

Babeş-Bolyai University, Cluj-Napoca
Faculty of Political, Administrative and Communication Sciences
Doctoral School of Communication, Public Relations and
Advertising

THESIS
BULLYING AND CYBERBULLYING IN THE
PRE-UNIVERSITY EDUCATION SYSTEM

SUMMARY

Doctoral student: *Ion NEGRILĂ*

Scientific coordinator: *Prof. Univ. Dr. Habil. Ioan HOSU*

CLUJ-NAPOCA

2023

CONTENT

TABLE OF CONTENTS	3
INTRODUCTION	4
CHAPTER 1. BULLYING : THEORETICAL FOUNDATIONS	8
1.1 <i>Bullying</i> : Introduction	8
1.2 The implications and effects of <u>bullying</u>	8
1.3 Measures to combat the phenomenon	12
CHAPTER 2. CYBERBULLYING : FORMS, EFFECTS AND SOLUTIONS	13
2.1 Forms of <i>cyberbullying</i>	13
2.2 The effects of <i>cyberbullying</i>	14
2.3 Solutions to prevent and combat <i>cyberbullying</i>	15
2.4 <i>Bullying</i> and <i>cyberbullying</i> : A comparative perspective	15
CHAPTER 3. RESEARCH METHODOLOGY	17
3.1 Research design: Quantitative and qualitative dimension	17
3.2 Research procedure	18
3.3 Ethical aspects in research with human subjects	19
3.4 Context, objectives, research questions and hypotheses	20
CHAPTER 4. RESEARCH RESULTS	23
4.1 Students' perspective	23
4.2 The teachers' perspective	24
4.3 Parents' perspective	24
4.4 Comparative perspective	25
CONCLUSIONS	29
BIBLIOGRAPHY	32

INTRODUCTION

Bullying is one of the most harmful events that can occur in a child's life, generating not only negative effects in the short and medium term, but even in the long term, effects documented by extensive studies over the last decades (among the most cited studies that document this theme in the *Web of Science* include Arseneault et al., 2010; Espelage et al., 2003; Gini and Pozzoli, 2009; Olweus, 1994; Reijntjes et al., 2010; Van Geel et al., 2014). It is therefore understandable that there is a wide interest in research on this topic, research that can support public policies to combat this phenomenon. *Bullying* is generally understood as an aggressive and intentional act or behavior carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend himself, according to Olweus (1994), considered as the promoter of this research area (Niță, 2022). Technological development has brought with it a virtual environment in which this type of behavior can proliferate through various forms and mechanisms; the term cyberbullying is used to describe bullying that takes place on the internet, mainly via mobile phones and social media. *Cyberbullying* thus corresponds to an equally aggressive and intentional act carried out through the use of information and communication technologies (ICT) (Smith, 2008).

The work is structured in four chapters, two theoretical and two practical. The first chapter creates the general picture of the *bullying phenomenon*. The chapter highlights the theoretical foundations of aggression; lack of communication is an important factor in the emergence of aggression, as previous studies support. The chapter discusses the emotional state of adolescents at school, the perception and attitude of parents towards *bullying* , the extent of the phenomenon's spread among pre-university students. The first sub-chapter - the implications and effects *of bullying* - marks the student's experience, his emotional state or well-being, challenges during adolescence, the transformations that students have from a psychological and biological point of view during this period of life and, not least , their emotional development. The chapter also documents the perspective of parents, who are primarily responsible for children's well-being. Contemporary society is interested in developing educational policies to prevent and combat bullying. The chapter also discusses solutions regarding aggressors: how should parents be involved in managing their behavior, how should teachers respond, how many kinds of repercussions are there, what are the effects at a social, emotional or physical level.

Chapter 2 presents the phenomenon of *cyberbullying*, detailing the specialized literature on the forms, effects and solutions to this phenomenon. The effects of

cyberbullying , the identification of the signs of cyberbullying, the impact on society, the social emotional or physical consequences, the relationship between victim status and depression, the forms of social and general anxiety, the connection between the aggressor and the victim are presented . At the end of the chapter, from a comparative perspective, the two phenomena that are the subject of the present research are analyzed, both of which are characterized by the repetitive nature of the actions taken and by an asymmetric relationship between the one who is harassed and the harasser. *Cyberbullying* is different from other forms of *bullying* by the specificities of the habitat in which it manifests itself: the Internet, where the rules of society are different and which in fact induce some different consequences. If this form is sometimes confused with other forms of violence, this is explained on the basis of the possibility of the harasser to combine several methods to achieve his goal, but also of the legislative gaps, due to a modern technology that develops quickly and to which the law comes too late, when we are already at another stage of technology development.

Chapter 3 presents the research methodology, namely the justification of the research approach, the methodological design, the data collection procedure from the three samples, the specific ethical aspects of the approach and critical considerations regarding the methodology in the case of the researched subject. The contextualization of the research approach is essential in legitimizing the approach of this work, and the general objective, research questions and hypotheses are solidly anchored in the specialized literature and the specific context of the studied phenomenon in Romania. The variables targeted in the assessment of the situation at the level of **students** include the attitudes and behaviors that are the basis of *bullying* , the students' perception of this phenomenon, the adaptation mechanisms that students resort to in situations when they feel negative emotions, prevailing attitudes from the victim pose, attitudes prevalent from the pose of aggressor or participant in *bullying* , the types of harassment/aggression they are subjected to online and determining the degree of exposure to the online environment and TV. Among the sample of **parents** , the variables include the perceptions regarding the reasons that lead to aggression in the school environment, the perceptions regarding the resolution of conflict situations and intercollegiate relations, the behaviors observed in children as a manifestation of negative emotions, the perception regarding the phenomenon of bullying in schools and the sources of *this* behavior . At the level of **teaching staff** , the studied variables represent the reasons behind *bullying* in schools, the perception of the phenomenon studied at the school level, the adaptation mechanisms

observed among students as a manifestation of negative emotions, the identification of behaviors from the students' victim position and from the pose of aggressor or participant in *bullying* .

