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參賽作品名稱：E-generation, E-bullying: A Case Study of
Senior High School Students in Chiayi City

關 鍵 詞： cyber bullying 、 senior high school students

Abstract

In this study, we aim to arouse everyone's awareness of cyber bullying by discussing the current situation occurring among senior high school students. We explore senior high school students in Chiayi City of their Internet usage and habits. It is found that every one of the participants surfs the Net every day and most of them spend more than one hour on it each day. This explains why cyber bullying has become a new form of bullying in recent years. In addition, as the data shows, the most common activities these students do on the Internet are associated with their social relationships. Therefore, more attention should be paid to the education of network etiquette.

We also discover that not many students can correctly define "cyber bullying". Without the accurate knowledge, how can they know what to do to prevent themselves from being one of the cyber bullies. Thus, we suggest that teachers and parents should re-educate their children or students about the definition of cyber bullying, and put emphasis on the consequences of committing cyber bullying. Students should also learn how to empathize others and develop good Internet manners. We suggest Wang's (2011) "ORID" procedure to train children's operation of their empathy.

Key words: cyber bullying, senior high school students

Table of Contents

I. Introduction

I.1. Motivation

In Taiwan, the population of using Internet increases in a rapid way and the role of the Internet becomes more and more important in everyone's life. Internet brings great convenience to our daily life and expands people's interpersonal relationship. Thus, the new generation is also called electric generation, or e-generation.

However, with the popularity of the Internet, more and more teenagers use it to hurt others. Cyber bullying, also electric bullying or e-bullying (You, 2006) , therefore, appears. Traditionally, "bullying" refers to a face-to-face direct or indirect aggression. The places where traditional bullying occurs are limited to the campus, and it is visible because it is easy for teachers or other students to discover and take immediate actions to stop it. On the contrary, cyber bullying is invisible and no limitation. It can not be enclosed by the tall fences of a school. Teachers and parents have difficulty supervising it. In recent years, we can often hear of someone suffering from cyber bullying and even some victims committed suicide because they couldn't endure reading the abusive messages on their Facebook (Libertytimes, 2009).

Therefore, in this thesis, we discuss the problem of cyber bullying to raise everyone's awareness. Some current situations of cyber bullying are mentioned in Section 3 and some possible solutions are given in Section 4.

I.2. Purpose of Study

In this study, we explore senior high school students' Internet usage and try to find out its relation with the rising problem of cyber bullying. By investigating students' knowledge of cyber bullying and examining the statistics we collected, we focus on the following questions in this thesis:

(1) Why does cyber bullying become a tough problem on campus?
(2) Why is it hard to handle in real life?
(3) What is the current situation of cyber bullying in Senior High School in Chiayi?
(4) How are students' lives threatened by this invisible kind of bullying?

Furthermore, we propose some possible solutions to this serious problem in section four.

II. Methods

  A questionnaire is used as an instrument for this study. We conduct our research by distributing a questionnaire (refer to Appendix) to 150 students of a senior high school in Chiayi City. The ages of the participants range from 16 to 17 years old. The genders of our participants are not limited. The questions in this questionnaire are used to obtain the participants' background of using Internet, their knowledge of cyber bullying, and their experiences about cyber bullying. Through data analysis, we propose our findings and discussions in Section 3.

III. Findings and Discussions

  In this section, we first examine senior high school students' habits of Internet usage, then their knowledge about cyber bullying, and at last the current situation of cyber bullying occurring in senior high school in Chiayi City.

