts, the author of this thesis have used an analogy to describe this issue. That is, if someone in a school setting would make a hate-poster that is bullying someone else and then puts this poster onto the school notice board, this could constitute as repetition. Although the poster is made only once, as long as it is up on the notice board for others to see a repetitive nature is occurring. In a similar way, if someone uploads something onto a web-site for others to see, a repetition is occurring each time someone is viewing this material.

This notion of repetition was investigated in a broader context by firstly asking what the cyberbully does with the material, and secondly also investigated what others that see this material may do. The results of these findings can be found in Study Three.

Strengths of methodology

- The major strength of the current thesis was that it used mixed methods in order to receive a wider picture of the phenomenon. With the qualitative studies a broader picture can be seen, deriving from the participants rather than the researcher. Instead of the researcher hypothesising about various issues, these issues were firstly derived from the pupils and only then tested in a quantitative manner. The studies followed each other and supplemented each other by using firstly qualitative methods and subsequently used quantitative methods in order to investigate the issues from a different perspective. In addition, certain aspects that were found in the quantitative studies were later also investigated in a qualitative manner in order to receive a full picture of the phenomenon.

- The second major strength in the methodology was that all the filling out of the questionnaires were supervised by one person (the author of the thesis). Many studies, especially those who include larger sample sizes, use different teachers or research assistants in order to collect the data. Although these studies may have written guidelines on how to handle the data collection process, no class-room setting is similar and differences may arise. Especially

in the way information (or explanations) is carried out by the person doing the data collection.

- The questionnaire for Study Three, was reduced in length by including multiple answers rather than asking the same question for a number of different types of bullying as was the case in Slonje and Smith (2008). By developing the questionnaire in this manner, the risk of students becoming bored and merely filling out the questionnaire in a random manner was reduced.

- In both the qualitative studies, more than one researcher was involved in the analysis which reduces the risk for biases on my part.

- A wider age-range was used in order to receive a fuller picture of the phenomena. Almost all (except for grade 1) compulsory grades within the Swedish schools system were included in the current thesis as to be able to investigate what the title of the current thesis states: 'The nature of cyberbullying in Swedish schools', and not merely in a few grades within the Swedish school system.

- Different questionnaires were used for different age-groups. In the very young age group a very short questionnaires, with included pictures, was devised. For the middle age group yet another questionnaire was developed, and for the

oldest age group an additional part to this was added. This was carried out due to the different attention span that pupils in different age groups may possess.

- Many of the research questions could be applied to other countries as well. Since many aspects of the phenomena happens online (and online is a world wide community) some of the findings could be applied more broadly than merely down to Swedish pupils. Some of these aspects are for example; remorse felt by the bullies, what the actively targeted bystanders do with the material, how the cyberbullies bully others and impact of cyberbullying.

Limitations of methodology

- In Study Two, the general perception of pupils was investigated. It would be of interest to investigate what only victims think, however in order to do so a much larger sample would be needed. When conducting the filling out of the questionnaires two schools had due to various reasons decline just a few days before the scheduled appointment. This resulted in a loss of 9 classes which would generate about 225 participants. Due to the small numbers of victims in each sub category of bullying it is still doubtful if even these additional students would have been enough.

- All the studies only used Swedish pupils. Although some of the research questions may be generalised to other countries as well, others cannot. Perhaps some of the research interests in the current study were down to the

culture of Swedish pupils. Although the current thesis aim was to investigate the nature of cyberbullying in Swedish schools, some aspects would have benefited from having a broader international sample.

- Since the usage of technology is rapidly changing there are historical limitations to the results obtained. It is therefore not necessary that these results indicate what has happened in the past or what will happen in the future.

Potential implications of this research

The finding that Swedish schools do not seem to bring up the phenomenon of cyberbullying to any extent (as opposed to traditional bullying) is a worrying finding. Sweden has a long history of bullying research and intervention programs, and perhaps this is one of the reasons why victim rates are very low in Sweden compared to other countries. However, the need to incorporate cyberbullying within this context is evident based on the current research.

Based on the findings in the current thesis, there also seem to be a need for different coping strategies to be applied for victims of cyberbullying and traditional bullying. It seems that different reasons as to why someone may feel bad when being bullied are in force and in order for a victim to feel better these different reasons should be attended to. That is, for example in all the forms of bullying except the public forms

of cyberbullying the reason of loneliness was perceived as having a contribution to the victims negative feelings. It could be that it is of more importance to try befriending approaches with victims of these other forms of bullying to a higher extent than that of the public forms of cyberbullying.

The thesis has also highlighted that the very young ages, in pupils as young as 7 years, already experience cyberbullying as victims. It is therefore stressed that intervention and prevention programs addresses this issue and start discussing cyberbullying with these very young students, their teachers/school staff and parents.

Lastly, the need to investigate cyberbullying in a variety of manners is raised. One can not merely convert traditional bullying questionnaires to apply to the cyberbullying phenomena since it seem to differ due to the technological interference. It is no longer merely actors (bystanders, bullies, victims) that define the problem, but the nature of technology as well. Future studies will need to try and investigate the issue from a broader perspective. Perhaps observational studies are needed and more qualitative methods applied in order to receive a fuller picture.

Summary

This thesis has investigated the issue of cyberbullying using mixed methods. Both qualitative and quantitative studies have been conducted in order to investigate various issues such as what reasons may have an impact on the negative feelings victims of bullying may have and how these relate to different forms of bullying.

Other aspects that have been examined are gender and age differences, prevalence rates, impact of the bullying and distribution processes. In addition, interviews with pupils who had knowledge of cyberbullying were conducted investigating impact, bystander roles and own experiences of being either victims or bullies. Findings were discussed in relation to definitional issues and both practical and academic implications have been raised.

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Appendix 1- English Questionnaire for Study Two

EFFECTS OF BULLYING ON THE VICTIM

The next 4 pages have questions about the effects of

- Cyberbullying: private forms - . text messages, emails, instant messenger, phone calls

- Cyberbullying: public forms - chat room bullying, webpage bullying, uploading a picture/video clip

- Traditional bullying: indirect forms - spreading rumours, being excluded or ignored

- Traditional bullying: direct forms - hitting, pushing, kicking, being verbally abused

We are interested in how much effect each type of bullying has, and why some people might feel bad when they are being bullied in different ways.

On each scale from **1** meaning NOT AT ALL to **5** meaning VERY MUCH, please circle the appropriate number to indicate where on the scale you believe each of the following statements fits.
[Please turn over]

Let's start with the more private forms of cyberbullying, such as text messages, emails, instant messenger, phone calls.
Do you think that the victim of these forms may feel bad because he or she:

Becomes embarrassed because other people may find out what has happened.	Not at all		Somewhat		Very much
	1	2	3	4	5
Becomes frightened.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that nothing can be done to stop the bullying.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that there is nowhere he/she can get away from the bullying.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels lonely.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that that the bullying will continue.	Not at all		Somewhat		Very much
	1	2	3	4	5
May not know who bullied him or her.	Not at all		Somewhat		Very much
	1	2	3	4	5
Any other reason? Please specify:_____ _____	Not at all		Somewhat		Very much
	1	2	3	4	5

Now thinking of the more public forms of cyberbullying such as: chat room bullying, webpage bullying, uploading a picture/video clip.
Do you think that the victim may feel bad because he or she:

Becomes embarrassed because other people may find out what has happened.	Not at all		Somewhat		Very much
	1	2	3	4	5
Becomes frightened.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that nothing can be done to stop the bullying.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that there is nowhere he/she can get away from the bullying.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels lonely.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that that the bullying will continue.	Not at all		Somewhat		Very much
	1	2	3	4	5
May not know who bullied him or her.	Not at all		Somewhat		Very much
	1	2	3	4	5
Any other reason? Please specify:_____ _____	Not at all		Somewhat		Very much
	1	2	3	4	5