Chapter 4 presents the results of the research in extenso, from the perspective of students, parents and teachers. The sample of 3901 students from whom the primary data on the subject matter was obtained included the middle and high school cycle, with all specializations in the pre-university system. Here the distribution of the sample by study classes, the situations that generate *bullying attitudes* , *bullying attitudes* - the victim pose, *bullying attitudes* - the participant pose, student behaviors when they feel angry, nervous or sad, the adaptation mechanisms of them, students' opinions regarding several statements related to aggression, the level of safety of the educational unit, consequences for violence situations, the frequency of use of television and the Internet, students' opinions related to aggression, support in a bullying situation, the proportion of students who have been bullied on the Internet, the time of Internet use among students, the distribution of responses according to Internet bullying, the differences in perception among girls and boys regarding the statements analyzed for the victim pose, perception among rural and urban students regarding help received in case of harassment, etc. The sample of teaching staff includes 634 subjects from urban and rural education, and the sub-chapter detailing the results regarding their perspective highlights the perceived reasons for school aggression, the bullying attitude from the victim pose, student behaviors in *the* pose of victim or aggressor, behaviors of students when they feel angry, nervous or sad, follow-up for school violence situations, the main sources of verbal, emotional or physical violence, teachers' opinions regarding several statements related to internet violence, support in a bullying situation, the differences in perception among teachers in urban and rural school units regarding the help received in case of bullying, etc. The sample of parents includes 2622 subjects, they are part of the population of Braşov county, representatives of all ethnicities of the county, from the urban and rural environment. The subchapter presents the parents' perception regarding variables similar to those studied in the case of the previously described samples. After these sections, the data are analyzed synthetically, to answer the research questions and to validate or invalidate the hypotheses of the present research.

The objective of the present research is **to investigate the phenomenon of *bullying and cyberbullying* in the school environment and their implications, from the perspective of students, parents and teachers.** The research questions based on the

specialized literature discussed in the theoretical chapters and which form the basis of the research approach are the following:

Q1. To what extent is the phenomenon of *bullying* and *cyberbullying* found among the targeted school units?

RQ2. What is the students' perception regarding the safety of the school environment?

Q3. To what extent do parents perceive the family situation as a source of the child's aggression in the school environment?

Q4. What is the perception of teachers regarding the sources and effects of *bullying* in schools?

The research hypotheses that arise from the questions and will be verified through the statistical analysis of the collected data are the following:

H1. At the level of the studied schools, the degree of perception of bullying among students is low.

H1a. The level of perception of the fact that some students deserve to be teased/aggressed, at the level of the target group, is low.

H2. The degree of safety felt by students in the school environment is high.

H2a. In the case of bullying situations, students know, to a large extent, the school authorities they can turn to for help.

H3. At the level of students' perception, bullying behaviors are associated with difficult family situations.

H4. At the level of parents' perception, there is a direct and positive relationship between parental conflict/child neglect and bullying behaviors at school.

H4a. Verbal and emotional violence among children are perceived by parents as behaviors taken from the family.

H5. Parents associate children's negative emotions with the tendency of social isolation and disregard for one's own person.

H6. Parents are largely concerned about the safety of their children in the school environment.

H7. Teaching staff associate parents' lack of attention with aggressive manifestations in the school environment.

H8. The prevalence of bullying observed by teachers in the school environment is low.

H9. Teachers' experience with cyberbullying is limited.

CHAPTER 1. *BULLYING* : THEORETICAL FOUNDATIONS

1.1 *Bullying* : Introduction

The phenomenon of *bullying* is defined as a set of verbal or physical behaviors, with an aggressive character, representing a major problem in educational centers, started by a person or a group of people, the aim being to humiliate a person, called the victim, in a hostile way , repetitive and continuous; this type of behavior abuses the differences (physical strength, intellect, social status, ethnicity, etc.) between the aggressor or aggressors and the victim or victims, the effects of this phenomenon being negative and with possible long-lasting effects (Benitez and Justicia, 2006; Espelage and Swearer, 2003; James, 2010; Marsh, 2018; Smith; 2013; Swit, 2019).

Benitez and Justicia (2006)state that this phenomenon is found in every community, in more or less accentuated forms, but its characteristics do not differ according to the culture existing in that community, despite the fact that there are significant divergences between the relationship between the aggressor and the victim , stating that "*the incidence rates, despite being similar in many studies, show differences, although these differences may be due to factors related to the definition of bullying accepted by the authors, the heterogeneity of the instruments used to collect the data, the characteristics of the sample, etc.*" (p. 155). Thus, the authors argue that the differences between countries are not significant from the perspective of the observed incidence rate, this being an argument for the similarity of the phenomenon in different cultural and educational contexts.

This behavior is manifested on a person through humiliations, threats with the aim of degrading the person to whom these insults are addressed. The topics that *bullying* focuses on are religion, sexual orientation, racial differences, physical differences. In other words, anything that makes you different can be used as a way for individuals to fall victim to this phenomenon.

1.2 The implications and effects of *bullying*

The student experience

Adolescence is a rather difficult period from several points of view, it marks the emotional state of tomorrow's adult, it can be affected by certain external factors,

including the family and especially the school. It is a period in which each teenager forms his autonomy within the family, of the education provided by the education system, behavioral autonomy, he does not want to appeal to the opinion or advice of adults, thus making personal decisions that will allow him to lead himself .