III.1. Senior High School Students' Habits of Using the Internet

  From the data we collected, 8 students spend more than 4 hours a day on the Internet, 12 students 3 to 4 hours, 18 students 2 to 3 hours, 34 students 1 to 2 hours, 28 students less than 1 hour, and none of the subjects doesn't get on the Internet every day, as shown in Figure 1.
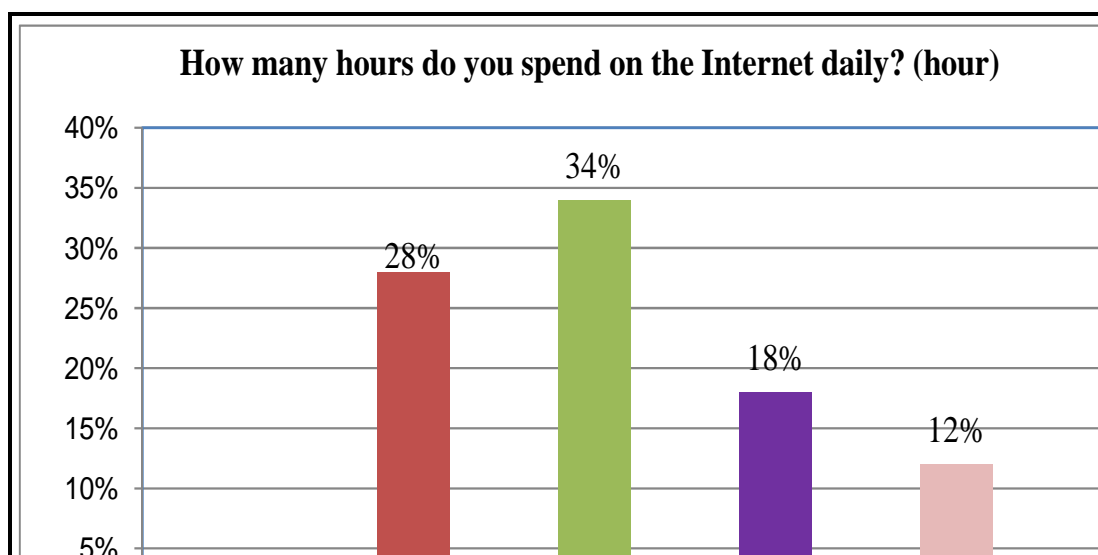

Figure 1. The frequency of high school students' Internet usage

  In Figure 2, we learn that the top 3 popular activities senior high school students like to do on the Internet are to browse through Facebook or post instant messages on

2

Facebook (36%) , to play online games (18%), and to chat with friends online (11%).
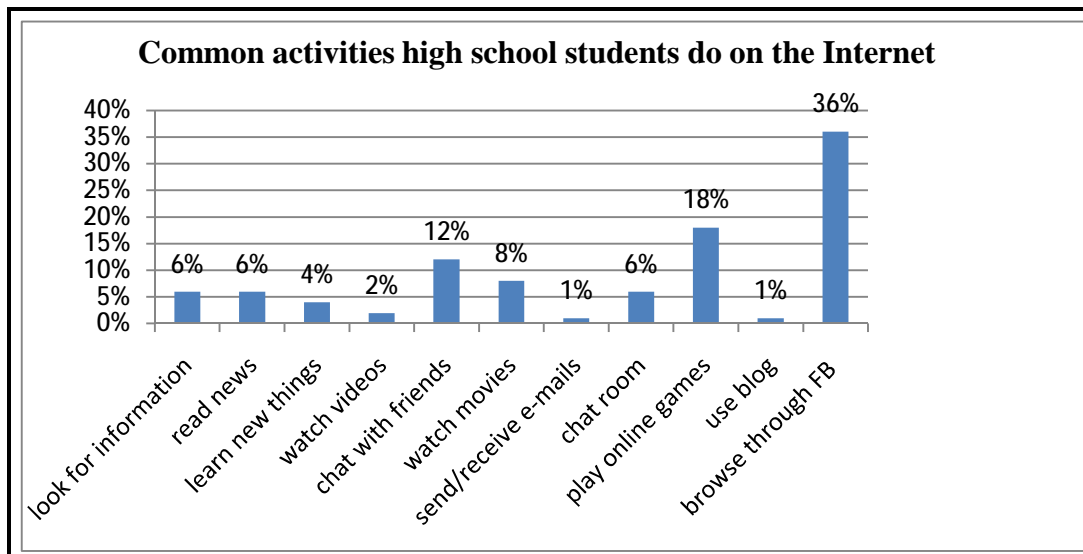

Figure 2. The common activities high school students do on the Internet

Figure 1 reveals that 100% students get on the Internet every day. We can conclude that Internet has become an indispensable part in every high school student's life. Therefore, we should pay more attention to their Internet usage and the problems that students might encounter when using it. This also explains why cyber bullying emerges as a new type of bullying in recent years. Observing Figure 2, we find that students spend more time on Facebook than on online games. It is important to note that, among all the online activities, those activities that are related to interaction with people, such as using Facebook (36%), chatting with friends (11%), and using chat rooms (6%), have occupied more than fifty percent of the data, which indicates that the place where students have to deal with their interpersonal relationship is no longer limited to the campus or face-to-face interaction. It has expended to the Internet.