Now thinking of the more traditional forms of bullying, starting with the indirect forms such as: spreading rumours, being excluded or ignored etc.
Do you think that the victim may feel bad because he or she:

Becomes embarrassed because other people may find out what has happened.	Not at all		Somewhat		Very much
	1	2	3	4	5
Becomes frightened.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that nothing can be done to stop the bullying.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that there is nowhere he/she can get away from the bullying.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels lonely.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that that the bullying will continue.	Not at all		Somewhat		Very much
	1	2	3	4	5
May not know who bullied him or her.	Not at all		Somewhat		Very much
	1	2	3	4	5
Any other reason? Please specify:_____ _____	Not at all		Somewhat		Very much
	1	2	3	4	5

Finally still thinking of the more traditional forms of bullying, but with the direct forms such as: hitting, pushing, kicking, being verbally abused etc…
Do you think that the victim may feel bad because he or she:

Becomes embarrassed because other people may find out what has happened.	Not at all		Somewhat		Very much
	1	2	3	4	5
Becomes frightened.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that nothing can be done to stop the bullying.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that there is nowhere he/she can get away from the bullying.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels lonely.	Not at all		Somewhat		Very much
	1	2	3	4	5
Feels that that the bullying will continue.	Not at all		Somewhat		Very much
	1	2	3	4	5
May not know who bullied him or her.	Not at all		Somewhat		Very much
	1	2	3	4	5
Any other reason? Please specify:_____ _____	Not at all		Somewhat		Very much
	1	2	3	4	5

Appendix 2- Swedish Questionnaire for Study Two

<u>EFFEKTEN AV MOBBNING PÅ OFFRET</u>
De följande 4 sidorna har frågor angående effekten av

- Cybermobbning: privata former som bara riktar sig till offret och ingen

    annan– textmeddelanden (SMS), E-post, instant messenger,

    mobiltelefonsamtal.

- Cybermobbning: offentliga former där andra än den som är offret kan se det –

    mobbning i chatrum, på webbsidor, eller när någon laddar upp ett foto/video

    klipp.

- Traditionell mobbning: indirekta former - hitta på och sprida rykten, bli

    ignorerad eller utesluten från att vara med

- Traditionell mobbning: direkta former - knuffa, slå, sparka, bli verbalt kränkt.

Vi är intresserade av hur mycket effekt varje form av mobbning har, och varför vissa kan må dåligt när dom blir mobbade på olika sätt.

På varje skala från 1 (som betyder INTE ALLS), till 5 (som betyder VÄLDIGT MYCKET), var vänlig ringa in det nummer som du tycker bäst stämmer in på följande påståender.
[Var vänlig vänd sida]

Låt oss börja med de mer privata formerna av cybermobbning (t.ex. SMS, E-post, MSN, mobiltelefonsamtal).

Tror du att offret utav dessa former av mobbning kan må dåligt för att han eller hon:

Skäms för att andra pesoner kanske känner till vad som har hänt.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Blir rädd.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner att ingenting kan bli gjort för att stoppa mobbningen.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner att det inte finns någonstans han/hon kan komma undan mobbningen.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner sig ensam.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner att mobbningen kommer att fortsätta.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Kanske inte vet vem det är som mobbat honom/henne.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Någon annan orsak. Var vänlig förklara: _____ _____	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5

Nu med tanke på de mer offentliga (inte privata utan där andra än den som är mobbad kan se det) formerna av cybermobbning så som t.ex. mobbning i chatrum, på webbsidor, eller när någon laddar upp ett foto/video klipp.
Tror du att offret kan må dåligt för att han/hon:

Skäms för att andra pesoner kanske känner till vad som har hänt.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Blir rädd.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner att ingenting kan bli gjort för att stoppa mobbningen.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner att det inte finns någonstans han/hon kan komma undan mobbningen.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner sig ensam.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner att mobbningen kommer att fortsätta.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Kanske inte vet vem det är som mobbat honom/henne.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Någon annan orsak. Var vänlig förklara: _____ _____	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5

Nu med tanke på de mer traditionella formerna av mobbning. Om vi börjar med de mer inderekta formerna så som t.ex.: hitta på och sprida rykten, bli ignorerad eller utesluten från att vara med o.s.v.

Tror du att offret av dessa former kan må dåligt för att han/hon:

Skäms för att andra pesoner kanske känner till vad som har hänt.	Inte alls		Sådär		Väldigt mycket	
	1	2	3	4	5	
Blir rädd.	Inte alls		Sådär		Väldigt mycket	
	1	2	3	4	5	
Känner att ingenting kan bli gjort för att stoppa mobbningen.	Inte alls		Sådär		Väldigt mycket	
	1	2	3	4	5	
Känner att det inte finns någonstans han/hon kan komma undan mobbningen.	Inte alls		Sådär		Väldigt mycket	
	1	2	3	4	5	
Känner sig ensam.	Inte alls		Sådär		Väldigt mycket	
	1	2	3	4	5	
Känner att mobbningen kommer att fortsätta.	Inte alls		Sådär		Väldigt mycket	
	1	2	3	4	5	
Kanske inte vet vem det är som mobbat honom/henne.	Inte alls		Sådär		Väldigt mycket	
	1	2	3	4	5	
Någon annan orsak. Var vänlig förklara: _____ _____	Inte alls		Sådär		Väldigt mycket	
	1	2	3	4	5	

Slutligen fortfarande med tanke på de mer traditionella formerna av mobbning, men nu med tanke på de direkta formera så som t.ex.: knuffa, slå, sparka, bli verbalt kränkt o.s.v.

Tror du att offret av dessa former kan må dåligt för att han/hon:

Skäms för att andra pesoner kanske känner till vad som har hänt.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Blir rädd.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner att ingenting kan bli gjort för att stoppa mobbningen.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner att det inte finns någonstans han/hon kan komma undan mobbningen.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner sig ensam.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Känner att mobbningen kommer att fortsätta.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Kanske inte vet vem det är som mobbat honom/henne.	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5
Någon annan orsak. Var vänlig förklara: _____ _____	Inte alls		Sådär		Väldigt mycket
	1	2	3	4	5

Appendix 3- English Questionnaire for Grades 2 and 3

Hi!

We are interested in what students do during and after school hours. We have a few questions about bullying and cyberbullying.

You do not have to answer these questions, and you are free not to answer any questions you do not want to, but we would be grateful if you answered as much as possible. You do not have to put your names on the questionnaire.

No one in the school will know what you write, so please answer as truthfully as possible.

Class/Year: _____

Your age: _____

1	Are you a boy or a girl?	☐ boy ☐ girl
2	Do you own a mobile phone?	☐ Yes ☐ No
3	Do you have internet access at home that you can use?	☐ Yes ☐ No

These are multiple answer questions, which mean you may tick more than one box if this describes your experience.

4.	First of all, have you been bullied in traditional ways? Thinking of both at and outside school (Not including cyberbullying).	☐ No, I have not been traditionally bullied. ☐ Yes, this week. ☐ Yes, this term.
5.	Have you bullied others in traditional ways? Thinking both at and outside of school (Not including cyberbullying).	☐ No, I have not bullied others traditionally. ☐ Yes, this week. ☐ Yes, this term.
6.	Now thinking of only cyberbullying, have you been cyberbullied (At or outside of school)?	☐ I have not been cyberbullied. ☐ Yes, this week. ☐ Yes, this term.
7.	If you have been cyberbullied. Have you told anyone about it?	☐ I have not been cyberbullied. ☐ I have told a friend. ☐ I have told my parents/guardians. ☐ I have told an adult at school. ☐ I have told someone else. Who? _____ ☐ I have not told anyone.

