

Palacky University in Olomouc

Faculty of Education

Research and Development in Educational Studies

**The university students' experience with cyberbullying through social
media in the Czech Republic and China**

Master thesis

Yu HE

Supervisor

Mgr. Jiří KROPÁČ, PhD., LL.M.

Olomouc, Czech Republic

2023

Bibliographical Identification

Author: Bc. Yu He

Title: The university students' experience with cyberbullying through social media in the Czech Republic and China

Thesis type: Master thesis

Department: Faculty of Education, Institute of Education and Social Studies

Year of defense: 2023

Study field: Research and Development in Educational Studies

Supervisor: Mgr. Jiří KROPÁČ, PhD., LL.M

Page count: 78 pages; 139,280 characters.

Supplements: Appendix (34 pages; 46,852 characters).

Thesis language: English

Declaration of Originality

I, HE Yu (Student number 80087616) declare that this thesis entitled “The university students' experience with cyberbullying through social media in Czech Republic and China” submitted as partial requirement for Master study programme of Research and Development in Educational Studies is my original work and that all the sources in any form (e.g. ideas, figures, texts, tables, etc.) that I have used or quoted have been indicated and acknowledged in the text as well as in the list of references.

Signature

Date

Acknowledgement

Time flies like the wind when I'm studying in the Institute of Education and Social Studies, and International Semiotics Institute, Palacky University. It's such a surprise that I would return here for the master program after the Summer School of PdF UPOL 2018. The time of studying in Olomouc let me realize what is the real purpose that I will chase. And I'm looking forward to the next stage in the Czech Republic.

Thanks to my sponsor Pan Suhui and Zheng Yuexiang. I couldn't make this journey without their economic support. Then I would like to thank for the wonderful lecturers I had when I was studying in other faculties, thanks for their wisdom and emotional support, Mgr. Lucie Sehnálková, Mgr. Renáta Sedláková, Ph.D., Ing. David Kosina, Mgr. Runya Qiaoan, Ph.D., Mgr. Tyler James Bennett, Ph.D., Mgr. Ludmila Lacková, Ph.D., Mgr. Jan Halák, Ph.D., Mgr. Zdeněk Sloboda, and Mgr. Petr Anténe, M.A., Ph.D. Especially, the way Lucie introduced me into the anthropology's field work, and Petr's proofreading for me in such a short time, both of them care about not only my academic life, but also my personal life's trouble and confusion. Also, thanks for Tyler's invitation to International Semiotic Summer School in Prague 2023.

In addition, my sincere gratitude goes to lecturers from my own program who were always there supporting me, Mgr. Jiří Kropáč, Ph.D., LL.M., doc. PhDr. Tomáš Čech, Ph.D., Mgr. Pavel Neumeister, Ph.D., PhDr. Jitka Plischke, Ph.D., PaedDr. Alena Jůvová, Ph.D., Mgr. Danping Peng, Ph.D., doc. Mgr. Štefan Chudý, Ph.D., Mgr. Barbora Kvapilová, and Mrs Weiglhoferová. Without their guide in the new field, I would not have the knowledge or ability to finish such a work.

My thanks extend to my friends Stepan, Standa, and Marek, they supported me emotionally, and helped me to translate into Czech. Three of them turned my life into a fairy tale, where shipwreck and death are an excuse for beloved ceremonies. At last but not least, I would like to thank my colleagues, Patricia, Wu Di, Wang Yaneng, Wang Wenqian, He Siyuan, Yu Xiao, David, Imran, Ollove members, and all the voluntary participants of this research. All of them helped me to deal with the thesis work. I can't imagine to finish it without them.

It's been such a long way, and I hope we will be reunited again. Never stop to experience new things. I wish all of us eternal youth.

Abstract

This thesis explored the relationships among social media, and cyberbullying experiences among students from China's and the Czech Republic's universities after covid pandemic. Aiming to map the situation of university students' experiences and opinions on cyberbullying through the mix design research. In the first part, the questionnaires were collected. A sample involved 182 university students in total, 90 Chinese participants who study in the Czech Republic or China, as well as 65 Czech participants and 27 other nationality participants who study in the Czech Republic. Investigated situation of the social media usage, cyberbullying experiences and opinions on its frequency, reasons, anonymity, covid pandemic influences, bully-victim situation, characteristic, duration, and coping mechanism. In the second part, the semi-structured interviews were held with three Czech participants, two of them experienced cyberbullying at primary school, and another one got cyberbullied during the university studies. The results are consistency with the exiting findings of this field with extending the situation of Chinese perspective, compared the differences opinions between the witnesses and targets of cyberbullying, and explained the cyberbullying process based on lived experiences.

Key words: cyberbullying, university student, social media, cultural background

Contents

Acknowledgement.....	III
Abstract.....	IV
1 Introduction	1
1.1 Background	1
1.2 Problem statement.....	2
1.3 Aims and objectives	2
1.4 Research Questions	2
1.5 Definition of terms	3
Chapter 2 Literature review	6
2.1 Approaches to Cyberbullying	6
2.1.1 Dimensions of cyberbullying	7
2.1.2 Cyberbullying and traditional bullying	9
2.1.3 Cyberbullying and cyber aggression	11
2.1.4 Cyberbullying and negative communication	12
2.2 Cyberbullying in educational practice	13
2.2.1 University environment.....	14
2.2.2 Multicultural environment	15
2.2.3 Social media development	16
2.3 Summary	18
3 Actors in cyberbullying	20
3.1 Targets during victimization	20
3.1.1 Influences of cyberbullying.....	21
3.1.2 Coping mechanism.....	21
3.2 Offenders during perpetration.....	22
3.2.1 Reasons of cyberbullying.....	23
3.2.2 Characteristics	24
3.3 Bully-victim and witness	25
4 Methodology	26

4.1 Design of the study	26
4.1.1 Mix research.....	26
4.1.2 Outline of the design	27
4.1.3 Ethical matters.....	28
4.2 Procedures.....	29
4.2.1 Participants and sampling	30
4.2.2 Data collection	32
4.2.3 Data management and analysis	33
5 Findings	37
5.1 Results of Quantitative part	37
5.1.1 General situation and opinions.....	38
5.1.2 Social media	44
5.1.3 Covid pandemic	47
5.1.4 Student background.....	49
5.1.5 Different opinions based on role	53
5.2 Results of Qualitative part	56
5.2.1 Coding paradigm.....	57
6 Discussion	72
6.1 Limitation & recommendations	75
6.3 Conclusion	77
References	79
Appendix A Recruitment flyer	91
Appendix B Recruitment messages	92
Appendix C Questionnaire	94
Appendix D Coding process.....	110

List of Tables

Table 1.1 Definition of social media	5
Table 2.1 Approaches to cyberbullying	18
Table 4.2 Basic information about quantitative participants	31
Table 4.2 Basic information about qualitative participants	32
Table 4.2 Open codes for Q1	34
Table 5.1 The frequency of different types of cyberbullying	43
Table 5.1 Contextual factors of coding paradigm.....	58
Table 5.2 Causal conditions of coding paradigm.....	60
Table 5.3 Interaction strategies of coding paradigm.....	62
Table 5.4 Intervening condition of coding paradigm.....	64
Table 5.5 Phenomenon of coding paradigm	67
Table 5.6 Consequences of coding paradigm	69
Table 5.1.1 Category: general background	110
Table 5.1.2 Category: school environment	110
Table 5.2.1 Category: differences of people	112
Table 5.2.2 Category: relationship with bully	113
Table 5.2.3 Category: connection with bully	115
Table 5.3.1 Category: active interaction	115
Table 5.3.2 Category: passive endure the bully	117
Table 5.4.1 Category: relationship with others	118
Table 5.5.1 Category: non-stop aggressive behavior	119
Table 5.6.1 Category: trauma experience	121
Table 5.6.2 Category: improved online security	122
Table 5.6.3 Category: Recommendation.....	123

List of Diagrams

Diagram 4.1 Outline of the design	28
Diagram 4.2 Axial coding for aggressive behavior.....	35
Diagram 5.1 Cyberbullying process.....	57

List of Figures

Figure 5.1 The faculty of the participants	38
Figure 5.2 The frequency of cyberbullying.....	39
Figure 5.3 The relationship between offender and target.....	40
Figure 5.4 The roles of cyberbullying	41
Figure 5.5 The frequency of roles change in cyberbullying	42
Figure 5.6 The duration of cyberbullying	43
Figure 5.7 The weekly screen time of participants	44
Figure 5.8 Participant social media use during weekend.....	45
Figure 5.9 The most usage of social media or platform.....	46
Figure 5.10 Most used social media or platform between Chinese and Czech	47
Figure 5.11 The connection between COVID pandemic and cyberbullying	48
Figure 5.12 The connection between online lessons and cyberbullying.....	49
Figure 5.13 The target of cyberbullying based on family economic background.....	50
Figure 5.14 The cyberbullying rate based on culture background.....	51
Figure 5.15 The frequency of cyberbullying based on culture background	52
Figure 5.16 The cyberbullying targets's GPA	52
Figure 5.17 Reasons of cyberbullying	53
Figure 5.18 Most harmful characteristics of cyberbullying	54
Figure 5.19 The most useful coping mechanism of cyberbullying	55
Figure 5.20 The most common influences of cyberbullying.....	56

1 Introduction

1.1 Background

There are almost 5.3 billion of people using the internet, it is 65.7% of the world total population (Kemp, 2023). As internet and social media became more popular, cyberbullying also became more common than before. Cyberbullying refers to a form of aggression against individuals or groups through information and communication technologies (ICT) repeatedly (Kopecký, 2013). Other scholars defined it as bullying through e-mail, mobile phones, chat, website, and other internet communication technologies (Kowalski, Limber et al., 2007-2008). Especially the social media play a greater role nowadays. Additionally, cyberbullying has been studied for less than twenty years, about as long as the internet has been created (Wang, 2020). That is one of the reasons why it needs new research follow to the internet communication technologies.

In a sample of 287 students in Western Asia, 27% reported they have committed Cyberbullying at least once, and 57% of them observed at least one student being cyberbullied (Al-zahrani, 2015). A Pew Research survey shows that 59% of teens from the USA have been cyberbullied (Pew Research Center, 2018). The cyberbullying is a serious risk to everyone, it may cause both emotional and physical harm including suicide (Al-zahrani, 2015; Smith & Yoon, 2012; Akbulut, & Eristi, 2011; Hinduja, & Patchin, 2010). However, Smith and Yoon (2012) conducted a study on cyberbullying in the USA, according to which the majority of participants did not consider cyberbullying as a problem at university level from the data of 276 university students.

During April 2022, there was an adult target suicide because an offender of cyberbullying accused the target of not giving enough tips to a delivery worker on social media during the covid pandemic isolation (Beijing Daily, 2022). Another teenager who came from a foster family used the internet to contact his birth family and shared the conversation on social media, also committed suicide after he was cyberbullied by people on the internet during January 2022 (BBC News, 2022). There have some cases that university students who publicize stranger's profiles on the internet because they think there had been some improper behavior when they pass by each other in reality. Later, they got attacked by a lot of offenders from internet and suffer from the pressures. So this study will focus on university students' experiences and opinions on cyberbullying on social media.

1.2 Problem statement

Most researchers on cyberbullying are surveyed among children and adolescents in basic education (Kowalski, 2017). However the cases mentioned above show cyberbullying can also had strong influence on older age, such as university students, young adults, and even adults. As the most of university students left their families and moved to a new city, they have to deal with the identity transition from teenagers to independent adults. It is easier for them to become an offender or a target of cyberbullying since they have less control and less help. The goal of this research is to describe the experiences and opinions of cyberbullying from university students' perspective, how the cyberbullying process goes and influences them.

1.3 Aims and objectives

The main aim is to map the experiences and opinions of cyberbullying based on university students, and find out how they had been involved, and affected. The objectives are to compare the difference of cyberbullying opinions among witnesses and targets, and cyberbullying situation between China and the Czech Republic's university students, confirm whether the higher frequency of social media use and covid pandemic made cyberbullying situation worse, and discover the relationships between cultural background, social relationship, academic performance and cyberbullying. This study seeks to construct a theory to explain the cyberbullying process.

1.4 Research Questions

Quantitative part

- What are the situation and opinions of cyberbullying in universities of Czech Republic and China? Which country's students are more likely to face cyberbullying?
- Is frequency of use social media and time of use mobile phone influence cyberbullying? Which social media or platform had more cyberbullying cases?

- Was the covid pandemic or online classes have some kind of influence to cyberbullying?
- Is there a relationship between the cultural and family economic background of the students and their exposure to cyberbullying? Is there a relationship between the academic performance of students and their exposure to cyberbullying?
- What is the main difference between the opinion and experiences to cyberbullying?

Qualitative part

- What is the process of cyberbullying?
- What is the main coping mechanism with cyberbullying?
- Who is the offender in cyberbullying?
- Whose help did the target ask for?
- What are the target's feelings during cyberbullying like? And what are the target's feelings after cyberbullying like?

1.5 Definition of terms

Cyber

In Etymology dictionary, cyber as word-forming element at first, ultimately from cybernetics (Online etymology dictionary, 2023). It was very often used with the creation of the internet during the late twentieth century. Later, Cyber became a perfect prefix as people have no idea what it means, it can be added onto any word to make it seem new, cool, and therefore strange, spooky (Online etymology dictionary, 2023). In this study, cyber is a prefix meaning new and the internet.

Bullying

Bullying is a social issue that affects all ages people, another common feature of bullying is power imbalances between offender and target, and that must be intentional aggressive

behavior (Barlett & Gentile, 2012). It may be relational factors motivation, such as increasing social position of the offender and start or end of relationships (Luurs, 2018). Some researcher explained bullying was fundamentally related to group behaviors in social hierarchies, and some social groups take the high position in school context, and this is decided by members from not only in-group, but also out-group (Adler & Adler, 1995). They also claimed that people between different popularity social groups may communicate their desire to stay and raise the position between groups by bullying others (Adler & Adler, 1995).

Cyberbullying

A lot of terms are used to describe cyberbullying, such as electronic victimization, electronic bullying, digital bullying, internet bullying and virtual bullying. Many researchers claimed it has an aggressiveness element to its communication behavior (Roberto & Eden, 2010; Hinduja & Patchin, 2007). Cyberbullying involves an individual or group with conscious and repeated misuse of information and communication technology to threaten others or make them suffering (Roberto et al., 2014; Tokunaga, 2010). Specifically, another researcher defined cyberbullying as an individual or a group are repeatedly exposed and over time to harmful or negative behaviors by another person or group, and the target has difficulty defending themselves because of an imbalance of power (Olweus, 1993). In this study, cyberbullying has been chosen as the term to describe bullying on the internet.

Social media

As social media became the hotspot of people's private and public life, Zhao, Huang & Wang (2021) mentioned there already are a lot of scholars who define social media (check Table 1.1). Social media is a set of Internet-based ICTs that allow users to create and maintain online profiles to share and receive information in their online networks (Xenos, Vromen & Loader, 2014) which includes both mass communication and interpersonal communication.

Apart from this, social networks are social structures that are interrelated by ties, such as groups, units, collectives, and individuals. Some scholars even refer to social networking sites belonging to social media (Boyd & Ellison, 2007). That's the approach to understanding it as only online formats, the network for connection already exists before the internet comes out.

Therefore, the research scope of social networks is broader than social media (Zhao, Huang, & Wang, 2021). However, for the best result in communication on social media, a successful social network is a necessary constituent part of the entire transformation process (Zhao et al., 2021).

Table 1.1 Definition of social media (Zhao, Huang, & Wang, 2021, p. 125)

Kaplan and Haenlein (2010)	Lobel et al. (2016)	Chirumalla et al. (2018)	Pivec & Macek (2019)
Refers to internet applications that can create and exchange user-generated content based on the technology of Web 2.0	A new online medium with high user participation	A virtual group community and network platform based on internet and Web 2.0 technologies, which is used by people to create, share and exchange opinions, ideas and experiences	As a new medium to promote and support the communication between users

Chapter 2 Literature review

This chapter reviews the literature to introduce the approaches to cyberbullying, also the differences and similarities between cyberbullying, traditional bullying, cyber aggression and negative communication, and the context of social media in educational practices.

2.1 Approaches to Cyberbullying

Regarding most of research describes cyber offenders as either trait-based which means internal or as something learned societally through behaviors (Luurs, 2018). The communibiological approach claimed aggressive behavior is a trait that gets through genetically and is rooted since birth (Beatty & Pence, 2010). Other researchers have claimed that aggressive behavior is based on social-learning theories as different approach. Social learning theories claimed behaviors are acquired form a person's environment (Bandura, 1977), such as family, school, media, and culture. Behaviors are learned through observing media, family communication patterns, and life experiences that suggest scales for acceptable and unacceptable behavior (Schrodt, Witt, & Messersmith, 2008). These two approaches both have their own merit and scientific evidence, however, this study will follow the social learning theories approach to analyze cyberbullying behavior. Especially how do the targets handle the situation in school environment.

In addition, another cyberbullying model takes a learning approach to explain why offenders of cyberbullying targets over time, specifically explaining the psychological processes during cyberbullying. The offender knows certain attributes from positively perceived results of the cyberbullying for the first time (Barlett, Chamberlin, & Witkower, 2017). It could be the person who was involved in cyberbullying, or it could be they witnessed the public cyberbullying on the internet, and realized targets can not find out who is behind the attack. Besides, there have been fewer punishments to offenders and less physical harm for targets reported in case of cyberbullying in comparison to traditional bullying. Consternated cyberbullying behavior and subsequent learning of these opinions and beliefs are additional learning trials that finally lead to the development of positive attitudes, which influence the continuation of cyberbullying (Barlett et al., 2017). That is one of the reasons why cyberbullying could be continued by traditional bullies, cyber offenders, witness, and even the targets from both types of bullying.

Another debate considers whether cyberbullying is just an extension of traditional bullying or developed as a totally different phenomenon (Vollink, Dehue, Mc Guckin, & Jacobs, 2016). One of the schools of cyberbullying study limited the definition to only an extension of traditional bullying within online environment (Li, 2007; Olweus, 2012), and the other one emphasized the distinct features brought by Internet communication technology (Vanderbosch, & Van Cleemput, 2008; Langos, 2012; Valkenburg & Peter, 2011). In addition, the non-physical nature of cyberbullying defines that the power imbalance is not imperative in cyberbullying as in traditional bullying (Cleemput, 2008). Even though there still are social power and the higher authority of invisible identity in cyberbullying. Under this circumstance, this study takes the approach from both schools. Cyberbullying is an extension of traditional bullying but with its own distance feature.

2.1.1 Dimensions of cyberbullying

Cyberbullying can be divided into two categories: one is direct attacks on targets by email, sms, or social media private messages, and another one is indirect, when damaging posts or messages are sent on the internet that are available to every user, such as forums, blogs, websites, or public posts on social media (Langos, 2012; Valkenburg & Peter, 2011). In short, the first one mainly happens in interpersonal or intergroup communication, and the second one mainly occurs during mass communication. Under these categories, researchers have argued that direct cyberbullying requires repetitive attack, on the contrary, repetition is not mandatory for indirect cyberbullying, because the messages or posts can stay in the public internet space (Vollink et al., 2016).

Some researchers define cyberbullying as three types of risk, including content risk (e.g., pornographic and violent content), conduct risk (e.g., threats, vulgar language), and contact risk, such as grooming (Valkenburg & Peter, 2011; Vollink et al., 2016). Also some researcher divides cyberbullying into harassment by drop-calls, verbal aggression, threatening and intimidation, humiliation and embarrassing (e.g., spreading photos, video, or audios), identity theft and blackmail in the Czech Republic context (Kopecký, 2013). Other researchers categorized the content into seven types, flaming, online harassment, cyberstalking, denigration, masquerading, trickery and outing, and exclusion (Li, 2007; Willard, 2005):

As Li (2007) refers that flaming means sending vulgar, angry, or rude messages via email, post or text about the target either privately, or publicly. Online harassment refers to sending offensive messages repeatedly. And cyberstalking occurs when there is harassment, with the offender sending threatening messages to target. Denigration refers to the offender sending incorrect messages about the target to others meaning to harm the target. Masquerading combines harassment and denigration, when the offender creates a fake profile to post or send messages under the target's name, threatening or harming other internet users to attack the target's reputation. Trickery and outing refers to the offender tricking the target into providing sensitive, embarrassing or private information and posts or sending the messages for others to view. Exclusion is leaving the target out of an online group on purpose, thus automatically stigmatizing the excluded target. This study mainly uses Li's seven types cyberbullying in the quantitative research, and combines with two types of cyberbullying in the qualitative research.

Besides, a survey also shows that females were more likely to be targets than males, males are more likely to be offenders than females in the United States (Wang, Iannotti, & Nansel, 2009). However, another researcher found no statistically significant difference based on gender in cyberbullying after surveyed 695 undergraduate students in the United States (Walker, 2014). Shifting from the western world to Asia, researchers refer that male offenders were more frequent than female offenders among 312 Chinese students (Leung, Wong, & Farver, 2017).

Apart from this, some researchers refer to cyberbullying as chronically and purposefully attacking others by electronic devices (Hinduja, & Patchin, 2009). According to Kowalski & Limber (2007), Olweus (2016), and Roberto (2010), cyberbullying tends to be repeated over time, the key definition component of cyberbullying is repetition. There is a controversy in what is repetition of cyberbullying, as a message can be forwarded, reposted, and checked many times. A single message for cyberbullying can be viewed by thousands of people, also a post can persist for years based on online environment. Therefore, a single message or post can be considered repeated in cyberbullying which is different to one time attack in traditional bullying (Becerra, 2017). The differences between cyberbullying and cyber aggression decrease. In this study, the cyberbullying can be seen as one time attack but it can keep affecting the targets by experiencing the same aggressive message or post by different offenders for a long duration.

In addition, the anonymity is the biggest difference between cyberbullying and traditional bullying. Other researchers claimed that 20% of young female targets of cyberbullying stated they never knew the offender's identity (Burgess-Proctor, Patchin, & Hinduja, 2010). Basically, targets often know the identity of their offender (Alvarez, 2012). Since direct cyberbullying happens more often when offenders dislike or hate their targets, they may not hide their identity when attacking. However, some researchers concluded almost 48% of those who experience cyberbullying could not identify the offender, while another 52% of them could (Kowalski, & Limber, 2007). This could be in case the offender is afraid of revenge or report from the target, or some offenders don't know the target in person and choose cyberbullying for other reasons. Especially when the offender is not a singular person but a group, it is more difficult to identify each offender. This study tries to examine this situation regarding cyberbullying of university students from the Czech Republic and China.

2.1.2 Cyberbullying and traditional bullying

Traditional bullying involved an offender who starts an aggressive behavior and a target who is under attack (Donegan, 2012). More precisely, bullying means a target is exposed, repeatedly and over time, to negative actions on the part of individual or a group, and they have difficulty defending themselves (Olweus, 2016; Smith et al., 2008). In short, bullying is repetitive abuse of power toward an individual or a group (Smith & Sharp, 1994). Cyberbullying research expands upon the similar, but different phenomenon of traditional bullying. Both forms of bullying share similar criteria, such as intentionality and power imbalance (Li, 2007). Although the power in these two types of bullying is quite different.

Typical traditional bullying happens face-to-face, because differences in physical stature and body weight can cause bullying behaviors (Wang, Iannotti, & Luk, 2010). The results of traditional bullying are more visible to witness, because they are more overt and direct. Traditional bullying includes physical acts, such as punching, pushing, yelling, and kicking; relational manipulation, such as exclusion, inclusion, rumors, gossip; verbal taunting, such as teasing, threats, degrading comments; all of them inflict hurt on others (Mills & Carwile, 2009). In general, relational manipulation and verbal taunting is also used by offender of cyberbullying. That is one of the reasons why traditional bullying and cyberbullying could be happening at the same time.

Traditional bullying has negative consequences for the physical, mental, and social health of offender and target alike (Ybarra & Mitchell, 2004). Both of them can be hurtful to those who experience it, also to those who perform the bullying (Luurs, 2018). Especially, the offender from both tradition and cyber context may more easily become target later in cyberbullying since the target may revenge on them through an anonymous account. Besides, 90% of those who report being cyberbullied also report being bullied face to face (George & Odgers, 2015). Researcher refers people are more likely to be identified as a cyberbullying offender when they are identified as offender in traditional bullying (Li, 2006). Even so, traditional bullying and cyberbullying are not the same. Specifically, the ICT and social media give those who harass even more and easier access to targets than ever before.

The fast spread of the Internet, social media, also the ICT has permitted and motivated offenders to find ways to harass and bully to a digital space from a face-to-face context. It is a crucial aspect for traditional bullying that commonly happens at school environment, neighborhood or street, although it always stops when the target gets home or leaves the environment (Luurs, 2018). On the contrary, cyberbullying allows offender not only across any distance, but also 24-hour access to continue aggressive behavior that can spread fast across a wide audience with convenience. In addition, cyberbullying is difficult to avoid because it might not be possible to delete an account from social media where all of other friends stay (Palfrey & Gasser, 2010). Especially, during the online teaching in covid pandemic. In particular, offenders can easily create a new account if the target only blocks or reports them.

In certain point of view, age may play a role in exclusive behaviors that are across all ages and in a lot of social contexts (Cowan, 2013). Bullying can happen in different social settings and age groups, from childhood to adulthood (Monks, Smith, Naylor, Barter, Ireland, & Coyne, 2009). In addition, some researcher stated traditional bullying may have some differences according to gender in behavior, with males preferring to involve physical and verbal communication, influenced by their direct nature, and females preferring relational bullying, influenced by their indirect nature (Abeele & de Cock, 2013; Mills & Carwile, 2009; Vandebosch & Van Cleemput, 2009). This could lead to the conclusion that females may prefer cyberbullying instead of traditional bullying based on their indirect nature.

2.1.3 Cyberbullying and cyber aggression

Another challenge that researchers have met in conceptualizing cyberbullying is the boundaries and overlap determination between cyberbullying and cyber aggression. Although this study examines cyberbullying as a main phenomenon, it still needs a deeper dive into the meaning of cyber aggression, in order to understand the overlaps and the fundamental gaps between the two types of aggressive behavior in online environment. Aggression is a wide concept that includes physical violence, all emotional verbal and indirect behaviors used with the intention of hurting others (Bandura, 1973). Researchers found that being a target of cyber aggression (e.g., negative comments, hostility) predicted the possibility of being a cyberbullying offender based on a sample of 254 Turkish university students (Akbulut & Eristi, 2011). Which shows that the target may transfer to offender through social learning in school environment, as Schrodt, Witt, & Messersmith (2008), and Barlett, Chamberlin, & Witkower (2017) state.

Aggressive messages is another type of negative communication. Like hurtful messages, aggressive messages that are meant to be helpful can be considered aggressive if they hurt the target's sense of self by anger, hurt feelings, relational damage, and embarrassment (Infante & Wigley, 1986; Heisel, 2010). Aggressive messages do not always expect a reason for negative communicating, the messages must be analyzed within a context, considering whether the intent was to cause harm (Heisel, 2010).

Aggressive messages could include messages with character attacks, threats, profanity, and attacks on the target's appearance, background, competence, or ability, but are not limited to all of the above (Infante & Wigley, 1986). It could also be interpreted as a cause of psychological harm to the target (Heisel, 2010), such as ignoring, excluding the target. Since cyber aggression emphasizes the frequency of attack is much lower than cyberbullying, it is finished quickly, with small impact (Machackova, 2019). Which also encompasses one-off experiences of online aggression. Researchers concluded that negative messages can be divided into intentional or unintentional based on the target's perception and interpretation of the messages, also the relationship between the offender and them (McLaren & Solomon, 2014a; 2014b).

2.1.4 Cyberbullying and negative communication

Specifically, there are four types of negative communication phenomena: aggressive messages, hurtful messages, bullying, and cyberbullying; they also shared some similar features (Luurs, 2018). Hurtful messages are interpersonal communication focusing on close friendships, family relationships, and romantic partnerships (Zhang, 2009; Zhang & Stafford, 2009). Apart from this, it also happens in non-romantic and non-close relationships, it can still damage relationships that are not that close (Luurs, 2018). The literature of hurtful messages has been primarily defined in the context of messages that were meant to be helpful, but instead hurt the person (Luurs, 2018). That's the reason researchers have to notice the message target's interpretation of the message when deciding whether cyberbullying has happened. A communication is hurtful when it inserts a feeling that results in emotional harm for the target (Vangelisti, 1994). The message is perceived negatively by the target regardless of the sender's intent in helpful but hurtful communication, a hurtful message is one that is perceived as a negative behavior by the target and that causes harm (Luurs, 2018). In addition, honest but hurtful communication is not always wanted, needed, beneficial or even create damage in close relationships (Zhang, 2009; Zhang & Stafford, 2009). This study will explore how the intent of aggressive behavior influence the target's feeling.

Perception is most important in hurtful messaging (Luurs, 2018). The level of hurtfulness perceived by the target of the message carries more weight than the sender's intent (McLaren & Solomon, 2014a; 2014b). Targets evaluate the messages in the proximal context and the distal context (Zhang, 2009; Zhang & Stafford, 2009). First one includes the target's thoughts or feelings about an interaction (e.g., attributed motive, perceived hurtfulness); the evaluations are often interaction specific and are more unpredictable than their distal counterparts (Luurs, 2018). The second one includes psychological variables, such as depression, self-esteem, or target's beliefs of what a relationship should be like; the evaluations tend to be more predictable over time and include one's attitudes toward a subject, one's personality, and one's chronic mood states (Luurs, 2018). Even these two evaluations have primarily appeared in the literature of hurtful message communication, they still are useful when evaluating other types of negative communication (Luurs, 2018). So this will be the approach to cyberbullying in the study.

To assess the proximal effects of hurtful message, the target measures the intensity of hurtfulness alongside the perceived intention of the hurtful message, relational quality with

the sender, and the frequency of messages (McLaren & Solomon, 2008). In addition, the dynamic communication technologies and cyberbullying behaviors make it extremely hard to define a strict inclusion criteria about it (Luurs, 2018). Because the target is impossible to catch the most of nonverbal language comes from the offender. This study will focus more on how proximal effect works in cyberbullying.