III.2. High School Students' Knowledge about Cyber Bullying

Cyber bullying refers to bullying through mediums like phone calls, cell phone text messages, e-mails, instant messages, or social network websites such as Facebook or Weibo. As long as the words you use online involve with threat, attack or sexual implication etc. and cause victims to feel scared, threatened, or uncomfortable, it constitutes the behavior of cyber bullying (Kowalski et al., 2008).

In this questionnaire, we design a question, presented as Question 4 in Appendix, to test if high school students can identify what behaviors cause cyber bullying while what are traditional bullying. This is a multi-select question.

3

Participants should check those choices which they regard as cyber bullying. Behaviors of cyber bullying include replying the message or clicking "like" when someone criticize others online, criticizing someone on the Internet, posting a mean or hurtful picture of others online, share the article which someone writes to criticize others, sending an e-mail with threatening words, spreading rumors online, and threatening or hurting someone through a cell phone text. Two of the choices are traditional bullying actions, that is, insult someone face to face and beat those who you don't like.
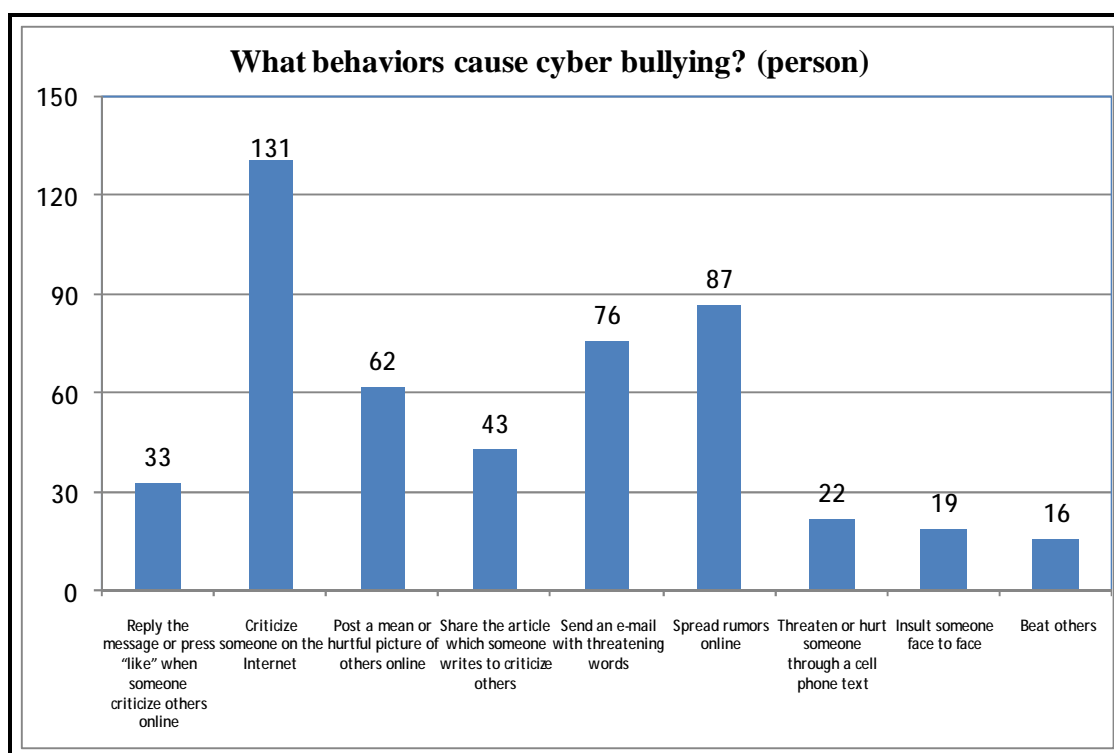
Figure 3. Students' knowledge about cyber bullying

From the data shown in Figure 3, we discover that most senior high school students in Chiayi City cannot clearly describe what is so-called "cyber bullying". They consider saying something bad about others on the Internet constitutes cyber bullying, but they don't know that clicking "like" on Facebook or sharing others' article with criticism of someone are defined as cyber bullying as well. Additionally, the participants do not get the idea that not only internet services but also mobile technologies can be media of implementing online bullying.