Psychologically speaking, adolescence involves the period of change of a succession of traits with an affective, cognitive, but also behavioral character. In this process of change they develop more mature relationships with individuals of both sexes. Emotional dependence on adults begins to disappear, and the acquisition of a set of values and autonomy are some of the changes that leave their mark on the adolescent's life. Zamfir and Vlăsceanu (1998) define adolescence as a "*distinct stage in the evolution of the individual that lies between childhood and youth, presenting characteristic aspects in biological and psychosocial terms*" (p. 26). Thus, we can say that adolescence, from a psychological and biological point of view, is the period in the life of any social actor represented by transformations on several levels.

Parents' perspective

Some research suggests that parents are the primary caregivers who are responsible for their child's well-being. For example, the presence of aggression at home: if young people see it in the family environment from an early age, they will end up acting the same way in other environments in the near future. Hixon (2009) conducted a literature review on the psychological process that occurred between bullies and victims of bullying. When parents neglect to model appropriate social behavior in children, they are at high risk of using aggressive behavior when interacting with other youth who are trying to solve social problems without aggression (Wijtenburg, 2015).

The reasons that lead to the appearance of aggressive behavior in children are very diverse, given the fact that each individual is unique and reacts differently to external stimuli that can cause such behaviors. Children who do not receive adequate emotional support and receive various negative external stimuli are much more likely to develop aggressive behavior (López et al., 2006).

There is an increasing incidence of *bullying* in Romanian schools, the danger comes from a false impression of its normality, and most people accept it as a common part of everyday life (Ghiman and Pop-Cîmpean, 2022) . The transmission rate is very high, *bullying* actually starts at 1-2 years, when children have already started to learn the first form of manipulation, irritating their parents (or siblings) with their actions (eg

crying for a certain benefit , when they repeatedly make noises). The negative emotions of the parents (frustrated, angry) are perceived positively by the children (they are happy and feel great seeing the negative effects produced) because they are able to produce this effect.

Forms of violence and behavioral typologies

Violence appears in various forms, and sometimes we do not even suspect that we are dealing with a certain act of aggression. That is why it is essential, when analyzing this concept, to define its various forms. According to WHO, violence means:

"the intentional use of physical force, force or power, real or in the form of threats directed against oneself, against another person, group of persons or community, resulting in bodily harm, death, psychological harm, developmental disability or other harm" (Matran, 2021, p. 258).

Researchers have identified various typologies of violence. Therefore, there are different degrees through which the aggressive act can be manifested, from minor forms, such as: pushing, rudeness, offensive words, to major forms, such as: physical injuries and even death (Matran, 2021). Direct violence can be characterized as the behavior of an individual directed against another individual in an intentional and threatening manner. Also, the aggressor attempts and/or succeeds in causing physical injury to the victim. Indirect violence, however, is when the abuser uses others to harm the victim, through actions such as: gossiping, spreading disparaging rumors about someone else, social marginalization (Matran, 2021). In this case of violence, there is a high risk that the aggressor will escape unpunished, in the absence of evidence that is difficult to document.

Witnesses of bullying behaviors

Witnesses who take part in a bullying action, also known as spectators, are characterized as the people who influence the aggressive event in a positive or negative way, i.e. they either choose to approach a way in which they help the victim, or one in which they support the aggressor. They represent the group of people who influence the way in which the rate of aggressive events propagates in the educational environment, they usually tend to support the aggressor because of the fear of not being attacked themselves, and they represent a critical resource for the phenomenon of *bullying* .

because they are the ones who can support or destroy this phenomenon (Alvarez-Garcia et al., 2021; Padgett and Notar, 2013; Swearer and Hymel, 2015; Thornberg et al., 2021).

Consequences of bullying behavior

The most common causes that can trigger such inappropriate outings on the part of the person who will harass a person are, for example:

- lack of empathy towards people and ego (he tends to think that if he does this, he will become more popular and better seen by other colleagues or friends), but when we talk about the causes of this kind of bullying, bullies can take examples and take gestures and methods of physical or verbal aggression from others with similar behavior, believing that this is something that will attract attention (Ashiq et al., 2016; Mitsopoulou and Giovazolias, 2015).
- another cause could be that represented by the family framework, it can be seen as a mirror of an imbalance in the family (Nocentini et al., 2019). Families in which there are signs of violence, no matter what it is, are a favorable environment for such actions by the child. Children tend to copy their parents, taking as examples the facts they see at home. These, later turning into traumas, can backfire on potential victims. What happens in the family can have serious consequences on the mentality and development of the child. That's why I can say that domestic violence can give birth to aggressive children, but not in all cases. They may grow up thinking that in order to be authoritative, other people must be afraid of you. Some parents force their children to do certain things, believing that such ways will educate them. Such behaviors can cause children to become future bullies when they go out into society.

Rivers and Smith (1994) classified three types of *bullying*: direct physical aggression, direct verbal aggression and indirect aggression. Verbal *bullying* includes mocking, making fun of the physical, physical deficiencies of other students, using unpleasant words. Almost all victims of *bullying* exhibit stress, anxiety, depression, academic problems, suicidal ideation and psychosocial problems (Long and Alexander, 2010).