2.2 Cyberbullying in educational practice

There is a need to realize that cyberbullying is an inherently communicative behavior that occurs in the interpersonal relationships of targets, offenders, witnesses, and those that surround them (Luurs, 2018). That include peers, siblings, parents, and university staff. Young adult who suffers from cyberbullying can not escape easily unless they decide to quit electronic communication completely (Wong-lo & Bullock, 2011). Even if they would like to, the pandemic requires online lessons and more electronic communication so that they can't. In other words, the target of cyberbullying is faced with the tough decision of suffering from the negative influences or dealing with losing connection with friends and online education.

In another sample of 2155 teachers in the Czech Republic, they use digital technologies as a tool for study, 85.66 % of them use Youtube, Wikipedia (71 %), electronic textbooks (63.20 %), digital learning resources (58.38 %), Khan academy (16.10 %) and Educational portals (10.72 %); also social media, such as Pinterest (38.28 %) and Facebook (13.41%) (Kopecký, Szotkowski, Voráč, Mikulcová, & Krejčí, 2021). This increases the possibility that students may get cyberbullied when they study online. Apart from this, researchers find out almost 80 % of teachers mentioned that they did not learn any media literacy related subjects, only 18 % of teachers mentioned that they completed such subjects during their teaching studies, and completion of courses or seminars outside their study plan was mentioned by 36.89 % of teachers (Kopecký et al, 2021).

Researchers also highlighted 41.29 % children of 27177 respondents who are from 7 to 17 years old have experienced at least one type of cyber aggression during 2018, and the common types were verbal harm (27.17%), disseminated humiliation (12.25%), threats or intimidation (9.75%), a fake profile (6.88%) and blackmail (5.81%) (Kopecký & Szotkowski, 2020). Other researchers mapped out a positive correlation between being a cyber offender in education system, almost 40% of individuals who reported cyberbullying or being targets

before they start higher education continue to maintain cyberbullying or be cyberbullied in university (Chapell et al., 2006).

Another survey of 2215 Czechs ages 12 to 88 shows the highest frequency of cyberbullying happened in participants during adolescence (12-19 years), which means that cyberbullying does continue into university, they also found that young adults (20-26 years) more often became targets of cyberbullying than other older participants (Sevcikova & Smahel, 2009). Therefore, this study focuses on the participants of adult age at university setting.

2.2.1 University environment

Cyberbullying is not simply a behavior that disappears with age and maturity, young adults experience it too, and it becomes a common experience for young people and older people alike (Luurs, 2018). Most research has been conducted based on population aged between ten to fifteen (Wolke, Lee, & Guy, 2017). Thus, it is needed to research the age range of both cyberbullying to expand the studies beyond children and adolescent groups (Kowalski, 2017). In university environment, it is mainly young adults and adults. Young adults who experienced cyberbullying showed increased suicidal ideation, however, it is not clear if those who were depressed became easier targets for cyberbullying or whether those who experience cyberbullying became depressed (Hinduja, 2013; Hinduja & Patchin, 2010; Kowalski & Limber, 2013).

Young adults are the group who have the most chances to experience harassment with 70% of them having been the target of cyberbullying (Pew Research, 2014). Researchers found 11% of university students had been cyberbullied before (Walker, Sockman, & Koehn, 2011). A similar research surveyed in Palacky University in Olomouc refers to 36.97% of them under verbal attacks, 14.45% of them under threats and intimidation, 12.23% of their photos getting spread, and 6.3% of targets that their identity got stolen and cyberbullying based on a sample of 376 students (Kopecký, 2013).

In addition, university students are in shift period from birth family to the adult world and as a result, experience an increase of independence (Becerra, 2017). They struggle with a difficult period when they are trying to be independent but also might get cyberbullied, and they are distancing themselves from the help from university staff or parents. Young

adulthood is assumed a drastic change period, it is also an unstable period as young adults leave their childhood families to live independently, start university or a career as new lives after secondary education (Goldscheider & Goldscheider, 1994).

Apart from this, cyberbullying is a persistent problem. Some researcher suggested this is due to common legitimizing myths that say that bullying is inevitable, it is just teasing gone wrong, and targets just need to be more positive and handle the harsh world in which they live (Walker, Sockman, & Koehn, 2011). The boundary between teasing and cyberbullying is quite shallow and a joke may become cyberbullying with witnesses seeing discriminatory messages or posts by viral spreading (Kopecký, 2013). However, ICTs still bring young adults to new modes of vulnerability (Luurs, 2018). Many young adults are ill-prepared and lack effective soft skills required to cope with cyberbullying experiences (Li, 2005), especially those that never experienced traditional bullying and did not have the chance to take media literacy lessons.

2.2.2 Multicultural environment

The influence of nationality on cyberbullying has not been widely studied, especially in the background of the pandemic. A survey using a sample including 75.2% of students who identified as white, 12.3 % identified as mixed and other, 5.8% identified as Hispanic, 3.8% identified as Asian, and 2.8% identified as black. Results refer that 8.4% of non-white and 5.7% of white students claimed being the target of cyberbullying over the last year (Schneider, O'Donnell, Stueve, & Robert, 2012). In another survey that focused entirely on minorities, 64% of students identified as Hispanic, 25% identified as Asian, 9% identified as African American, 3% identified as Native American, and 7% identified as bi-racial. Almost 19% of the students claimed they have been the target of cyberbullying (Abbott, 2011). Most of research didn't emphasize the sample of Asians.

In addition, several researches claimed that being a minority group increases the possibility of being the target of cyberbullying, or engage in cyberbullying more possibly than others (Becerra, 2017). Researchers concluded that non-white students are more likely to be targets of cyberbullying based on a sample of 15, 465 adolescents (Alhajji, Bass, & Dai, 2019). Most cyberbullying research was based on western settings, sample and theory is too rarely constructed based on different cultural and social setting (Wang, 2020). So this study focuses

on comparing the students who study in Chinese universities and Czech universities. Also social dominance theory gives potential theoretical explanations of the reason and prevalence of cyberbullying in the multicultural school setting, and see power as a social and cultural factor in cyberbullying setting (Wang, 2020). Hence, it is a psychological predictor to identify cultural differences among targets of cyberbullying.

2.2.3 Social media development

Digital communication tools also have different dominating types based on different cultural background. Email, mobile phones, messages, social media, and websites are all cyberbullying tools in previous research (Li, 2006). Nowadays, it shifts to social media and platform where most of cyberbullying happens. The ICT are important for the youth (Erdur-Baker, 2010). Especially, the heavy use of social media is connected with addiction to mobile devices (Roberts, Honore, & Manolis, 2014). The people with risky habits of ICT use claim higher chance of perpetrating and receiving cyberbullying (Erdur-Baker, 2010; Li, 2006). Researchers found simple correlations between cyberbullying and time spent online (Park, Na, & Kim, 2014).

The main attractions of social media for many users based on the fact that they connect users from different geographical regions even countries and that they give the chance of sharing multimedia content (Moreno- Guerrero, Rodríguez-Jiménez, Ramos, Soler-Costa, & López, 2020). In addition, the Pew Internet and American Life Project (2011) referred to 88% of teenagers as witness or involved in cyberbullying on different social media. Apart from this, this group is important because the majority of university students are required to use the Internet daily, and almost 90% of undergraduates use social media sites (College Board and Art & Science Group, 2009). Above all, the social media already became the main tools for the new generation. Another research also showed the majority of who cyberbullied or were cyberbullied were on social media and messaging applications (Luurs, 2018).

The social media has become popular over the last 10 to 20 years, these rapid changes in the way of communication technology have made access to aggression more widespread (Becerra, 2017). It gives the access to let offenders cyberbully others through mass communication. In a sample of 572 Facebook users, researchers found out that if one has negative and indiscreet posts on their profile, and has friends who post such content, and has

more friends, they are more likely to be involved in cyberbullying (Dredge, Gleeson, & Garcia, 2014; Peluchette, Karl, Wood, & Williams, 2015). Other researchers refer that negative content posts failed to create a positive self-identity in the cyber community and those who post it become an easy target of cyber offenders (Leary & Kowalski, 1990).

The heavy use of social media will result in risks, such as cyberbullying, cyber grooming, phishing, sexting, fake news, and contact with strangers (Kopecký, 2017; Kopecký & Szotkowski, 2017). The increasingly established different social media, combined with the development of mobile phones, has result in heavy use of social media amongst the youngest group of the population (Aznar-Diaz, Kopecký, Szotkowski, & Romero-Rodriguez, 2021). This is more outstanding in the post-millennial generation or generation Z, also alpha generation who are during undergraduate and post graduate study in university (Doval-Avenidaño, Domínguez, & Dans, 2018). And self-expression is fostered through social media that promote the publication of statuses and pictures (Waterloo, Baumgartner, Peter, & Valkenburg, 2018). It is a way that broadcasts content to the others, such as hobby, live experiences. This characteristic of social media users also exposes their privacy to offender.

As a sample of 182 students from Faculty of Education, Palacky University shows the social media use among Czech university students, 97.7% of students using Facebook, 87.5% of students using YouTube, 61.1% of students using WhatsApp, 56.1% of students using Pinterest, 11.6% of students using Twitter, 9.4% of students using Tumbler, 7.7% of students using Snapchat, 6.1% of students using LinkedIn, 1.1% of students using Telegram, 0.55% of students using TikTok and Wechat (Aznar-Diaz, Kopecký, Szotkowski, & Romero-Rodriguez, 2021). However, this data did not includes the Instagram since it was collected between 2013-2015.

Another sample of 26721 Czechs from 8 to 17 years old shows 75.61% of them use social networks, and it increased with age from 14.14% to 80.15% (Kopecký & Szotkowski, 2020). It also shows social media use among Czech children and teenagers, 89.51% of them using YouTube, 72.19% of them using Facebook, 68.83% of them using Instagram, 40.42% of them using WhatsApp, 32.01% of them using Snapchat, 28.48% of them using TikTok, 18.06% of them using Pinterest and 12.25% of them using Twitter (12.25%) (Kopecký & Szotkowski, 2020). The finding includes the Instagram but not in university level. Besides, a sample of 11221 Czechs from 7 to 17 years old shows the frequency of child-targeted cyber aggression on Facebook was 56.71%, Instagram was 31.65%, Youtube was 10.02%, Whats App was

8.74%, TikTok was 7.66%, Snapchat was 4.97% and Twitter was 2.5% (Kopecký & Szotkowski, 2020). Comparing the different samples shown above, the social media that students spend most of their time on may not be those with the highest frequency of cyber aggression, also the Facebook profiles with users' real names could be the reason behind this phenomenon, and this will be examined in this study.

2.3 Summary

Table 2.1 Approaches to cyberbullying

Roberts et al. (2014)	Kopecky (2013)	Kowalski et al.(2007)	Olweus (1993)
An individual or group with conscious and repeated misuse of information and communication technology to threaten or harm others	As a form of aggression against individuals or groups through ICT repeatedly	As bullying through e-mail, mobile phones, chat, website, and other ICT	As individuals or a group are repeatedly and over time exposed to harmful or negative behaviors by another person or group, and the target has difficulty defending themselves because of an imbalance of power
<i>This study:</i>			
Cyberbullying as extension to traditional bullying through ICT with online traits. As an individual or group aggression to others intentionally. It tends to be repeated over time, but a one-off aggressive behavior can be considered repeated through internet in cyberbullying (Becerra, 2017)			
<i>Reasons:</i>			
	Internal	Social learning	
	<ul style="list-style-type: none"> • communibiological approach, behavior is a trait that gets genetically and is rooted in a person since birth (Beatty & Pence, 2010) 	<ul style="list-style-type: none"> • behaviors are acquired through a person's environment (Bandura, 1977) • learned through observing media, family communication patterns, and life experiences that suggest scales for acceptable and unacceptable behavior (Schrodt, Witt, & Messersmith, 2008) • certain attributes from positively perceived results of the cyberbullying for the first time (Barlett, Chamberlin, & Witkower, 2017). Additional learning trials that finally lead to the development of positive attitudes, which influence cyberbullying continue (Barlett et al., 2017) 	
<i>Online traits:</i>			
	<ul style="list-style-type: none"> • Anonymous identity and different power imbalance which is not imperative (Barlett, Chamberlin, & Witkower, 2017; Cleemput, 2008) • A one-off attack may result in long-term influence (Wong-Lo et al., 2011, Becerra, 2017) • Convenience, not only across any distance, but also non-stop 24-hour access (Luurs, 2018) 		

Type:

**Flaming, Online harassment, Cyberstalking, Denigration, Masquerading
Trickery & outing, and Exclusion**
(Li, 2007; Willard, 2005)

Direct

- Between interpersonal or intergroup communication
- Require repetitive attack

Indirect

- Belong to mass communication
- Messages are sent to internet that are available to every users, such as forums, blogs, or websites (Langos, 2012; Valkenburg & Peter, 2011)
- No need for repetitive attack (Vollink et al., 2016)

Content risk

- pornographic and violent content

Conduct risk

- such as threats, vulgar language

Contact risk

- such as grooming

(Valkenburg & Peter, 2011; Vollink et al., 2016)

3 Actors in cyberbullying

3.1 Targets during victimization

Targets are the victims of cyberbullying. Targets referred to feeling angry, vengeful, and sometimes want revenge on those who have bullied them (Hinduja & Patchin, 2007). Especially, the power imbalance in cyberbullying is more complicated than traditional bullying based on the anonymity characteristic. There were more chances to perform increasingly violent behavior, which may lead them back into the cycle of the target becoming the offender in cyberbullying and vice versa (Bullock, 2002). So there could be more bully-victim in cyberbullying. However, not every target of cyberbullying considers themselves to be a victim (Luurs, 2018). The victims feel more harmed during the cyberbullying, and suffered more after the cyberbullying. This study did not consider the difference between these two terms based on the sample size, also considering the target may feel uncomfortable being called a victim.

In addition, those having poor relationships with peers have been shown more likely to become target or offender among young people in cyberbullying (Willard, 2005; Ybarra & Mitchell, 2004). Also a poor relationship with family is another predictor of cyberbullying (Barnow, Lucht, & Freyberger, 2001), or poor relationship with a romantic partner. Cyberbullying has been connected to relationships with dating partner that have gone bad, such as break-ups, and revenge on the partner or their new date (Crosslin & Goldman, 2014). A sample of 11221 Czech from 7 to 17 years old shows the relationship between target and offender was a classmate (29.4%), a former friend (16.4%), a pupil from another school (14.43%), pupils from another class (12.66%), someone known from the internet (11.75%), adult (7.53%), ex relationship (6.08%) and teacher (3.32%) (Kopecký & Szotkowski, 2020). Apart from cyberbullying, researchers refer to traditional bullying targets, who were likely to come from broken families and negative living conditions compared to non-bullied people (Bowers, Smith, & Binney, 1994). So this study tries to map the living conditions of cyberbullying targets through their parents' career, also digging into their relationship with family members.

3.1.1 Influences of cyberbullying

Cyberbullying experiences can result in self-harm and suicidal ideation (Broderick, 2013); but despite that, those cases should be recognized as outliers (Luurs, 2018). Based on most of press outlets tend to publish extreme depression and suicide cases as the result of experiencing cyberbullying (Broderick, 2013; Pappas, 2015; Sidorowicz, 2015). On one hand, the university students who suffer from cyberbullying have less chance of involvement in extreme depression and suicide. On the other hand, they may have experienced negative influences of cyberbullying, a larger impact on negative psychological outcomes, such as depression and suicidal ideation (Gunther, DeSmet, Jacobs, & De Bourdeaudhuij, 2016). There can be other more common negative mental and physical health results, such as trauma, isolation, revenge to the offender, being less able to sleep, eating disorders, academic performance drops and falling behind in school, having difficulty maintaining healthy relationships, or being unable to recover from one's experience with cyberbullying (Pew Internet & American Life Project, 2011; Pew Research Center, 2014).

A survey shows 339 students who were cyberbullied were prone to get depression, paranoia, anxiety, and even suicidal ideas, compared to people who weren't a target of cyberbullying (Finn, 2004). Other researchers claimed that people that were frequently teased showed a higher possibility of becoming anxious attachment as adults (Powell & Ladd, 2010). In addition, researchers found that being cyberbullied is related to depression, loneliness, low self-esteem, stress, anxiety, lower prosocial behavior, lower satisfaction, conduct problems, increase in alcohol or drug use, and suicidal ideation during examining the influences of cyberbullying on adolescents (Kowalski et al., 2014). So this study could specify the influence of cyberbullying on university students from their lived experiences and opinions.

3.1.2 Coping mechanism

The strategy of targets can be divided into asking the offender to stop, and avoid, but not fight back (Al-zahrani, 2015). Despite that, the targets could be more likely to fight back according to Hinduja & Patchin (2007), rather than avoiding the bully by ignoring, blocking, and reporting the offender. Young adults chose the way to respond to the communication with the offender, the result being individual, determined deeply by their personal interpretations of the message, their personality, the relationship between them and the offender, and other

outside factors that increase or decrease the influence of negative communication (Luurs, 2018). For instance, that can differ whether it was a friendly banter, cyber aggression, or cyberbullying. That is one of the reasons why this study investigates more about the identity of the offender, also how the relationship changes during the cyberbullying.

Apart from this, attachment theory refers to internal representations of attachment relationships that start since infancy and continue all throughout one's life, which are influenced by the attitude, personality, and behaviors in any relationships (Bowlby, 1988). This claims that attachment during childhood provides a foundation for future behaviors as the target of cyberbullying will keep expecting others to treat them like their guardian did (Becerra, 2017). Therefore, attachment from childhood can keep affecting one's internal representations during adulthood. They may ask for help from peers, teachers, or parents when involved in cyberbullying, or they may deal with the emotions by themselves.

3.2 Offenders during perpetration

People who are both target and offender in traditional bullying have more chance to experience both roles at cyber space (Accordino & Accordino, 2011). Those who used to be involved in cyberbullying also have more chances to be on the receiving side of cyberbullying when compared to others who have never experienced cyberbullying (Walrave & Heirman, 2011; Li, 2006). Thus, cyberbullying operates as a cycle in which perpetration and victimization drives to another case of cyberbullying.

In the traditional bullying, offender are able to sense the target's nonverbal and verbal communication, which increases the possibility of understanding how serious impact their actions have had. Based on internet environment, cyberbullying provides fewer social responses, it is less possible for the offender to identify if their words have hurt target (Becerra, 2017). A researcher claimed that moral disengagement within the digital communication is a socio-cognitive process that allows the offender to harm others without feeling bad or guilty (Wachs, 2012).

3.2.1 Reasons of cyberbullying

Researchers refer to using social dominance theory to identify offenders based on three categories: gender, age, and arbitrary-set system (Walker, Sockman, & Koehn, 2011). The theory defines that people at a subordinate group at the bottom of social hierarchy tend to be the cyberbullying target of dominant groups at the top of the social hierarchy (Sidanius & Pratto, 1999). Because cyberbullying often involves social power imbalance, it is more possible to be conducted by groups or individuals holding relatively more social power than their targets, such as gender differences (Foels & Reid, 2010). It shows the dominant social groups more likely to maintain and reinforce the power imbalance by cyberbullying (Wang, 2020), However, it can be also the opposite case based on the anonymity.

Apart from this, aggression research shows argumentative skills deficiency is a possible reason for aggressive behavior, but it is not the cause for all offenders (Luurs, 2018). For instance, some offenders will have poor communication skills, but others have shown high levels of communication (Vandebosch & Van Cleemput, 2009; Wong-lo & Bullock, 2011). Those communicators can manipulate others as a way to change their position in social hierarchy.

On one hand, argumentative skills deficiency models stated verbal aggressiveness occurs because of the lack of ability to effectively argue for the offender's needs and wants (Infante, Chandler, & Rudd, 1989). General Aggression Action model refers that aggressive behavior is most influenced by knowledge structures, which affect the offender's social-cognitive systems, such as interpretation, perception, behaviors, and decision (Anderson & Bushman, 2002). On the other hand, General Strain Theory refers that experiences of stress are more likely to cause negative emotions such as anger and depression, and thus cause pressure for correction action as cyberbullying (Agnew, 2018). It highlights stressful life can trigger negative effects, like sadness, frustration, or anger, that can be the reason for delinquent coping strategies (Hinduja, & Patchin, 2007).

Other researchers referred to the unique features of digital environment which may be the reason for cyberbullying, such as content reproducibility, perceived anonymously, and a lack of awareness of targets' emotional reaction (Francisco, Simao, & Ferreira, 2015; Kowalski et al., 2014). Specifically, the offenders learn certain characters from positively perceived consequences of the cyberbullying (Barlett, Chamberlin, & Witkower, 2017), such as anonymous identity and no need of physical power. Researchers found a relation between

targets of traditional bullying and their possibility of becoming cyberbullying offenders, they identified that traditional bullying target at school takes revenge on their offender through cyberbullying from home (Wolke et al, 2017). Because cyberbullying is based on technology tools, the physical power of both the offender and target that can influence the possibility of traditional bullying is considered not relevant in cyberbullying (Vandebosch & Van Cleemput, 2008).

3.2.2 Characteristics

Based on anonymity, or the absence of identifiability and accountability. A survey has shown that almost 27% of children who are the target of cyberbullying were not sure about the identity of their offender (Buron, Florell, & Wygant, 2013). The ICTs provide a high level of anonymity for offender and this increases the level of aggressive behavior during perpetration (Vandebosch & Van Cleemput, 2008). On one hand, knowing the identity of offenders allows the targets to put their relationship into perspective, and they have a better understanding of that offender's motives, it allows the targets to perceive the message as negative or not, and to respond accordingly if the offender is someone the targets knows (Vandebosch & van Cleemput, 2008). On the other hand, the targets do not need to worry about who the offenders could be and what is the connection between them.

The anonymous identity means that the offender is less likely to get caught, anonymity also allows the offender to remain hidden while other witnesses can cross region or country to check the aggressive messages (Barlett & Gentile, 2012; Wong-Lo et al., 2011). That may result in long-term humiliation of the targets (Wong-Lo et al., 2011). Also the anonymity may transform the offender's identity from individual to group, therefore, ignored responsibility and control of social norms to individuals (Mason, 2008). Researchers highlighted only in 20% cases, the offender was a stranger from cyber space, and for 51.62% cases, the offender was an individual (Kopecký & Szotkowski, 2020). The lack of awareness of offender's identity can contribute to aggression, impulsivity, and irrationality in cyberbullying (Wang, 2020).

Regarding to continuation, researchers refer that more than half of cyberbullying cases last one or two weeks (Smith et al. , 2008). However, the permanence of messages and posts on the Internet carries the chance of existing forever, which may cause the long duration of

psychological effects on targets (Becerra, 2017). A sample of 11221 Czech from 7 to 17 years old also shows the duration of cyber aggression and risk was less than a week (60.02%), between one to two weeks (13.8%), over a year (6.76%) (Kopecký & Szotkowski, 2020). Except this, the offender may use different ICT approaches to target.

3.3 Bully-victim and witness

Role change is the procedure when the target becomes the offender or the offender becomes the target since the power imbalance in cyberbullying is easier to change. Researcher found 16% of targets who have also become the offenders used the same type of cyberbullying, which they had experienced as a target; and 22.7% of the targets tried other forms of cyberbullying to attack others, based on a sample of university students from the Czech Republic (Kopecký, 2013). Above all, the role change in cyberbullying is quite common in Czech universities.

There are researches that mentioned bully-victim in traditional bullying (Bowers, Smith, & Binney, 1994). A survey of 269 Turkish adolescents shows 35.7% of them had bully experience, 23.8% had bully-victim experience and 5.9% were victims of cyberbullying only (Aricak et al. 2008). Some researchers referred that those who used to be targets also have the chance to become offenders (Hinduja & Patchin, 2007). However, it is still not clear which type is more frequent, whether the offender becoming target or the target becoming offender. Apart from that, researchers found that higher scores in aggression were observed in students identified as bully-victims in cyberbullying (Bayraktar, Machackova, Dedkova, Cerna, & Ševčíková, 2015; Gradinger, Strohmeier, & Spiel, 2009). Also that bully-victims may have more difficulties in getting along with others in the society, comparing offenders and targets (Salmivalli & Nieminen, 2002).

During research in cyberbullying, it is also vital to consider the witness perspective. The bystander effect is a phenomenon when an individual or group do not help or assist to a target of aggressive behavior if other people are present, and the possibility that help is offered is in negative correlation to the number of other people present (Becerra, 2017). They may feel that the cyberbullying has nothing to do with them, and they do not feel any burden. In some cases, witnesses may also become the target or offender when they are involved in cyberbullying.

4 Methodology

This chapter begins with an overview of the design, a pilot study of quantitative part, a formal study of quantitative part, and a formal study of qualitative part. The details of the processes of sampling, data collection, and data analysis for this study are also described below.

4.1 Design of the study

First, the research tool used an anonymous questionnaire, participants who were younger than 18 years old or who had not allowed the researcher to use their data in this study were filtered out and prevented from completing the questionnaire at the beginning. The research tool included a total of 60 items, it was two parts and second part have two lines. The first part will collect personal information which includes gender, nationality, university, faculty, social media habits, family background, and academic performance. At the beginning of second part, there will be a question dividing the participants into two lines based on whether they experienced cyberbullying. So it shows the lived experience of targets, and the opinion of witnesses. Besides, the questions of these two lines are similar, which include the frequency and duration of seeing or being involved in cyberbullying, whether the offender was from the internet or reality, what was their opinion or experience of cyberbullying, participants were asked to decide how often they saw or experienced with statements about cyberbullying on a 5-point scale (1 = never to 5 = always), and do they want to join the related interview at the end of the questionnaire.

It will use an online survey platform Microsoft Forms, but share the flyer which includes a QR code. It can provide them more flexibility regarding time and tools used to finish. In additions, the survey encourages students of more faculties to join the questionnaire. The data will use Excel to do description analysis.

4.1.1 Mix research

Quantitative research will show whether cyberbullying is common to university students or whether it stops as their age grows. The first part of data is useful to understand the content of

university environment. While a quantitative analysis can map the frequency as repetition, a qualitative approach was needed to explain how the process of cyberbullying goes by lived experiences. However, it lacks the contextual personal information to understand cyberbullying deeply. The qualitative part will locate samples from the respondents of questionnaire for a semi-structured interview. The structured question part will focus on the process of cyberbullying, coping mechanism, relationship with others during cyberbullying, and feelings of targets. Qualitative research is needed because it can tell us why cyberbullying happened and how target got influenced and deal with the problem. Qualitative methods are better explained by detailed retrospective data that targets are able to reflect upon their personal experiences, the behavior of offenders and witnesses during cyberbullying (Metts, Sprecher, & Cupach, 1991).

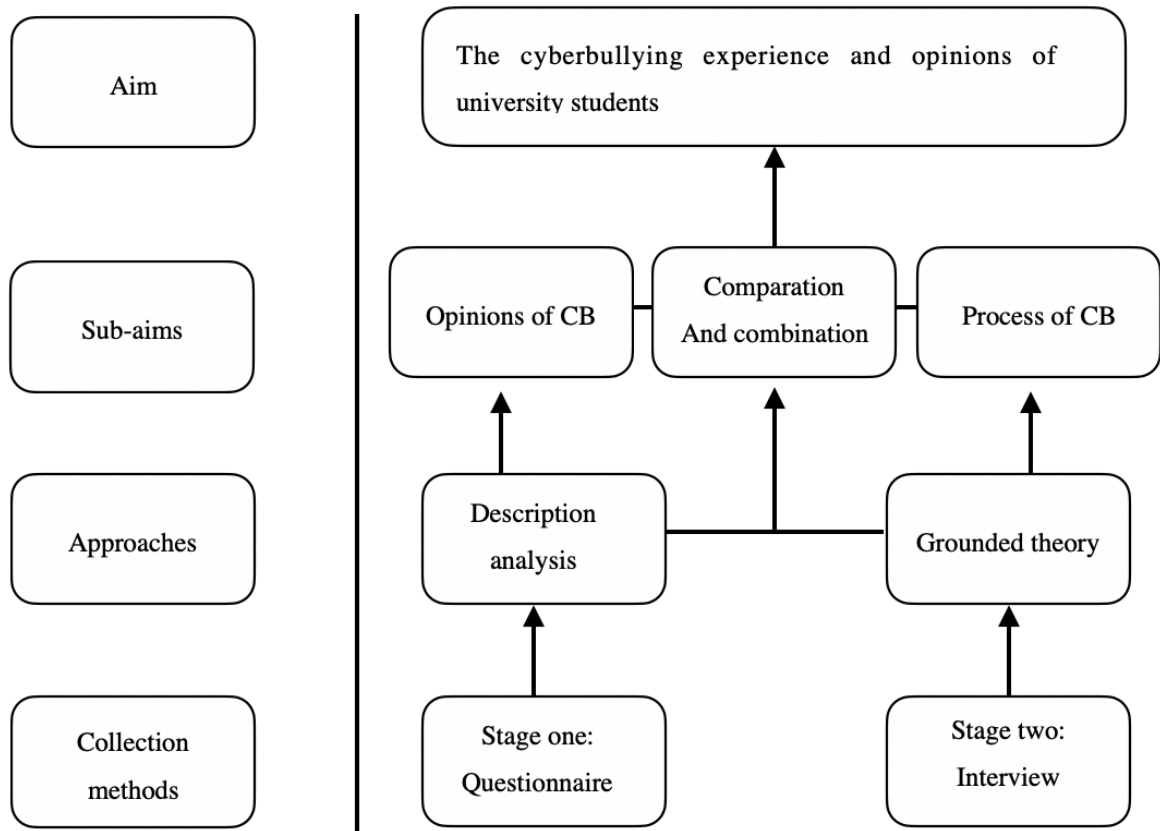
Qualitative paradigm was selected for this study because of its strength, which is gathering contextual and deep data about peoples' lives (Denzin & Lincoln, 2003; Lindlof & Taylor, 2002). Through the interview, the researcher and participants negotiate the meaning of each other's words and experiences (Lindlof, 1995). The findings of this study were derived from three semi-structured interviews with university students or graduates who had been cyberbullied and studied during the covid pandemic.