8.	If you have been cyberbullied, what type of cyberbullying was it?	☐ I have not been cyberbullied.
		☐ Through text messages
		☐ Through phone calls
		☐ Through photo/video clip
		☐ Through chat rooms
		☐ Through emails
		☐ Through instant messenges
		☐ Through websites
		☐ Through any other way. Which? _____
9.	Now thinking of only cyberbullying, have you cyberbullied anyone else?	☐ No, I have not cyberbullied others.
		☐ Yes, this week.
		☐ Yes, this term

PLEASE KEEP THIS

If you or a friend have a problem with bullying or anything else mentioned in the questionnaire that you have just completed then you can talk to your teacher or Head Teacher who will be able to help.

If you do not feel comfortable talking to someone in school you could talk to your parents, and they can come with you to talk to a teacher about the problem.

You can also ring BRIS, the number is **0200-230 230**. The call is free and if you ring from home and if you don't feel comfortable telling your family then the call will not show up on the telephone bill.

Thank you one again for participating in the current study.

Robert Slonje

Appendix 4- Swedish Questionnaire for Grades 2 and 3

Hej!

Här kommer några frågor om mobbning och cybermobbning

Du behöver inte svara på detta frågeformulär om du inte vill och du kan välja att inte svara på frågor som du inte vill svara på, men jag vore väldigt tacksam om du svarade på så många som möjligt.

Du skall inte skriva ditt namn på frågeformuläret.

Ingen på skolan kommer att se vad du svarat eller skrivit.

Årskurs: _____

Din ålder: _____

1	Är du kille eller tjej?	☐Kille ☐Tjej
2	Äger du en egen mobiltelefon?	☐Ja ☐Nej
3	Har du internet uppkoppling hemma som du får använda?	☐ Ja ☐ Nej

PÅ frågorna som följer kan du kryssa i mer än en ruta om du vill.

4.	Först av allt, har du blivit 'traditionellt' mobbad? Tänk både på vad som hänt under och efter skoltid. (Inte cybermobbning).	☐ Nej, jag har inte blivit 'traditionellt' mobbad. ☐ Ja, den här veckan. ☐ Ja, den här terminen.
5.	Har du mobbat andra på de mer traditionella sätten av mobbning? Tänk både på vad som hänt under och efter skoltid. (Inte cybermobbning)	☐ Nej, jag har inte mobbat andra genom de traditionella formerna av mobbning. ☐ Ja, den här veckan. ☐ Ja, den här terminen.

6.	Nu, med tanke på bara cybermobbning, har du blivit cybermobbad? (Både under och efter skoltid)?	☐ Nej, jag har inte blivit cybermobbad. ☐ Ja, den här veckan. ☐ Ja, den här terminen.

7.	Om du blivit cybermobbad, har du berättat det för någon?	☐ Jag har inte blivit cybermobbad.
		☐ Jag berättade det för en kompis.
		☐ Jag berättade det för mina föräldrar.
		☐ Jag berättade det för en vuxen på skolan.
		☐ Jag berättade det för någon annan. Vem?:
		_____
		☐ Jag har inte berättat det för någon.

8.	Om du har blivit cybermobbad, vilken typ av cybermobbning var det?	☐ Jag har inte blivit cybermobbad.
		☐ Genom text meddelanden (SMS)
		☐ Genom mobiltelefonsamtal
		☐ Genom foto/video klip
		☐ Genom chat-rum
		☐ Genom E-post
		☐ Genom instant messenges (t.ex. MSN)
		☐ Genom web-sidor
		☐ Genom något annat. Vad? _____

Nu med tanke på att cybermobba andra.	
9. Nu med tanke på bara cybermobbning, har du cybermobbat någon annan?	☐ Nej, jag har inte cybermobbat andra. ☐ Ja, den här veckan. ☐ Ja, den här terminen.

Du är nu klar med frågeformuläret.
Det finns en sida till på slutet av detta frågeformulär, var vänlig riv av den och spara och läs igenom den när du får tid. Tack för din hjälp!

Var vänlig behåll detta!

Om det skulle vara så att du har några problem med mobbing eller med något annat som detta frågeformulär tagit upp, så kan du prata med någon av dina lärare eller din skolkurator som kommer att göra vad de kan för att hjälpa dig.

Om du inte känner att du kan prata med någon i skolan, så kan du ta upp det med någon av dina föräldrar/förmyndare, så kan dom hjälpa dig att prata med skolan angående problemet.

Du kan även ringa BRIS , numret är **0200-230 230**. Det är kostnadsfritt och om du ringer hemifrån och inte vill att någon skall få reda på att du ringt, kommer samtalet inte att registreras på telefonräkningen.

Tack ännu en gång för din hjälp.

Appendix 5- English Questionnaire for Grades 4-9

Cyberbullying

This study examines new forms of bullying, i.e. cyberbullying, which includes bullying through text messaging, email, mobile phone calls and picture/video clip.

You do not have to answer this questionnaire, and you are free to omit any questions you do not wish to answer, but we would be grateful if you answered as completely as possible. Anything that you write will be treated as most confidential and only used for research purposes. You do not have to put your names on the questionnaire.

Your teachers, the head teacher and your classmates will not be shown your answers. No one in the school will know what you write, so please answer as truthfully as possible.

Class/Year:_____

Your age: _____

	Are you a boy or a girl?	☐ boy ☐ girl
	Do you own a mobile phone?	☐ Yes ☐ No
	Do you have internet access at home that you can use?	☐ Yes ☐ No

Most of the questions are about **your life in and out of school in the past 2 or 3 months, that is, the period from school start (after the summer holidays) until now**. So when you answer, you should think of how it has been during the past couple of months and not only how it is just now.

Before we start with questions about bullying, we will first define or explain the word bullying. We say a student is being bullied when another student, or several other students

- **say mean and hurtful things** or make fun of him or her and call him or her mean and hurtful names

- **completely ignore or exclude** him or her from their group of friends or leave him or her out of things on purpose

- **hit, kick, push**, shove around, or lock him or her inside a room

- **tell lies or spread false rumours** about him or her or send mean notes and try to make other students dislike him or her

- and other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend him or herself.
But we don't call it bullying when the teasing is done in a friendly and playful way. The definition above describes **'traditional' bullying**.

Today we mostly will look at a special kind of bullying: **cyberbullying.**
This includes bullying through electronic means such as:
- **mobile phone calls**
- **text messaging**
- **picture/video clip**
- **email**
- **chat rooms**
- **websites**
- **instant messaging (eg. MSN)**

1.	First of all, have you been bullied in traditional ways the last couple of months? Thinking of both at and outside school. Not including cyberbullying	☐ No, I have not been traditionally bullied the last couple of months. ☐ Yes, it has happened once or twice. ☐ Yes, 2 or 3 times per month. ☐ Yes, about once a week. ☐ Several times a week.
2.	If you have been bullied in traditional ways, in what way did it happen?	☐ I have not been traditionally bullied the last couple of months. ☐ I have been pushed, kicked, hit etc. ☐ I have been teased or abused in a verbal manner. ☐ There have been rumors started about me. ☐ I have been ignored or excluded by schoolmates. ☐ Other. Please specify: _____
3.	Have you bullied others in traditional ways in the last couple of months? Thinking of both at and outside of school? (Not including cyberbullying)	☐ No, I have not bullied others traditionally in the last couple of months. ☐ Yes, it has happened once or twice. ☐ Yes, 2 or 3 times per month. ☐ Yes, about once a week. ☐ Yes, several times a week.
4.	If you have bullied others in traditional ways in the last couple of months, did you at any point feel any kind of remorse?	☐ I have not bullied others traditionally the last couple of months. ☐ Yes, at some point I have felt remorse. ☐ No, I have not felt remorse at any point.

5.	Now thinking only of cyberbullying, have you been cyberbullied the last couple of months (At or outside of school)?	☐ I have not been cyberbullied the last couple of months. ☐ Yes, it has happened once or twice. ☐ Yes, 2 or 3 times per month. ☐ Yes, about once a week. ☐ Yes, several times per week.