III.3. The Most Common Ways of Cyber Bullying

According to the findings in Figure 4, 56% of the participants think the most common way of cyber bullying is to post articles to hurt others.
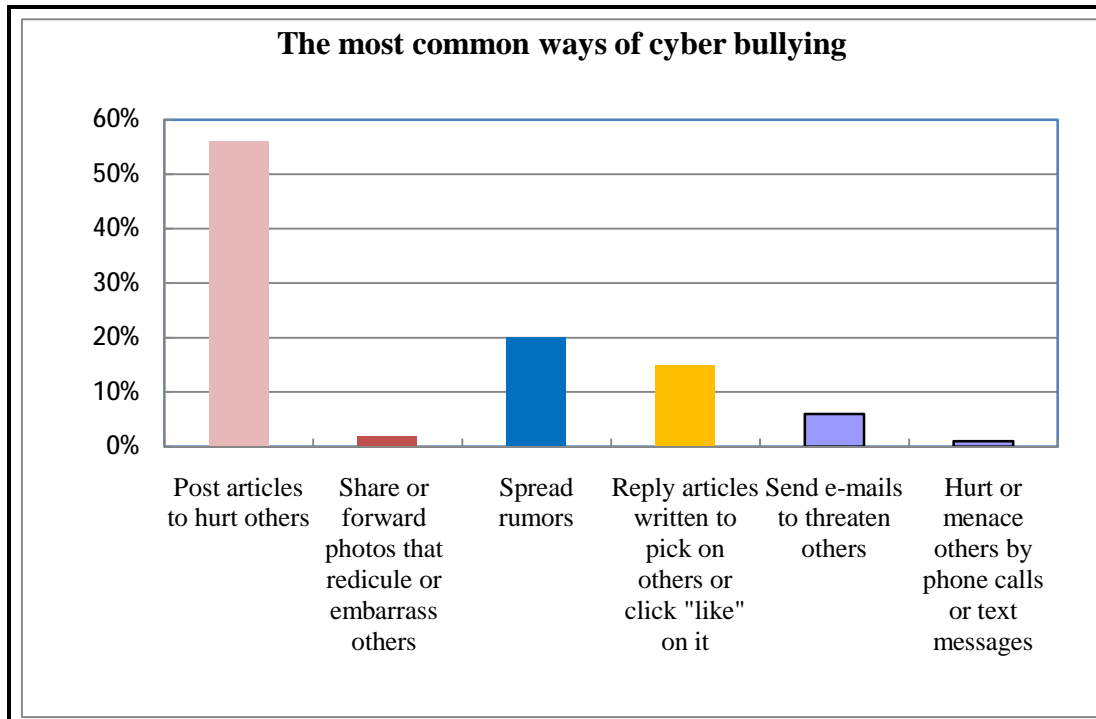
4