Identifying and documenting cases of bullying

The strong impact of *bullying* has been of great interest to many specialists, and the research results underline the extent of the global expansion of this phenomenon. In order to combat this phenomenon, we must not only be aware that it exists and is

expanding, but we must know how to identify it, and this is not possible without prior knowledge of the factors that cause it to appear. For example, when doing clinical assessments with children who are the target of *bullying*, it is important to take into account that they are often reluctant to tell both professionals and their own parents what is happening, due to fears that adults will do nothing but make the situation worse and at the same time because of feelings of shame, embarrassment, because they are the target of *bullying* (Limber, 2002; Olweus et al., 1999). Male victims and teenagers in particular are the least likely to report being harassed.

A problem that exists in many schools is the lack of a psychologist. In every educational institution, the presence of a psychologist would help a lot, many of the students would have more courage to say what is bothering them.

1.3 Measures to combat the phenomenon

the child telephone was implemented (Asociația Telefonul Copilului, n.d.) . According to statistics on the website, the service is a success, between 21 October 2001 and 31 December 2020 there were 2,636,108 phone calls, of which 96,494 were calls that required long-term counseling from the organization's consultants, counseling that falls within in the following categories: the need for psychological counseling, the need for legal counseling, the need for information, the need to facilitate the intervention of competent institutions. All telephone calls taken are anonymous. When the problem is one of high gravity, if the person concerned agrees to provide personal data, the operators will immediately notify the social services to travel to the place in question.

Operators are also at the disposal of people who are not safe and need help, guiding them step by step to get out of the situation. The Children's Telephone offers the following services: information regarding the observance of the child's rights; counseling for the promotion and respect of children's rights; referral to institutions that can provide appropriate assistance in each individual case; case monitoring; monitoring the observance of children's rights in Romania (Telefonul Copilului Association, n.d.).

AS CHAPTER 2. *CYBERBULLYING* : FORMS, EFFECTS AND SOLUTIONS

2.1 Forms of *cyberbullying*

The term *cyberbullying*, therefore, defines various forms of psychological abuse, communicated through the Internet and includes repeatedly offending an individual, sending obscene text messages, web messaging or online conversations, attacking someone through a fake profile or blog, containing information humiliating, sending threats and online publishing of videos or personal photos without the owner's consent (Cojocari, 2019). Although similar to traditional bullying, cyberbullying can cause more stress to the victim because the bully is protected by anonymity and engages in behaviors they would not do in real life.

According to Kaspersky's website for children's safety on the Internet, *Kids safety by Kaspersky*, there are 10 types of bullying on the Internet (see Bîţca, 2018; Vevera and Albescu, 2019). These are:

- Gossip (eng. *Gossip*): this involves the publication in the online environment of some hypothetical information that can blame one or more people, but also the instigation of other people to take over an ostentatious behavior towards some individuals.
- Exclusion (eng. *Exclusion*): this consists in the exclusion of an individual from an existing group in the online environment. An example of this is the exclusion of a classmate from the class group on WhatsApp due to the fact that the others do not think they deserve to be in this group.
- Harassment (eng. *Harassment*): refers to harassment through offensive words, but also images of the person in question that could denigrate them from a social point of view. An example of this can be blackmail by publishing images in indecent poses with the harassed person in exchange for services of a sexual nature. This can degrade the victim's mental integrity.
- Trolling : consists in the desire to irritate through certain actions such as insults, obscene messages, but also certain emoticons, these being posted in advance either for the general public or privately to annoy the victim .

- stalking (eng. *Cyber stalking*): refers to harassing behavior towards an unknown person in the virtual environment. It asks the victim to meet, transposing the action from the virtual environment to real life.
- Comments: Refers to the posting of negative responses or denigrates posts made by another person. Such comments are often found on posted photos, but also on video clips and text posts.
- Insistence (eng. *Dissing*): sending permanent messages or posts to users who refuse to respond to them.
- Fake profiles: creating fake profiles, mostly used by cyber bullies. They create a new identity or steal someone else's in order to talk to the victims they want to reach. In some cases, the aggressors can impersonate the victims or even threaten them.
- Attacking (eng. *Fraping*): using certain methods to change the details on the victim's personal profile when the victim in question does not secure his profile. This phenomenon can also be described as speaking on behalf of the victim.
- Disclosure (eng. *Trickery*): the use of certain methods by the aggressor to be able to reach certain information of the victim, in order to then make it public.

Virtual threats can also materialize in the form of *direct threats*, which are based on the idea of harming someone or committing suicide, containing information about a planned event, or *disturbing material*, which clearly shows that a person is angry and considering the idea of hurting someone or harming them (Willard, 2007).

2.2 The effects of cyberbullying

Cyberbullying is violence addressed through virtual means, having a much stronger and faster effect, the information being much more easily spread on social media platforms, where anyone can have access to it. The aggressors are mostly anonymous, they use different means to express their acts of aggression, such as images, texts, etc. The victims are often teenagers, and mostly girls are the most targeted by the attackers. Being very vulnerable, very few notify the authorities or an adult about an abuse in the cyber environment to which they are subjected. The attackers create deep traumas for the victims following the aggressions carried out in the virtual area, the consequences are

manifested by various conditions such as depression, anxiety, very low self-esteem (Leduc et al., 2022).

2.3 Solutions to prevent and combat *cyberbullying*

To combat this phenomenon of aggression is necessary, "*the involvement of everyone - children, parents, teachers, counselors, youth leaders, law enforcement, social media companies and the whole community*" (Hinduja and Patchin, 2014, p. 5) is necessary to help them the victimized to be able to get over these traumas more easily, but also to be able to reintegrate into society.

A key action that parents can take to ensure that young people do not become victims of *cyberbullying* is to provide them with an environment where they feel safe to have the confidence to talk to them when they feel bullied in the environment online (Hinduja and Patchin, 2014). By having an environment where the child feels safe, parents can find out more easily and quickly if the child feels bullied and can take the necessary steps to stop this act of bullying.