The next two questions below are multiple answers questions. That means that you may tick more than one box if this describes your experiences.

6	If you have been cyberbullied in the last couple of months, what type of cyberbullying was it?	☐ I have not been cyberbullied in the last couple of months. ☐ Through text messages. ☐ Through phone calls. ☐ Through photo/video clip. ☐ Through emails. ☐ Through chat rooms. ☐ Through instant messaging (e.g. MSN). ☐ Through websites. ☐ Through any other way. Please specify: _____ _____
7	If you have been cyberbullied the last couple of months, have you told anyone about it?	☐ I have not been cyberbullied in the last couple of months. ☐ I have told friend. ☐ I have told my parents/guardians. ☐ I have told an adult at school. ☐ I have told someone else. Please specify: _____ ☐ I have not told anyone.

Now thinking of cyberbullying others:

8.	Have you cyberbullied others in the last couple of months (Both thinking of at and outside of school)?	☐ No, I have not cyberbullied others the last couple of months. ☐ Yes, it has happened once or twice. ☐ Yes, 2 or 3 times per month. ☐ Yes, about once a week. ☐ Yes, several times per week.
9.	If you have cyberbullied others in the last couple of months, did you at any point feel any kind of remorse?	☐ I have not cyberbullied others the last couple of months. ☐ Yes, at some point I have felt remorse. ☐ No, I have not felt remorse at any point.
10	If you have cyberbullied others in the last couple of months, where did you mostly do it?	☐ I have not cyberbullied others the last couple of months. ☐ I mostly did it during school hours. ☐ I mostly did outside of school hours. ☐ I have done it equally much during and outside of school hours.
11	If you have cyberbullied others the last couple of months and knew the victim, who did you bully?	☐ I have not cyberbullied others in the last couple of months. ☐ I mostly do not know the victim I bullied was. ☐ I mostly bullied boys. ☐ I mostly bullied girls. ☐ I bullied both boys and girls. ☐ I bullied a teacher or adult that is working at the school.

The questions below are multiple answers questions. That means that you may tick more than one box if this describes your experiences.

| 12 | If you have cyberbullied others the last couple of months, through what means did you bully them? | ☐ I have not cyberbullied others in the last couple of months.

 ☐ Through text messages.

 ☐ Through phone calls.

 ☐ Through photo/video clip.

 ☐ Through emails.

 ☐ Through chat rooms.

 ☐ Through instant messaging (e.g. MSN).

 ☐ Through websites.

 ☐ Through any other way. Please specify: _____

 _____ _____ |

| 13 | If you have cyberbullied others in the last couple of months, how did you do it? | ☐ I have not cyberbullied others in the last couple of months.

 ☐ I have shown/sent it to the person I have bullied.

 ☐ I have shown/sent it to other people I know.

 ☐ I have uploaded the picture/email/text etc. on a web page on Internet.

 ☐ Other. Please specify: _____

 _____ _____ |

And now a different question.

| 14 | Have you been shown or sent an act of cyberbullying that was meant to bully someone else? If so what did you do with the information? | ☐ I have not been shown or sent any such act.

 ☐ I did not do anything with the information I was shown.

 ☐ I sent/showed the information to the person that was being cyberbullied in an attempt to try to tease him/her.

 ☐ I sent/showed the information to the person that was being cyberbullied in an attempt to try to help him/her.

 ☐ I sent/showed or directed the information to one or more other persons I know.

 To whom(e.g. parent, friend, teacher)_____

 ☐ Other. Please specify: _____

 _____
 _____ |

If you have any other thoughts about cyberbullying we would appreciate if you would share them with us here:

_____

_____

_____

_____

_____

_____

_____

_____

You have now completed the questionnaire. All the sections that you have filled in are confidential so please do not discuss the answers you have written with your friends or anyone else.

There is a sheet of paper attached to the back of this questionnaire, please keep it and read it in your own time.

Thank you for taking part!

One last request

We are very interested in talking more to a few pupils who have some knowledge about cyberbullying – either because they have been cyberbullied or they have cyberbullied others, or know about it happening to someone else. If you are one of these, we would like to know about your experiences. These talks will be strictly anonymous, which means that no one will know what you say in this meeting. We could book an appointment to suit you, for example after school.

If you feel that this is something you are willing to do, can you please provide us with some further information on how to get in touch with you. You can leave your mobile number (if you have one) or your email address or preferably both of these.

I have some knowledge of cyberbullying and would be willing to participate in an interview to talk about my experiences?	☐ Yes ☐ No

Mobile number: _____

Email address: _____

PLEASE KEEP THIS

If you have a problem with bullying or anything else mentioned in the questionnaire that you have just completed then you can talk to your teacher or Head Teacher who will do what they can to help you to help.

If you do not feel comfortable talking to someone in school you could talk to your parents, and they can come with you to talk to a teacher about the problem.

You can also ring BRIS, the number is 0200-230 230. The call is free and if you ring from home and if you don't feel comfortable telling your family then the call will not show up on the telephone bill.

If you have access to the Internet you could look at a website such as <u>www.bris.se or www.rodasidorna.se</u> *for advice and information.*

Thank you once again for participating in the current study

Robert Slonje

Appendix 6- Swedish Questionnaire for Grades 4-9

Cybermobbning

Den här studien undersöker nya former av mobbning, så kallad cybermobbning, vilket inkluderar mobbning genom t.ex. textmeddelanden (SMS), E-post (email), mobiltelefonsamtal och Foto/Video klipp.

Du behöver inte svara på detta frågeformulär om du inte vill och du kan välja att inte svara på vissa frågor, men jag vore väldigt tacksam om du svarade på alla. Allt du svarar eller skriver kommer att hanteras med största sekretess och enbart användas i forskningssyften. Du skall inte skriva ditt namn på frågeformuläret.

Dina lärare, rektor, kurator eller skolkamrater kommer **inte** att se vad du svarat eller skrivit. Ingen i skolan kommer någonsin se vad du svarat, så jag ber dig att vara så ärlig som möjligt.

Årskurs: _____

Din ålder: _____

	Är du tjej eller kille?	☐Kille ☐Tjej
	Äger du en egen mobiltelefon?	☐Ja ☐Nej
	Har du internet uppkoppling hemma som du får använda?	☐ Ja ☐ Nej

De flesta frågorna är angående **hur du har det under och efter skoltid de senaste 2 till 3 månaderna , det vill säga från terminsstart (efter sommarlovet) fram tills nu.** Så när du svarar bör du tänka på hur det har varit de senaste månaderna och inte bara hur det är just nu.

Innan vi börjar med frågorna angående mobbning, vill jag först definiera eller förklara ordet 'traditionell' mobbning. Jag menar att en elev blir mobbad när en annan elev, eller flera andra elever :

- **Säger elaka eller sårande kommentarer**, eller gör narr av någon eller kallar någon för elaka och sårande namn.

- **Totalt ignorerar eller exkluderar** honom/henne från gruppen av vänner eller lämnar honom/henne utanför med mening.

- **Slår, sparkar, knuffar** eller låser in honom/henne i ett rum eller liknande.

- **Ljuger eller hittar på rykten** om honom/henne eller skickar elaka lappar och försöker få andra elever att tycka illa om honom/henne.

- Även andra sårande saker liknande dessa.

När jag pratar om mobbning så sker den gång på gång (inte bara vid ett tillfälle) och det är svårt för eleven som blir mobbad att försvara sig själv. Men jag kallar det inte mobbning när retandet sker på ett "kompisaktigt" och lekfullt sätt.