It was useful to ask open questions to each participant in the individual interview to help them have a deeper understanding of their own cyberbullying experiences. Later, a comparison of the qualitative result with the quantitative result from the targets' experience and witnesses' opinion will be presented. About the research approaches, this study uses the combination of description analysis and ground theory. Specifically, the ground theory in this study used Corbin and Strauss's approach which includes open coding, axial coding, and selective coding (Corbin & Strauss, 2015), instead of other approaches to grounded theory.

4.1.2 Outline of the design

Diagram 4.1 shows the outline of the design. The aims and sub-aims have been divided into two parts, following the different approach. The main research method of this study is grounded theory. The data collection methods include a questionnaire, semi-structured interview.

Diagram 4.1 Outline of the design



CB: cyberbullying

4.1.3 Ethical matters

Research ethics are unavoidable to consider before the research starts, especially when the topic is related to bullying and trauma experiences. In this study, the following procedures were taken to ensure that research is ethical. The information for questionnaire included the aim of the study, confidentiality, practical instructions for completing the questionnaire, the length of time cost, definition of cyberbullying, recruitment for individual interview, and researcher’s faculty, university, and contact information. The consent agreement was on the first page when the survey opened. Those participants can only begin the survey after clicking “yes” to allow researcher use the data at university’s research after reading and agreeing with the consent. All participant and data were numerically coded and password protected in Microsoft Forms.

The consent form for interview included information about the aim of the study, confidentiality, researcher's and supervisor's contact information, potential risks of research, and the length of interview which was maximally 60 minutes. All participants were given an alphabet (A, B, C, etc.) to protect their identity and other details discussed during the interviews. At the beginning, they were informed that their participation in this interview was voluntary, anonymous and that it was acceptable to quit this interview at any time.

Especially, potential risks include experiencing trauma during or after the interview. To prevent this from happening, participants were informed they could skip the question or stop the interview anytime if they feel psychological distress or uncomfortable. There also have resources from professional organization which is shown in an informed consent form, such as through an online consulting room, write an e-mail to E-Bezpečí, Palacky University, or the way to contact Psychological Counseling Center of Palacky University to book a meeting in person to prevent the trauma experience.

4.2 Procedures

The research was oriented mainly qualitatively. In order to fulfill the aims, the research include two stage. The first stage is quantitative, questionnaire was used as a starting procedure. Participants were recruited to this study by a variety of online and offline approaches. The questionnaire was available online via Microsoft Forms. Recruitment for this study held between February to March 2023. The requirements are young adults and adults, 18-32 years old, who have studying or graduated during 2020-2023, and who experienced cyberbullying could left their contact at online questionnaire to participate into the individual interview later.

Interview outline

The second stage is qualitative. Recruitment for this study held between April to May 2023. The interview starts with introduction of researcher and their study. Apart from this, researcher tries to chat with participant and build a connection. After giving consent for the interview, the participants fill out anonymous demographic information. That was collected by a combination of multiple choice and open ended questions. Demographic information

include gender, age, race, nationality, year in university, faculty, time and duration of last cyberbullying experience. The individual interviews schedule was divide into four sections.

The first one aims to identify the the student information and situation of mobile phone use, includes social media and other platforms. The participants are asked about their background. Questions such as what university they are enrolled in, what study program, about their academic performance, how much time they spend on their mobile phone, how much time on social media, the online profile they have, also about their family.

The second one aims to explain the processes that occurs as first and last cyberbullying begins and unfolds. To recall some details of their cyberbullying experience. It starts with participants being asked to define cyberbullying by themselves, and differentiate cyberbullying from other forms of aggressive behavior. Asked about the process, the frequency, the identity of attacker, the possible reason behind it. What was the message, where it happened, how many people involved, how long it lasts, the participant's feeling about it, and how the participant's relationship with perpetrator affected and was affected by the cyberbullying.

The third one aims to describe the methods that targets use to attempt to cope with being cyberbullied, and the results of cyberbullying. The main focus is on coping mechanisms, the questions included what was the reaction to cyberbullying, the reason behind this method. Additionally, participants were asked whether others had witnessed the cyberbullying process or if the communication had been shared with others, whether the participant seek support from others, and which relationships were more useful for moral and emotional support. How did the deal with the feeling after after the event took place. Lastly, how did it stop.

The final section is about other details related to cyberbullying. Such as how has the feeling changed over time, the relationships with others, the impact of cyberbullying experiences on them, and to think about suitable responses to cyberbullying. The interviews were finished by asking the participant to add any information they felt were missed.

4.2.1 Participants and sampling

The quantitative part include a total of 182 university students between the ages of 18 and 32 (118 [64.83%] female; 60 [32.96%] male; 4 [2.19%] non-binary) who studying or gradated

during 2020-2023 joined to this study. This age range was chosen because most of researches are not survey on higher education and other researches categorize young adults as roughly between range between 18 to 25 (Hinduja, 2013; Hinduja & Patchin, 2010). However, this study extend the age to the adults because it included Ph.D students too.

These students were recruited by researchers, focusing on citizens who study in the Czech Republic and china. This sample was chosen based on convenience sample that meets the criteria to conduct analyses. Participants can be English, Czech, and Chinese speaker. Due to the language difference between participants, data was collected through same questionnaire in English, Czech and Chinese languages.

The following Table 4.1 described the participants' basic information.

Table 4.1 Basic information about quantitative participants

Characteristics		N	%	Mean
Gender	Female	118	64.83%	
	Male	60	32.96%	
	Non-binary	4	2.19%	
Age (18-32)				22.90
Race	Chinese	90	49.45%	
	Czech	65	35.71%	
	Others	27	14.83%	
Cyberbullying experience	Chinese	13	14.44%	
	Czech	16	24.61%	
	Others	7	25.92%	
	All	36	19.78%	
Education program	Bachelor	117	64.83%	
	Master	56	30.76%	
	PhD	9	4.90%	

(N=182)

The qualitative part was chosen homogenous to find three English speakers who were targets of cyberbullying before. As this study sought to map the process of cyberbullying and its influence of the live experiences. Participants would only be eligible for this study if they were studying or graduated during 2020-2023, who experienced covid pandemic, and got cyber bullied before. In addition, participants can be only English and Chinese speakers.

The following Table 4.2 described the participants' basic information.

Table 4.2 Basic information about qualitative participants

Participants	Gender	Age	Major	The year (age) of cyberbullying period	The duration of cyberbullying experience
A	Male	29	Engineer, language	2021 (27)	Months
B	Female	24	Economics, management	2009 (10)	One year, or half of a year
C	Female	23	Pedagogic	2013 (13)	Half of a year

4.2.2 Data collection

Recruitment materials for both quantitative and qualitative part were posted in various Facebook groups including universities of Czech Republic, also on bulletin boards of different faculty, library, some social media in china, and random e-mailed the colleagues and Erasmus students of Palacky University. The recruitment resulted as three participants who joined the individual interview. Check Appendix A for the recruitment poster, Appendix B for the recruitment email and message, also Appendix C for recruitment questionnaire.

All interviews were conducted face-to-face in Czech Republic. It is important to observe the tone and mood of participant's response to the interview questions. And this part of information was collected through memo note. Two of them took place at a local coffee and tea shop, and another one took place in participant's living room. The location and time both were discussed and chosen by participants. After agreeing to a location and time for the individual interview, the participants were given an informed consent form by email. Before starting the individual interview, participants were asked to sign the consent form in person

and provide verbal consent during the interview. All participants finished an anonymous demographic questionnaire. During the individual interviews, all audio was recorded. The time of individual interviews maximin 60 minutes, and the average time was 38 minutes.

The researcher began the interview by providing participants a brief summary of the purpose of the study and self introduction. Apart from this, all interviewed participants share similar age with researcher, and used to learn Chinese. So it was more easier to collaborate and build connection with them during the research.

4.2.3 Data management and analysis

For the quantitative data, through organized them and then divide them into table. Analysis were managed through the basis of descriptive statistics, such as central tendency measures, percent calculation, also with the graphical representation. For the qualitative data, all interviews were transcribed verbatim, included 36 pages of text. All transcriptions were reviewed by the researcher for accuracy, and it were voluntary for participants to review, considered it was a traumatic experience to them. However, all the participants have received the transcripts and informed that they have the rights to remove, change or add any details they want. All files were stored in a password protected computer of researcher.

Ongoing open coding was started at the beginning of the study for a refined the structured result of the interview until the theoretical saturation was completed (Charmaz, 2006). The researcher started individual interviews and was taking notes with initial opinions since the beginning of collecting the data. This data was coded line by line into micro-level themes and descriptive categories to find the similarities and differences (Lindlof & Taylor, 2002; Strauss & Corbin, 2015). Later, the statements from the participants will be the part of the evidence chain to come up the new theories. The categories were summarized inductively based on the characteristics that were most important in the individual interview.

A code book was developed, the categories included: general background, school environment, differences of people, relationship with others, relationship with bully, connection with bully, online habits, aggressive behavior, isolation, non-stop, passive endure the bully, active interaction, trauma experience, improvements, and recommendation .

In the coding process in this study, two types of coding are used in grounded theory analysis: open coding, and axial coding. The first step, open coding is go through all the transcriptions from the interview, analysis line by line to find out different and similar categories (Glaser, 1978). Come up the categories from the concepts and meaning of the transcriptions. The following Table 4.2 described an example of open coding.

Q1. What is your relationship with bully? And has it changed?

Table 4.2 Open codes for Q1

Open code	Properties	Transcribed Text
Know each other from internet	Describe the feeling when got cyberbullying; Describe when and where they met each other;	“It started kind of surprisingly for me, because the guy we kind of knew each other kind of long time. Like I know him since Feb 2020. Originally we met on the Hello talk app, which is language exchange app.”
Help with each other	Describe the reason why they know each other;	“And he matched with me. So I was thinking originally like, he wants to learn some Czech from me and I want to learning Korea and so we can help each other”
Friend who met regularly	Describe what they used to do before cyberbullying;	“So we met for like, dinner and drinking and stuff like language exchange for more than ten times. It was kind of like okay guy at the time” “Sometimes we had some dinner, got drunk together””
The relationship changed slowly	Describe the relationship after cyberbullying;	“I would say in the beginning (we may still have chance to keep as friend). Yes. But like after that it was too much. I already was persuaded he's not really same” “Maybe a few months after he arrived Czech. We could still connect”

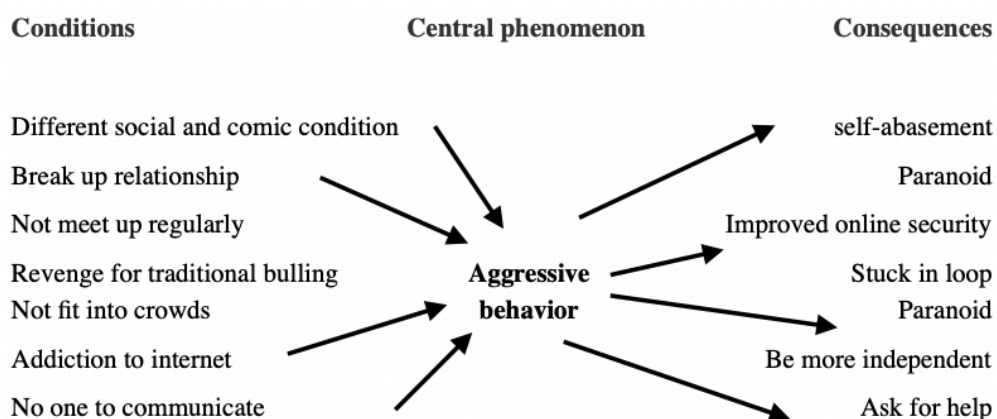
Misunderstanding to romance relationship	Describe the possible romance crush from the bully;	“I think friendly way, because I specified to him like long time before I am not interested. So he knows it all the time. I'm not interested. And it was language exchange app after all. But maybe he do have some crush on me, he also share his dating experiences with me.”
Fickle relationship	Describe the bully's mood;	“Yeah, he was going, like really one minute really kind, one minute really hateful, changing all the time” “Sometimes he was kind, sometimes he was like this offending”
The relationship have least influence to feeling	Describe the feeling if cyber bullied by other stranger;	“I think it'll be the same (if the bully is another one). Like it was just offending, I just felt like why are you saying this to anybody?” “That it's kind of offending, like no mater who who said it”

Memo:

One of the participants mentioned they had sex with the bully more than one time. However, they insists that they are just normal friend.

Second step, axial coding is to find the connection between the categories and sub-categories to come up the conceptual framework (Strauss & Corbin, 1990). In this study, all the codes were showed in paradigm conditions, one of the example is followed (Figure 4.1).

Diagram 4.2 Axial coding for aggressive behavior



The last step, selective coding which is focus on find the core category and its links with other categories and datas together (Hunter, Murphy, Casey & Keady, 2011). At this point, the new theories come out. However, this study don't adopt the selective coding, since the result of axial coding is enough to do the comparation with quantitative datas.

The validity of the research is based on the evidence chain from the qualitative data which is go though participant validation checking. The transcripts of the interviews were send to the participants to ensure the validity of the research. Apart from this, the data from the quantitative part lead to triangulation process, it was two data collection methods instead of one only, the quantitative sample is also diverted to different age groups and faculties.

5 Findings

5.1 Results of Quantitative part

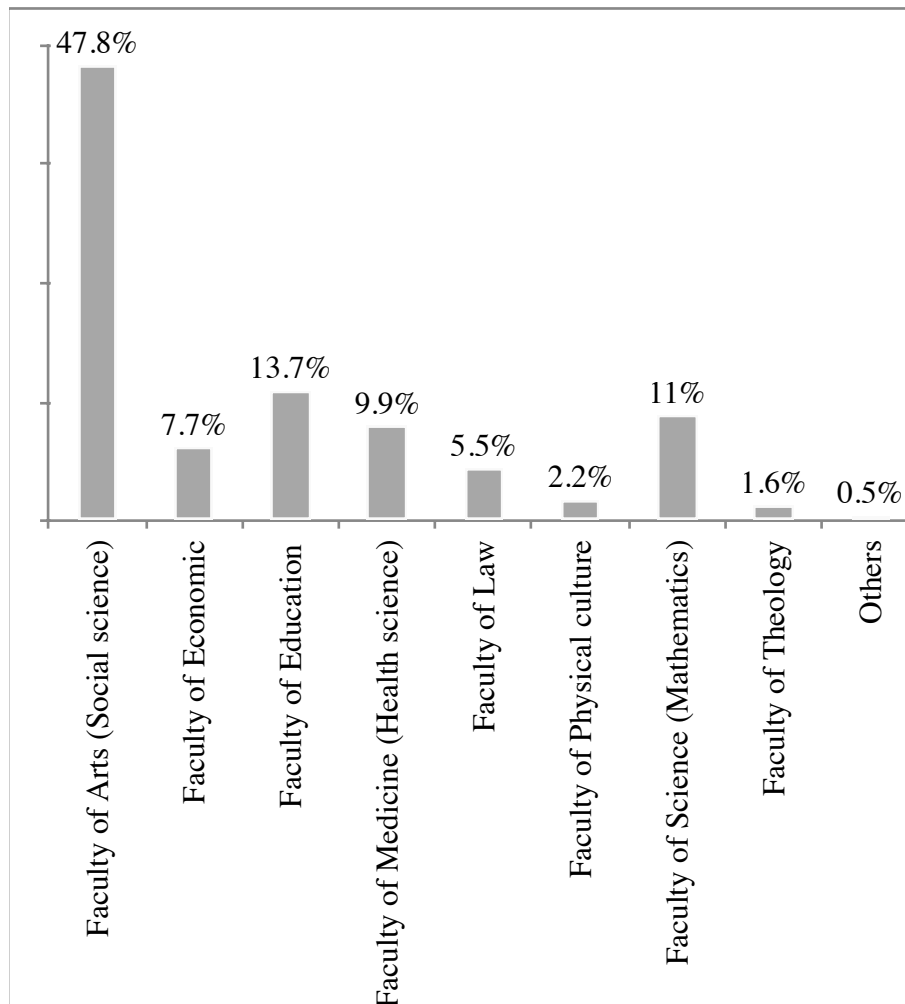
This study explored the primary research questions through quantitative data: 1) What are the situation and opinions of cyberbullying in universities of Czech Republic and China? 2) Is frequency of use social media and time of use mobile phone influence cyberbullying? And Which social media or platform had more cyberbullying cases? 3) Which country's student are more likely face to cyberbullying? Was the covid pandemic or online classes have some kind of influence to cyberbullying? 4) Is there have a relationship between the culture and family economic background of students and their exposure to cyberbullying? Is there have a relationship between the academic performance of students and their exposure to cyberbullying? 5) What is the main difference between the opinion and experiences to cyberbullying?

A total of 211 participants finished the questionnaire. Later, 13 participants refused to use data at university's research, and 4 participants are not fulfill the requirements for age. In addition, 12 participants were contradicting in their answers, these participants were excluded from analyses. Thus, a total of 182 participants with validity response were included in the analysis, 51.10% of them from Palacky University. The average age of the participants was 23 years old (range = 18-32). Almost 32.96% of participants self-identified as male, 64.83% of participants self-identified as female, and only 2.19% of them self-identified as non-binary. Apart from this, 64.83% of them study under bachelor degree program, 30.76% of them who study under master degree program, and 4.9% of them who study PhD program. More specify, 47.80% of them who study at Faculty of Arts, 13.7% of them who study at Faculty of Education, almost 11% of them who study at Faculty of Science, 9.89% of them who study at Faculty of Medicine and Health Science, 7.69% of them who study at Faculty of Economic, 5.49% of them study at Faculty of Law, and least of them who study at Faculty of Physical Culture, or Faculty of Theology.

So this study, map the cyberbullying experience and opinion based on liber art students most, also includes some science students. Figure 5.1 below and Table 4.1 before, they provide specifics regarding participant demographic details. At last, researcher divided the respondents into two categories, who may witnessed cyberbullying and those who have already experienced cyberbullying. Later, analyzed each of the groups separately. This

divided of research sample on purpose to compare the differences between the opinion and life experience.

Figure 5.1 The faculty of the participants



(N=182)

5.1.1 General situation and opinions

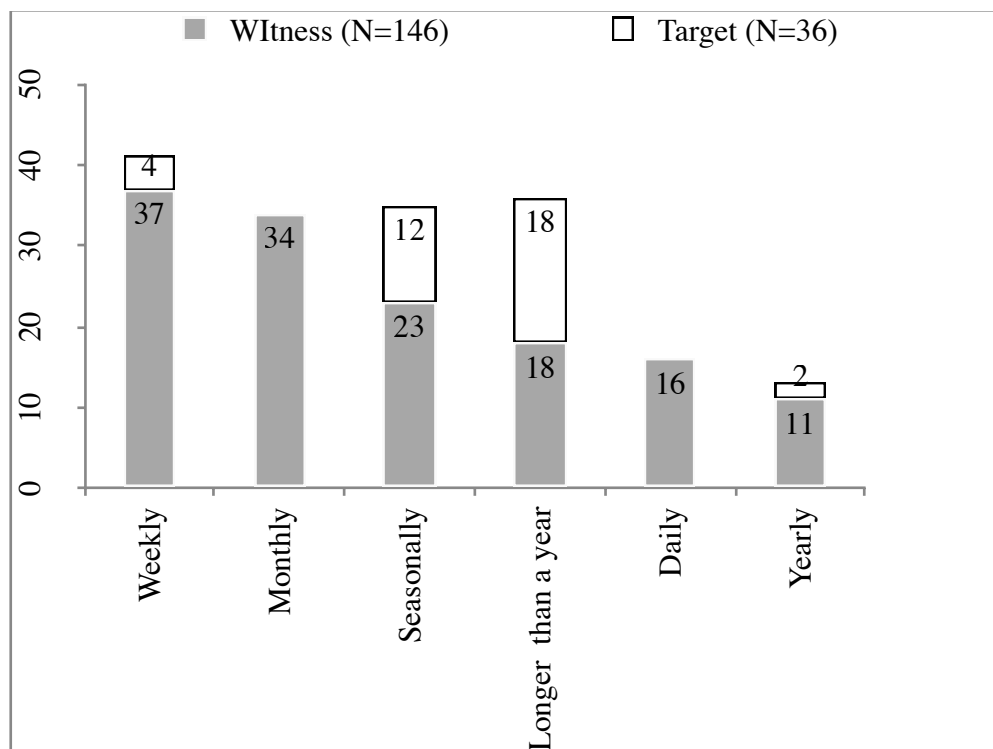
Research Question 1: What are the situation and opinions of cyberbullying in universities of Czech Republic and China?

In this study, 19.78% of participants experienced cyberbullying before, 36.1% of targets are Chinese, 44.4% of them are Czech, and others are two Slovak, two American, a Bosnian, a Japanese, and a Malaysian. At last, Only 3.84% of participants refers they never witness

cyberbullying, that shows cyberbullying is quite common happened between university students. During analysis the data, the samples was divide into two groups based on their cyberbullying experiences for the convenience to compare the differences.

Referring to Figure 5.2 for detail regarding frequency of participants' experiences about cyberbullying. In the witness sample, 25.3% of participants witnessed cyberbullying weekly, 23.3% of participants witnessed cyberbullying monthly, 15.8% of participants witnessed cyberbullying seasonal, 12.3% of participants witnessed cyberbullying less frequency than every year, 11% of participants witnessed cyberbullying daily, and least (7.5%) of them witnessed cyberbullying yearly. In the target sample, half of participants experienced cyberbullying less frequency than every year, 33.33% of them experienced cyberbullying seasonally, 11.1% of them experienced cyberbullying weekly, and 5.6% of them experienced cyberbullying yearly.

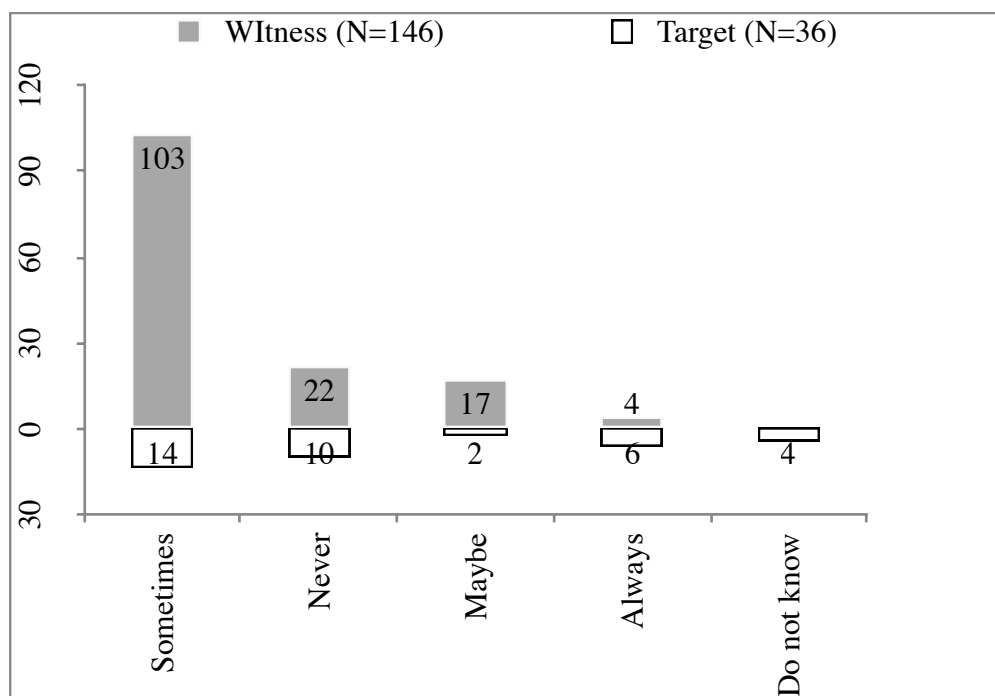
Figure 5.2 The frequency of cyberbullying



Additionally, the data shows some of the cyberbullying targets know the offender. Only 38.9% of targets never know the offender, 44.4% of them refer that they know the offender

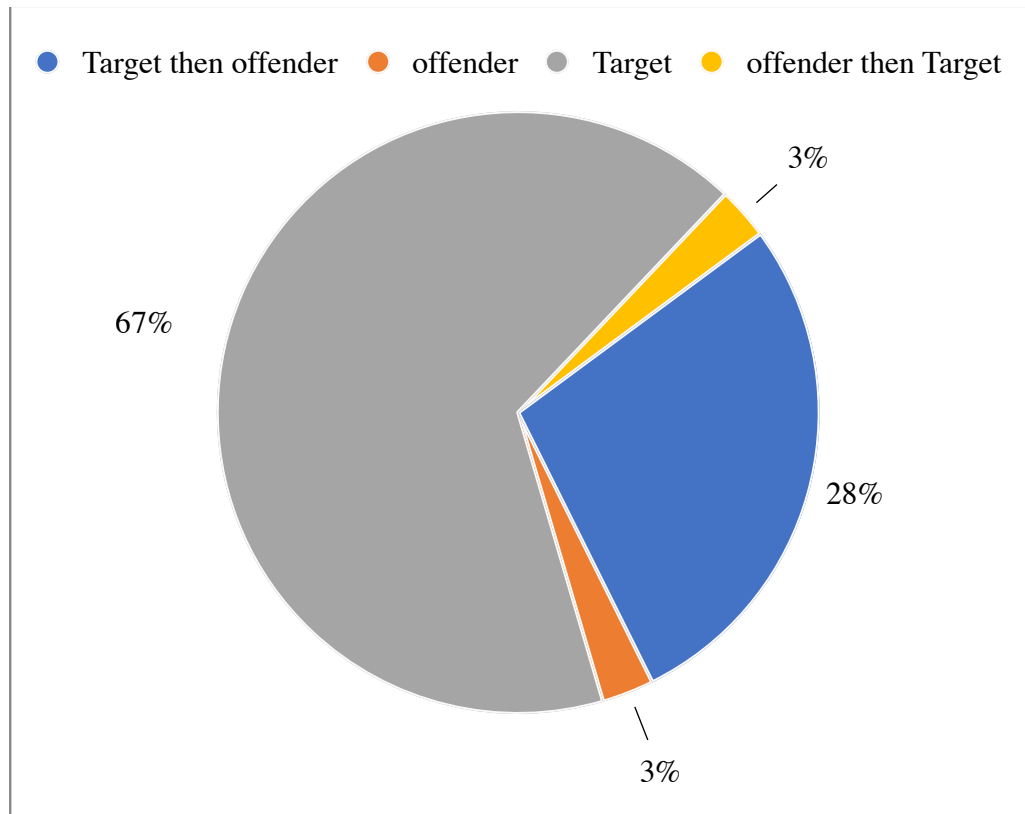
sometimes, 16.7% of them refer that they know the offender always. In the witness sample, only 2.7% of participants refer that they think the targets know the offender always, 15.1% of them refer that they think the targets never know the offender, and 70.5% of them refer that they think the targets know the offender sometimes. Even though most of participants of each group claims that the target may know offender sometimes. In particular, there is a big difference about the target knowing the offender always or not. The details regarding the relationship between offender and target in cyberbullying is represented in Figure 5.3.

Figure 5.3 The relationship between offender and target



Apart from this, 3% of offenders became targets later, another 3% of the participants who were involved in cyberbullying were only offenders, 67% of them were only targets, and 28% of them became offenders later. Overall, 31% of participants involved in cyberbullying experienced a change of roles. The role of bully-victim is common sense in the cyberbullying process, as the target becoming an offender is much more frequent than the offender becoming a target.

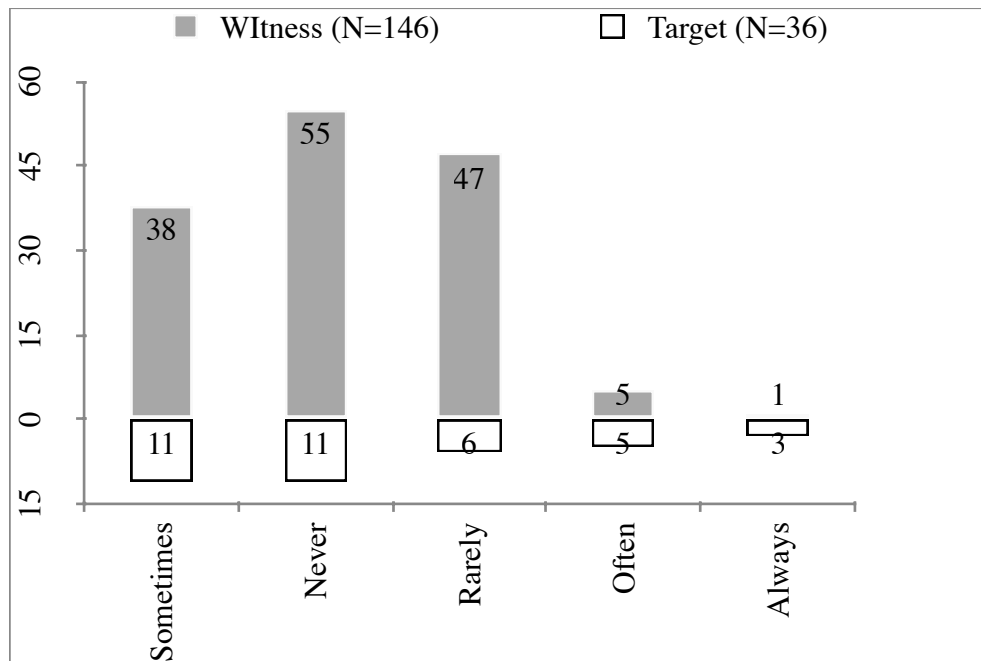
Figure 5.4 The roles of cyberbullying



(N=36)

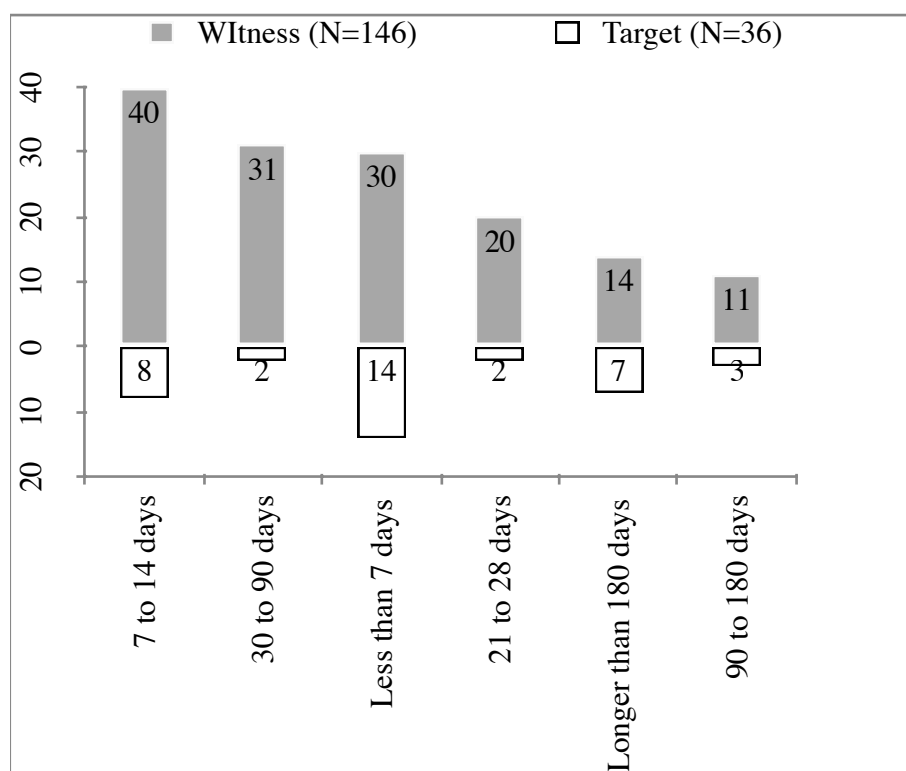
More specify, additional details regarding to the change of roles in cyberbullying is represented in Figure 5.5. In the witness sample, 37.7% of participants never witness the role of cyberbullying changed, 32.2% of them witnessed it rarely, 26% of them witnessed it sometimes, and only 4.1% of them witnessed it often or always. In the target sample, also 30.6% of them never witness role change, 30.6 of them witnessed it sometimes, 13.9% of them witnessed it often, and 8.3% of them witnessed it always. Although, the percentage of never witness and sometime witnessed the roles change is similar in two samples. Furthermore, they differ at witnessed roles change often and always. As Figure 5.4 shows there have 31% of who involved cyberbullying experienced cyberbullying had roles change, that is part of reason why the target group's opinion in comparison with witness group since the roles change happens a lot.