2.4 *Bullying and cyberbullying* : A comparative perspective

All elements of our society have changed with the Internet: shopping, communication, information. In this sense, even undesirable things have been transformed with the advent of virtual space. So, bullying that has existed for a long time and that is expressed in physical places has seen an important mutation. Harassment, a relatively faithful translation of the term *bullying*, usually face-to-face, expressed at work, in school or on the street, has undergone changes. Its possibilities to exist in a virtual world were strong and the information of the last years confirmed this hypothesis: the number of psychologically injured people or who chose a path of no return through suicide has increased (Nikolaou, 2017). This confirms the need to understand what online harassment, also known as *cyberbullying*, is and to know if it is different from other forms of harassment.

When we talk about harassment or *cyberbullying*, both are characterized by the repetitive nature of the actions done and by an asymmetric relationship between the one who is harassed and the harasser.

In conclusion, *cyberbullying* is different from other forms of *bullying* by the specificities of the habitat in which it manifests itself: the Internet, where the rules of society are different and which in fact induce some different consequences. If this form is sometimes confused with other forms of violence, this is explained by the possibility of the harasser to combine several methods to achieve his goal, but also by the legislative gaps, due to a modern technology that develops quickly and to which the law comes too late, when we are already at another stage of technology development.

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Research design : Quantitative and qualitative dimension

The research approach used in this study was a mixed methods procedure that included elements of both quantitative and qualitative research traditions (Creswell and Clark, 2007). To examine students' experiences of bullying and adults' responses to it, we first collected quantitative data in questionnaires and then some open-ended questions for a qualitative perspective of the study. Creswell (2009) refers to this approach as *sequential exploratory design*. The survey data was collected in 2020, with the Covid-19 pandemic restricting data collection possibilities.

Quantitative research is an approach that tests objective theories by examining the relationship between variables (Creswell, 2003). Everything that can be usually measured by instruments is described as a variable and they can be analyzed by statistical procedures. Quantitative tools are primarily experimental designs and secondarily non-experimental designs such as surveys. Survey research provides a quantitative or numerical description of the attitudes, tendencies, or opinions of a population (Creswell, 2003).

This work can also be characterized as descriptive research. Descriptive research addresses questions about how things are, not their causes, while playing a key role in uncovering the existence and extent of social problems (in this case, bullying) and can enable social action and provide the basis for social policy interventions well directed (De Vaus, 2002). Descriptive statistics are those that summarize patterns in the responses of a sample (De Vaus, 2014). Quantitative research is also characterized as having the ability of its findings to be generalized to the population (Gall et al., 2007). At the same time, quantitative research is considered appropriate for measuring attitudes. Data are collected on an instrument that measures attitudes, and the information collected is analyzed using statistical procedures and hypothesis testing (Creswell, 2003). Hartas (2010) notes that quantitative research was originally situated in the philosophical tradition of empiricism and logical positivism. Creswell (2003) agrees, stating that post-positivist assumptions are more valid for quantitative research. Quantitative research is considered to provide what is characterized as strong evidence (De Vaus, 2002).

Fidelity and validity

As a reliable measurement we consider the one that gives us the same results on repeated occasions (De Vaus, 2014). We ensure that a test is reliable when questions are answered in the same way on different occasions, if given to the same person with consistent answers (De Vaus, 2002). In this study an attempt was made to avoid poor wording and efforts were made to ensure that the coding was done as carefully as possible. However, even well-developed questions can cause problems of infidelity (De Vaus, 2014). Similarly, another type of fidelity problem may arise during coding, as different coders may code the same response in different ways. Therefore, interest focused on the coding process.

The qualitative dimension of research

Taking place during the Covid-19 pandemic, the research approach included, in the second part of the questionnaire, open questions, which allowed obtaining a qualitative perspective on the subject under study.

One of the open questions asked in the students' questionnaire concerns their perception of social networks, preceded by quantitative questions to which a conclusion had to be issued. The open-ended questions included in the teachers' questionnaire start from the question of whether they have experienced bullying in the online environment, a quantitative question answered with *yes* or *no* and others with open answers: in what form, how did they react, what do they think about social networks socialization etc. The parent questionnaire includes several open-ended questions starting with asking if the parent has been cyberbullied and specifying the bullying, continuing with the child's cyberbullying, the measures taken, and the parent's perspective on social media.

3.2 Research Procedure

The research was carried out at the level of pre-university education units in Braşov county, from all localities and taking into account all cohabiting ethnicities. After completing the three questionnaires for students, parents and teachers, they were distributed online to all schools in the county. The fact that this research was carried out in the context of the Covid-19 pandemic determined the use of the online version of the questionnaire, which reached a large number of respondents. Three questionnaires were

created using Google forms: one for students, one for parents and one for teachers, and these were sent to the educational unit, which in turn distributed the specific links to the groups of students, teachers and parents . The period for completing the questionnaires was two weeks. At the end of the two weeks, the validity of the answers was checked and the data analysis was carried out.

3.3 Ethical aspects in research with human subjects

Five ethical responsibilities were respected towards the participants: voluntary participation, informed consent, no harm, anonymity and data confidentiality (De Vaus, 2002). Voluntary participation means that the participant's willingness to take part in the research minimizes the risk of response bias.

The participants of this study were also informed about the present research and its purpose, although detailed information was not provided, so as not to direct responses. Over-informing participants about the study design, hypotheses and theories being tested can distort responses and undermine the validity of findings (De Vaus, 2002). When it comes to the *no harm principle* , we mean avoiding questions about family relationships, sexual behavior, unpopular attitudes, which can upset and embarrass respondents and create psychological harm (De Vaus, 2002).