Idag vill jag också speciellt fokusera på en speciell typ av mobbning, **cybermobbning.** Detta inkluderar mobbning genom t.ex.:

- **Mobiltelefonsamtal**

- **Textmeddelanden (SMS)**

- **Foto/Video klipp**

- **E-post (email)**

- **Chat rum**

- **Web-sidor**

- **Instant messaging (t.ex. MSN)**

1.	Först av allt, har du blivit 'traditionellt' mobbad de senaste månaderna? Tänk både på vad som hänt under och efter skoltid, men inte cybermobbning.	☐ Nej, jag har inte blivit 'traditionellt' mobbad de senaste månaderna. ☐ Ja, det har hänt en eller ett par gånger. ☐ Ja, 2 eller 3 gånger per månad. ☐ Ja, ungefär en gång per vecka. ☐ Flera gånger per vecka.
2.	Om du har blivit 'traditionellt' mobbad, på vilket sätt hände det?	☐ Jag har inte blivit 'traditionellt' mobbad de senaste månaderna. ☐ Jag har blivit slagen, sparkad på, knuffad o.s.v. ☐ Jag har blivit retad eller kränkt på ett verbalt sätt. ☐ Det har startats rykten angående mig. ☐ Jag har blivit ignorerad av eller utfryst av mina skolkamrater. ☐ På annat sätt. Var vänlig förklara: _____ _____ _
3.	Har du mobbat andra genom de mer traditionella formerna av mobbning de senaste månaderna? Tänk både på vad som hänt under och efter skoltid. (Inte cybermobbning)	☐ Nej, jag har inte mobbat andra genom de traditionella formerna av mobbning de senast månaderna. ☐ Ja, det har hänt en eller två gånger. ☐ Ja, 2 eller 3 gånger per månad. ☐ Ja, ungefär en gång per vecka. ☐ Ja, flera gånger per vecka.
4.	Om du har 'traditionellt' mobbat andra de senaste månaderna, kände du vid något tillfälle dåligt samvete?	☐ Jag har inte 'traditionellt' mobbat andra de senaste månaderna. ☐ Ja, vid något tillfälle har jag haft dåligt samvete. ☐ Nej, jag har inte haft dåligt samvete vid något tillfälle.

5.	Nu, med tanke på bara cybermobbning, har du blivit cybermobbad de senaste månaderna? (Både under och efter skoltid)	☐ Nej, jag har inte blivit cybermobbad de senaste månaderna.
		☐ Ja, det har hänt en eller två gånger.
		☐ Ja, 2 eller 3 gånger per månad.
		☐ Ja, ungefär en gång per vecka.
		☐ Ja, flera gånger per vecka.

De två frågorna som följer är flervalsfrågor. Detta innebär att du kan markera mer än en ruta om detta beskriver dina erfarenheter.

6.	Om du har blivit cybermobbad de senaste månaderna, vilken typ av cybermobbning var det?	☐ Jag har inte blivit cybermobbad de senaste månaderna.
		☐ Genom textmeddelanden (SMS).
		☐ Genom mobiltelefonsamtal.
		☐ Genom foto/video klipp.
		☐ Genom E-post.
		☐ Genom chat-rum.
		☐ Genom instant messaging (t.ex. MSN).
		☐ Genom web-sidor.
		☐ Genom något annat sätt. Var vänlig förklara vilket sätt: _____
7.	Om du blivit cybermobbad de senaste månaderna, har du berättat det för någon?	☐ Jag har inte blivit cybermobbad de senaste månaderna.
		☐ Jag berättade det för en kompis.
		☐ Jag berättade det för mina föräldrar/förmyndare.
		☐ Jag berättade det för en vuxen på skolan.
		☐ Jag berättade det för någon annan. Vem?: _____
		☐ Jag har inte berättat det för någon.

Nu med tanke på att cybermobba andra:

8.	Har du cybermobbat andra de senaste månaderna (under eller efter skoltid)?	☐ Nej, jag har inte cybermobbat andra de senaste månaderna.
		☐ Ja, det har hänt en eller två gånger.
		☐ Ja, 2 eller 3 gånger per månad.
		☐ Ja, ungefär en gång per vecka.
		☐ Ja, flera gånger per vecka.
9.	Om du har cybermobbat andra de senaste månaderna, kände du vid något tillfälle dåligt samvete?	☐ Jag har inte cybermobbat andra de senaste månaderna.
		☐ Ja, vid något tillfälle har jag haft dåligt samvete.
		☐ Nej, jag har inte haft dåligt samvete vid något tillfälle.
10	Om du har cybermobbat andra de senaste månaderna, när gjorde du det oftast?	☐ Jag har inte cybermobbat andra de senaste månaderna.
		☐ Jag gjorde det mestadels under skoltid.
		☐ Jag gjorde det mestadels efter skoltid.
		☐ Jag gjorde det lika mycket både under- och efter skoltid.
11	Om du har cybermobbat andra de senaste månaderna, vem var det du cybermobbade?	☐ Jag har inte cybermobbat andra de senaste månaderna.
		☐ Jag visste mestadels inte vem det var jag cybermobbade.
		☐ Jag cybermobbade mestadels killar.
		☐ Jag cybermobbade mestadels tjejer.
		☐ Jag cybermobbade både killer och tjejer.
		☐ Jag cybermobbade en lärare eller annan skolpersonal.

Frågorna som följer är flervalsfrågor. Detta innebär att du kan markera mer än en ruta om detta beskriver dina erfarenheter.

12	Om du har cybermobbat andra de senaste månaderna, genom vilken typ av cybermobbning var det?	☐ Jag har inte cybermobbat andra de senaste månaderna.
		☐ Genom textmeddelande (SMS).
		☐ Genom mobiltelefonsamtal.
		☐ Genom foto/video klipp.
		☐ Genom E-post.
		☐ Genom chat-rum.
		☐ Genom instant messaging (t.ex.. MSN).
		☐ Genom web-sidor.
		☐ Genom något annat sätt. Var vänlig förklara vilket sätt: _____

13	Om du har cybermobbat andra de senaste månaderna, hur gjorde du det?	☐ Jag har inte cybermobbat andra de senaste månaderna.
		☐ Jag har visat/skickat det (te.x. video klippet eller SMS) till personen som jag mobbade.
		☐ Jag har visat/skickat det till andra personer jag känner.
		☐ Jag har laddat upp bilden/email/texten o.s.v. till en web-sida på Internet.
		☐ På annat sätt. Var vänlig förklara:_____ _____ _____

Och nu en annan fråga.

14	Har någon visat eller skickat något till dig, som är menat att cybermobba någon annan än dig? Och i sådana fall vad gjorde du med det?	☐ Ingen har visat eller skickat något sådant till mig. ☐ Jag gjorde ingenting med det . ☐ Jag skickade/visade det för personen som var cybermobbad för att försöka mobba honom/henne ytterligare. ☐ Jag skickade/visade det till personen som var cybermobbad för att försöka hjälpa honom/henne. ☐ Jag skickade/visade det till en eller fler personer som jag känner. Till vem?(t.ex. förälder, vän, lärare, o.s.v.)_____ _____ ☐ Annat. Var vänlig förklara: _____ _____

Om du har några andra tankar om cybermobbning skulle vi uppskatta om du ville dela med dig utav dem till oss här:

_____

_____

_____

_____

_____

_____

_____

_____

Du har nu gått igenom hela frågeformuläret. Alla delar som du har svarat på är sekretessbelagda, så diskutera inte dina svar med dina vänner eller någon annan.

Det finns ytterligare en sida på slutet av detta frågeformulär, var vänlig riv av denna och spara och läs igenom den när du får tid.

Tack för din medverkan!

En sista förfrågan

Vi är väldigt intresserade av att prata med några elever som har någon kunskap om cybermobbning – antingen som offer, mobbare eller känner till att det har hänt någon annan. Om du är en utav dessa elever, så skulle vi vilja ta del av dina erfarenheter. Dessa samtal kommer att vara helt anonyma, vilket innebär att ingen annan kommer att få reda på vad du har sagt. Vi skulle kunna boka en tid med dig som passar dig bäst, till exempel efter skoltid.