Figure 5.5 The frequency of roles change in cyberbullying



Referring to Figure 5.6 for the duration of cyberbullying. In the witness sample, 27.4% of participants assumed cyberbullying will be a week to two weeks, 21.2% of them assumed one month to three months, 20.5% assumed less than a week, and only 17.1% of them assumed the cyberbullying will stay longer than three months. In the targets sample, 38.9% of them experienced cyberbullying less than a week, another 22.2% of them get rid of it in two weeks, 19.4% of them suffered for longer than half year, and only 5.6% of them suffered from cyberbullying for months. Above all, the cyberbullying can be finished in a short term or long term as the live experiences showed. However, most of the witness assumed the cyberbullying will not continue for longer than three months.

Figure 5.6 The duration of cyberbullying



At last, refer to Table 5.1 for more details about frequency of different type cyberbullying. In general, denigration, outing, flaming, and exclusion are more likely to happen between the targets. Also, cyberstalking, and masquerade is least likely to happen between them.

Table 5.1 The frequency of different types of cyberbullying

Types	Always	Often	Sometimes	Rarely	Never
Cyberstalking	2.8%	0%	13.9%	22.2%	61.1%
Denigration	11.1%	16.7%	25.0%	22.2%	25%
Exclusion	5.6%	13.9%	22.2%	11.1%	47.2%
Flaming	5.6%	19.4%	38.9%	25%	11.1%
Masquerade	2.8%	11.1%	16.7%	25%	44.4%
Outing	8.3%	11.1%	19.4%	27.8%	33.3%

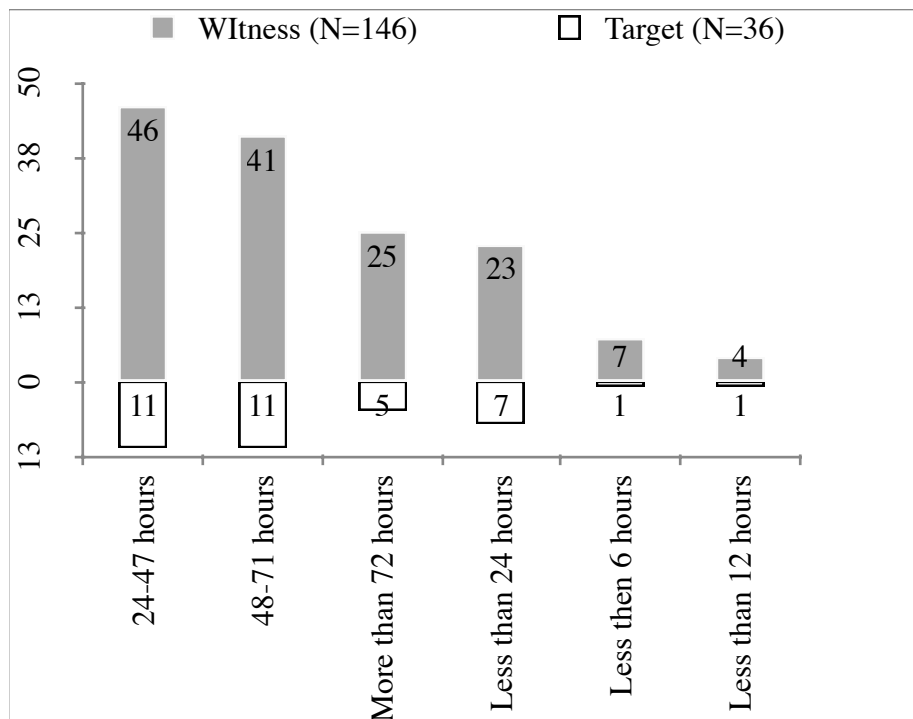
(N=36)

5.1.2 Social media

Research Question 2: Is frequency of use social media and time of use mobile phone influence cyberbullying? And Which social media or platform had more cyberbullying cases?

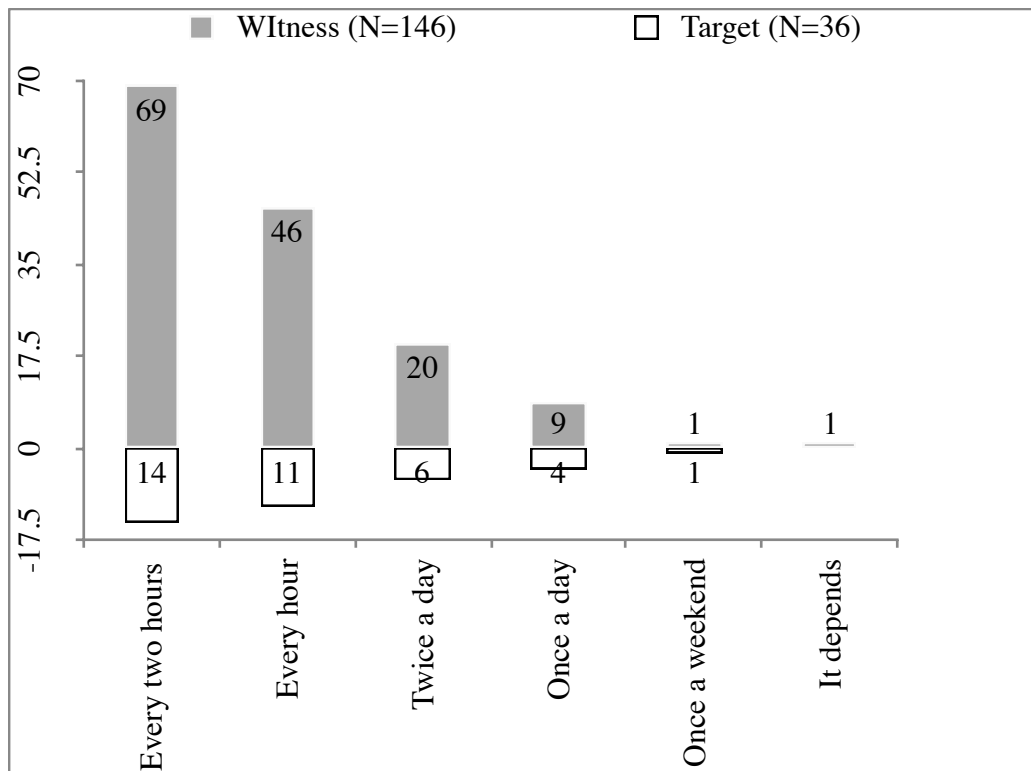
In this study, participants were asked to report their weekly screen time of mobile phone, and frequency of their social media use. Since the cyberbullying only happened through internet, and the mobile phone is more convenient to students nowadays. In the witness sample, 31.5% of participants use mobile phone between 24-47 hours every week, 28.1% of them use it between 48-71 hours, 17.1% of them use it more than 72 hours, and 15.8% of them use it less than 24 hours. In the target sample, each 30.6% of participants use mobile phone between 24-47 hours or 48-71 hours every week, 19.4% of them use it less than 24 hours, and 13.9% of them use it more than 72 hours. Regarding this data, it shows that both target and the witness group spend similar time on their mobile phone every week. Additional details regarding participant weekly screen time in Figure 5.7.

Figure 5.7 The weekly screen time of participants



Furthermore, this study emphasized the frequency social media during the weekend since student have more leisure time. In the witness sample, 47.3% of participants check social media every two hours during weekend, 31.5% of them check it every hour, 13.7% of them check it twice a day, and 6.2% of them check it once a day. In the target sample, only 38.9% of participants check social media every two hours during weekend, 30.6% of them check it every hour, 16.7% of them check it twice a day, and 11.1% of them check it once a day. The result shows both sample check social media every two hours is more common. However, the targets of cyberbullying are check the social media less than other witness slightly during weekend, referring to Figure 5.8 for details regarding participant social media usage.

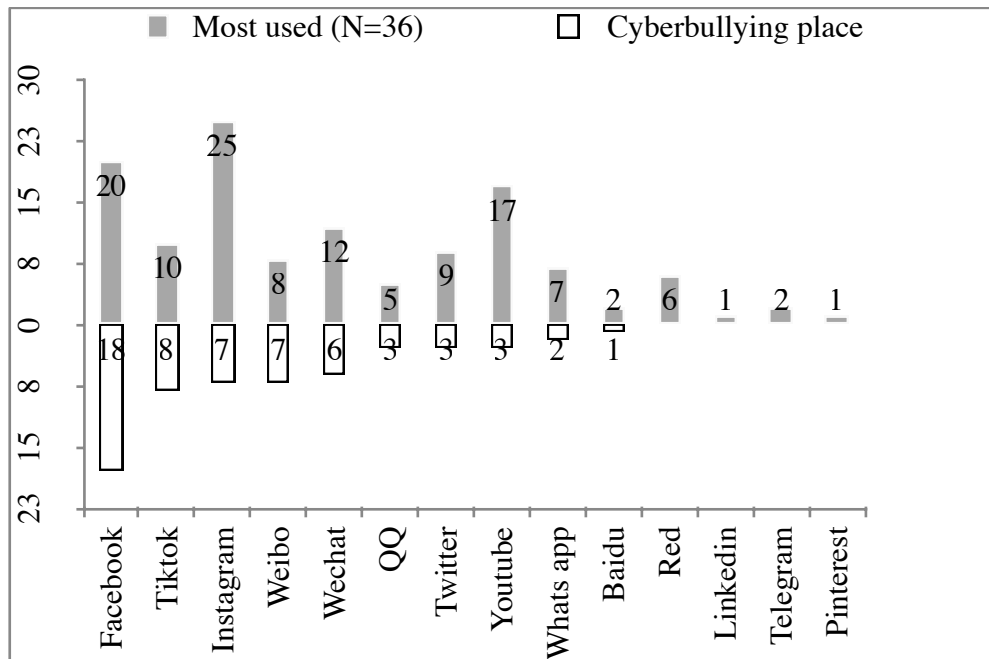
Figure 5.8 Participant social media use during weekend



In general, as Figure 5.9 shows the most used social media or platform that targets used and where the cyberbullying happened. Most of cyberbullying happened on Facebook. However, the targets use other social media or platforms more often. Such as Instagram, Facebook, Youtube. Although Tiktok is not used most often, but there also happened more cyberbullying than Instagram. On the opposite, Youtube is used quite often but there have less

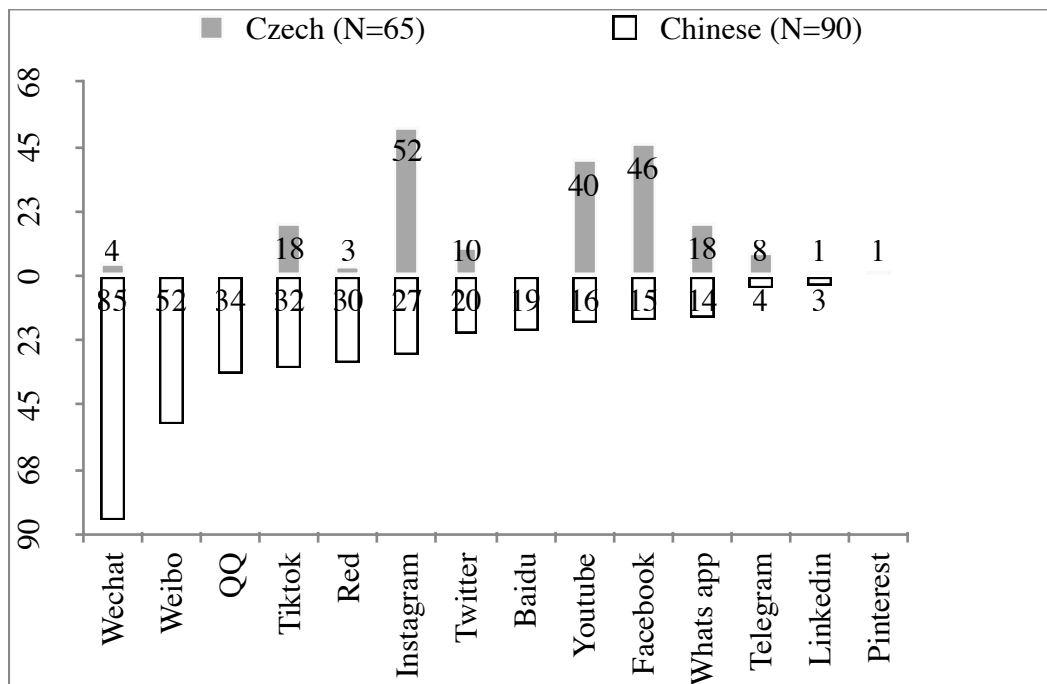
cyberbullying happened. Shifted from international social media to Chinese social media, targets used Wechat, Weibo, Red most often. But the cyberbullying happened in Weibo is the most common.

Figure 5.9 The most usage of social media or platform



Additional details regarding social media or platform habits based on cultural background in Figure 5.10. Because the small sample of other nationality, it was removed during the analysis. Specifically, 80% of Czech university students use Instagram most often, 70.69% of them use Facebook more often, 61.53% of them use Youtube most often, and each 27.69% of them use TikTok or What’s app most often. The social media and platform use is really dependent to the culture background. Also the habits that are related to government application and internet limitation. Therefore, Chinese university students use the social media made by Chinese company is more often, such as 94.44% of Chinese students use Wechat most often which is similar to instagram, 57.77% of them use Weibo most often which similar to twitter, also QQ, Red etc. However, the cyberbullying frequency in Wechat and Weibo is similar despite the big different usage. Therefore, the cyberbullying frequency is not strong related to the most used social media or platform compare to Figure 5.9.

Figure 5.10 Most used social media or platform between Chinese and Czech

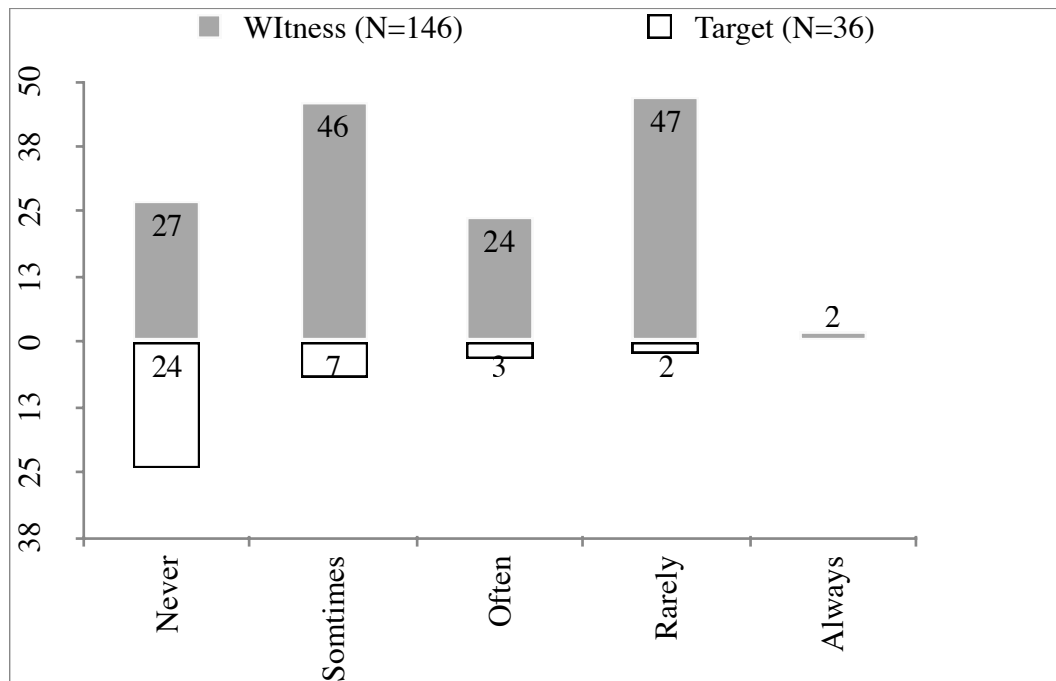


5.1.3 Covid pandemic

Research Question 3: Was the covid pandemic or online classes have some kind of influence to cyberbullying?

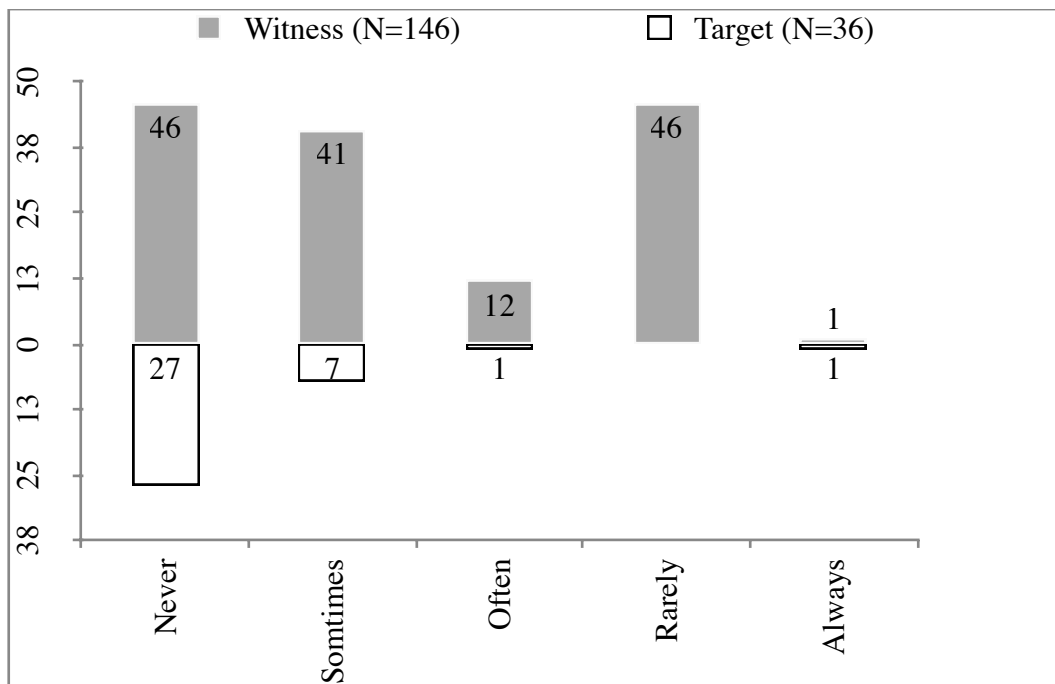
Apart from this, the COVID pandemic lead the students to online lesson, also give students more time to use internet which may influence the suiation of cyberbullying. In the witness sample, only 1.36% of participants think cyberbullying related to COVID pandemic always, 18.49% of them think cyberbullying never related to COVID pandemic , and 31.51% of them think it was sometimes, 32.19% of them think it was rarely. In the target sample, 66.67% of participants think cyberbullying never related to COVID pandemic, and 19.44% of them think cyberbullying related to COVID pandemic sometimes, 8.33% of them think it was often, only 5.56% of them think it was rarely. Generally speaking, most of targets don't think COVID pandemic could related to cyberbullying. However, almost half of the witness believe the cyberbullying have leading cyberbullying increased. Referring to Figure 5.11 for more detailed data of the connection between COVID pandemic and cyberbullying.

Figure 5.11 The connection between COVID pandemic and cyberbullying



Changing the focus from the pandemic to online lesson environment. As the Figure 5.12 shows, in the witness sample, only 0.68% of participants think cyberbullying related to online lesson environment always, and each 31.51% of them think cyberbullying never or rarely related to online lesson environment. In the target sample, 75% of targets think cyberbullying never related to online lesson environment, 19.44% of them think cyberbullying related to online lesson sometimes, and only each 2.8% of them think cyberbullying related to online lesson environment always or often. In short, both witnesses and targets think online lesson environment has a weaker connection to cyberbullying compared to COVID pandemic.

Figure 5.12 The connection between online lessons and cyberbullying

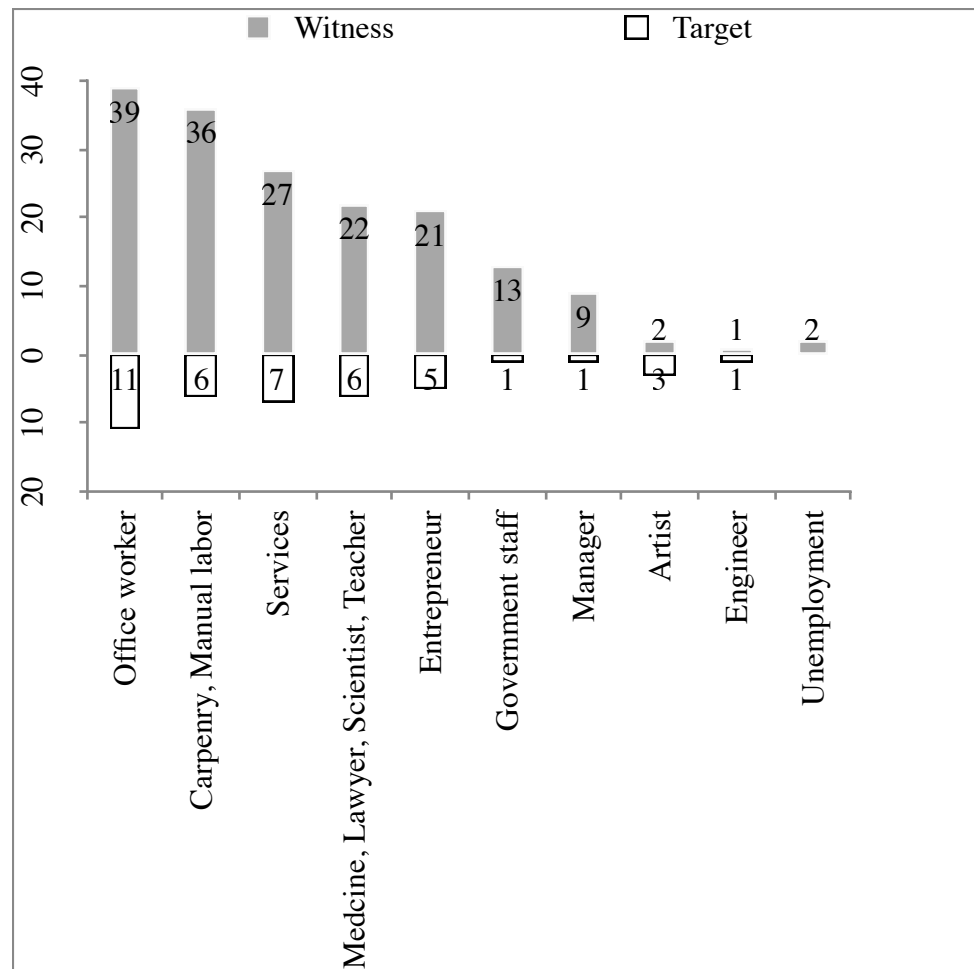


5.1.4 Student background

Research Question 4: Is there a relationship between the cultural and family economic background of the students and their exposure to cyberbullying? Is there a relationship between the academic performance of students and their exposure to cyberbullying?

Shifted the variable from COVID to student background. This study use parents' career to refer the family background. However, 22 participants didn't answer the question since it was not compulsory. And some participants didn't choose both of their parents' career. As Figure 5.13 shows, 22% of offices worker's child experienced cyberbullying, 21.43% of student whose parents work on medicine, law, science, & school had experienced cyberbullying, 20.59% of service's child experience cyberbullying, and 19.23% of entrepreneur's child experienced cyberbullying. Apart from this, 14.29% of manual labor's child experienced cyberbullying, 10% of manager's child experienced cyberbullying, and 7.14% of government staff's child experienced cyberbullying. In general, the students whose parents working on office, medicine, law, science & school, service, and entrepreneur had slightly higher chance to involve cyberbullying. Beside, artist's child also could more likely be the targets of cyberbullying even the sample size is quite small.

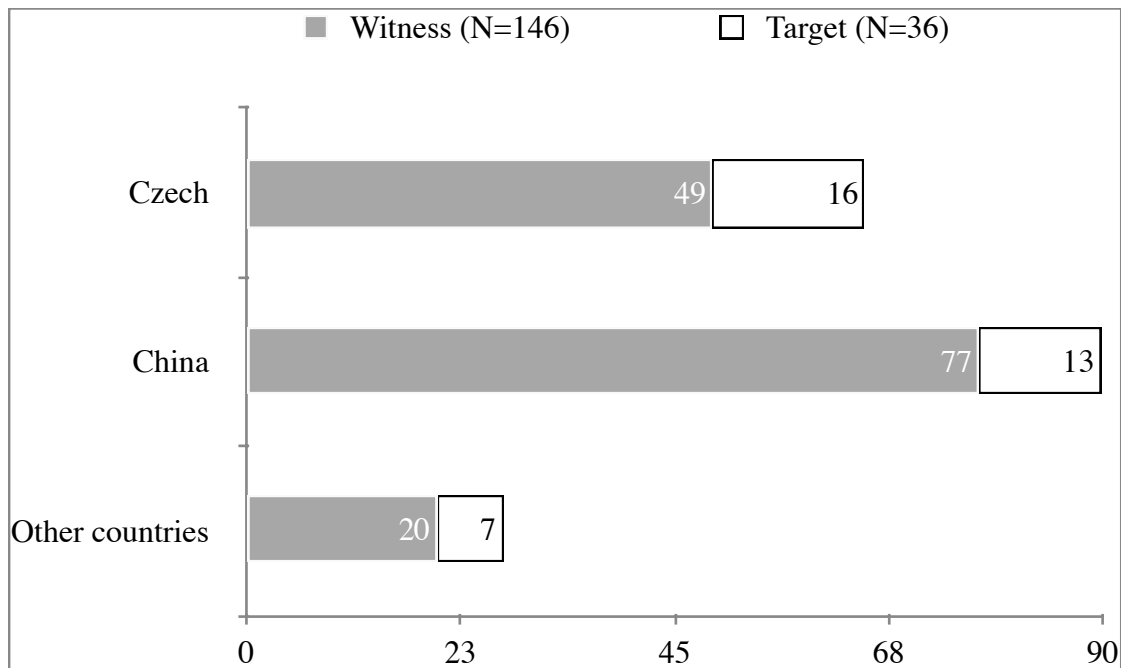
Figure 5.13 The target of cyberbullying based on family economic background



(N=166, select all that reply)

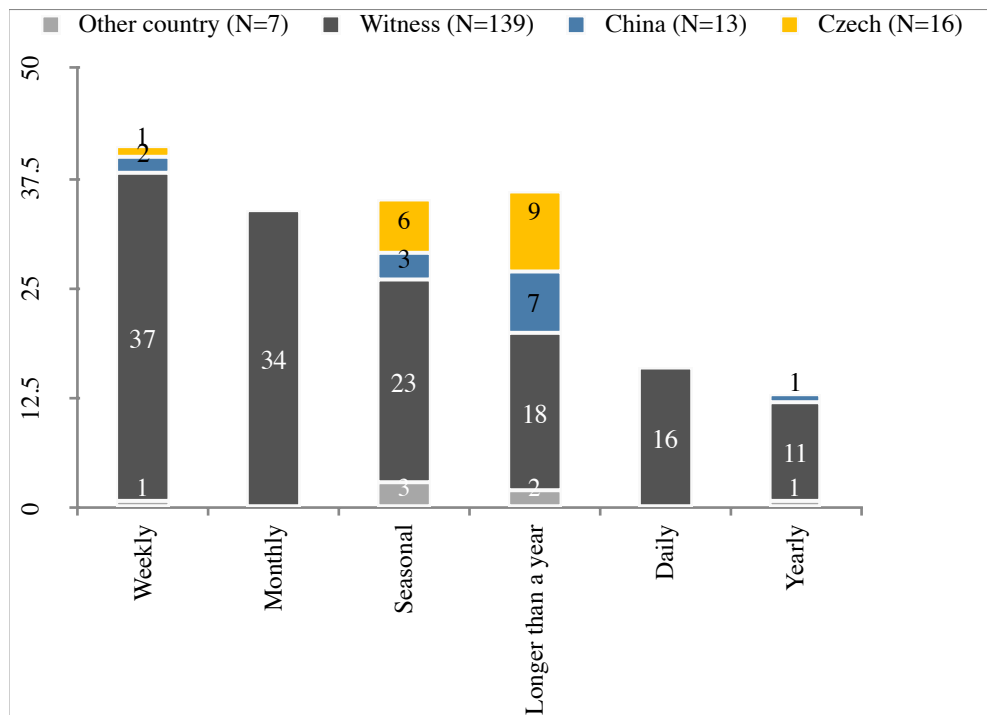
In this study, 49.45% of total participants are Chinese, and 35.71% of them are Czech, 14.83% of them from other country but studying in Czech Republic. According to Figure 5.14, it shows 24.62% of Czech students used to involved cyberbullying, 14.44% of Chineses students used to be involved in cyberbullying, and 25.93% students from other countries used to suffer from cyberbullying. In short, the Czech students are more likely experienced cyberbullying compare to Chinese students.