Respect for the participants' integrity, freedom and right to participate was important in contacting the sample, while explaining to them that answering the questionnaire was voluntary and anonymous and that they were free to withdraw from the study at any time. Also, the results of this research will not be reused or used for reasons other than those decided and communicated from the beginning. Research participants were informed about the study, its purpose and their role in it, and at the same time they were assured of the researcher's respect for confidentiality.

Critical considerations regarding the methodology in the case of the researched subject

The methodological difficulties are due to the fact that the methods used are mainly based on the reports of those involved in bullying incidents (aggressors, victims, peers, teachers or parents). These reports are characterized by subjectivity, as each party experiences bullying in different ways and experiences different emotions. Perhaps observation as a method of data collection would provide more objective results, but its

technical and practical difficulty is even more challenging. It is a fact, for example, that incidents of bullying are rare in a supervised environment.

In addition, we must realize that the questionnaire, as a research tool, has its limitations. It is more difficult for example for an attitude, experience or opinions to be expressed correctly when the subject has to answer a structured questionnaire (Gall et al., 2007). Furthermore, after the questionnaire is distributed, there is no possibility to modify the items, even if they are unclear to some respondents (Gall et al., 2007). Quantitative methods are also characterized as simplistic and unable to capture the realities of social life (Connolly, 2007) without the ability to focus on the unique words that respondents would use to describe a situation, narrative color, or even body language. It is not uncommon for some answers on a questionnaire to be incorrect, simply because the participant believes they are answering as they would be expected to answer, which is known as social desirability (Krumpal, 2013) .

3.4 Background, objectives, research questions and hypotheses

The objective of the present research is **to investigate the phenomenon of *bullying and cyberbullying* in the school environment and their implications, from the perspective of students, parents and teachers.**

The research questions based on the discussed specialized literature and which form the basis of the research approach are the following:

Q1. To what extent is the phenomenon of *bullying and cyberbullying* found among the targeted school units?

RQ2. What is the students' perception regarding the safety of the school environment?

Q3. To what extent do parents perceive the family situation as a source of the child's aggression in the school environment?

Q4. What is the perception of teachers regarding the sources and effects of *bullying* in schools?

The research hypotheses that arise from the questions and will be verified through the statistical analysis of the collected data are the following:

H1. At the level of the studied schools, the degree of perception of bullying among students is low.

H1a. The level of perception of the fact that some students deserve to be teased/aggressed, at the level of the target group, is low.

H2. The degree of safety felt by students in the school environment is high.

H2a. In the case of bullying situations , students know, to a large extent, the school authorities they can turn to for help.

H3. At the level of students' perception, bullying behaviors are associated with difficult family situations.

H4. At the level of parents' perception, there is a direct and positive relationship between parental conflict/child neglect and bullying behaviors at school.

H4a. Verbal and emotional violence among children are perceived by parents as behaviors taken from the family.

H5. Parents associate children's negative emotions with the tendency of social isolation and disregard for one's own person.

H6. Parents are largely concerned about the safety of their children in the school environment.

H7. Teaching staff associate parents' lack of attention with aggressive manifestations in the school environment.

H8. The prevalence of bullying observed by teachers in the school environment is low.

H9. Teachers' experience with cyberbullying is limited.

The variables targeted in the assessment of the situation at the level of **students** include the attitudes and behaviors that are the basis of *bullying* , the students' perception of this phenomenon, the adaptation mechanisms that students resort to in situations when they feel negative emotions, prevailing attitudes from the victim pose, attitudes prevalent from the pose of aggressor or participant in *bullying* , the types of harassment/aggression they are subjected to online and determining the degree of exposure to the online environment and TV. Among the sample of **parents** , the variables include the perceptions regarding the reasons that lead to aggression in the school environment, the perceptions regarding the resolution of conflict situations and intercollegiate relations, the behaviors observed in children as a manifestation of negative emotions, the perception regarding the phenomenon of bullying in schools and the sources of *this* behavior . At the level of **teaching staff** , the studied variables represent the reasons behind *bullying* in schools, the perception of the phenomenon studied at the school level, the adaptation mechanisms observed among students as a manifestation of negative emotions, the

identification of behaviors from the students' victim position and from the pose of aggressor or participant in *bullying* .

CHAPTER 4. RESEARCH RESULTS

4.1 Students' perspective

The sample of **3901 students** from whom the primary data on the topic addressed includes 48.5% students from secondary school, 27.9% students of theoretical high schools, real profile and in a lower percentage students of theoretical high schools, profile human (9.9%), vocational school (8.5%), dual education (3.1%), vocational education Art, vocational education Music, vocational education Sports, each with a percentage less than 1%. The composition of the sample according to the grade the students attend is quite varied, with information from students from 5th to 13th grades being analyzed.

The situations of *bullying* analyzed among students are diverse, the one that received the most nominations refers to the fact that the mother is not attentive when the child speaks to her (29%). 25.1% of students said they often feel ignored. Other situations that can cause *bullying* actions : "Your father is not attentive when you talk to him" - 23.1%, "Someone close to me has died" - 23%, "I think I am ugly" - 22.5%, "Your mother and father are arguing" - 21.2%.

The students were put in the position of choosing from a series of situations (statements) those that happen to them. Thus, 59.6% of students believe that life is unfair and full of dangers, 23.9% of students say that they do things that are not allowed, 22.8% of those who participated in the study believe that "Most of the time I believe that I'm bad", and 22.7% state that "friends/family sometimes behave better with me after I've been bullied".