Om du känner att detta är något du är villig att göra, kan du vara vänlig att lämna lite information om hur vi kan nå dig. Du kan lämna ditt mobilnummer (om du har något) eller din E-post adress eller helst båda dessa.

Jag har kunskap om cybermobbning och är villig att ta del i ett samtal för att tala om mina erfarenheter?	☐ Ja ☐ Nej

Mobilnummer: _____

E-post adress: _____

Var vänlig behåll detta!

Om det skulle vara så att du har några problem med mobbing eller med något annat som detta frågeformulär tagit upp, så kan du prata med någon av dina lärare eller din skolkurator som kommer att göra vad de kan för att hjälpa dig.

Om du inte känner att du kan prata med någon i skolan, så kan du ta upp det med någon av dina föräldrar/förmyndare, så kan dom hjälpa dig att prata med skolan angående problemet.

Du kan även ringa BRIS , numret är 0200-230 230. Det är kostnadsfritt och om du ringer hemifrån och inte vill att någon skall få reda på att du ringt, kommer samtalet inte att registreras på telefonräkningen.

Om du har tillgång till Internet, kan du gå in på webbsidor som t.ex. www.bris.se eller www.rodasidorna.se för ytterligare information och hjälp.

Tack ännu en gång för din medverkan i den här studien!

Appendix 7- English Questionnaire for Teachers and School Staff

To teachers (and school staff)

We are a research team from Goldsmith, University of London and Psykologiska Institutionen at Gothenburg University who during the fall 2007 will investigate cyberbullying in Gothenburg's schools. 'Cyberbullying' is a type of bullying which occurs via technological means such as mobile phones or the computer. Some examples of cyberbullying may be receiving abusive or silent phone calls, abusive emails or text messages. On the internet cyberbullying may for example take the form of somebody posting nasty comments on a web page.

At the moment there is very little knowledge as to what extent teachers or other school staff are being exposed to this type of bullying.

We would like to ask you if you would be prepared to answer a couple of quick questions on this topic. You are free to omit any questions you do not wish to answer, but we would be grateful if you answered as completely as possible. Anything that you write will be treated as most confidential and only used for research purposes. You do not have to put your name on the questionnaire. No individual teacher or school will be able to be identified.

When you fill out the questionnaire we would like you to think of instances that have happened from the start of this school term up until now.

Thank you

Doctoral student Robert Slonje (Goldsmiths, University of London)
Professor Peter K Smith (Goldsmiths, University of London)
Assistant Professor Ann Frisen (Psychology department, Gothenburgs University)

1	Are you male or female?	☐ Male ☐ Female

2	How many years have you been teaching?	☐ less than 2 years ☐ 2 - 5 years ☐ 6-10 years ☐ more than 10 years

3.	Have you been cyberbullied by a pupil (or think it was a pupil) the last couple of months?	☐ I have not been cyberbullied the last couple of months ☐ Yes, it has happened once or twice ☐ Yes, 2 or 3 times per month ☐ Yes, about once a week ☐ Yes, several times per week

Please tick all boxes that you feel best describes your experience.

4.	If you have been cyberbullied by a pupil (or think it was a pupil) in the last couple of months, what type of cyberbullying was it?	☐ I have not been cyberbullied in the last couple of months. ☐ Through text messages ☐ Through phone calls ☐ Through emails ☐ Through photo/video clip ☐ Through chat rooms ☐ Through instant messenges ☐ Through websites ☐ Through any other way. Please specify: _____

Thank you for taking part of this study. If you have any queries please do not hesitate to contact us at:

r.slonje@gold.ac.uk

Pleas tear of this slip and visit website
http://www.kidscape.org.uk/cyberbullying/cyberbullyingdcsf.html
if you need information on how to deal with cyberbullying.

Appendix 8- Swedish Questionnaire for Teachers and School Staff

Till Lärare (skolpersonal)

Vi är ett forskningsteam från Goldsmith, University of London och Psykologiska Institutionen, Göteborgs Universitet som under hösten 2007 undersöker cybermobbning i skolor i Göteborgsområdet. Cybermobbning är en typ av mobbning som sker via elektroniska medel som t.ex. mobiltelefoner och datorer (Internet). Att vara utsatt för cybermobbning kan innebära att få kränkande telefonsamtal, kränkande eller hotfulla e-post meddelanden eller SMS. På Internet kan cybermobbning innebära t.ex. att någon skriver elaka eller kränkande kommentarer om någon annan på en hemsida.

För tillfället vet man väldigt lite om i vilken omfattning lärare eller övrig skolpersonal blir utsatt för denna typ av mobbning. Vi skulle nu vilja fråga dig om du är villig att svara på ett par snabba frågor angående cybermobbning. Du kan välja att inte svara på enskilda frågor, men vi vore väldigt tacksamma om du svarade på hela formuläret. Allt du svarar eller skriver kommer att hanteras med största sekretess och enbart användas i forskningssyften. Du skall inte skriva ditt namn på frågeformuläret. Ingen enskild lärare eller enskilda skolor kommer att kunna identifieras.

När du fyller i detta frågeformulär vill vi att du tänker enbart på händelser som skett från terminsstart fram tills nu.

Tack på förhand!

Doktorand Robert Slonje (Goldsmiths, Londons Universitet)
Professor Peter K Smith (Goldsmiths, Londons Universitet)
Docent Ann Frisen (Psykologiska Institutionen, Göteborgs universitet)

1.	Är du kvinna eller man?	☐Man ☐Kvinna

2.	Hur många års undervisningserfarenhet har du?	☐ mindre än 2 år ☐ 2 - 5 år ☐ 6-10 år ☐ mer än 10 år
3.	Vilka årskurser undervisar du mestadels i?	☐ årskurs 2-3 ☐ årskurs 4-6 ☐ årskurs 7-9

4.	Har du blivit cybermobbad av någon elev (eller tror dig veta att det var en elev) de senaste månaderna?	☐ Nej, jag har inte blivit cybermobbad av någon elev de senaste månaderna. ☐ Ja, det har hänt en eller två gånger. ☐ Ja, 2 eller 3 gånger per månad. ☐ Ja, ungefär en gång per vecka. ☐ Ja, flera gånger per vecka.

Var vänlig kryssa i de rutor som bäst beskriver dina erfarenheter.

5.	Om du har blivit cybermobbad utav en elev (eller tror dig veta att det var en elev) de senaste månaderna, vilken typ av cybermobbning var det?	☐ Jag har inte blivit cybermobbad de senaste månaderna.
		☐ Genom textmeddelanden (SMS).
		☐ Genom mobiltelefonsamtal.
		☐ Genom foto/video klipp.
		☐ Genom e-post meddelanden.
		☐ I chatrum.
		☐ Genom instant messaging (t.ex. MSN).
		☐ På web-sidor.
		☐ På något annat sätt. Var vänlig förklara vilket sätt: _____ _____

Tack för din medverkan I denna undersökning!
Om du har några frågor tveka ej att ta kontakt med oss på:

r.slonje@gold.ac.uk

Var vänlig riv av denna del och besök Internet adressen http://www.kidscape.org.uk/cyberbullying/cyberbullyingdcsf.html (Väldigt bra Brittisk sida) om du behöver hjälp med hur man kan tackla cybermobbning.

Appendix 9- Summary of Interviews for Study Four

Age
13 = 4, 14 = 2, 15 = 3

Gender
Male = 4, Female = 5

What are the three first words or sentences you think of when you hear about 'traditional' bullying?

Push someone over, hurting feeling, fighting

Teasing, name calling, hitting

Teasing, fighting, many against one

Rumours, pushing, bad language

Being mean, pushing, nasty comments

Loneliness, anger

Rude comments, ignoring, hitting

Teasing, hitting, not caring

Being hurt, hitting, revenge (US school killings)

Teasing = 3

Nasty comments = 4

Physical = 8

Hurt feelings = 2

Relational = 2

What are the three first words or sentences you think of when you hear about 'cyberbullying'?