Figure 5.14 The cyberbullying rate based on culture background



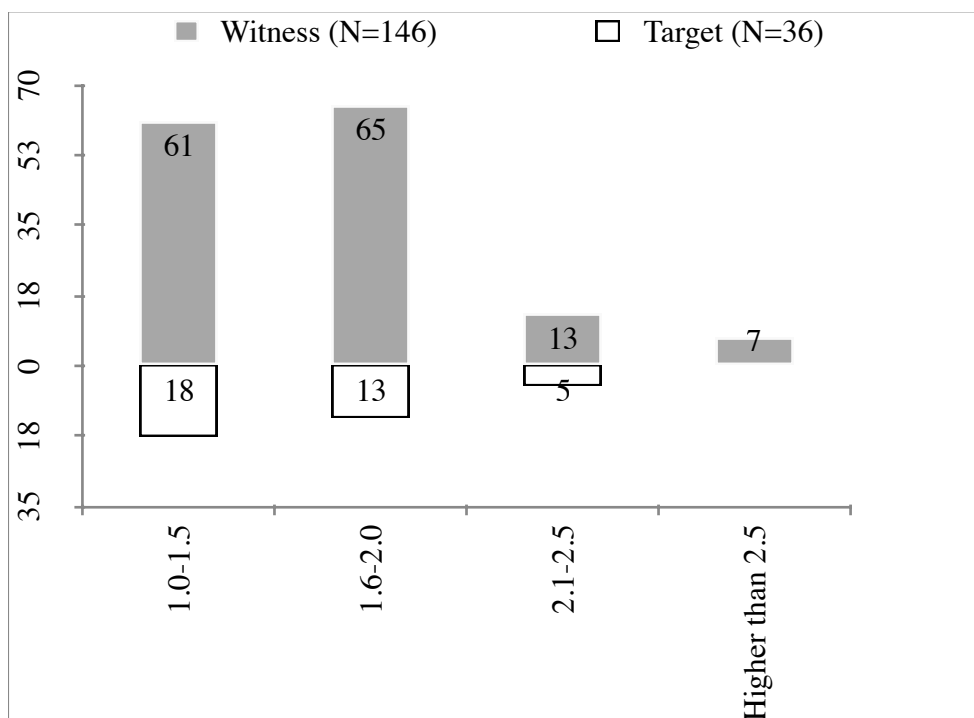
Specifically, referring to Figure 5.15 that Czech, Chinese and other nationality students experienced cyberbullying with similar frequency. In the target sample, 52.85% of Chinese targets got cyberbullying less than once a year, 23.08% of them experienced it seasonal, and 15.28% of them experienced it Weekly. Besides, 56.25% of Czech targets got cyberbullying less than once a year, 37.50% of them experienced it seasonal, and 6.25% of them experienced it weekly. There have no comparison to other countries' target since the sample size is too small. In the witness sample, 26.62% of them saw cyberbullying weekly, 24.46% of them saw it monthly, 16.55% of them saw it seasonal, 11.51% of them saw it daily. Basically, there have big difference about the frequency of cyberbullying between the targets and witnesses. Witnesses saw cyberbullying more often based on data.

Figure 5.15 The frequency of cyberbullying based on culture background



Apart from this, most of targets of cyberbullying have higher grade point average (GPA) in their academic performance according to Figure 5.16. 29.5% of participants whose GPA is between 1.0-1.5, 20% of participants whose GPA is between 1.6-2.0. Because the sample size of participants whose GPA is between 2.1-2.5 and 2.5-4.0 is too small, so it did not included.

Figure 5.16 The cyberbullying targets's GPA

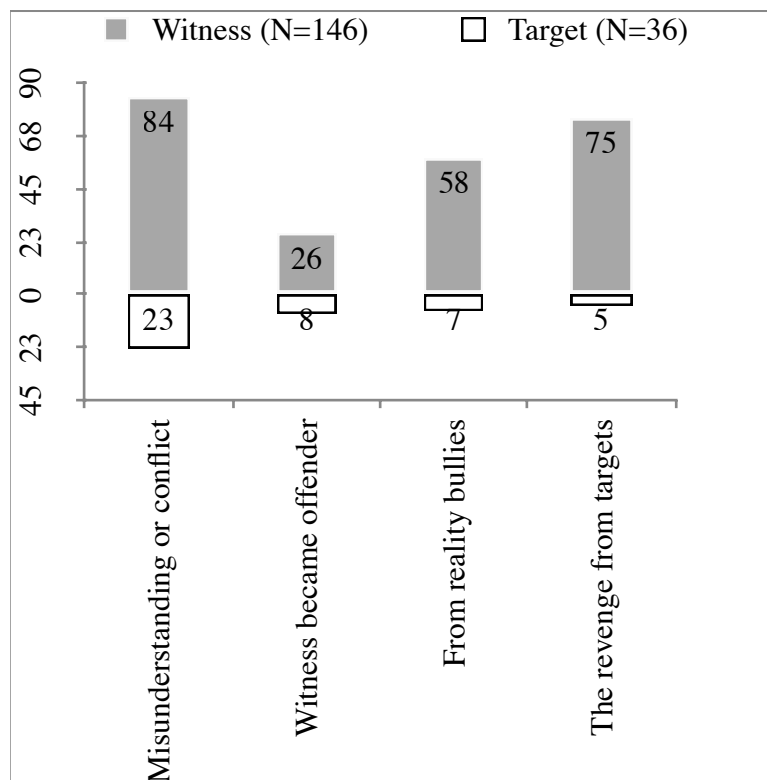


5.1.5 Different opinions based on role

Research Question 5: What is the main difference between the opinion and experiences to cyberbullying?

Specifically, 57.53% of witnesses and 63.89% of targets agree with the possible reason of cyberbullying could be accidentally misunderstanding or conflicts. 51.37% of witnesses think the reason also could be the revenge from targets, and only 13.89% of targets agree with this situation. Apart from this, 39.73% of witnesses think the reason could be traditional bullies double attack, and 19.44% of targets agree with it. Last, 17.81% of witnesses and 22.22% of targets think other witness became an offender. In general, both samples agree that a misunderstanding or a conflict is the main reason of cyberbullying. However, targets think the witnesses have similar chances to involve cyberbullying compared to reality bullies and targets revenge. The witnesses think latter has a higher chance of happening. Additional details regarding possible reasons of cyberbullying in Figure 5.17.

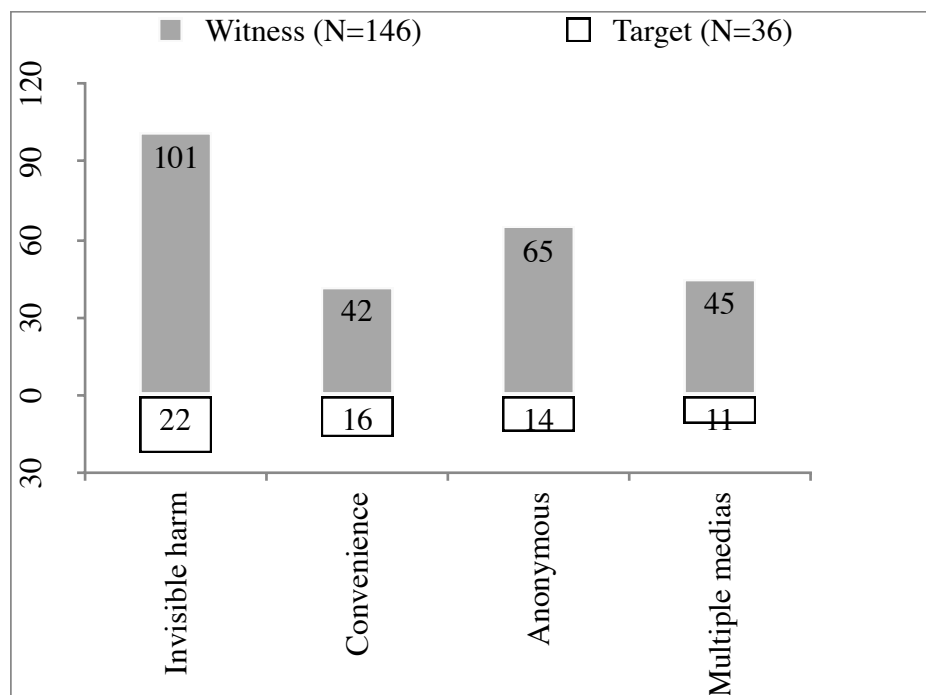
Figure 5.17 Reasons of cyberbullying



(N=182, select all that reply)

Shifted from reasons to the characteristics of cyberbullying. Referring to Figures 5.18 for more details. In the witness sample, 69.18% of them think the invisible harm is the most harmful characteristics of cyberbullying, 44.52% of them think it is the anonymity, 30.82% of them think it is multiple medias, and 28.77% of them think it is convenience. In the target sample, 61.11% of them also think the invisible harm is the most harmful characteristics of cyberbullying, 44.44% of them think it is conveniences, 38.89% think its is anonymous, and 30.56% of them think it is multiple medias. Above all, both of witness and target think the invisibility of cyberbullying is most harmful. However, witness think anonymous and multiple medias could be more more harmful than the convenience of cyberbullying.

Figure 5.18 Most harmful characteristics of cyberbullying

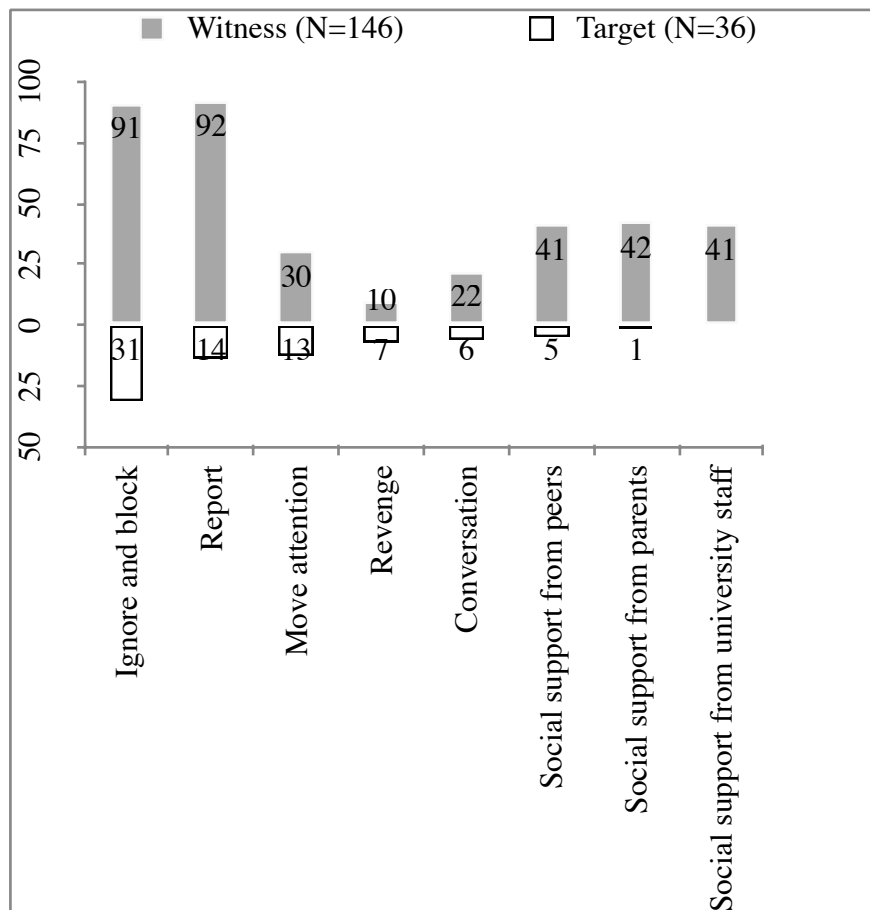


(N=182, select all that reply)

Focus on coping mechanism rather than others about cyberbullying. In the target sample, 86.11% of them think ignore and block the offender is the most useful coping mechanism, 38.89% of them think it could be reporting the offender to the social media or platform, 36.11% of them think it could be move the attention to other things, 36.11% of them think it

could be contact offender for revenge or peaceful conversation. And least of them think they should ask for social support from parents or university staff, 13.89% of them prefer asking to their peers more. In the witness sample, 63.01% of them think report to the social media and platform will be the most useful coping mechanism, 62.33% of them think it could be ignoring and blocking, 21.92% of them think it could be reaching out to the offender for conversation, 20.55% of them think it could be moving their attention to other thing, and only 6.85% of them think revenge to offender will be most useful. Refer to Figure 5.19 for details regard to most useful coping mechanism.

Figure 5.19 The most useful coping mechanism of cyberbullying

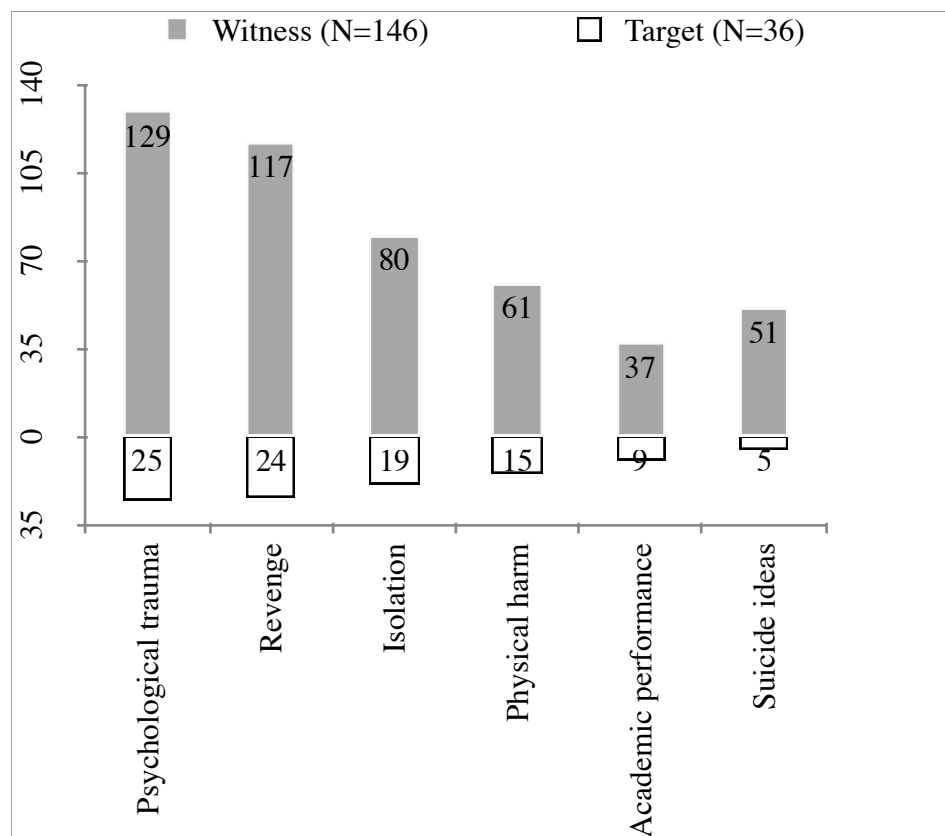


(N=182, select all that reply)

Furthermore, additional details about influences of cyberbullying in Figure 5.20. In the witness sample, 88.36% of them think psychological trauma could be the most common influence, 80.14% of them think it could be revenge from the targets, 54.79% of them think it

could be isolation, 41.78% of them think it could be physical harm, such as weight change, appetite change, sleep schedule etc, 34.93% of them think it could be suicide, and only 25.34% of them think it could academic performance get behind. In the target sample, 69.44% of them agree psychological trauma was the most common influence, 66.67% of them agree it was the need of revenge offender, 52.78% of them agree it was isolation from internet or friends, 41.67% of them agree it was physical harm, 25% of them agree it was academic performance, and only 13.89% of them think it was suicide ideas.

Figure 5.20 The most common influences of cyberbullying



(N=182, select all that reply)

5.2 Results of Qualitative part

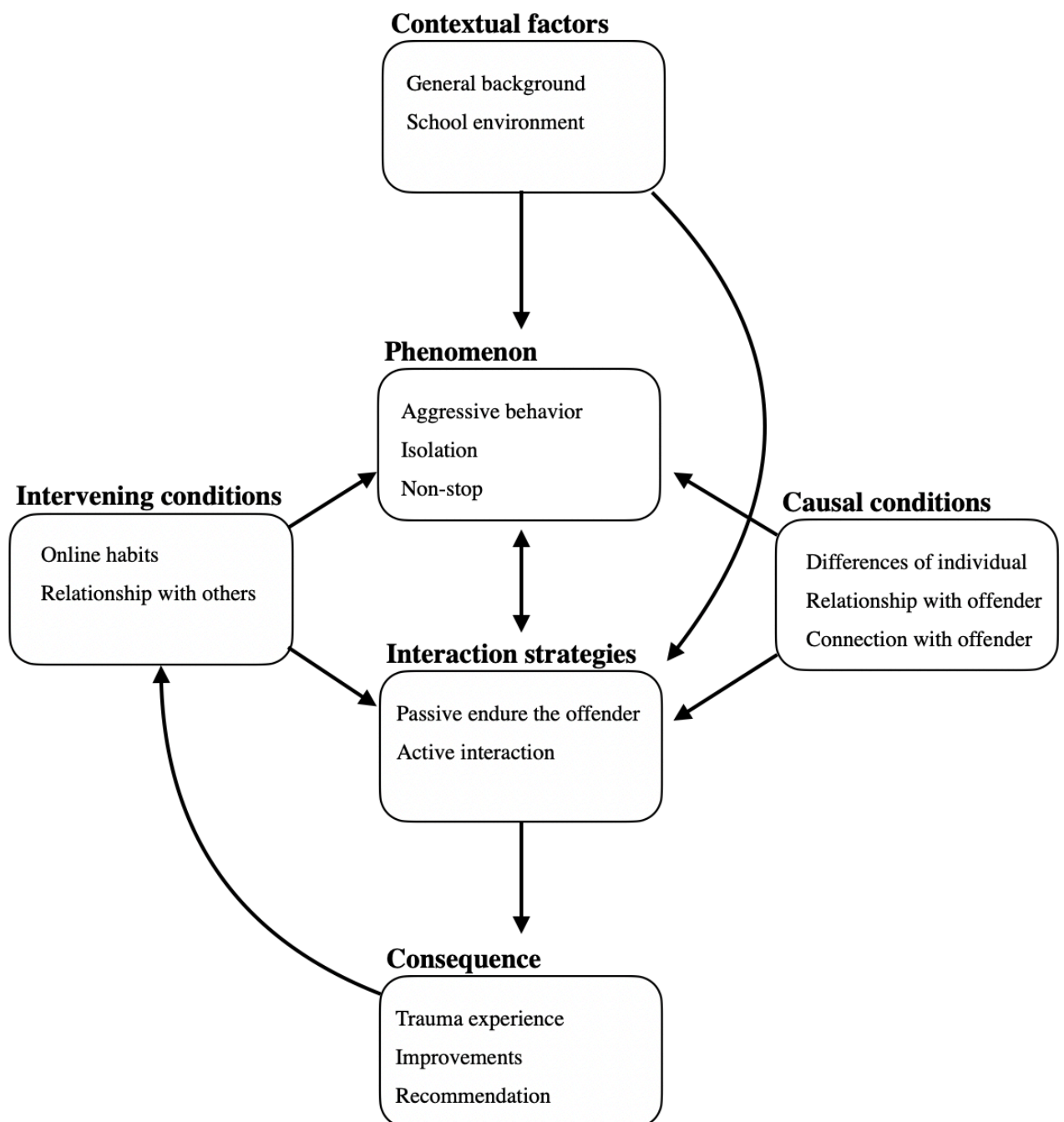
The analysis of the qualitative data has resulted in deep experience of cyberbullying. To map the cyberbullying process in Czech students. What do they feel during the cyberbullying,

how do they respond, and what influences they had from the experiences. At last, a coding paradigm includes six components were concluded.

5.2.1 Coding paradigm

The following Diagram 5.1 shows the coding paradigm for the process of cyberbullying in Czech students. There have six components under this paradigm:

Diagram 5.1 Cyberbullying process



Contextual factors

Contextual factors included differences of individual background and school environment (check Table 5.1).

Table 5.1 Contextual factors of coding paradigm

Categories	Subcategories	Properties
General background	First time been cyberbullying Internet popularity condition Age	<ul style="list-style-type: none">• Describe the time when they got cyber bullied
School environment	The level of schools The environment of schools The ability of teachers	<ul style="list-style-type: none">• Background of school

There were three subcategories for general background: first time been cyberbullying, internet popularity condition, and age (Details see Appendix D, Table 5.1.1). Between the interview, all participants mentioned that they experienced cyberbullying only one time. One of them happened when she did not have access to internet easily, but it still hurt her a lot and had a trauma experience during the interview. So the internet and social media popularity will be one of the factor influence the cyberbullying situation. As two of the participants said,

“It was in 2009, I was very small, and mostly in personal life. But I didn’t, I haven’t been in touch with Facebook so much, but my classmates were, but I didn’t.” (Participant B).

“And it started via Facebook messages, because you know, the only thing that existed at that time, I think was Facebook.” (Participant C).

Also, two of the cases happened during late of primary school in Facebook (Details see Appendix D, Table 5.1.2). The age and level of school had strong influence to cyberbullying experience. Participants have been expressed the confused as followed,

“I didn’t want to believe and I didn’t care about it, because I was so little.” (Participant B).

“Maybe yes, because it was in my school mostly, like primary school, primary education and they are like like very close community of people.” (Participant B).

“And these comments, I think the people (in university) who wouldn't react, they think like this, like a bullshit or something. But if some adult can be a member of a close group, and it was cyberbullying could be in a closed group. That could be the same, but the content will change.” (Participant B).

“So it happened when I was in eighth grade in primary school. So I was about 13 years old, 14 years old.” (Participant C).

“Maybe that, it really depends. If you get on, the fact that if you get bullied as a child or if you get bullied as a person in puberty, if you're going through puberty, because I got when I, because I got bullied as a child, I basically was I forgot most of the things. So on one hand, it's good because you know, I don't feel as bad for like the younger me. But I'm sure that if I could relive all the moments, I would be so upset and so angry as those people.” (Participant C).

In addition, both of them didn't trust the teacher's ability, The following subcategories were mentioned by both participants who got cyberbullying during primary school: the ability of teachers, the environment of schools. As participants said,

“No they did not give me any therapy. But they were trying to come down the classmates.” (Participant B).

“But teachers always tried to calm me down, calm down and do not make accuse about it.” (Participant B).

“But can you imagine what a teacher could do if.” (Participant B).

“You don't have unlimited power as a teacher. Your power is very limited.” (Participant C).

Causal conditions

Some differences of individual, possible relationship with bully, and connection with bully were considered as the casual conditions of cyberbullying in Czech school (check Table 5.2).

Table 5.2 Causal conditions of coding paradigm

Categories	Subcategories	Properties
Differences of individual	Different age Different appearance Different personality Different social condition Bad relationship	• Descriptions of the differences between offender and targets
Relationship with offender	Stranger Classmates Friendship Romance relationship Strong influence Least influence	• Descriptions of the relationship between offender and target
Connection with offender	Know each other online Know each other from reality Meet regularly Meet randomly Stable relationship Unstable relationship Continue relationship Stop relationship	• Descriptions how offender know the targets and how they maintain it

First, there were four subcategories for some differences of the individuals: different age, different appearance, different personality, different social condition, and also bad relationship (Details see Appendix D, Table 5.2.1). As two of participants mentioned,

“And maybe, and of course, it must be another comments by comments that I’m dirty. I’m ugly.” (Participant B).

“So yeah, there were targeting my experience, and maybe even my the way I was acting because I used to be a really extroverted child. And I used to express myself a lot. So maybe that was a factor too. Yeah, just my personality was really loud.” (Participant C).

“Yeah, basic. Both, combination of both (traditional and cyber bullying). Because, you know, but it all started when we were like older. So, in the beginning, you know, we were a

little kids and we were afraid of everyone, but then we got older and we were like the oldest people. I mean.” (Participant C).

“It happened quite a long time ago, so I'm not, I can recall it clearly but they always picked a certain type of person, they always picked like a lonely kids that weren't fitting in and that were from, let's say socially and economically poor families. So I'd say that it was around ten kids (been bullied by them).” (Participant C).

“ They always pick the small kids, they were always seen lonely. Yeah, like I said, they didn't have nice clothes. And they basically just didn't fit the standard of whatever they thought the standard was for them.” (Participant C).

Then, the close relationship and connection between offender and target also have different influence the cyberbullying process (Details see Appendix D, Table 5.2.2, Table 5.2.3). There the participant knew the offender for a long time in reality, and she keep the stable relationship continuing and still meet regularly. On one hand, it feels like a betrayal and when target realize the offender is an old friend that she knows in real life created a great deal of confusion . As one of the participants (C) said,

“Well, we were together from like, the first grade. So I've known him for eight years at that point.”

“Because it felt like a betrayal. You know, when it, when it's, when it was my friends. I felt really hurt because, you know, I was like, I mean, do friends actually act like that? Like, do they actually make fun of you? Because at that point, I thought that friends are for, you know, hanging around, having good time. But then actually, they turned on me and started to make fun of me. So I was like, Is this normal?”

“I guess the fact that it was coming from my friends and it made me really confused, and it resonated with me throughout, let's say high school, because it made me think that you know, it's okay for your friends to make your miserable basically. So I was struggling with the fact like, what, what a great friend is or what what kind of people should I look for, you know, if I want to have friends?”

“So. but if it came from a, like a random person that I didn't know, I mean, I was actually a really vulnerable child. So I think it would hurt, but not as much as it actually hurt from coming from my friends.”

On another hand, it feels like no differences when target got cyberbullied by an old friend that they know each other from internet. And the one of the participant trying to stop the relationship after cyberbullying. There also was participant only knew the target from online, or never could differ who is the offender, and how many of them behind the internet. As participants said,

“I think it'll be the same (if the bully is another one). Like it was just offending, I just felt like why are you saying this to anybody?” (Participant A).

“And you shouldn't like, this is my example, right? You shouldn't say like, You're so bad at language and you study for so long time. That it's kind of offending, like no mater who who said it.” (Participant A).

“So I told him like, I don't want to meet him anymore.” (Participant A).

“I don't know who did it, but I am sure it was done.” (Participant B).

Interaction strategies

Table 5.3 Interaction strategies of coding paradigm

Categories	Subcategories	Properties
Passive endure the offender	Ignore Delete Block	<ul style="list-style-type: none"> Describe the most common way of targets chosen
Active interaction	With/without offender With/without peers With/without family members With/without teachers Report Revenge	<ul style="list-style-type: none"> Describe best solution the targets suggest after cyberbullying experience.

The case of participant got cyberbullying during university had try different approach to stop the bully, such as passive endure the offender through ignore, block and delete. Also active interaction with offender, peers, and report (Details see Appendix D, Table 5.3.1). As participant (A) said,

“He also think he was the victim of our friendship, that I ghosted him and ignored his messages””

“Yeah, and then I was blocking him like everywhere I could.”

“He was making comments and I deleted the comment. And he made a new one before I even tried to block him. So I was keeping deleting his comment on the pictures. And he was even, he knew I was deleting the comments. So next time faster, next time faster. ”

“I asked him politely, asked him politely. And I even informed him like I'm blocking him.”

“And he stoped for three months after I said to him I want stop to be friends with him.”

“I did like many times, said directly, like I don't like his behavior. And I asked him to stop.”

“And at the end, I had to threaten him with police to stop. So that was the thing I did to stop him. And then he really stopped.”

“I share with my closest friends, but we share it just like hey, look, how crazy is this guy? I wasn't really seeking help.”

“So then I kind of more like commenting on the situation. I do not know, like my friends didn't really like told anything specific. Like generally, like oh my gosh, if something, if somebody is writing like this is crazy. ”

Two elementary cases of target trying some approaches to stop the offender which is not working well, and they isolated themselves from parents since they didn't get enough supports (Details see Appendix D, Table 5.3.1 and Table 5.3.2). Especially, one of case got cyber

bullied by group of people that she can't recognize who could be one of the offenders. As two of participants said,

"Yeah, at that moment? No, I always kept it to myself." (Participant C).

"But I didn't pay too much attention because in this time my classmates had Facebook, but I do not have." (Participant B).

"But I've never confronted them. I never said like, hey, what you're doing is not nice. I mean, I'm sure, I'm sure that I said like, Hey, guys, stop it. Like leave me alone, but I never said, I never like stood up in front of them and told: hey, this is making me feel really bad. Please stop." (Participant C).

"Because I didn't, I didn't think that it (share with friends) would make any difference." (Participant C).

"Yes i feel very sad and angry. Sometimes I just attacked a lot of people in my school and made fight. Sometimes me, sometimes them (start the fight)." (Participant B).

"Yeah I told them (parents) that my classmates hates me, they do not like me and that some problem. when I will got angry and when my emotion accumulated when I attacked them. They (parents) are shouting, what did you do? Can be this small boy like that? Because there was someone just small boy." (Participant B).