In order to establish the relationship between the time spent on the Internet and the mode of action regarding Internet aggression, a Correspondence Table was made between the mentioned variables (Q11. *While using the Internet:* and Q21. *How long do you stay on the Internet? – single answer*).

To analyze the ways of helping in a situation of harassment according to gender, a Correspondence Table was made between the *Q12 variables. In a situation of harassment/aggression/violence consider that you can get help from :* and the gender variable.

In order to evaluate the ways to help in a situation of harassment/aggression/violence depending on the area of residence, a Correspondence Table was created between the *Q12 variables. In a situation of*

harassment/aggression/violence consider that you can get help from : and the variable Residence (Urban/Rural).

4.2 The teachers' perspective

The sample of teaching staff reached a volume of **634 people** , 76% full-time, 20.3% qualified substitutes, 3.6% unqualified substitutes, 77.4% from educational units in the urban environment, 60.9% also having managerial duties, most of them without a managerial position – 89.9%. In terms of seniority in education, the composition of the sample is quite varied, the research summing up data from both novice teaching staff and those with more than 30 years of experience in the educational system.

The created sample includes both Romanian (92.7%) and Hungarian (6.3%), Roma, German or other ethnic teachers (0.3% each) and gathers data from 83.3 % women and 16.7% men.

According to teachers, the most common situations/reasons that could cause school aggression are related to arguments between parents (68.8%) that affect students, the fact that they are physically/emotionally/verbally attacked (66.1%) or they are harassed/teased/aggressed by classmates/schoolmates (64.2%). Constant lack of supervision by the family is an important factor for aggression among students for 60.7% of the teachers who answered the research questions. Other reasons for school aggression that gathered important values in the opinion of teachers are: Alcohol/drug consumption by parents - 58.5%, Divorce of parents - 56.5%, Ignoring the child by the family - 53.5% the fact that students are bullied/teased/aggressed by family members - 47.5%, they don't feel understood - 46.8%, they don't feel loved by their parents - 43.5%.

4.3 Parents' perspective

For the research dedicated to parents, data was collected from **2,622 people** , 84.8% women, 15.2% men, most of them Romanian (94.9%), but Hungarians were also included (4.1%) of Roma or German ethnicity (each less than 1%); 73.8% are people living in urban areas, and 26.2% in rural areas. Among the 2622 parents who participated in the study, more than half are from families with 2 children (53.4%), almost a third are families with 1 child (29.9%) and only 4.4% come from families with more than 3 children.

In the perception of parents with children in secondary and high school education, the most important situations/ reasons that could cause school aggression are related to the fact that they are bullied/teased/aggressed by classmates/schoolmates (61.3%) or are physically/emotionally/verbally assaulted (57.3%). It was noted that arguments between parents affect children who become aggressive in the school environment, an aspect specified by 47.4% of parents. Also, when the children do not feel understood (43.5%) or in the situation of a divorce of the parents (41.8%) or alcohol consumption by one of the parents (41.5%) or when they are not constantly supervised by the family (40.4%) children may exhibit school aggression behaviors, in the parents' perception.

Parents participating in the study were asked to express their agreement or disagreement with several statements describing behaviors/habits within a family. Using a scale from 1 - Total agreement to 5 - Total disagreement, important information was obtained regarding how conflict situations and relationships with children are perceived.

The aim of the research was to highlight the perceptions of students, parents and teachers regarding the phenomenon of *bullying* and *cyberbullying* in the school environment. The data were obtained by means of three distinct studies carried out at the level of people among whom there is the probability of facing situations of aggression, thus both students and teachers as well as parents were included in the research, the approach and the analyzed theme being similar for every study conducted. The sample volume of the study dedicated to students amounted to 3901 people, that of parents to 2622 people, and the sample of the study conducted among teaching staff collected 634 people.

4.4 Comparative perspective

In the following, data obtained from the three studied samples (among students, teachers and parents) will be presented on the major themes of the analysis, with the most important aspects for the present research being pointed out in particular.

Reasons for school bullying

The situations that can constitute reasons for school aggression analyzed among students are diverse, the one that received the most nominations refers to the fact that the mother is not attentive when the child speaks to her (29%), this being the situation that, according to the students, generates most often *bullying actions* . In proportion to 25.1%, students stated that they often feel ignored; other situations that can cause *bullying actions* in the students' perception are: "Your father is not attentive when you talk to him" -

23.1%, "Someone close to me died" - 23%, "I think I am ugly" - 22.5%, "Your mom and dad are arguing" - 21.2%

If both students from *the urban environment* and those from the countryside claim that the most important situation that can generate school aggression is when the mother is not attentive when she is spoken to, for those from the countryside a greater importance is given to situations related to the physical appearance "I think I'm ugly," "My pet died," or "Someone close to me died." For those in the city, the situations that generate *bullying* are more related to the fact that they feel ignored, your father does not pay attention when he speaks to them, or they have lost someone dear in their life.

Behaviors/ Habits in the family

Parents participating in the study were asked to express their agreement or disagreement with several statements describing behaviors/habits within a family. Using a scale from 1 - Total agreement to 5 - Total disagreement, important information was obtained regarding how conflict situations and relationships with children are perceived. It was noted that when they have a problem, children turn to their mother more often to help them overcome it (81.4% chose *total agreement* or *agreement* for this statement), most parents choose not to argue in front of their children (60.3% chose *strongly agree* or *agree* with this statement) and almost half (47.7%) declare that they do not give the child anything on the "tray". Regarding arguments between siblings, 45.1% of parents agree that they resolve themselves, while 30.1% disagree (*disagree* or *totally disagree*) with this attitude towards conflict situations between siblings. Parents' opinions regarding physical corrections addressed to children are negative, i.e. they do not agree with the "ear" or "slapping" (60.9% *disagree* or *totally disagree* with this aspect) nor do they claim that the beating is broken from heaven (64.1% stated that they *disagreed* or *strongly disagreed* with this statement). Means obtained for the statements "Corrections such as 'slap' or 'ear' are normal" or "Beating is broken from heaven" are close to the maximum levels of the scale, which reinforces the idea that parents do not agree with such behaviors or skills in the family.