No answer

Uploaded video clip, uploaded audio clip, threats on the internet

Threats, threats of physical violence, Teasing

No answer

Spam, nasty comments, threats

Unknowing of when it happens, anonymity of bully, being excluded

Threats, ignoring, saying mean things

MSN, chat, mobile phones

MSN, online games, chat

Threats = 4

Excluding = 2

Nasty words = 2

Anonymity of bully = 1

Lack of control = 1

Forms of cyberbullying = 3

No answer = 2

Spectators

Traditional

- Have you seen anything happen?
- How often?
- What is it you have seen?
- In what way did it happen?
- How did others react on what happened?
- If you have seen anyone else being bullied, have you reacted in any way?
- What do you think of age and gender differences (is the bullying different, in different ways, etc…)?

Not much visible bullying, some incidents but not serious. Some nasty language used every day in class, but not serious. Bullying may be harder for older pupils (teenagers) as they are more concerned with appearance, so may have stronger effect

Happens every day, but mostly non-serious, in a joking way. Victims most often tell someone, then it slows down. Day before interview, were bullied by one guy, resulted in some pushing, name calling, then calmed down. Adults watched but no one did anything to stop it. Bytsanders usually do nothing, just watch, which makes the bullies stronger. Participant more likely to stand up, and ask bullies to stop – well known in school. Boys bully more – more boy vs boy bullying, than girl vs girl. Boy bullying stronger – girls scream. More bullying in primary school – less mature in primaries.

Occasional teasing outside of school, around once a month. Rarely physical. Bystanders watch but do nothing, making bullying worse through comments, and can turn it physical. Never when teachers around. Participant tries to stop fights but swearing hard to stop. Seen no girl bullying, but no fighting when girls do bully, only swearing. At primary just one time bullying, but people picked on more regularly at secondary school. Only swear words at primary but rumours, relational at secondary.

Bullying often happening at school, last two weeks ago. Mostly swear words, nasty comments, but victims don't care that much. Bystanders usually watch and laugh, no-one helps (including participant), although do feel sorry for victim. Boys more aggressive bullying, girls use language more, don't fight much. Bullying worse in secondary school, primary school just one time incidents, but older pupils victimised more regularly.

Seen lot of bullying at school, but hard to know if it is bullying or joking. Depends on definition, but nasty looks/comments happen about once a month. Staring most common form. Bystanders take no notice, but participant helps out if friends are involved. Girls bullying based on appearance, boys more physical. Older pupils bully younger ones, but no difference between bullying at primary and secondary schools.

Seen bullying at school, lot of exclusion, ignoring. Happens most days, mostly to the same people. Most bystanders ignore it, but some tell the bully off. Participant

sometimes steps in by reasoning with bullies. Boys more clear when bullying, it gets noticed, but girls it happens in silence. Secondary school bullying uses more complicated methods, such as exclusion, and one person more likely to be bullied repetitively.

Some bullying but not much, mostly threats and comments. Bystanders tend not to interfere or just give bad looks. Teachers tell pupils off if they hear bullying, but don't take it any further. Sometimes peer support system used, which has been helpful. Participant has bullied people before but now tends to sympathise with victims. Girls more likely to show their feelings, but boys equally affects – just try to shut up emotions, not cry at school. Girls spread rumours, boys mostly fighting. Older age groups use strong comments but younger more likely to fight.

Occassional bullying, about two or three times a month, and mostly teasing, some hitting. Bytsanders mostly copy bully, don't help out. Adults help out when seeing hitting, but when teasing, bully pretend to be joking. Participant hasn't helped as doesn't want to be bullied. Girls tease but boys fight and tease. Younger mostly teasing, but older is more hitting.

Some bullying, happens most weeks, and mostly teasing or hitting. BYtsanders laugh at victim, occasionally someone tries to help – usually when bullying finished. Participant help out – sometimes teachers told. Boys mostly fight, girls more verbal. Secondary school bullying more prevalent than primary.

Cyber
- Have you seen anything happen?
- How often?
- What is it you have seen?
- In what way did it happen?
- How did others react on what happened?
- If you have seen anyone else being bullied, have you reacted in any way?

- What do you think of age and gender differences (is the bullying different, in different ways, etc…)?

Seen nasty comments on websites about photos, music choices etc. Comments can intensify either defending victim or bully – exchange of comments. Would tell friend if saw something but not an adult.

Saw personal pictures posted publicly, but not much follow up at school. Lots of threats on websites, comments on pages, in chat rooms. Both nasty and nice comments. Equal between males and females. Secondary age comments taken more seriously.

Seen text message bullying – threats, which stop someone coming to school – no reason for them, victim too scared to respond. Teachers helped when realised victim was skipping school, talked to bully. Some comments on websites – about pictures, but not seen as bullying. No difference between sexes. Boys maybe threaten more, girls just swear. Older more likely to threaten, younger not so much - fewer have mobiles.

No cyberbullying seen – some nasty comments on chat sites – but seem more as a joke

Some cyberbullying on chat sites, msn. Spamming by sending repeated messages online or through mobile phones. Older use more threats of physical violence, younger use nasty comments about appearance, personal life. Girls worse online – boys more interested in playing games than using chat sites – gangs of girls bullying others. Starts online and continues into school life. Teachers find out and try to stop it.

Uploading personal pictures, nasty comments on websites. Seen a few times per month. Others intensify it. Some bullying on MSN and chat. Rumours of bullying

through video clips, but not interested in watching. Girls cyberbully more because they can be secretive. Older pupils bully more.

Lots of arguments on the internet, on chat and MSN. Nasty rude comments a few times a month. Uploading pictures with comments, and videos on youtube. Some mobile bullying – threatening texts. Girls send nasty comments, boys threaten. Primary school bully more, but older pupils (late teens) don't do it.
Not much bullying on internet, some teasing.

Some game bullying – nasty words, but not taken too seriously. Bullying on school website, nasty comments in chat rooms. Girls more often cyberbully, boys send more joking comments. Younger pupils bully less. Older bullying is more serious, but less frequent.

Everyone

- Status (have you been traditional/cyber-bullied)?
- History (own experiences, how long, how often, if they remember how it started, how it evolved)?

Victims

- Do you know who it is/was that traditionally/cyber bullied you?
- Is it more often one person or a group that traditionally/cyber bullied you? Is there a difference in different ways (chat, email etc…)
- Have you told anyone that you have been victimised, whom, what the person did (or not did). Or if they have not told anyone then why not?
- **If they have been victimised by different ways of bullying, ask how they have felt after each type and if it differs in anyway (this may come naturally within 'history')**
- **Show them the 'effect scales' and discuss them and try to see whether they come up with another 'reason'.**

Been cyberbullied on msn several times, calling names, threats. Knew victim and ended up being hit by her. Told teachers and parents. Started at school then intensified through chat. Teachers sent her away from school (attended different school) and head teacher spoke to her. Teachers and counsellors spoke to victim. Felt very scared and didn't know how to handle it so did nothing about it. Learnt from experience. Reported to police by witness, and stopped after. Small incidents after. Felt powerless, messages most days.

Been bullied in primary by two boys because couldn't speak Swedish well. Didn't get affected by it. Friends now. Cyberbullied by texts, group of boys (friends) threatening texts but meant as a joke. Lasted two or three days. Scared so couldn't sleep for first night. Friends now.

Being bullied. Found hash and got blamed for stealing it. Accused by owners of stealing, smoking hash. Swear words for three days. Didn't worry about it – ignored them. Told priest. Swore at through texts and MSN. Felt worse through MSN. Also threatened into stealing. Reported to mum, teachers got involved and sorted it through talks. Afraid.