Intervening conditions

Table 5.4 Intervening condition of coding paradigm

Categories	Subcategories	Properties
Online habits	Screentime Profile setting Post frequency	<ul style="list-style-type: none"> Describe the characteristics of target's habits
Relationship with others	With family members With peers	<ul style="list-style-type: none"> Describe the background of social relationship

Participants explained their online habits after having been cyberbullied, which were unconsciously influenced by cyberbullying experiences. For example, they don't put any personal information online, no photos of people and do not post often. It also helped them to prevent getting cyberbullied again by others.

"Average is like three times a week and usually it's like, pictures of places (building,) I like, or I feel good about to share. Usually, I don't share picture with people."
(Participant A).

"How often, oh I do not do it often. Maybe once per one month or once per half a year? It depends. It's about what I see around me. Something interesting. I do not post myself. Like my photos and my personal life." (Participant B).

"I never make post on Facebook. Facebook is basically just for checking, you know, news and stuff. But on Instagram, I haven't posted anything in like, maybe a year. I usually post when I travel. And I don't know just some happy moments of my life. But yeah, so I post on average, let's say every half a year. Yeah, stories. On average, I post, not that much actually. So maybe one or two a month" (Participant C).

However, the screen time and the frequency of checking social media differ from one by one. Some participants check social media quite often even when they are busy, and some are not really interested in social media. As all participants mentioned,

"Around six hours per day. 42 hours last week." (Participant A).

"All the day (check social media), maybe even more often (than every hour)."
(Participant A).

"It's less often, I'm usually pretty busy on the weekend, so I don't reply that fast"
(Participant A).

"About 40 hours, 33 hours last week." (Participant B).

"Maybe five times, six times per day." (Participant B).

"Yeah, I use it. Basically every day and my average screen time is about two hours a day (14 hours a week)." (Participant C).

“It depends, like when I was studying for the state exams. I was much more on my phone, because I didn't have anything else to do, to basically relax. So I checked it for maybe like every hour, but when I'm not studying when I'm you know, after I study I usually check it maybe twice a day.” (Participant C).

In addition, the relationship with others also influenced the chance of becoming the target of cyberbullying, especially the relationship with peers and family (Details see Appendix D, Table 5.4.1). As one of the participants (B) mentioned,

“With my classmates I also had bad relationships.”

“And I have maybe three, two friends which I was meeting every weekend. And they behave differently (in a bad way). Fun, was my classmate and he behave differently when he was with me and with class.”

“I tried (to build some close relations with others), but difficult. I was pushed away always. I don't know why.”

“Very strange, I had several problems family, in my family and home.”

“My daily life, a little bit (shared with family members).”

As another participant (C) mentioned,

“Basically, I stayed at home most of the time. And I was playing video games. So that's, there was like a place where I could escape. And I was playing some, I don't know, multiplayer games, where I had friends. But they weren't, you know, like real life friends. They didn't know me that well. But I was kind of popular amongst them. So that's what I could, you know, escape from the everyday life”

“Yeah, because my mom, like you said, she was, she used to be tough, she practice tough love and used to be really authoritative, which made me kind of distanced myself from her. Because at times she could be like, really harsh. I've never really talk to her about my feelings or my struggles. So I always give things to myself.”

“And my dad died when I was like little so.”

“Talk with him (old brother) about like nice things. And I know that he loves me very much. And I know that it would break his heart if he knew what I was going through. So yeah, so I didn't tell him anything (about cyberbullying).”

Phenomenon

Table 5.5 Phenomenon of coding paradigm

Categories	Subcategories	Properties
Aggressive behavior	Make fun Appearance shame Make photo/video Angry messages Use others' account to spread misinformation	• Describe the direct type of cyberbullying
Isolation	Entertainment Teamwork	• Describe the indirect type of cyberbullying
Non-stop	High frequency Long duration Change social media Influence on reality	• Describe the responses from the offender

There are five subcategories of non-stop aggressive behavior (Details see Appendix D, Table 5.5.1). During the interview, all the participants mentioned they suffered from having been made fun of by the offender. As they said,

“Because he's like, making fun of me. Making fun of my language skills. And sometimes he was really like, offending. And from the time it was, like, increase intensity.” (Participant A).

“And I find out from my friend, one girl she told me this. And she told me that there were some videos about me and some photos about me in the internet that like, or lots of classmates made fun of me.” (Participant B).

“They, I mean, they started to making fun of me after the cyberbullying. After the you know, initial message from the guy saying that he likes me. But before that, they didn't make fun of me at all, like.” (Participant C).

All the cases also suffered from appearance shame, as they all mentioned,

“He called me like I got so fat and like using it as, like offend me. He also use a filter to made me looks so fat, and asked me can he post it in his social media.” (Participant A).

“And she sort of showed me maybe two of them pictures and there wasn't very good. There was like, not my face was a little bit modified, not good photo of capturing and they write lots of bad comments.” (Participant B).

“Like if someone posted something and not good comments about you and look there's a girl everybody knows, she's very horrible, she's very ugly. ”(Participant B).

“Yeah, I think that they made fun of my appearance. So they were saying things like why would you think that he would be even interested in you? Or what is so great about you that you know, makes you think that you have a shot with him?” (Participant C).

In addition, one participant (C) got tricked by the offender getting her friend's account with approval. That involved romantic admiration, as she mentioned,

“And then started when there was this guy that I really liked in the class, and a group of like, I called them friends, but they weren't actually my friends. They messaged me from his account, saying that he likes me and he wants to hang out with me, and all this stuff like Oh, you're so pretty and so on. And I was really thrilled because, you know, I had a major crush on that guy. But then I found out that, you know, they were actually messing with me. So that's how that started. And it actually escalated to them making fun of me online ”

Apart from this, cases from primary school both suffered from social isolation. This is a typical characteristic of school setting when it is a close system. As two of participants mentioned,

“That they make fun of me. When in the class, they make a circle and they just pushed me inside of the circle and make fight with me like everybody in saying offensive things like picture, right? Something offensive.” (Participant B).

“We have physical education. And we're playing games with ball, and whole the class was against me. So I was the first who lost, always. This is was kind of very, very unpleasant.” (Participant B).

“Um, I mean, not really [to academic performance]. But there were some problems, for example, when we were supposed to do like a group project. Of course, I didn't want to be with any of them, but my teacher was like, you have to pick someone. So that was a bit problematic, because when I picked someone, they either dropped all the work on me, or they just said basically, no, no, no, you can't. You can't be with us.” (Participant C).

Consequences

Table 5.6 Consequences of coding paradigm

Categories	Subcategories	Properties
Trauma experience	Negative emotions Self-abasement Social isolation Paranoid	<ul style="list-style-type: none"> Describe the feeling after the cyberbullying
Improvements	Online security Independence	<ul style="list-style-type: none"> Describe the coping mechanism the targets learned from cyberbullying experience
Recommendation	Ask bully to stop Disconnect faster Clarify the boundary Report Share with others Ask for help	<ul style="list-style-type: none"> Describe the better solution if possible

All the participants suffered from negative emotions, including anger, energy loss, fear, burden, feeling crushed and doubt (Details see Appendix D, Table 5.6.1). And one participant (A) became paranoid to friend he knows from the internet.

“Because I was, sometimes I was worried like, will he stand in front of my house and check me when I come home or something? So yeah, I was kind of like worried about it.”

“But he could just continue the dialogue. And like, it, it's still fears. I think if somebody is sensitive, they can still feel like some burden on you. This person is keep contacting me and I still feel it.”

All the participants learned to improve their online security (Details see Appendix D, Table 5.6.2), as two of them mentioned below,

“Yeah, definitely influenced my life on social networks. I became more careful. But after this experience, I'm like more careful more, like asking more direct questions to people before I meet them. I want to be like, sure it's not like, like, you cannot be ever sure. But I want to be like more sure. It's not crazy person who will like stalking me all the time.”
(Participant A).

It might have subconsciously to make me want to limit my posts on social media. Because, you know, I, I think that um, I got over it, and I'm basically totally okay with it. But subconsciously, it may still be there and it may, I might be afraid that if I post something that somebody's gonna make fun of me, for whatever reasons, so it's, it depends like it could be me being afraid or me just not being interested in sharing, you know, everything with people online. So.” (Participant C).

There is another special case when the target understands the friendship more from the cyberbullying experience, and is glad for becoming more independent. As one of the participants (C) said,

“Yeah, at that point, when I was in high school after I left primary school, I adopted the mindset that I can do anything on my own, and I actually don't need anyone. So yeah, I was afraid to let anyone get close to me.”

“But yeah, I'm glad that it's all over and at some. At some point, I was even happy that it happened to me because it made me realize what's important and what's not.”

All of them also give recommendation to others (Details see Appendix D, Table 5.6.3), as mentioned below,

“I think I would disconnect from the person faster. Way more faster. I was letting it go for too long. Maybe I should stop it sooner.” (Participant A).

“And there's the first, and maybe talk with someone to share your traumas, and he can make you stronger and to just face this problem with dignity and, or.” (Participant B).

“But also, I wish I could have stood up for myself and maybe try to prevent them from making fun of, you know, the other kids because I can imagine that it made them miserable as well.” (Participant C).

“I think that it goes hand in hand with your self esteem. So if you have like a high self esteem, you just basically the best way is to block them and ignore them. Even though when it happens at school, you see them basically every day, so it's kind of hard to ignore them. But I know that the target. I mean, I think that the targets usually have pretty low self esteem as I did at primary school. So I think that the best advice that I would give is to just ask for help.” (Participant C).

6 Discussion

In this study, only 3.84% of participants refer they never witnessed cyberbullying, and 19.78% participants experienced cyberbullying before. This result of target percentage is consistent with Al-zahrani (2015), Abbott's (2011), and Pew Internet and American Life Project's (2011) finding. Apart from this, 19.49% female got cyberbullied, 18.33% male got cyberbullied, 50% of non-binary gender got cyberbullied. However, the non-binary sample is only four participants. So beside that part, the result is consistent with Walker's (2014) result in undergraduate students in the United States, there are no statistically significant differences based on binary genes.

Since the role change in cyberbullying is quite common which is slightly higher than the finding of Aricak et al (2018) and Kopecký (2013), especially this means that cyberbullying should be learned societally through behaviors (Luurs, 2018; Schrodtt, Witt, & Messersmith, 2008; Bandura, 1977). In this study, the role of bully-victim is quite common, the target becoming offender is much more frequent than offender becoming target. According to Barlett, Chamberlin, & Witkower's (2017) positive reinforcement idea, and Hinduja & Patchin's (2007) revenge motivation.

In addition, 16.7% of targets mention that they had always known the offender, only 38.9% of targets never knew the offender, which slightly differs from Burgess-Proctor, Patchin, & Hinduja (2010), Alvarez (2012), and Kowalski, & Limber's (2007) result. In this study, 14.44% of Chinese university students, and 24.61% of Czech university students who join this survey experienced cyberbullying. In general, the Czech university students are more likely to have experienced cyberbullying in comparison to Chinese students. The result differs from the results of Schneider et al (2012), Becerra (2017), Alhajji, Bass, & Dai (2019). Lastly, the Czech university students' social media habits are quite different from findings of Aznar-Diaz et al (2021), especially the Instagram is most commonly used social media but it is not included in their research. It also differs from Kopecký & Szotkowski's (2020) findings about 8 to 17 years old Czech teenagers' social media habits.

Further discussion about possible reasons behind the quantitative results follows. As Figure 5.2 shows, it was obvious that most cyberbullying happened seasonally and for longer than a year based on the targets' responses. However, the witnesses state that they saw cyberbullying more often. The reason could be witnesses confused cyberbullying with cyber aggression, the

latter one finishing faster and having less influence on the target. Also since cyberbullying could happen in public online space, the aggressive behavior could be shared and witnessed more often. Referring to Figure 5.4, the target becoming offender is much more frequent than offender becoming target could be influenced by the target using another or original account to attack offender for revenge, or attacking others because they think it is easier this way based on their own experiences.

Shifting from the cyberbullying situation to social media use, 89% of participants check social media daily, almost 7.1% of them use it every two days, others use it less often. Apart from this, as Figure 5.8 shows, the targets of cyberbullying check the social media slightly less than other witnesses at weekend. The reason behind this could be the targets have less social media attachment after cyberbullying experience. Referring to Figure 5.9, most of cyberbullying happened on Facebook. However, the targets use other social media or platforms more often. The reason behind that could be a Facebook profile has to have their real name, so the offender could find their target on Facebook more easily. A similar situation also happened in Chinese social media. The reason could be the different social media have different age groups and education background. So the atmosphere of social media could be totally different. Also people could spend less time on communication when they check the video social media or platform, such as YouTube, TikTok.

Regarding the cyberbullying experiences and opinions, according to Figure 5.18, both of witnesses and targets think the invisibility of cyberbullying is most harmful. However, witnesses think anonymous and multiple media could be more harmful than the convenience of cyberbullying. Since in reference to Figure 5.3, most targets know the offenders, and they are hurt because cyberbullying happened more often in comparison to attacks on different social media and sites. In general, as Figure 5.19 shows, the targets trust their peers more than parents or university staff when involved in cyberbullying if they need social support which is rare. The witnesses, on the contrary, think it could be quite useful to get help from all peers, parents, and university staff. And most witnesses don't think contact or revenge on the offender will be useful, also moving attention away from cyberbullying. However, targets think reporting the cyberbullying and moving attention will be quite useful, or revenge or conversation with offender. Besides, both groups think ignoring and blocking the offender could be the most useful coping mechanism. Basically, as Figure 5.20 shows, both witnesses and targets share a similar order of common influences of cyberbullying. Except the suicide

ideas since witnesses could have heard of some suicide cases from news, that could be one of the reasons why witnesses think suicide ideas will be more common than academic performance fall back.

Changing the subject, the qualitative data map the process of cyberbullying, focusing more on interpersonal relationships of targets. The cyberbullying shows non-stop phenomena with high frequency, long duration, multi-social media, and influence on reality according to the participants. General background and school environment decide the cyberbullying context, all participants had cyberbullying experiences on Facebook or Instagram. Part of the reason is Facebook is more popular when two of them are involved in cyberbullying. Meanwhile, the reason behind the cyberbullying cases during elementary education is mainly the differences among individuals, such as age, appearance, personality, and social condition. Both participants experienced isolation and do not trust the teacher's ability, which is not consistent with the participant who was involved in cyberbullying during university study.

One of participants cannot recognize the offender group since there are too many, it starts from the classmates, then the school, even strangers out of the school. The teacher tried to approach her after the posts stayed, but they only tried to cool down the situation instead of giving support. And she did not have access to the internet back then, the cyberbullying still influenced her personal life. She tried to physically attack the cyberbullying offenders for revenge. She also tried asking for parents' help, but the parents blamed her for making fight and doubted the cyberbullying. It is important that she had bad relationship with classmates, friends, and family members. During the interview, the participant had trauma experience.

Another participant got cyberbullied by her regular friends' group that she had known for eight years, but it all started with a joke about romance admiration. She was popular among friends from online games, and preferred staying at home most of the time to escape from the everyday life. She also had an authoritative single mother, so she kept distance from her. Since her father died when she was little, she only shared positive rather than negative things with her older brother.

The last participant had cyberbullying during university study, the reason is the offender known from the internet had romance admiration with the target, also the offender had a bad relationship with family and moved to a new country. The two participants during different periods of education chose different approaches to deal with the connection and relationship with the offender that they knew, the younger participant decided to continue the relationship

when they still needed to meet the offenders known from reality regularly. She tried to ignore the feeling during the cyberbullying, also actively interact with the offenders, which did not work out. After all, she had to suffer from it until the time they did not need to meet regularly. However, she appreciated the cyberbullying experiences made her more independent, and realized what friendship should be like.

The older participant decided to stop the relationship and randomly meet with the offender known from the internet, but the offender still kept cyberbullying him. Later, he tried different coping mechanisms such as communicating with the offender, ignoring, deleting, blocking, and reporting the offender. Even though the older participant took the cyberbullying as a joke, he still suffered from the process and became paranoid about knowing people from the internet. Especially he only realized the trauma experiences after the interview.

6.1 Limitation & recommendations

This study has a lot of limitations that decrease the ability to generalize results. The data was collected via convenience sample, the information and conclusions may not be applicable for other populations beside this study. This study examined cyberbullying experience and opinion among higher education population in the Czech Republic and China. The quantitative research sample used in this study was largely Czechs and Chinese, which limits the possibility to generalize these findings to other nationalities, and ethnicities were not equally represented in this study. Apart from this, more than half of the population examined in the questionnaire is bachelor students, the findings may not apply to postgraduate students in university or other level of education. Another limitation of this study is the low number of participants from other faculties, more than half of students being from faculties of arts and social sciences. At last, most of participants are female, and only 5.6% of participants are non-binary gender. This limits the possibility to generalize these findings to students of all majors, and genders were not equally represented in this study.

In addition, this study didn't define the age of cyberbullying experience in the questionnaire, so it is not clear whether the result from quantitative part concerns the cyberbullying experience in university level or an earlier period. Also this study didn't consider the offenders' point of view in questionnaire, which could provide another perspective to understand the process behind cyberbullying. Regarding the social media use,

this study didn't specify the time spent on each social media, considering only general screen time, frequency of checking social media, and most used social media, not focusing on finding a connection of the time spend on specific social media and cyberbullying. In fact, the result of this study shows where the cyberbullying happened is not the most frequently used social media. Besides, this study tried to find the connection between cyberbullying and the COVID pandemic. However, the close questions are not sufficient to obtain the useful information for the conclusion.

A similar situation also happened while researching family background. As Figure 5.13 shows, in general, the students whose parents work in offices, medicine, law, science & schools, services, and entrepreneurs had slightly higher chance to be involved in cyberbullying. However, it is not possible to discern their economic background and family relationship from the data. A larger sample and deeper interview would be needed to find out about the influence of the family background on cyberbullying. Furthermore, the reliance on self-report tool which had a social acceptability bias made the study vulnerable (King & Bruner, 1999). Meanwhile, self-report tool has been repeatedly used as a valid and reliable tool of gathering qualitative data on lived experiences with evidence chain. That is one of the reasons why this study uses mix research to compare data from quantitative and qualitative research. However, most of the qualitative research sample is based on the participants' cyberbullying experience in elementary school and how it influenced their life in university. And all of interview participants are from the Czech Republic.

So, the limitations of this study is the fact that it only represents a specific population: university students who use social media, coming from a cross-sectional study with a random sample, the results are only representative for the student population. In future research, it would be important to extend the sample to other older adults in order to know if the patterns are similar. However, this study offers the unique aspect of comparing two different populations which is university students in the Czech Republic and China.

For future research, the quantitative research sample could focus on more non-binary gender who have been involved in cyberbullying since this study only received 2.2% of participant who self identified as non-binary, and half of them had been involved in cyberbullying. Apart from this, the qualitative research could focus on the students who were involved in cyberbullying during university studies instead of their opinion about it. However, this study didn't focus on the perspective of offender and role change of witness. Even though there are

31% of targets who had cyberbullying experience. But only 0.55% of participants admitted they have been offenders only, never having been targets of cyberbullying.

For an effective implementation of cyberbullying strategies, there should be more internet safety guidance for students and teachers in schools. The targets may think teachers can't help to solve the problem, they instead choose to endure and wait for the offender to stop the attack. And this guidance should be separated from traditional bullying, as cyberbullying is easier to attack and more hidden than the traditional bullying.

6.3 Conclusion

In conclusion, this study aims for a better understanding of cyberbullying situation and options among university students after the COVID-19 pandemic. It adds to the growing body of literature on the prevalence of cyberbullying behaviors. This study successfully includes a more diverse participant sample than found in previous literature, and compares the different opinions among cyberbullying witnesses and targets on frequency, duration, relationship, role change, reasons, characteristics, coping mechanisms, and influences of cyberbullying.

The description level research helps to capture the experiences of university students' understanding of cyberbullying for further conceptualization. Especially, the quantitative data include students from more faculties and of different cultural background. Based on the quantitative data, five findings follow, concerning the students' general situation and opinions, social media use, COVID-19 pandemic, students' background, and different opinions based on their role in cyberbullying process. It emphasizes the differences of social media use habits among Chinese and Czech university students. The social media plays an essential role in cyberbullying experience since the high frequency use among university students. However, the relationship between cyberbullying and COVID-19 pandemic, students' family background, and academic background was still not clear. It is not possible to predict cyberbullying from family's economic status and interpersonal relationships.

Based on the qualitative data collected, the thesis unravels the details of cyberbullying process and how it influenced the targets' feelings during different periods. The cyberbullying process was influenced by general background and school environment, such as the age when the target got cyberbullied, the internet and social media popularity. The reasons behind cyberbullying could be differences of the individual, bad relationships leading to non-stop

aggressive behavior, and isolation. The non-stop phenomena are high frequency, long duration, multi-social media, and influence on reality. The targets' coping mechanisms could be passive endurance, active interaction, which is influenced by the age, personality, experiences of cyberbullying, relationship and connection with the offender. The feeling process depends on the individual; there could only be post-trauma experiences after taking it as a joke, or positive perspective to review cyberbullying. While the researcher has begun to direct attention and exploration of cyberbullying at university students, the details of university students' cyberbullying experience are still not clear. A continued study is needed in order to better understand the process of cyberbullying among university students.

References

- Abeebe, M. V., & de Cock, R. (2013). Cyberbullying by mobile phone among adolescents: The role of gender and peer group status. *Communications*, 38(1), 107-118. doi: <http://dx.doi.org/10.1515/commun-2013-0006>
- Abbott, M. K. (2011). Cyberbullying experiences of ethnic minorities (Doctoral dissertation, University of La Verne, La Verne, California, USA).
- Accordino, D. B., & Accordino, M. P. (2011). An exploratory study of face-to-face and cyberbullying in sixth grade students. *American Secondary Education*, 40(1), 14-30. Retrieved from <http://eric.ed.gov/?id=EJ951225>
- Adler, P.A., & Adler, P. (1995). Dynamics of inclusion and exclusion in preadolescent cliques. *Social Psychology Quarterly*, 58(3), 145-162.
- Agnew, R. (2018). General strain theory. *Encyclopedia of Criminology and Criminal Justice*. doi:10.1007/978-1-4614-5690-2_218. Retrieved from https://link.springer.com/referenceworkentry/10.1007%2F978-1-4614-5690-2_218
- Alhajji, M., Bass, S., & Dai, T. (2019). Cyberbullying, mental health, and violence in adolescents and associations with sex and race: Data from the 2015 Youth Risk Behavior Survey. *Global Pediatric Health*, 6, 1-9. doi:10.1177/2333794X19868887
- Alvarez, A.R.G. (2012). "IH8U": Confronting cyberbullying and exploring the use of cyber tools in teen dating relationships. *Journal of Clinical Psychology*, 68(11), 1205-1215. doi:10.1002/jclp.21920
- Al-zahrani, A.M. (2015). Cyberbullying among Saudi's higher-education students: implications for educators and policymakers. *World Journal of Education*, 5(3), 15-26. doi: 10.5430/wje.v5n3p1
- Akbulut, Y., & Eristi, B. (2011). Cyberbullying and victimisation among Turkish university students. *Australasian Journal of Educational Technology*, 27, 1155-1170.
- Anderson, C. A., & Bushman, B. J. (2002). Human aggression. *Annual Review of Psychology*, 53, 27-51. doi:10.1146/annurev.psych.53.100901.135231

- Aricak, T., Siyahhan, S., Uzunhasanoglu, A., Saribeyoglu, S., Ciplak, S., Yilmaz, N., & Memmedov, C., (2008). Cyberbullying among Turkish Adolescents. *Cyber psychology Behavior*, 11(3), 253-261.
- Aznar-Díaz, I., Kopecký, K., Szotkowski, R., & Romero-Rodríguez, J. M. (2021). Self-expression and addiction: Instagram use by Czech and Spanish university students. *Plaridel*, 18(2), 119-140. <http://www.plarideljournal.org/article/self-expression-and-addiction-instagram-use-by-czech-and-spanish-university-students/>
- Becerra, D. (2017). *Cyberbullying and Attachment Theory: Predictors of Cyberbullying Behaviors in an Undergraduate Population* (Doctoral dissertation, Pace University, New York, State of New York, USA).
- Barlett, C. P., Chamberlin, K., & Witkower, Z. (2017). Predicting cyberbullying perpetration in emerging adults: A theoretical test of the Barlett Gentile Cyberbullying Model. *Aggressive Behavior*, 43, 147-154. doi:10.1002/ab.21670
- Barlett, C. P., & Gentile, D. A. (2012). Attacking others online: The formation of cyberbullying in late adolescence. *Psychology of Popular Media Culture*, 1(2), 123-135. doi: 10.1037/a0028113.
- Barnow, S., Lucht, M., & Freyberger, H.-J. (2001). Influence of punishment, emotional rejection, child abuse, and broken home on aggression in adolescence: An examination of aggressive adolescents in Germany. *Psychopathology*, 34, 167-173. doi:10.1159/000049302
- Bayraktar, F., Machackova, H., Dedkova, L, Cerna, A., & Ševčíková, A. (2015). Cyberbullying: The discriminant factors among cyberbullies, cyber victims, and cyberbullying-victims in a Czech adolescent sample. *Journal of Interpersonal Violence*, 30, 3192-3216. doi:10.1177/0886260514555006
- Bandura, A. (1973). *Aggression: A social learning analysis*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- BBC News. (2022, Jan 25). Liu Xuezhou: Outrage over death of 'twice abandoned' China teen. Retrieved Feb 20, 2023, from: <https://www.bbc.com/news/world-asia-china-6008006>.

- Beijing Daily (2022, Apr 7) The food deliver staff cross 27 kilometers at night, more ore warm interactions are needed under the epidemic. Retrieved Feb 20, 2023, from: <https://news.bjd.com.cn/2022/04/07/10066617.shtml>.
- Bullock, J. R. (2002). Bullying among children. *Childhood Education*, 78(3), 130-133.
- Bowers, L., Smith, P. K., & Binney, V. (1994). Perceived family relationships of bullies, victims and bully/victims in middle childhood. *Journal of Social and Personal Relationships*, 11, 215-232. doi:10.1177/0265407594112004
- Boyd, d. m & Ellison, N. B. (2007). "Social Network Sites: Definition, History, and Scholarship," *Journal of Computer- Mediated Communication*, Vol. 13 No.1, pp. 210-230.
- Beatty, M. J., & Pence, M. E. (2010). Verbal aggressiveness as an expression of selected biological influences. In T. A. Avtgis & A. S. Rancer (Eds.), *Arguments, aggression, and conflict: New directions in theory and research* (pp. 3-23). New York, NY: Routledge.
- Burgess-Proctor, A., Patchin, J. W., & Hinduja, S. (2010). Cyberbullying and online harassment: Reconceptualizing the victimization of adolescent girls. In V. Garcia & J. Clifford (Eds.),
- Chirumalla, K., Oghazi, P & Parida, V. (2018), "Social media engagement strategy: investigation of marketing and R&D interfaces in manufacturing industry", *Industrial Marketing Management*, Vol. 74, pp. 138-149.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: SAGE.
- Cowan, R. L. (2013). "Shit rolls downhill" and other attributions for why adult bullying happens in organizations from the human resource professional's perspective. *Qualitative Research Reports in Communication*, 14(1), 97-104. doi: 10.1080/17459435.2013.835347
- Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage publications.

- Crosslin, K., & Goldman, M. (2014). "Maybe you don't want to face it" — College students' perspectives on cyberbullying. *Computers in Human Behavior*, 41, 14-20. doi:10.1016/j.chb.2014.09.007
- Denzin, N. K., & Lincoln, Y. S., (2003). *Collective and interpreting qualitative materials*. Thousand Oaks, CA: SAGE.
- Donegan, R. (2012) *Bullying and Cyberbullying: History, statistics, law, prevention and analysis*. *The Elon Journal of Undergraduate Research in Communications*, 3(1), 33-42.
- Doval-Avenidaño, M., Domínguez, D., & Dans, I. (2018). Ritual use of screens among young university students. *A digital diet experience*. *Prisma Social*, 21, 480-499.
- Dredge, R., Gleeson, J., & Garcia, X. (2014). Presentation on Facebook and risk of cyberbullying victimisation. *Computers in Human Behavior*, 40, 16-22. doi:10.1016/j.chb.2014.07.035
- Finn, J. (2004). A survey of online harassment at a university campus. *Journal of Interpersonal Violence*, 19, 468-483.
- Foels, R., & Reid, L. D. (2010). Gender differences in social dominance orientation: The role of cognitive complexity. *Sex Roles*, 62, 684-692. doi:10.1007/s11199-010-9775-5
- Erdur-Baker, O. (2010). Cyberbullying and its correlation to traditional bullying, gender and frequent and risky usage of internet-mediated communication tools. *New Media & Society*, 12(1), 109-125. doi: 10.1177/1461444809341260
- Francisco, S. M., Simao, A. M. V., & Ferreira, P. C. (2015). Cyberbullying: The hidden side of college students. *Computers in Human Behavior*, 43, 167-182. doi:10.1016/j.chb.2014.10.045
- George, M. J., & Odgers, C. L. (2015). Seven fears and the science of how mobile technologies may be influencing adolescents in the digital age. *Perspectives on Psychological Science*, 10(6), 832-851.
- Glaser, B. G. (1978). *Advances in the methodology of grounded theory: Theoretical sensitivity*. Mill Valley, CA: Sociology Press.
- Goldscheider, F., & Goldscheider, C. (1994). Leaving and returning home in 20th century America. *Population Bulletin*, 48(4), 2-4. Proquest.