The most common ways of cyber bullying

Figure 4. The most common ways of cyber bullying

III.4. The Current Situation of Cyber Bullying in Senior High School

Figure 5 manifests that 48% of students have seen their classmates criticized or menaced by others online; 29% of students have heard of someone criticized or menaced through phone calls or cell phone texts; 28% of students have seen someone spread a rumor about their classmates online or through cell phone texts; 30% of students have seen someone post embarrassing pictures or videos of others online; 36% of students have seen someone break into others' e-mail or online account and send messages.
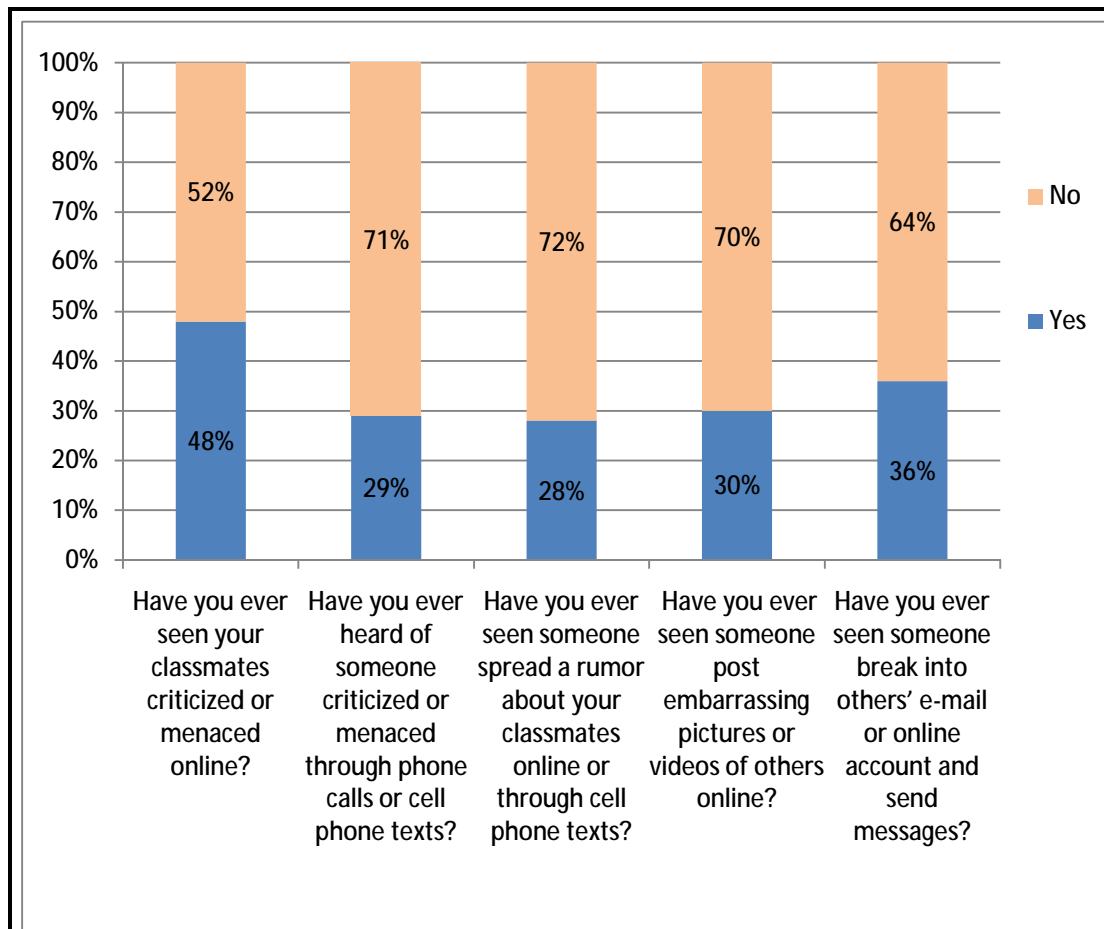
Figure 5. The Current Situation of Cyber Bullying in Senior High School

Investigating these statistics, we learn that the current situation of cyber bullying is getting worse. Almost one-third of the participants have witnessed it happening around them.

IV. Possible Solutions

On the basis of the findings and discussions above, we try to propose some possible solutions in this section to stop this problem from getting worse.

Firstly, teachers should guide the students clearly what kind of behaviors might cause cyber bullying. As what is pointed out in Section III.2, many people do not get a whole picture of its definition. Thus, teachers or parents should take the responsibility to educate students. What's more, they should instruct students the related regulations or legislations to prevent them from violating the laws accidentally. For example, if they post messages or articles that tease others on their Facebook pages, they may violate the law of affront. Moreover, if they spread rumors on the Internet, they would

commit libel. Teachers or parents can give a real example happening in life to illustrate it, and they should emphasize the consequences that a cyber bully may undergo to make a deep impression on them.

Secondly, teachers should teach students how to respect others on the Internet and tell them what are Internet ethics and morality. If we can develop empathy and respect others on the Internet, cyber bullying will decrease fast. As a result, we will have a friendly relation on the Internet. On the contrary, if we are impolite to each other, we may provoke a conflict. Wang (2011) suggests an "ORID" procedure to train children's operation of their empathy:

"O"—Objective: to observe one event in an objective way.
"R"—Reflective: to feel other's feeling reflectively
"I"—Interpretive: to interpret the event
"D"—Decisional: to make a decision or take action

For example, when a girl dislikes someone and tries to alien him, we can first ask her what he did to make you dislike him (Objective). Then, express that you know how she feels (Refective), and this makes the girl think you are on the same side. Next, ask the girl to think why the boy did that (Interpretive). This helps the child learn how to look at one thing from different perspectives. At last, request her to think if she were the boy, what she would do (Decisional).

Thirdly, if you were the one experiencing cyber bullying, you should ask your teacher or parents, who hold the authority to tackle this problem, for help.