Pushed by 1 girl. Felt sad but didn't seek any help. Bullied through mobile – threats sent by someone known to victim but not from school. Lasted for few days, around 20 texts. Felt worried so turned off mobile. Didn't tell an adult, but told best friend

Been bullied herself – from school moved to internet. Different to most classmates – and led to bullying. Lasted couple of months. Blocked them, told parents, teacher, and it stopped. Felt angry, wanted physical revenge. Bullied by one person, but always had group support her – didn't dare to bully alone. Rest of group nasty comments, looks. Spammed by a friend as revenge. Fun at first but can get serious. Text messages and MSN used to bully, after starting with arguments in school. Felt singled out, lonely and angry

Excluded by friends at primary school, lasted for several months. Felt lonely and told to friends but not parents. Teachers knew but did little. Felt helpless

Nasty comments on chat, MSN, email and text messages. Didn't care that much. Anonymous person, did it to friends as well. Happens every time logged on, for last two months. Would know how to deal with it if knew person, blocking didn't work and no evidence to go to police. Texts when fall out temporarily with friends, sending threats and abuse. Happens every few months, but soon become friends again. Became frustrated but didn't care that much. Threats caused some worry, became stressed and angry as a result.

Cyberbullied through SMS, phone calls and email. Nasty comments through SMS and prank calls occasionally. Last for half a year, felt bad, disturbed. Prank calls 3 or 4 times a day. Prank calls worse because don't say anything. Email with modified threatening pictures and comments sent once. No difference between feelings – all equally bad. All anonymous – no way to trace. Hasn't told parents, they ask all the time but don't want to tell them because they would get worried. Not told teachers because doesn't trust them. Bullied regularly since pre school, targeted every day by teasing. Feel bad and angry, racist content. Teachers only talked to them. Felt helpless, angry then sad.

Bullied once at school for a month through exclusion and nasty comments. Became angry and hit back. Felt ashamed. Told teachers but didn't do anything, didn't tell parents as didn't think it was serious. Havent been cyberbullied.

Bullies

Traditional
- Have you bullied someone else?
- Do you usually bully others by yourself or with others?
- Can you maybe say why you bully others?
- How do you feel afterwards after you have bullied someone?

Cyber

- Have you cyberbullied someone else?
- Do you usually bully others by yourself or with others?
- Can you maybe say why you bully others?
- How do you feel afterwards after you have bullied someone?
- Do you know who it is you have cyberbullied?

- What would stop you bully others?

Not bullied or cyberbullied anyone.

Bullied someone a little when younger. Would have stopped if victim fought back or did not seem affected. Never cyberbullied.

Bullied one person when younger, swore at each other and threatened – for fun and acting tough. Friends now. Not cyberbullied others.

Bullied others when younger, against one girl, with friends. Spreading rumours every time we saw her. Felt she deserved it at the time but sorry now. Not cyberbullying, occasionally comments on MSN an d chat rooms

Never bullied or cyberbullied

Never bullied or cyberbullied

Bullied some kids in class, got expelled for abusing people, destroying things and making teachers cry. Embarrassed by it. Resulted from family problems, rejection at home. Felt good bullying people, got rid of anger. Verbal and physical, every day for two years. Nasty comments on MSN a year ago. Different to face to face, as no release of anger – got even more frustrated.

Teased someone once, but felt bad. Never cyberbullied.

Called someone names about appearance after getting angry with them. About once a week. Never told to stop, so didn't realise he was bullying the boy. Though it was just a joke until victim spoke up and told teacher. Teachers got everyone to talk about it in meeting, felt bad, but also felt victim should have stood up. Cyberbullied a couple of times when younger. Boy was being cocky, so called him names. Many others doing the same. Called him names through computer games

<u>Everyone</u>
- **What do you think is the biggest difference between traditional bullying compared to cyberbullying?**

Can say more on the internet than face to face

No way to stop cyberbullying – gets worse and worse. Bullies can do anything on net.

Face to face can become fights, while cyberbullying is just words and swearing

If not face to face then much harsher – easier to say what on their mind

Worse and more hurtful when face to face, but if cyberbullying spills over to school then almost equal.

Traditional bullying can be got rid of by going home, but cyberbullying always there

Hitting biggest difference – but nasty comments equal between internet and face to face

Cyberbullying is anonymous

Cyberbullying easier to stop by deleting comments or videos, turning off chat

- **Do you know what one can do if being victimised by bullying?**

Try to talk to someone. Depends on type of bullying, and who bully/victim is. If victim strong can pretend not to care. Teachers could make it worse if told.

Have a good friend to give support. Talk to adults, so they can talk to the one who bullies

Tell parents and teachers

Seek help from an adult – probably teachers

Tell teachers, be able to discuss with someone

Tell an adult, teachers best, parents too objective

Tell an adult straight away, teacher, parents.

No answer

Go to the teacher and get new friends

- **What do you think can be done to stop(reduce) bullying?**

Talk to new classes about bullying, teach them that everyone is equal. Teachers talk with class

Adults check more

Talking can help

Put teachers around school as most bullying in corridors

Talks can be used, but in some cases punishment can also be effective

Talk about it a lot, and use opportunities such as life knowledge

Don't know

No answer

Teachers take it seriously, and tell parents if it happens outside school

- **Do you know what one can do if being victimised by cybebullying?**

No answer

Block people, change contact details

Tell parents or police. Block people

Stop using computer and mobile – but not prepared to do it herself

Call the parents of bully (if known), remove bullies profiles

Don't answer calls, change email address

Tell adult straight away. Save messages

No answer

Try and find out who the bully is, avoid them

- **What do you think can be done to stop (reduce) cyberbullying?**

Banning not helpful.

Adults monitor online communication to check what is being discussed.

Tell parents or police

Not give out numbers – no solution for chat rooms

No answer

Make sure people are aware of it

Check chat sites for bullying, stop access to offenders

Track the IP address, find out who bullies others

No suggestions

- **What do you think could be done in order to stop others bullying someone else?**

Talk to them

Get friends to support victim, retaliate but could make it worse

No answer

Friends could tell them to stop being nasty, punishment no good

Friends or classmates tell them to stop

Make them understand how it feels to be bullied

Get an adult involved, solving it oneself can make it worse

No answer

Teacher talk to them, threaten to call parents

- **What do you think could be done in order to stop others cyberbullying someone else?**

Block people, don't share pictures or personal information with everyone

Not much that can be done

No answer

Almost unstoppable. Cyberbullying harder to stop than face to face

No answer

Its difficult

Tell an adult if talking to bully doesn't work. Punishment doesn't help

No answer

Contact website owners, try to get bully blocked

- **Have your school in any way talked to you about what one can do if being victimised or see someone else become victimised (and in that case what)?**

Can see counsellor. Nothing mentioned about cyberbullying.

Havent done anything, teachers think it's a joke

Havent done anything

Some talks as part of life skills. No mention of cyberbullying

Bullying handouts and questionnaires. Nothing done about cyberbullying

Stop bullying group at school, guidance once per term where teachers talk about bullying and advise. No mention of cyberbullying

Talked to him about bullying after he bullied others. Teachers and visitors speak about bullying. Cyberbullying not talked about.

Told them to talk to teachers about bullying at start of school (each year)

Use questionnaire, teachers give individual advice

Have your parent/s in any way talked to you about what one can do if being victimised or see someone else become victimised (and in that case what)?

No mention of cyberbullying by parents.

Parents don't think about it

Parents ask about bullying regularly

Parents not addressed it

Talk about it with parents, but mother doesn't use the internet much, and advises against her using it

Parents check but not discussed bullying with them.

Parents talk about it a lot, trying to make sure safe at school, and careful when using the computer

Parents tell him to report bullying to teachers

Parents sometimes talk about bullying, but only when he has been accused.

Friends question

No answer

Talk about rumours – no advice

Talk about who has been bullied

None

None

A bit

None

None

About what happens