- Grading, P., Strohmeier, D., & Spiel, C. (2009). Traditional bullying and cyberbullying: Identification of risk groups for adjustment problems. *Journal of Psychology*, 217, 205-213. doi:10.1027/0044-3409.217.4.205
- Gunther, N., DeSmet, A., Jacobs, N., & De Bourdeaudhuij, I. (2016). Comparing associated harm with traditional and cyberbullying bullying: A narrative systematic review of mental, physical and behavioral negative outcomes. In T. Völlink & F. Dehue (Eds.), *Cyberbullying: From theory to interventions* (pp. 54-76). New York, NY: Routledge.
- Heisel, A. D. (2010). Verbal aggressiveness and prefrontal cortex asymmetry. In T. A. Avtgis & A. S. Rancer (Eds.), *Arguments, aggression, and conflict: New directions in theory and research* (pp. 26–43). New York, NY: Routledge.
- Hinduja, S., & Patchin, J. W. (2007). Offline consequences of online victimization: School violence and delinquency. *Journal of School Violence*, 6(3), 89-112. doi: 10.1300/J202v06n03_06
- Hinduja, S., & Patchin, J. W. (2010). Bullying, cyberbullying, and suicide. *Archives of Suicide Research*, 14(3), 206-221. doi: 10.1080/13811118.2010.494133
- Hinduja, S. (2013). Editorial: Cyberbullying among adolescents: Implications for empirical research. *Journal of Adolescent Health*, 53, 431-432. doi: <http://dx.doi.org/10.1016/j.jadohealth.2013.07.030>
- Hunter, A., Murphy, K., Grealish, A., Casey, D., & Keady, J. (2011). Navigating the grounded theory terrain. Part 1. *Nurse Researcher*, 18(4), 6-10.
- Infante, D. A., Chandler, T. A., & Rudd, J. E. (1989). Test of an argument skill deficiency model of interspousal violence. *Communication Monographs*, 56, 163-177.
- Infante, D. A., & Wigley, C. J., III (1986). Verbal aggressiveness: An interpersonal model and measure. *Communication Monographs*, 53(1), 61-69.
- Kaplan, A.M & Haenlein, M. (2010), “Users of the world, unite! the challenges and opportunities of social media”, *Business Horizons*, Vol. 53 No. 1, pp. 59-68.
- King, M. F., & Bruner, G.C. (1999) Social desirability bias: A neglected aspect of validity testing. *Psychology and Marketing*, 17(2), 79-103.

- Kowalski, R. M. & Limber S. P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health*, 41(6), S22-S30. doi: 10.1016/j.jadohealth.2007.08.017
- Kopecky, K. (2017). Online blackmail of Czech children focused on so-called “sextortion” (analysis of culprit and victim behaviors). *Telematics and Informatics*, 34(1), 11-19. DOI:10.1016/j.tele.2016.04.004
- Kopecky, K., & Szotkowski, R. (2017). Cyberbullying, cyber aggression, and their impact on the victim – The teacher. *Telematics and Informatics*, 34(2), 506-517. DOI:10.1016/j.tele.2016.08.014
- Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140, 1073-1137. doi:10.1037/a0036634
- Kopecky, K. (2013). Cyberbullying and Other Risks of Internet Communication Focused on University Students, International Conference on Education & Educational Psychology. *Procedia - Social and Behavioral Sciences*, 112:260-269.
- Kopecky, K. (2014). Cyberbullying and Other Risks of Internet Communication Focused on University Students. *Procedia - Social and Behavioral Sciences*, 112, 260–269. ISSN 1877-0428. [https://doi:10.1016/j.sbspro.2014.01.1163](https://doi.org/10.1016/j.sbspro.2014.01.1163)
- Kowalski, R., Limber, S., & Agatston, P. (2007). *Cyber Bullying: Bullying in the Digital Age* (1st ed.). Malden: Blackwell Publishers.
- Langos. C. (2012). Cyberbullying: The challenge to define. *Cyber psychology, Behavior, and Social Networking*, 15, 285-289. doi:10.1089/cyber.2011.0588
- Leary, M. R., & Kowalski, R. M. (1990). Impression management: A literature review and two-component model. *Psychological Bulletin*, 107, 34-47. doi:10.1037//0033-2909.107.1.34
- Leung, A. N. M., Wong, N., & Farver, J. M. (2017). Cyberbullying in Hong Kong Chinese students: Life satisfaction, and the moderating role of friendship qualities on cyberbullying victimization and perpetration. *Personality and Individual Differences*, 133, 7-12. doi:10.1016/j.paid.2017.07.016

- Li, Q. (2005). New bottle but old wine: A research of cyberbullying in schools. *Computers in Human Behavior*, 23(4), 1777-1791. doi: 10.1016/j.chb.2005.10.005
- Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International*, 27, 157-170. doi: 10.1177/0143034306064547
- Li, Q. (2007). New bottle but old wine: A research on cyberbullying in schools. *Computers and Human Behaviour*, 23, 1777–1791. doi:10.1016/j.chb.2005.10.005
- Lindlof, T. R. (1995). *Qualitative communication research methods*. Thousand Oaks, CA: SAGE.
- Lindlof, T. R., & Taylor, B. C. (2002). *Qualitative communication research methods*. Thousand Oaks, CA: SAGE.
- Lobel, I., Sadler, E & Varshney, L.R. (2016), “Customer referral incentives and social media”, *Management Science*, Vol. 63 No. 10, pp. 3514-3529.
- Luurs, G. D. (2018). *CHATting About Cyberbullying: An Activity Systems Analysis of Cyberbullying* (Doctoral dissertation, North Carolina State University, Raleigh, North Carolina, USA).
- Mason, K. L. (2008). Cyberbullying: A preliminary assessment for school personnel. *Psychology in the School*, 45, 323-348. doi:10.1002/pits.20301
- Machackova. (2019). *Cyberaggression in Context: Youth Involvement and Responses* (Habilitation thesis, Masaryk University, Brno, Czech Republic).
- McLaren, R. M., & Solomon, D. H. (2008). Appraisals and distancing responses to hurtful messages. *Communication Research* 35(3). 339-357. doi: 10.1177/00936650208315961
- McLaren, R. M., & Solomon, D. H. (2014a). Contextualizing experiences of hurt within close relationships. *Communication Quarterly*, 62(3), 323-341. doi: 10.1080/01463373.2014.911766
- McLaren, R. M., & Solomon, D. H. (2014b). Victim and perpetrator accounts of hurtful messages: An actor-partner interdependence model. *Human Communication Research* 40, 291-308. doi: 10.1111/hcre.12031
- Metts, S., Sprecher, S., & Cupach, W. R. (1991). Retrospective self-reports. In B. M.

- Mills, C. B., & Carwile, A. M. (2009). The good, the bad, and the borderline: Separating teasing from bullying. *Communication Education, 58*(2), 276-301. doi: 10.1080/03634520902783666
- Montgomery, & S. Duck (Eds.), *Studying interpersonal interaction* (pp. 162-178). New York, NY: Guilford.
- Moreno-Guerrero, A. J., Rodríguez-Jiménez, C., Ramos, M., Soler-Costa, R., & López, J. (2020). WhatsApp and Google Drive Influence on Pre-service Students' Learning. *Frontiers in Education, 5*, 152. DOI:10.3389/feduc.2020.00152
- Monks, C. P., Smith, P. K., Naylor, P., Barter, C., Ireland, J. L., & Coyne, I. (2009). Bullying in different contexts: Commonalities, differences and the role of theory. *Aggression and Violent Behavior, 14*, 146-156. doi:10.1016/j.avb.2009.01.004
- Olweus, D. (1993). *Bullying at school*. Oxford, UK: Blackwell.
- Olweus, D. (2012). Cyberbullying: An overrated phenomenon? *European Journal of Developmental Psychology, 9*, 520-538. doi:10.1080/17405629.2012.682358
- Online etymology dictionary (2023, Aug 29). Cyber definition. Retrieved Feb 20, 2023, from: https://www.etymonline.com/word/cyber-#etymonline_v_29224.
- Pappas, S. (2015). Cyberbullying on social media linked to teen depression. LiveScience. Retrieved from <http://www.livescience.com/51294-cyberbullying-social-media-teen-depression.html>
- Park, S., Na, E., & Kim, E. (2014). The relationship between online activities, netiquette and cyberbullying. *Children and Youth Services Review, 42*, 74-81. doi:10.1016/j.chilyouth.2014.04.002
- Palfrey, J., & Gasser, U. (2010). *Born digital: Understanding the first generation of Digital Natives*. New York, NY: Basic Books.
- Peluchette, J. V., Karl, K., Wood, C., & Williams, J. (2015). Cyberbullying victimization: Do victims' personality and risky social network behaviors contribute to the problem? *Computers in Human Behavior, 52*, 424-435. doi:10.1016/j.chb.2015.06.028

- Pew Internet & American Life Project. (2011). Teens, kindness and cruelty on social network sites. Retrieved from <http://www.pewinternet.org/Reports/2011/Teens-and-social-media.aspx>
- Pew Research Center (2014). Social networking fact sheet. Retrieved from <http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet/>
- Pew Research Center. (2018). A majority of teens have experienced some form of cyberbullying. Retrieved from <https://www.pewresearch.org/internet/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying>
- Pivec, M & Macek, A. (2019), "Employment background influence on social media usage in the field of european project management and communication", *Journal of Business Research*, Vol. 94, pp. 280-289.
- Roberto, A. J., & Eden, J. (2010). Cyberbullying: Aggressive communication in the digital age. In T. A. Avtgis & A. S. Rancer (Eds.), *Arguments, aggression, and conflict: New directions in theory and research* (pp. 198-216). New York, NY: Routledge.
- Roberts, J.A., Honore, L., & Manolis, C. (2014). The invisible addiction: Cell-phone activities and addiction among male and female college students. *Journal of Behavioral Addictions*, 3(4), 254-265. DOI:10.1556/JBA.3.2014.015
- Salmivalli, C., & Nieminen, E. (2002). Proactive and reactive aggression among school bullies, victims, and bully-victims. *Aggressive Behavior*, 28, 30-44. doi:10.1002/ab.90004
- Schrodt, P., Witt, P. L., & Messersmith, K. S. (2008). A meta-analytic review of family communication patterns and their associations with information processing, behavioral, and psychosocial outcomes. *Communication Monographs*, 75(3), 248-269.
- Schneider, S., O'Donnell, L., Stueve, A., & Robert, W. S. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health*, 102(1), 171-177.
- Sevcikova, A., & Smahel, D. (2009). Online harassment and cyberbullying in the Czech Republic. *Zeitschrift für Psychologie/Journal of Psychology*, 217 (4), 227-229.

- Sidanius, J., & Pratto, F. (1999). *Social dominance: An intergroup theory of social hierarchy and oppression*. New York, NY: Cambridge University Press.
- Sidorowicz, J. (2015). Mom: Cyber bullying killed my daughter. Fox17 News West Michigan. Retrieved from <http://fox17online.com/2015/07/21/mom-cyber-bullying-killed-my-daughter/>
- Smith, P. K., & Sharp, S. (Eds.). (1994). *School bullying: Insights and perspectives*. New York, NY: Routledge.
- Smith, J.A., & Yoon, J. (2012) Cyberbullying Presence, Extent, & Forms in a Midwestern Post-secondary Institution. Paper presented at the Information System Educators Confined, New Orleans Louisiana, USA.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: SAGE.
- Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior*, 26(3), 277-287. doi: 10.1016/j.chb.2009.11.014
- Vandebosch, H. and Van Cleemput, K. (2009). Cyberbullying among youngsters: Profiles of bullies and victims. *New Media & Society*, 11(8): 1349-1371. doi:10.1177/1461444809341263
- Vangelisti, A. L. (1994). Messages that hurt. In W. R. Cupach & B. H. Spitzberg (Eds.), *The dark side of interpersonal communication* (pp. 53-82). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Vandebosch, H., & Van Cleemput, K. (2009). Cyberbullying among youngsters: Profiles of bullies and victims. *New Media & Society*, 11, 1349-1371. doi:10.1177/1461444809341263
- Valkenburg, P. M., & Peter, J. (2011). Online communication among adolescents: An integrated model of its attraction, opportunities, and risks. *Journal of Adolescent Health*, 48, 121-127. doi:10.1016/j.jadohealth.2010.08.020

- Vandebosch, H., & Van Cleemput, K. (2009). Cyberbullying among youngsters: Profiles of bullies and victims. *New Media & Society*, 11, 1349-1371. doi:10.1177/1461444809341263
- Vollink, T., Dehue, F., McGuckin, C., & Jacobs, N. C. L. (2016). An introduction in cyberbullying research. In T. Vollink, F. Dehue & C. Mc Guckin (Eds.), *Cyberbullying from theory to intervention* (pp. 3-15). London, UK: Routledge.
- Waterloo, S. F., Baumgartner, S. E., Peter, J., & Valkenburg, P. M. (2018). Norms of online expressions of emotion: Comparing Facebook, Twitter, Instagram, and WhatsApp. *New Media & Society*, 20(5), 1813-1831. DOI:10.1177/1461444817707349
- Wachs, S. (2012). Moral disengagement and emotional and social difficulties in bullying and cyberbullying: Differences by participant role. *Emotional & Behavioral Difficulties*, 17, 347-360. doi:10.1080/13632752.2012.704318
- Walker, C. M. (2014). Cyberbullying redefined: An analysis of intent and repetition. *International Journal of Education and Social Science*, 1(5), 59-69.
- Walker, C. M., Sockman, B. R., & Koehn, S. (2011). An exploratory study of cyberbullying with undergraduate university students. *TechTrends*, 55(2), 31-38.
- Walrave, M., & Heirman, W. (2011). Cyberbullying: Predicting victimisation and perpetration. *Children & Society*, 25(1), 59-72. doi: 10.1111/j.1099-0860.2009.00260.x
- Wang, J., Iannotti, R. J., & Luk, J. W. (2010). Bullying victimization among underweight and overweight U.S. youth: Differential associations for boys and girls. *Journal of Adolescent Health*, 47(1), 99-101.
- Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among US adolescents: physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45, 368-375.
- Wang, Y. (2020). *The Role of Perceived Social Injustice in Cyberbullying* (Doctoral dissertation, Temple University, Philadelphia, Pennsylvania, USA).
- Waterloo, S. F., Baumgartner, S. E., Peter, J., & Valkenburg, P. M. (2018). Norms of online expressions of emotion: Comparing Facebook, Twitter, Instagram, and WhatsApp. *New Media & Society*, 20(5), 1813-1831. DOI:10.1177/1461444817707349

- Willard, N. (2007). The authority and responsibility of school officials in responding to cyberbullying. *Journal of Adolescent Health*, 41(6), S64-S65. doi:10.1016/j.jadohealth.2007.08.013
- Wong-Lo, M., & Bullock, L. M. (2011). Digital aggression: Cyberworld meets school bullies. *Preventing School Failure*, 55(2), 64-70. doi: 10.1080/1045988X.2011.539429
- Wong-Lo, M., Bullock, L. M., & Gable, R. A. (2011). Cyberbullying: Practices to face digital aggression. *Emotional and Behavioural Difficulties*, 16, 317-325. doi:10.1080/13632752.2011.595098
- Wolke, D., Lee, K., & Guy, A. (2017). Cyberbullying: A storm in a teacup? *European Child & Adolescent Psychiatry*, 26, 899-908. doi:10.1007/s00787-017-0954-6
- Xenos, M., Vromen, A & Loader, B. D. (2014). “The great equalizer? Patterns of social media use and youth political engagement in three advanced democracies”, *Information, Communication & Society*, Vol. 17 No. 2, pp. 151–167.
- Ybarra, M. L., & Mitchell, K. J. (2004). Online aggressor/targets, aggressors, and targets: A comparison of associated youth characteristics. *Journal of Child Psychology and Psychiatry, and allied disciplines*, 45(7), 1308-1316. doi: 10.1111/j.1469-7610.2004.00328.x
- Zhao, H., Huang, Y & Wang, Z. (2021). “Comparison between social media and social networks in marketing research: a bibliometric view”. *Nankai Business Review International*, Vol.12 No.1 , pp. 122-151.
- Zhang, S. (2009). Sender-recipient perspectives of honest but hurtful evaluative messages in romantic relationships. *Communication Reports*, 22(2), 89-101. doi:10.1080/08934210903032448
- Zhang, S., & Stafford, L. (2009). Relational ramifications of honest but hurtful evaluative messages in close relationships. *Western Journal of Communication*, 73(4), 481-501. doi: 10.1080/10570310903279034

Appendix A Recruitment flyer

Univerzity Palackého
v Olomouci

**Come to help improve
cyberbullying in university**

Zkušenost univerzitních studentů s kyberšikanou
Chcete-li změnit jazyk otázek, klikněte na ikonu „Země“ v horní části dotazníku

Můžete nás kontaktovat, pokud máte zájem se připojit k rozhovoru o zkušenostech s kyberšikanou, který je pro nás důležitý nebo se s dotazy přímo obraťte na našeho výzkumníka
heyu_email@icloud.com

**Join our questionnaire
or interview to help**

Link: forms.office.com/e/dNrS37ZzNz

Zabere Vám to přibližně 10 minut vašeho času.
Prosím, pokud možno vyberte anglickou verzi, Česká verze je pro anglicky nemluvící

Appendix B Recruitment messages

Dear colleagues,

Good afternoon.

I am Harinder who study with you in this course. Sorry to disturb you, I wish you enjoy the new semester. However, could you help me with my thesis if you have 10 mins for questionnaire. There have English and Czech version. It is welcoming to international and local students both or who studied before during 2020-2022. Just scan the QR code or save the link until you have time.

I will be really grateful if you can share the poster with your classmates or colleagues in chat group. You can also join our individual interview if you want share the experience with cyberbullying. Thanks for your time, wish you have a great day!

<https://forms.office.com/e/dNrS37ZzNz>

Prosím můžeš mi pomoci s mojí prací jestli máš 10 minut na dotazník? Je v anglické a české verzi. Je to přivítání jak mezinárodních tak i domácích studentů, a těch co studovali 2020-2022. Stačí naskenovat QR kód a nebo uložit odkaz na později, kdy budeš mít čas. Bylo by perfektní, jestli můžeš, plakát sdílet spolužákům nebo kolegům. Taky se můžeš zúčastnit našeho individuálního rozhovoru pokud chceš sdílet nějakou osobní zkušenost s kyberšikanou. Díky za tvůj čas.

Best wishes,

Harinder (HE Yu)

Hi,

Sorry to response this late. I'm Harinder who is doing the cyberbullying research. It's really kind that you joined the questionnaire and want to have individual conversation about your own experiences. And I'm sorry for what happened, I also had some cyberbullying experiences from the people I know personally.

However, I would like to know which city you want to meet? Or you prefer online call. And the interview will start during mid or end of March. We also will use English as communication language. Is it ok for you? Take your time, no rush at all. Thank you very much for improving the University environment. And looking forward meet you. Wish you have a great day.

Best wishes,

Harinder (HE Yu)

Hi,

I hope you enjoyed the holiday. I'm sending you the scan copy of the informed consent form, and the transcript for interview. I want to remind you, that it is not compulsory to read it again if you feel too emotional. Please check the conversation when you have the time and ready to go through the experience again. Feel free to delete or add any details in different color. Thanks for your time and help to this study. Wish you have a great day!

Best wishes,

Harinder (HE Yu)

Appendix C Questionnaire

The university students' experience with Cyberbullying (English version)

Dear Madam, dear sir,

Thank you for your willingness to complete a questionnaire about the experience of cyberbullying. This questionnaire is part of master thesis from Faculty of Education, Palacky University. It aims to map the situation of cyberbullying in public universities of Czech Republic. It may cost you 10 mins.

Practical instructions for completing the questionnaire:

The questionnaire consists of two thematic parts. Please choose English version if it's possible, Czech version is for non English speakers. If you want change language of questions, click the "earth" icon at the top of the questionnaire. Obligatory questions to fill in are marked with an asterisk sign (*).

Cyberbully is defined based on extending the traditional bullying as an aggressive behavior among people perpetrated repeatedly through electronic, which means by a group or individual against a target who can not defend themselves easily on themselves discrimination. The main difference of cyberbully and cyber aggression is the later one happened only one time.

The datas will not share with public, and it will be anonymous. You could contact us if you want join the interview of cyberbully experiences later which will be important to us. Thank you for your time and help. Wish you have a great day!

Personal information (15 questions) :

1. Are you agree us to use the data at university research? *

A. Yes

B. No

2. What is your gender? *

A. Female

B. Male

C. No binary

D. Others

3. What is your age? *

Under 18

Others

4. What is your nationality? *

Open question

5. Which year did you enroll into the study program? *

Open question

6. Which type of university do/did you study? *

A. Public

B. Private

C. Others

7. Which type of degree do/did you study? *

Bachelor

Master

C. Ph.D

D. Others

8. Which faculty do/did you study? *

A. Faculty of Arts (Social science)

B. Faculty of Medicine (Health science)

C. Faculty of Science (Mathematics)

D. Faculty of Law

E. Faculty of Theology

F. Faculty of Physical culture

G. Faculty of Economic

H. Faculty of Education

I. Others

9. Are you in Erasmus program now? Do you mind share the name of your Erasmus university or original university name if you are not in Erasmus? (only chose from first two answer if you do mind share) *

A. Yes

B. No

C. Others

10. How long did you use phone every week? (please check at setting - screen time) *

A. More than 72 hours

B. 48-71 hours

C. 24-47 hours

D. Less than 24 hours

E. Less than 12 hours

F. Less than 6 hours

11. How often did you check social media every week day? (Please write down if it was more often) *

A. Daily

B. Every two days

C. Twice a week

D. Once a week

E. Longer than a week

F. Others

12. How often did you use social media every weekend? (If you are not busy) *

A. Every hour

B. Every two hours

C. Twice a day

D. Once a day

E. Once a weekend

F. Others

13. Which social media or platform you are use more often? (please choose any that apply) *

A. Facebook (include FB messenger)

B. Tiktok

C. Instagram

D. Twitter

E. Tumble

F. Linkedin

G. Youtube

- H. Telegram
- I. What's app
- J. Snapchat
- K. Quora
- L. Wechat
- M. Weibo
- N. QQ
- O. Baidu
- P. Red
- Q. Others

14. What is your total GPA (grade point average) if the top is 1.0 (4.0)? *

- A. 1.0-1.5 (3.5-4.0)
- B. 1.6-2.0 (3.0-3.4)
- C. 2.1-2.5 (2.5-2.9)
- D. Higher than 2.5 (Lower than 2.5)

15. What is your parents' job? (Please write down their career if it is not included, you can skip is you do mind to answer)

- A. Office worker
- B. Carpentry, manual labor
- C. Services/Odvětví služeb
- D. Government staff
- E. Artist
- F. Doctor, lawyer, scientist
- G. Manager
- H. Entrepreneur
- I. Others

Cyberbully experiences :

(Different questions based on cyberbullying experience: Witness / Target)

16. Did you ever experienced cyber bullying? *

- A. Yes
- B. No

17. How often did you see cyberbullying? / How often did you experience cyberbullying? *

- A. Every day
- B. Every week
- C. Every month
- D. Every season
- E. Every year
- F. Longer than a year
- G. Never

18. Where did you see cyberbullying more often? / Where did you experience cyberbullying more often? (Please choose any that apply) *

- A. Facebook (include FB messenger)
- B. B. Tiktok
- C. Instagram
- D. Twitter
- E. Tumblr
- F. LinkedIn
- G. Youtube
- H. Telegram
- I. WhatsApp
- J. Snapchat
- K. Quora
- L. Wechat
- M. Weibo
- N. QQ
- O. Baidu
- P. Red
- Q. Others

19. Which type of cyberbullying did you see more often? / Which type of cyberbullying did you experience more often? *

- A. Flaming by angry or vulgar messages
- B. Harassment by offensive messages repeatedly
- C. Cyberstalking with threats of harm

- D. Denigration by harmful or untrue statements
- E. Masquerade by pretending to be someone else to hurt them
- F. Outing & trickery by humiliating or disseminating embarrassing information
- G. Exclusion by intentionally excluding someone

20. What are the most common reasons may caused cyberbullying happened? / What are the reasons caused you experienced cyberbullying? (Please choose any that apply) *

- A. The revenge from target of reality bully or cyber bully
- B. Combine with reality bully
- C. Witness became bullies
- D. Accidentally misunderstanding or conflict

21. Was cyberbullying related to this situations? COVID pandemic, Online lesson.

- A. Never
- B. Rarely
- C. Sometimes
- D. Frequently
- E. Often
- F. Always

22. Did you ever saw or heard a target became bully or bully became target?

- A. Never
- B. Rarely
- C. Sometimes
- D. Frequently
- E. Often
- F. Always

23. Which characteristic of cyberbullying is most harmful based on your opinion? / Which characteristic of cyberbullying is most harmful based on your experiences? (Please choose any that apply, and write down if you have other opinions)

- A. Anonymous
- B. Convenience
- C. Multiple medias
- D. Invisible harm
- E. Others

24. How long do you think it's most common for cyberbullying? / How long do you involve into cyberbullying?

- A. Less than a week/Méně než týden
- B. Between one to two weeks/Mezi jedním až dvěma týdny
- C. Between three to four weeks/Mezi třemi až čtyřmi týdny
- D. Between one to three months/Mezi jedním až třemi měsíci
- E. Between three months to half year/Od tří měsíců do půl roku
- F. Longer than half year/Déle než půl roku

25. Do u think they know each other in reality? / Do you know each other in reality?
(write down what is the relationship between you if you know the bully)

- A. Never/Nikdy
- B. Sometimes /Někdy
- C. Always /Vždycky
- D. Do not know/Nevím

26. Which way to deal with cyberbullying was most useful to you? (Please choose any that apply)

- A. Direct reached out to the bully for revenge
- B. Direct reached out to the bully for conversation
- C. Asked for social support from parents
- D. Asked for social support from university staff
- E. Asked for social support from peers
- F. Moved attention to other thing
- G. Ignore and block
- H. Delete the account
- I. Report

27. What are the most common influences of cyberbullying in your opinion? / What are the most common influences of cyberbullying in your experience? (Please choose any that apply)

- A. Psychological trauma
- B. Isolation
- C. Revenge
- D. Physical harm
- E. Academic performance fall behind
- F. Suicide

28. What is your role in cyberbullying?

- A. Target
- B. Target then bully
- C. Bully then target
- D. Bully
- E. Witness

29. How often you think denigration by harmful or untrue statements was happened in cyberbullying?

- A. Never
- B. Rarely
- C. Sometimes
- D. Frequently
- E. Often
- F. Always

30. Do you want to join the individual interview about cyberbullying experience later? (It can be online or in person. And you can be not only target, but also bully experience is important to us)

Write down your e-mail if you want share more experience anonymous (email address will be all delete after the research complete) or contact our researcher directly for questions:

Zkušenost univerzitních studentů s kyberšikanou

Vážená paní, vážený pane,

Děkujeme za ochotu vyplnit dotazník o zkušenostech s kyberšikanou. Tento dotazník je součástí diplomové práce z Pedagogické fakulty Univerzity Palackého. Jeho cílem je zmapovat situaci kyberšikany na veřejných vysokých školách v České republice. Zabere Vám to přibližně 10 minut vašeho času.

Praktický návod k vyplnění dotazníku:

Dotazník se skládá ze dvou tematických částí. Prosím, pokud možno vyberte anglickou verzi, Česká verze je pro anglicky nemluvící. Chcete-li změnit jazyk otázek, klikněte na ikonu „Země“ v horní části dotazníku. Povinné otázky k vyplnění jsou označeny hvězdičkou (*).

Kyberšikana je definována na základě rozšíření tradiční šikany jako agresivního chování mezi lidmi páchaného opakovaně prostřednictvím elektronické komunikace, tedy ze strany skupiny či jednotlivce vůči cíli, který se nemůže sám snadno bránit diskriminaci. Hlavní rozdíl mezi kyberšikanou a kybernetickou agresí spočívá v tom, že agrese se opakuje pouze jednou.

Údaje tohoto dotazníku nebudou sdíleny s veřejností a budou anonymní. Můžete nás kontaktovat, pokud máte zájem se připojit k rozhovoru o zkušenostech s kyberšikanou, který je pro nás důležitý. Děkujeme za váš čas a pomoc. Přejeme vám krásný zbytek dne!

