

Abstract

With the renovation of technology, traditional bullying can be conducted through Internet from which cyberbullying emerged. Many different educational parties, for example, parents, teachers, educational psychologists, and social workers in Hong Kong have participated in the research and intervention on traditional bullying while the cyber form is overlooked to some extent (Wong, 2004). In addition to the overlook of cyberbullying, the existing research on bullying are mainly on junior and senior high school students while little research has been done on university students. Cyberbullying brings harm and threat to victims from all age as they face unwelcome behaviors from the bullies and these harasses are resistant to change (Olweus, 1993, 1994; Rigby, 1996; Smith & Sharp, 1994). However, there exists a third party which can provide intervention on the cyberbullying. This specific population is called bystanders which are divided into three types based on their different behaviors when confronting cyberbullying. As bystanders are participants of the cyberbullying and might have positive interventions, the purpose of this study was to examine the distribution of bystander types and find possible predictors of bystander's types among university students and provide advice to reduce the bullying rate for the sake of university students' mental and physical wellbeing.

Drawing from social information processing theory, self-efficacy is selected as the psychological predictor explaining the types of bystanders which are assistants, defenders, and outsiders in school cyberbullying situations. Data were collected by