Abstract

The purpose of the present study is to explain the uniqueness of cyberbullying as a type of aggression in relation to traditional bullying and psychosocial adjustments. To achieve this, I attempted to overcome some existing limitations in self-report measurements by developing new self-report measures and a direct observational coding system in attempt to provide a multi-measure approach to the field of cyberbullying research. The study was divided into two parts. Study 1 aimed to examine the overlap between traditional and cyberbullying among secondary students using the newly developed self-report measures and predictors of cyberbullying. Study 2 was a pilot study which aimed to distinguish cyberbullying from traditional bullying using a direct observation procedure with an undergraduate sample. The final sample for Study 1 consisted of 750 S1 and S2 (aged 11-15) students from Hong Kong. New cyberbullying involvement measures were developed and validated in this study. Results of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) indicated that pictorial and verbal bullying strategies were loaded on separate but related factors. This has important implications for cyberbullying scale construction as some existing scales still use items which tap on both pictorial and verbal bullying simultaneously. I also tested a new predictor of cyberbullying perpetration — fun-seeking tendencies in cyberaggression (FSCA), which I designed to account for the effect of the unique characteristics of the online platform on adolescents' behaviors. EFA and CFA results showed that FSCA had excellent psychometric properties with high convergence validity. Using multiple-regression analyses, fun-seeking tendencies were found to have additional value on top of the traditional predictor — normative beliefs about cyberaggression (NBCA) — in explaining cyberbullying perpetration. Not only so, the correlation between FSCA and cyberbullying perpetration (r =.528, p < .001) was found to be

significantly stronger than that of NBCA and cyberbullying perpetration (r = .445, p < .001). Furthermore, regression results showed that cyberbullying victimization had additional value on top of school bullying victimization in explaining our participants' social wellbeing, especially among students with low perceived social support.

In Study 2, I tested the perceived social support clusters using the direct observational coding system with a sample of 59 undergraduates (aged 18-20) from Hong Kong. The results also supported that people with different levels of perceived social support were affected by cyberbullying involvement differently. Regression analysis indicated that cyberbullying victimization could negatively predict social wellbeing only among people with low perceived social support. Furthermore, these people were also affected by their exposure to cyberaggressive posts unrelated to them. Specifically, witnessing cyberbullying could negatively predict life satisfaction only within the low perceived social support cluster (β= -.4162, t = -2.138, p =.047). Other than negative social outcomes, cyberbullying victimization was found to predict cyberbullying perpetration among participants with low perceived social support. Consistent to this finding, participants with low perceived social support also reported a significantly higher level of reactive normative beliefs about cyberaggression. Implications on the strength of multi-measure approach and distinctiveness of cyberbullying were discussed.

摘要

本研究的主要目的是證明和解釋網絡欺凌是一種有別於傳統欺凌的侵犯行為，而且與個體心理社會適應有著獨特的關係。為了實現這一目的，本研究改編製成新的網絡欺凌自我報告量表以克服已有量表的缺陷和局限，並編製了一套編碼系統對直接觀察法所獲得的網絡欺凌行為數據進行編碼測量，由此為網絡欺凌研究提供一種多維的測量方法。本研究包括兩個部分：研究一使用新編製的自我報告量表對初中學生的網絡欺凌行為進行測量，對測量得到的網絡欺凌與傳統欺凌進行比較，並考察它們對社會幸福感的影響；研究二以大學本科生為樣本，通過直接觀察法對其網絡欺凌行為進行編碼測量，並對測量得到的網絡欺凌與傳統欺凌進行比較和區分。

研究一的有效樣本包括 750 名 11 至 15 歲的香港中一和中二學生。首先我們對新編的網絡欺凌參與（cyberbullying involvement）問卷的信度和效度進行了評估。結果表明該問卷信、效度良好。探索性因子分析（exploratory factor analysis, EFA）和驗證性因子分析（confirmatory factor analysis, CFA）表明圖像欺凌（pictorial bullying）和言語欺凌（verbal bullying）在該問卷屬於兩個不同但相關的維度。因此，我們認為在網絡欺凌測量時應同時考慮到這兩種欺凌策略。其次，我們考察了一個影響網絡欺凌行為（cyberbullying perpetration，CBP）的新變量 — 網絡侵犯過程中的樂趣尋求傾向（fun-seeking tendencies in cyberaggression, FSCA）。 EFA 和 CFA 結果表明 FSCA 問卷的測量學屬性良好，效度較高。通過回歸分析，我們發現 FSCA 可以在網絡欺凌規範信念（normative beliefs about cyberaggression, NBCA）的基礎上對 CBP 進行額外的預測解釋；另外，FSCA 與 CBP 之間的相關 (r =.528, p < .001) 比 NBCA 與 CBP 之間的相關更強。最

後，我們通過回歸分析發現，在控制學校欺凌受害（school bullying victimization）的影響之後，網絡欺凌受害（cyberbullying victimization，CBV）仍可以顯著地對學生的社會幸福感進行預測，尤其在主觀感知的社會支持感（perceived social support, PSS）較低的學生群體中。

研究二的有效樣本包括 59 名 18-20 歲的香港本科生。在該研究中，我們使用直接觀察法對網絡欺凌進行編碼測量。其結果表明 PSS 不同的本科生受網絡欺凌影響的程度也不一樣。具體而言，回歸分析表明只有在低 PSS 組中 CBV 在控制住學校欺凌之後顯著地負向預測社會幸福感。我們的研究還發現在低 PSS 組中，目擊網絡欺凌也可以負向顯著地影響社會幸福感。另外，CBV 能在低 PSS 組中預測 CBP；低 PSS 組反擊型網絡欺凌規範信念 (reactive normative beliefs about cyberaggression） 得分也更高。最後，我們對網絡欺凌的多維測量以及網絡欺凌的獨特性、重要性進行了討論。