Osobní informace (15):

1. Souhlasíte s tím, abychom data používali při univerzitním výzkumu? *

A. Ano

B. Ne

2. Jakého jste pohlaví? *

A. Ženský

B. Mužský

C. Nebinární

D. Jiné

3. Kolik je vám let? *

A. Méně než 18 let

B. Jiné

4. Z jaké země pocházíte? *

5. Ve kterém roce jste se přihlásili do studijního programu? *

6. Jaký typ vysoké školy jste studoval(a) nebo aktuálně studujete? *

A. Veřejná

B. Soukromá

C. Jiného

7. Jaké máte/budete mít tituly? *

A. Bakalářský titul

B. Magisterský titul

C. Ph.D

D. Jiné

8. Na jaké univerzitní fakultě studujete (studovali jste)? *

A. Filozofická fakulta (sociální vědy)

B. Lékařská fakulta (zdravotnictví)

C. Přírodovědecká fakulta (Matematika)

D. Právnická fakulta

E. Teologická fakulta

F. Fakulta tělesné kultury

G. Ekonomická fakulta

H. Pedagogická fakulta

I. Jiná

9. Jste v programu Erasmus? Mohli byste nám sdělit název vaší Erasmus školy nebo bývalé školy pokud nejste v programu Erasmus? (Pokud vám to vadí, můžete odpovědět pouze na jednu z prvních dvou otázek.) *

A. Ano

B. Ne

C. Jiného

10. Kolik trávíte času na telefonu za celý týden? (zkontrolujte v nastavení – čas u obrazovky) *

A. Více než 72 hodin

B. 48-71 hodin

C. 24-47 hodin

- D. Méně než 24 hodin
- E. Méně než 12 hodin
- F. Méně než 6 hodin

11. Jak často během dne kontrolujete sociální sítě? (Pokud je více, napište) *

- A. Denně
- B. Každý druhý den
- C. Dvakrát do týdne
- D. Jednou do týdne
- E. Méně než jednou týdně
- F. Jiného

12. Jak často jste každý víkend používali sociální média? (Pokud nemáte práci) *

- A. Hodinově
- B. Každé dvě hodiny
- C. Dvakrát denně
- D. Jednou denně
- E. Jednou za víkend
- F. Jiného

13. Jakou sociální aplikaci nebo platformu používáte nejčastěji? (vyberte všechny platné možnosti) *

- A. Facebook (include FB messenger)
- B. Tiktok
- C. Instagram
- D. Twitter
- E. Tumble
- F. LinkedIn
- G. Youtube
- H. Telegram
- I. What's app
- J. Snapchat
- K. Quora
- L. Wechat
- M. Weibo

N. QQ

O. Baidu

P. Red

Q. Jiného

14. Jaká je vaše celková GPA (průměr bodů), pokud je plné skóre 1,0 (4,0)? *

A. 1.0-1.5 (3.5-4.0)

B. 1.6-2.0 (3.0-3.4)

C. 2.1-2.5 (2.5-2.9)

D. Nad 2.5, Pod 2.5

15. Jaká jsou povolání vašich rodičů? (Zapište prosím jejich kariéru, pokud tam není)

A. Pracovníci v kanceláři

B. Dělník

C. Odvětví služeb

D. Vládní zaměstnanci

E. Umělec

F. Lékař, právník, vědec, výzkumník

G. Manažer

H. Podnikatel

I. Jiného

Zážitky kyberšikany:

16. Zažili jste někdy kyberšikanu?

A. Ano

B. Ne

17. Jak často jste viděli kyberšikanu? / Jak často se setkáváte s kyberšikanou?

A. Každý den

B. Každý týden

C. Každý měsíc

D. Každé čtvrtletí

E. Každý rok

F. Méně než jednou ročně

G. Nikdy

18. Kde jste kyberšikanu viděl(a) nejčastěji? / Kde jste se s kyberšikanou setkal(a) častěji?
(vyberte všechny platné možnosti)

- A. Facebook (include FB messenger)
- B. Tiktok
- C. Instagram
- D. Twitter
- E. Tumble
- F. Linkedin
- G. Youtube
- H. Telegram
- I. What's app
- J. Snapchat
- K. Quora
- L. Wechat
- M. Weibo
- N. QQ
- O. Baidu
- P. Red
- Q. Others

19. S jakým typem kyberšikany jste se setkali nejčastěji? / Jaký typ kyberšikany jste zažil(a) nejčastěji ?

- A. Útok násilím nebo vulgárními výrazy
- B. Opakované obtěžování urážlivými zprávami
- C. Kyberstalking s hrozbami ublížení
- D. Dehonestace škodlivými nebo nepravdivými výroky
- E. Předstírání podvodu nebo vydávání se za jinou osobu
- F. Veřejně ponižování nebo šíření trapných informací
- G. polečenská izolace

20. Jaké jsou nejčastější důvody, které mohou způsobit kyberšikanu? / Z jakých důvodů jste někdy způsobili kyberšikanu? (Vyberte prosím kteroukoli z možností)

- A. Pomsta od šikanovaného v reálném nebo internetovém prostředí.
- B. Kombinace se šikanou v reálu
- C. Ze svědků se stali útočníci

D. Nedorozumění nebo konflikt

21. Souvisela s těmito situacemi kyberšikana? Covid pandemie, Výuka online.

A. Nikdy

B. Občas

C. Málokdy

D. Někdy

E. Obvykle

F. Vždycky

22. Už jste někdy viděli nebo slyšeli o obrácení role útočníka a cíle?

A. Nikdy

B. Občas

C. Málokdy

D. Někdy

E. Obvykle

F. Vždycky

23. Která z následujících charakteristik kybernetického násilí je podle vás z vlastních zkušeností nejurážlivější? / Které z těchto útoku jsou podle vás nejvíce urážlivé?

A. Anonymita

B. Využívání

C. Obtěžování z více prostředků

D. Neviditelné napadení (mentální napadení)

E. Jiné

24. Jak dlouho si myslíte, že běžně trvá kyberšikana? /Jak dlouhé je/bylo vaše období v kyberšikaně?

A. Méně než týden

B. Mezi jedním až dvěma týdny

C. Mezi třemi až čtyřmi týdny

D. Mezi jedním až třemi měsíci

E. Od tří měsíců do půl roku

F. Déle než půl roku

25. Myslíte si, že oběť útočníka znala? Znáte útočníka? (Pokud se znáte, napište prosím váš vztah)

A. Nikdy

- B. Někdy
- C. Vždycky
- D. Nevím

26. Jaký způsob, jak se vypořádat s kyberšikanou, byl pro vás nejužitečnější? (Vyberte kterýkoli vhodný)

- A. Oplácet to přímo útočnickovi jako odplatu
- B. Komunikuje přímo s útočnickem
- C. Požádat přímo rodiče o podporu nebo pomoc
- D. Požádat zaměstnance univerzity o podporu nebo pomoc
- E. Požádat o podporu od vrstevníků
- F. Přesouvat pozornost na jiné věci
- G. Ignorovat nebo zablokovat útočnicka
- H. Smazat svůj účet
- I. Nahlásit útočnicka na podporu sociálních sítí za porušení pravidel a zásad.

27. Jaký vliv kyberšikany je podle vás nejčastější? / Jaké jsou nejčastější důsledky kyberšikany? (Vyberte které se hodí)

- A. Psychická trauma
- B. Izolace
- C. Pomsta
- D. Faktory které ovlivní vaše fyzikčno (např. neschopnost spát, potíže s jídlem)
- E. Zhorší známenek ve škole
- F. Sebevražda

28. Jaká je vaše role v kyberšikaně?

- A. Cíl útoku
- B. Cíl pak začne útočit na ostatní
- C. Útočnick, pak se stane cílem
- D. Útočnick
- E. Svědek

29. Jak často podle vás v kyberšikaně docházelo k očeřňování škodlivými nebo nepravdivými výroky?

- A. Nikdy
- B. Občas
- C. Málodky

D. Někdy

E. Obvykle

F. Vždycky

30. Chcete se později připojit k individuálnímu rozhovoru o zkušenostech s kyberšikanou? (Může být online nebo osobně. Nejen pokud jste byli terčem šikany, ale také pokud máte zkušenost se šikanou)

Napište svůj e-mail, pokud chcete anonymně sdílet další zkušenosti (e-mailové adresy budou po dokončení výzkumu všechny smazány) nebo se s dotazy přímo obraťte na našeho výzkumníka:

Appendix D Coding process

Table 5.1.1 Category: general background

Interview\A - 1 references coded

Reference 1 - *“It started kind of surprisingly for me, because the guy we kind of knew each other for a long time. Like I know him since Feb 2020 [when I was 26]. ”*

Code: *first time been cyberbullying, age*

Interview\B - 2 references coded

Reference 1 - *“It was in 2009, I was very small [10 years old], and mostly in personal life. But I didn’t, I haven’t been in touch with Facebook so much, but my classmates were, but I didn’t.”*

Code: *first time been cyberbullying; internet popularity condition;*

Reference 2 - *“I didn’t want to believe and I didn’t care about it, because I was so little.”*

Code: *age*

Interview\C - 3 references coded

Reference 1 - *““So I was about 13 years old, 14 years “old. And it started via Facebook messages, because you know, the only thing that existed at that time, I think was Facebook.”*

Code: *first time been cyberbullying, age*

Reference 2 - *“Maybe that, it really depends. If you get on, the fact that if you get bullied as a child or if you get bullied as a person in puberty, if you’re going through puberty, because I got when I, because I got bullied as a child, I basically was I forgot most of the things. So on one hand, it’s good because you know, I don’t feel as bad for like the younger me. But I’m sure that if I could relive all the moments, I would be so upset and so angry as those people.”*

Reference 3 - *“Because, you know, but it all started when we were like older. So, in the beginning, you know, we were a little kids and we were afraid of everyone, but then we got older and we were like the oldest people. I mean.”*

Code: *age*

Table 5.1.2 Category: school environment

Interview\A - 2 references coded

Reference 1 - *“International College for last study. Major in Engineer before, and study Chinese language in Confucius Institute.”*

Code: *level of schools*

Reference 2 - *“And there's nobody who can help you solve it. There's no, like teacher to say, hi, hey, stop guys, it is too much.”*

Code: *ability of teachers*

Interview\B - 6 references coded

Reference 1 - *“ Maybe yes, because it was in my school mostly, like primary school, primary education and they are like like very close community of people.”*

Code: *level of schools*

Reference 2 - *“[Before this video] it was physical bullying. It wasn't like cyber.”*

Code: *environment of schools*

Reference 3 - *“I think the people (in university) who wouldn't react, they think like this, like a bullshit or something. But if some adult can be a member of a close group, and it was cyberbullying could be in a closed group. That could be the same, but the content will change.”*

Code: *level of schools; environment of schools*

Reference 4 - *“But teachers always tried to calm me down, calm down and do not make accuse about it.”*

Reference 5 - *“No they did not give me any therapy. But they were trying to come down the classmates.”*

Reference 6 - *““But can you imagine what a teacher could do if.”*

Code: *ability of teachers*

Interview\C - 7 references coded

Reference 1 - *“So it happened when I was in eighth grade in primary school. ”*

Code: *level of schools*

Reference 2 - *“Well, we saw each other every day at school. But they actually they kind of, they behaved nice towards me at times.”*

Reference 3 - *“Yeah. When we, you know, when it was happening online. They were always making fun of me, but when we were at school, I think that it was because you know, the teachers were there and they actually had to be nice to me sometimes. But at times they were there, like making fun of me even to my face at school.”*

Reference 4 - *"I think I realized that after I left the school. So at this, at the time, I was like, well, they are my friends. They're just, I don't know they're making fun of me, but it's okay. Because I don't know what I was thinking at that time. Maybe I was too scared to say goodbye, maybe. So I was afraid that I would be alone. Yeah, so."*

Code: *environment of schools*

Reference 5 - *"No, I was. I don't know why I was too afraid to tell, you know to ask for help, basically, because I was afraid that the teacher would be like, they would call the students and then they would come to me and make me pay for it, basically."*

Reference 6 - *"You don't have unlimited power as a teacher. Your power is very limited."*

Code: *ability of teachers*

Reference 7 - *"Well, I only witnessed my classmates in high school, as I said, taking pictures of and, of other people and sending it to each other. But I've never actually heard of anyone being believed in the university, at the university. Because you know, I always thought that, you know, people at the university are adults and are much more mature than that. But I guess that's not always the case."*

Code: *level of schools*

Table 5.2.1 Category: differences of people

Interview\A - 2 references coded

Reference 1 - *"Not really. I think our relationship between each other stayed like same level. One like I have a suspicion, because he stopped taking his medication. For his like mental problems, because he told me about it one time he took some. So I think after he moved he didn't get a doctor. Stopped taking the medication and became crazy"*

Code: *different social condition*

Reference 2 - *"He mentioned he have terrible relationship with family, and blamed me why I treated him like his family?"*

Code: *bad relationship*

Interview\B - 1 references coded

Reference 1 - *“Like if someone posted something and not good comments about you and look there's a girl everybody knows, she's very horrible, she's very ugly. She doesn't have money, she's ugly, she's horrible, do not like. She eats wax from her nose, she bites her nails. She is dirty and like this comments, you know.”*

Code: *different social condition; different appearance*

Interview\C - 5 references coded

Reference 1 - *“Before, we had like a friend group. But that was just for, I mean, all of them lived at a part of town where they were close to each other, but I was really far away, from them. So they use the group to you know, just hang out together. But I couldn't because I was so far away. So they use it basically for that and for some, like, you know, homework and stuff.”*

Code: *different social condition*

Reference 2 - *“So yeah, there were targeting my experience, and maybe even my the way I was acting because I used to be a really extroverted child. And I used to express myself a lot. So maybe that was a factor too. Yeah, just my personality was really loud.”*

Code: *different personality*

Reference 3 - *“Yeah, basic. Both, combination of both (traditional and cyber bullying). Because, you know, but it all started when we were like older. So, in the beginning, you know, we were a little kids and we were afraid of everyone, but then we got older and we were like the oldest people. I mean.”*

Code: *different age*

Reference 4 - *“It happened quite a long time ago, so I'm not, I can recall it clearly but they always picked a certain type of person, they always picked like a lonely kids that weren't fitting in and that were from, let's say socially and economically poor families. So I'd say that it was around ten kids (been bullied by them).”*

Reference 5 - *“They always pick the small kids, they were always seen lonely. Yeah, like I said, they didn't have nice clothes. And they basically just didn't fit the standard of whatever they thought the standard was for them.”*

Code: *different appearance; different social condition; different personality*

Table 5.2.2 Category: relationship with bully

Interview\A - 4 references coded

Reference 1 - *“So we met for like, dinner and drinking and stuff like language exchange for more than ten times. It was kind of like okay guy at the time. Sometimes we had some dinner, got drunk together.”*

Code: *friendship*

Reference 2 - *“I think friendly way, because I specified to him like long time before I am not interested. So he knows it all the time. I'm not interested. And it was language exchange app after all. But maybe he do have some crush on me, he also share his dating experiences with me.”*

Code: *romance relationship*

Reference 3 - *“I think it'll be the same (if the bully is another one). Like it was just offending, I just felt like why are you saying this to anybody?”*

Reference 4 - *“And you shouldn't like, this is my example, right? You shouldn't say like, You're so bad at language and you study for so long time. That it's kind of offending, like no mater who who said it.”*

Code: *least influence*

Interview\B - 2 references coded

Reference 1 - *“It had been done with, by a group of people of my last classmates.”*

Reference 2 - *“I don't know who did it, but I am sure it was done.”*

Code: *classmates; stranger*

Interview\C - 3 references coded

Reference 1 - *“No, not really. We just saw each other at school, but you know, when you're together every day for, let's say, five hours, you get pretty close. At least that's what I thought. So I tend to we were at some point really close, but then for some reason they started to, they decided to make fun of me. And exclude me from their friend group.”*

Code: *friendship*

Reference 2 - *“So. but if it came from a, like a random person that I didn't know, I mean, I was actually a really vulnerable child. So I think it would hurt, but not as much as it actually hurt from coming from my friends.”*

Reference 3 - *“Because it felt like a betrayal. You know, when it, when it's, when it was my friends. I felt really hurt because, you know, I was like, I mean, do friends actually act like that? Like, do they actually make fun of you? Because at that point, I thought that friends are for, you know, hanging around, having good time. But then actually, they turned on me and started to make fun of me. So I was like, Is this normal?”*

Code: *strong influence*

Table 5.2.3 Category: connection with bully

Interview\A - 4 references coded

Reference 1 - *"It started kind of surprisingly for me, because the guy we kind of knew each other kind of long time. Like I know him since Feb 2020. Originally we met on the Hello talk app, which is language exchange app to feel like your language that you are learning, the language you speak and it will match you with someone. It's pretty popular in Korea."*

Reference 2 - *"And he matched with me. So I was thinking originally like, he wants to learn some Czech from me and I want to learning Korea and so we can help each other."*

Code: *know each other online; meet regularly*

Reference 3 - *"Sometimes he was kind, sometimes he was like this offending."*

Reference 4 - *"Yeah, he was going, like really one minute really kind, one minute really hateful, changing all the time."*

Code: *unstable relationship*

Interview\B - 1 references coded

Reference 1 - *"Because all school knows me and I say, how is it possible that all school knows me? And even the people from another city which also attend the school knows me, and shout in the street about my name and just spitting on me and say this, I do not know these people but they all knows me. And I think that something should be that's related to something was posted on Facebook."*

Code: *meet randomly, unstable relationship; know each other online*

Interview\C - 3 references coded

Reference 1 - *"Well, we were together from like, the first grade. So I've known him for eight years at that point."*

Reference 2 - *"we saw each other every day at school. But they actually they kind of, they behaved nice towards me at times."*

Code: *meet regularly; stable relationship; know each other from reality*

Reference 3 - *"I told that we were okay, together. Like the relationships were okay. I didn't, I didn't hold any grudge. Even though I should have."*

Code: *continue relationship*

Table 5.3.1 Category: active interaction

Interview\A - 9 references coded

Reference 1 - *"I did like many times, said directly, like I don't like his behavior. And I asked him to stop."*

Reference 2 - *"And he stoped for three months after I said to him I want stop to be friends with him."*

Reference 3 - *"So I told him like, I don't want to meet him anymore."*

Reference 4 - *"I asked him politely, asked him politely. And I even informed him like I'm blocking him."*

Code: *with bully*

Reference 5 - *"No, I did not. I didn't think it's that serious to share with my family."*

Code: *without family members*

Reference 6 - *"I share with my closest friends, but we share it just like hey, look, how crazy is this guy? I wasn't really seeking help."*

Reference 7 - *"Like, he's like, Oh, this guy is so crazy. Like it's so crazy. It's too much. So then I kind of more like commenting on the situation. I do not know, like my friends didn't really like told anything specific. Like generally, like oh my gosh, if something, if somebody is writing like this is crazy."*

Reference 8 - *"I think almost all the specific message, especially the one that offended me."*

Reference 9 - *"It's hard to say, like I didn't felt very that involved. But I think it would be harder, having no one to share with."*

Code: *with peers*

Interview\B - 4 references coded

Reference 1 - *"Yeah I told them (parents) that my classmates hates me, they do not like me and that some problem. when I will got angry and when my emotion accumulated when I attacked them. They (parents) are shouting, what did you do? Can be this small boy like that? Because there was someone just small boy."*

Code: *with family members*

Reference 2 - *"No they did not give me any therapy. But they were trying to come down the classmates."*

Reference 3 - *"But teachers always tried to calm me down, calm down and do not make accuse about it."*

Reference 4 - *"But can you imagine what a teacher could do if."*

Code: *with teacher*

Interview\C - 4 references coded

Reference 1 - *"I mean, partly. But also I was afraid that my mom, she practices tough love, you know? So I was afraid that my mom would be like, you need to just suck it up or she wouldn't believe me. I mean, looking back I know that she would believe me because like, my mom loves me. But I guess I was afraid that she would be like, you need to do this on your own. And she would try to belittle the problems that I had at the time. You know, she might say that. They're just kids, what can they do?"*

Reference 2 - *"So it depends on the parents as well. Like if there, they would be able to admit that their children are capable of you know, actually bullying someone or not."*

Code: *without family members*

Reference 3 - *"Yeah, definitely. If I talked to my former best friend at that time, it would have definitely helped me, maybe she wouldn't. I mean, for sure. She wouldn't make the problems go away. Because she was actually even smaller than me. So she there wouldn't be anything she could do. But just from the like a psychological point of view. Maybe I would be a bit relieved if I told somebody my problems and they would be like, Oh my god, I'm so sorry for you. So at least someone would know about my frustration. So yeah."*

Reference 4 - *"Because I didn't, I didn't think that it (share with friends) would make any difference."*

Code: *without peers*

Table 5.3.2 Category: *passive endure the bully*

Interview\A - 2 references coded

Reference 1 - *"Yeah, and then I was blocking him like everywhere I could."*

Code: *block*

Reference 2 - *"He was making comments and I deleted the comment. And he made a new one before I even tried to block him. So I was keeping deleting his comment on the pictures. And he was even, he knew I was deleting the comments. So next time faster, next time faster."*

Code: *delete*

Interview\B - 2 references coded

Reference 1 - *"I didn't want to believe and I didn't care about it, because I was so little."*

Reference 2 - *“But I didn't pay too much attention because in this time my classmates had Facebook, but I do not have.”*

Code: ignore

Interview\C - 2 references coded

Reference 1 - *“But I've never confronted them. I never said like, hey, what you're doing is not nice. I mean, I'm sure, I'm sure that I said like, Hey, guys, stop it. Like leave me alone, but I never said, I never like stood up in front of them and told: hey, this is making me feel really bad. Please stop.”*

Reference 2 - *“Well, I have to admit that I didn't try to stop them or I didn't comment on that. I didn't participate. I was just basically a standby. I was really relieved that it's not me.”*

Code: ignore

Table 5.4.1 Category: relationship with others

Interview\A - 1 references coded

Reference 1 - *“I think with my family we have a really really great relationship, especially like close family like my mother, my father and my sister. We are really close to each other. We talk openly about everything. We supporting each other like yeah, of course sometimes we fight but it's usually like little details. But generally, we love each other. We take pictures together we visit each other often. We are always excited to see each other.”*

Code: with family members

Interview\B - 6 references coded

Reference 1 - *“And with my classmates I also had bad relationships.”*

Reference 2 - *“And I have maybe three, two friends which I was meeting every weekend. And they behave differently (in a bad way). Fun, was my classmate and he behave differently when he was with me and with class.”*

Reference 3 - *“I tried (to build some close relations with others), but difficult. I was pushed away always. I don't know why.”*

Reference 4 - *“Maybe she was the closest one to me that time. But not good friend because I had a lot of problem when I was in intermediate classes.”*

Code: with peer

Reference 5 - *“Very strange, I had several problems family, in my family and home.”*

Reference 6 - *“My daily life, a little bit (shared with family members).”*

Code: *with family members*

Interview\C - 5 references coded

Reference 1 - *“My mom is, how to say it? She's an HR. She works as an HR in a national firm. Yeah. And my dad died when I was like little so.”*

Reference 2 - *“Yeah, because my mom, like you said, she was, she used to be tough, she practice tough love and used to be really authoritative, which made me kind of distanced myself from her. Because at times she could be like, really harsh. I've never really talk to her about my feelings or my struggles. So I always give things to myself.”*

Reference 3 - *“Oh, yeah, (old brother) we are much closer. And actually, he, when my dad died, our dad died. He basically started to take care of me even more, like he, in his head. He wanted to be like a father to me, like the father figure. So we are very close”*

Reference 4 - *“Talk with him about like nice things. And I know that he loves me very much. And I know that it would break his heart if he knew what I was going through. So yeah, so I didn't tell him anything (about cyberbullying).”*

Code: *with family members*

Reference 5 - *“Basically, I stayed at home most of the time. And I was playing video games. So that's, there was like a place where I could escape. And I was playing some, I don't know, multiplayer games, where I had friends. But they weren't, you know, like real life friends. They didn't know me that well. But I was kind of popular amongst them. So that's what I could, you know, escape from the everyday life.”*

Code: *with peers*

Table 5.5.1 Category: non-stop aggressive behavior

Interview\A - 8 references coded

Reference 1 - *“Maybe one year. I think one year (after we know each other), and then he started to be like, really annoying. Like, first he started with the language. He started telling me like, Oh my god, you're already studying Korean for one year and you cannot speak anything properly and it was kind of offending actually.”*

Reference 2 - *“Because he's like, making fun of me. Making fun of my language skills. And sometimes he was really like, offending. And from the time it was, like, increase intensity.”*

Code: *make fun*

Reference 3 - *“Basically, almost daily. Maybe two months? Two months was like most intense period.”*

Reference 4 - *“He was cyberbullying more and more.”*

Code: *high frequency*

Reference 5 - *“Especially, I already told the beginning the example with language or, another thing I didn't say it. He called me like I got so fat and like using it as, like offend me. He also use a filter to made me looks so fat, and asked me can he post it in his social media.”*

Reference 6 - *“He called me rat. And blamed me that I have the mental problem and ADHD, and asked me to eating pills.”*

Reference 7 - *“He always requested me to unfollow or block him during the more than twenty messages he send to me daily. He also think he was the victim of our friendship, that I ghosted him and ignored his messages.”*

Code: *appearance shame; make photo, angry messages*

Reference 8 - *“Because he was writing to me like Instagram, Takao talk, my another Instagram account.”*

Code: *change social media*

Interview\B - 5 references coded

Reference 1 - *“And I find out from my friend, one girl she told me this. And she told me that there were some videos about me and some photos about me in the internet that like, or lots of classmates made fun of me.”*

Reference 2 - *“And she sort of showed me maybe two of them pictures and there wasn't very good. There was like, not my face was a little bit modified, not good photo of capturing and they write lots of bad comments.”*

Code: *make photo/video, make fun*

Reference 3 - *“But it was much more worse in like personal life, because it, lots of people knows me. Almost all school knows me and do not like me, because there must be something in internet about me, but I didn't use internet in this time.”*

Code: *influence to reality*

Reference 4 - *“she's very horrible, she's very ugly. She doesn't have money, she's ugly, she's horrible, do not like. She eats wax from her nose, she bites her nails. She is dirty and like this comments.”*

Code: *appearance shame, angry message*

Reference 5 - *“One, half of a year. But the bullying and abusing continue in everyday in the school, during the lesson, during the breaks. Some part time after school when we go home, when we go to the lunch.”*

Code: long duration, high frequency

Interview\C - 4 references coded

Reference 1 - *“And then started when there was this guy that I really liked in the class, and a group of like, I called them friends, but they weren't actually my friends. They messaged me from his account, saying that he likes me and he wants to hang out with me, and all this stuff like Oh, you're so pretty and so on. And I was really thrilled because, you know, I had a major crush on that guy. But then I found out that, you know, they were actually messing with me. So that's how that started. And it actually escalated to them making fun of me online ”*

Reference 2 - *“They, I mean, they started to making fun of me after the cyberbullying. After the you know, initial message from the guy saying that he likes me. But before that, they didn't make fun of me at all, like.”*

Code: use others' account to spread misinformation; make fun

Reference 3 - *“Yeah, I think that they made fun of my appearance. So they were saying things like why would you think that he would be even interested in you? Or what is so great about you that you know, makes you think that you have a shot with him?”*

Code: appearance shame, angry messages

Reference 4 - *“Oh, it continued. Maybe for half a year. They eventually stopped.”*

Code: long duration

Table 5.6.1 Category: trauma experience

Interview\A - 9 references coded

Reference 1 - *“And at that time, I was really angry. Like why are you contacting my family like what will you do next? Contact my friends also. That was that was really I was thinking like, okay, this went too much. If you attacking me? It's like me and you. But if you take my family in, it's kind of like, hey, it's too much and it's not feeling comfortable.”*

Reference 2 - *“ I think the most harmful thing was when he contacted other people I know.”*

Reference 3 - *“So it became unbearable, it was kind of taking away my energy.”*

Reference 4 - *“Yeah, I felt relieved. Definitely, I felt relieved because it was kind of insane.”*

Reference 5 - *“Don't think it influenced my work mode, but for sure it influenced like my morning mood. Because when I woke up and I saw oh fuck another comment on my picture. I felt a little bit drained energy compared to before.”*

Reference 6 - *“I don't think I got too much personal involved, maybe already the energy, vibes sometime.”*

Reference 7 - *“Because it will take your energy, it will take your time, it will take your feelings. Maybe some days you will wake up and read the message, and have like bad day because of that. And that's useless.”*

Code: *negative emotions*

Reference 8 - *“But he could just continue the dialogue. And like, it, it's still fears. I think if somebody is sensitive, they can still feel like some burden on you. This person is keep contacting me and I still feel it.”*

Reference 9 - *“Because I was, sometimes I was worried like, will he stand in front of my house and check me when I come home or something? So yeah, I was kind of like worried about it.”*

Code: *paranoid*

Interview\\B - 1 references coded

Reference 1 - *“Yes, I had trauma. A little bit of it [after decade] (running eyes).”*

Code: *trauma experience after decade*

Interview\\C - 3 references coded

Reference 1 - *“Well, I was crushed, but there were like two. Basically, two sides of me wrestling with each other. One side was saying that it's really horrible. And I wanted to make pay for it. Actually, I wanted to get revenge, but the other side was like, oh, no, they're your friends. They're just joking. They're just messing with you. You know, it's what friends do. That's what I thought. So I couldn't decide on what to do, basically.”*

Reference 2 - *“I guess the fact that it was coming from my friends and it made me really confused, and it resonated with me throughout, let's say high school, because it made me think that you know, it's okay for your friends to make your miserable basically. So I was struggling with the fact like, what, what a great friend is or what what kind of people should I look for, you know, if I want to have friends?”*

Code: *negative emotions; self-abasement*

Reference 3 - *“Yeah, I didn't want any revenge. I was just, I guess I was glad that it was over. And they eventually picked on another person. So I guess I was glad that it wasn't me anymore.”*

Table 5.6.2 Category: improved online security

Interview\A - 1 references coded

Reference 1 - *“Yeah, definitely influenced my life on social networks. I became more careful. But after this experience, I'm like more careful more, like asking more direct questions to people before I meet them. I want to be like, sure it's not like, like, you cannot be ever sure. But I want to be like more sure. It's not crazy person who will like stalking me all the time.”*

Code: *online security*

Interview\C - 2 references coded

Reference 1 - *“Yeah, at that point, when I was in high school after I left primary school, I adopted the mindset that I can do anything on my own, and I actually don't need anyone. So yeah, I was afraid to let anyone get close to me.”*

Code: *independence*

Reference 2 - *“It might have subconsciously to make me want to limit my posts on social media. Because, you know, I, I think that um, I got over it, and I'm basically totally okay with it. But subconsciously, it may still be there and it may, I might be afraid that if I post something that somebody's gonna make fun of me, for whatever reasons, so it's, it depends like it could be me being afraid or me just not being interested in sharing, you know, everything with people online. So.”*

Code: *online security*

Table 5.6.3 Category: Recommendation

Interview\A - 3 references coded

Reference 1 - *“I think I would disconnect from the person faster. Way more faster. I was letting it go for too long. Maybe I should stop it sooner.”*

Code: *disconnect faster*

Reference 2 - *“If you just start feeling bad about some communication with someone online, just stop it immediately. Just be polite. Say okay, I don't like the way you are talking with me. And stop it immediately. So just immediately. Disconnect before it gets worse.”*

Code: *ask bully to stop*

Reference 3 - *“But on online environment it's really really like hard to distinguish what is too much? what is not too much?”*

Code: *clear the limit*

Interview\\B - 2 references coded

Reference 1 - *"We suffer from cyber bullying now may start to investigate, and start to find the solution for this case. If is it nowadays we are young adults, we can report to the police if is very serious, Or also you can say you can report on the Facebook."*

Reference 2 - *"And there's the first, and maybe talk with someone to share your traumas, and he can make you stronger and to just face this problem with dignity and, or."*

Code: *report, share with others*

Interview\\C - 2 references coded

Reference 1 - *"But I think that the best solution would have been asking the teacher for help. Because right now, I'm basically studying to become a teacher and to think about having a kid in a classroom like being bullied and miserable. I would definitely want them to come to me for help. So I think that would have been the best solution. But also, I wish I could have stood up for myself and maybe try to prevent them from making fun of, you know, the other kids because I can imagine that it made them miserable as well."*

Code: *ask for help; ask built to stop*

Reference 2 - *"I think that it goes hand in hand with your self esteem. So if you have like a high self esteem, you just basically the best way is to block them and ignore them. Even though when it happens at school, you see them basically every day, so it's kind of hard to ignore them. But I know that the target. I mean, I think that the targets usually have pretty low self esteem as I did at primary school. So I think that the best advice that I would give is to just ask for help."*

Code: *block, ignore, ask for help*