V. Conclusion

In this study, we aim to arouse everyone's awareness of cyber bullying by discussing the current situation occurring among senior high school students. We explore senior high school students in Chiayi City of their Internet usage and habits. It is found that every one of the participants surfs the Net every day and most of them spend more than one hour on it each day. This explains why cyber bullying becomes a new form of bullying. In addition, as the data shows, the most common activities these students do on the Internet are associated with their social relationships. Therefore, more attention should be paid to the education of network etiquette.

We also discover that not many students can correctly define "cyber bullying".

Without the accurate knowledge, how can they know what to do to prevent themselves from being one of the cyber bullies. Thus, we suggest that teachers and parents should reeducate their children or students about the definition of cyber bullying, and put emphasis on the consequences of committing cyber bullying. Students should also learn how to empathize others and develop good Internet manners.

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VII. Appendix

Questionnaire

1.   Gender: □ Female   □ Male

2.   How many hours do you surf the Net?

   □ More than 5 hours   □ 3~5 hours   □ 1~3 hours   □ 1 hour   □ I don't use the Internet

3.   What do you usually do on the Internet?(You can choose more than one answers)

   □ Read news   □ Study

   □ Look for some information to do report   □ Watch Video

   □ Chat with friends   □ Watch the films

   □ Send/receive e-mails   □ Chat with Net pals

   □ Play online games   □ Write blog

   □ Browse Facebook or post instant messages   □ Other _____

4.   What behaviors constitute cyber bullying? (You can choose more than one answers)

   Please check the top 3 common ways in parentheses (**ü**)

   □ Reply the messages with criticism of others or click "like" on it (___)

   □ Post pictures that embarrass your classmates online (___)

   □ Hit someone you don't like (___)

   □ Send mails with threatening words to your classmates (___)

   □ Tease or hurt others through a phone call (___)

   □ Express your anger at someone on your FB page (___)

   □ Abuse someone (___)

   □ Share critical article on your website (___)

   □ Spread rumors (___)

5.   What is the most common reason of cyber bullying?

   □ You can be anonymous   □ Facing a computer is easier than facing people

   □ The words can be deleted after criticism   □ You will feel interesting to do so.

   □ You will not be discovered by teachers   □ Others (_____)

6.   What would you do if you see cyber bullying?

   □ Echo with others   □ Ignore it
   □ Help the vicitms   □ Report other's inappropriate behavior
   □ Others

	Everyday	Usually	Often	Seldom	Never
7 Have you ever criticize others at school?	□	□	□	□	□
8 Have you ever criticize others on FB?	□	□	□	□	□
9 Have you ever hurt others through a phone call?	□	□	□	□	□
10 Have you ever spread rumors online or through a phone call?	□	□	□	□	□

10

11	Have you ever post photos or videos that embarrass others?	□	□	□	□	□
12	Have you ever use your friends account to post messages?	□	□	□	□	□
13	Have you ever been bullied or threatened at school by your classmates?	□	□	□	□	□
14	Have you ever been criticized online?	□	□	□	□	□
15	Have you ever been threatened by a phone call?	□	□	□	□	□
16	Have others ever spread rumors about you through a phone call?	□	□	□	□	□
17	Have your photos been posted on the Internet by others?	□	□	□	□	□
18	Have you ever been threaten by text messages but you didn't who he is?	□	□	□	□	□
19	Has anyone ever used your account to post messages?	□	□	□	□	□
20	Have you ever seen others being criticized at school?	□	□	□	□	□
21	Have you ever seen others being teased online?	□	□	□	□	□
22	Have you heard anyone being threatened by a phone call?	□	□	□	□	□
23	Have you ever seen anyone spread rumor about your classmates online?	□	□	□	□	□
24	Have you ever seen others' photos being posted online?	□	□	□	□	□
25	Have you ever seen anyone use other's account to post message?	□	□	□	□	□

		Totally agree	Agree	Disagree	Totally disagree
26	Do you think it is easier to criticize others online than in his presence?	□	□	□	□
27	It's easier to criticize online because I can be anonymous.	□	□	□	□
28	If I were cyber bullied, I would speak out.	□	□	□	□
29	You would violate the laws if you criticize others online or through a phone call.	□	□	□	□
30	You would violate the laws if you post other's photo on the Internet.	□	□	□	□

11