Resolving conflict situations

In the perception of 95.5% of parents, it is best to avoid conflicts and confrontations, this is the way they choose to educate their children, and "Revenge is the weapon of a fool" is a true statement in the perception of 80.2% of respondents. Parents

explain to their children that the world is unfair and full of dangers (79.9%), and good children never hit/offend/retaliate (67.3%). More than half of the parents claim that fighting is the last resort in case of a conflict situation (55.3%) and only 5.3% of the parents participating in the study accuse their children that it is only their fault if something bad happens to them .

Bullying attitudes: The victim pose

The research also wanted to highlight perceptions regarding certain situations of aggression. The students were put in the position of choosing from a series of situations (statements) those that happen to them, these situations illustrating the position of a victim in the case of a conflict. Thus, 59.6% of the students believe that "Life is unfair and full of dangers", 23.9% of the students say that they do forbidden things, 22.8% of those who participated in the study believe that "Most of the time I think I'm bad too", and 22.7% say that "friends/family sometimes behave better with me after I've been bullied".

Analyzing the data according to *the origin of the educational unit*, it is found that the teachers who teach in the rural environment believe in a higher proportion that the students in the victim pose are provocative or have some social benefits. While the teachers who teach in educational units in the urban environment (69.9%) believe in a statistically significantly higher proportion than those in educational units in the rural environment (57.9%) that the students in the victim pose they have a weak aspect from a biological or social point of view.

Bullying attitudes: Participant posture

A third of the children who answered the questions of this study believe that it is worth behaving mischievously with some children (33%), respectively 1289 students. Their share is higher among children in the 8th grade (40.9% of respondents in the 8th grade believe this), 9th (40.3%) and 10th (38 ,5%). In the perception of 14.6% of the students participating in the study "Some children deserve to be teased", and 11.4% state that "Some children deserve to be beaten/aggressed" or "I like to make other children do what I want". 295 students, respectively 7.6% "I don't see any problem, if I like, to harm other children"

The study also analyzed the parents' perception of how they deal with conflict situations from the position of participant in the conflict/aggression. More than $\frac{3}{4}$ of parents believe that "In life you must not let yourself be trampled on", 82.1% of parents supporting this statement as true. 41.7% of parents advised their children to speak up if

they want to be heard and 33.8% of respondents to this study state that "I will always stand up for my child (no matter what he does)". Only 6.7% chose as true the statement "Everything belongs to my child" and only 3.5% do not let their children play with the ugly and stupid ones.

Possible consequences of witnessing violent scenes

When students witnessed scenes of violence or harassment in 44.7% of cases there were minimal consequences if found (reprimand/warning), and in 30% of cases there were no consequences. When the students were victims of scenes of violence or harassment in 40.1% there were no consequences, and in 37% of the situations the consequences were minimal if the incident was known. For students who actively participated in scenes of violence or harassment in 40.1% of cases nothing happened, there were no consequences, and in 36.6% of cases the consequences were minimal (reprimand or warning), if found of such situations.

In the case of parents, when they witnessed scenes of violence, in 49.4% of the situations the consequences were minimal (reprimand/warning), and in 21.7% of the cases there were no consequences. 18.7% of parents noticed that in the situations of aggression they witnessed there were serious consequences/consequences and 10.2% indicated that the aggressors were respected by most of the students.

When teachers witnessed scenes of violence or harassment in school, in 60.1% of cases the consequences were minimal (reprimand/warning), and in 35% of cases the consequences were serious. A quarter of the teachers noted the fact that in situations of aggression, violence in school, the aggressors were respected by most of the students (25.9%), and in the case of 9.6% of the teachers there were no consequences in following such situations.

ConCluSIonS

The present research brought to the attention of the respondents various themes regarding harassment, aggression, existing violence both in the school environment and in the online environment, these themes being addressed in the three studies carried out among the subjects of interest, namely students from Braşov schools and high schools, parents and teaching staff from educational units in Braşov county. The major themes had in mind the identification of the main reasons for school aggression, the attitudes of *bullying* from the position of a victim as well as from the position of a participant, the identification of perceptions regarding bullying/violence in school, the main sources of verbal, emotional and physical violence, opinions regarding some situations of aggression while using the Internet, support received in situations of harassment/aggression/violence, opinions on Internet aggression.

The objective of the present research is **to investigate the phenomenon of *bullying and cyberbullying* in the school environment and their implications, from the perspective of students, parents and teachers.**

The research questions and hypotheses based on the discussed specialized literature and which form the basis of the research approach are the following:

Q1. To what extent is the phenomenon of *bullying and cyberbullying* found among the targeted school units?

RQ2. What is the students' perception regarding the safety of the school environment?

H1. At the level of the studied schools, the degree of perception of bullying among students is low.

H1a. The level of perception of the fact that some students deserve to be teased/aggressed, at the level of the target group, is low.

H2. The degree of safety felt by students in the school environment is high.

H2a. In the case of bullying situations, students know, to a large extent, the school authorities they can turn to for help.

H3. At the level of students' perception, bullying behaviors are associated with difficult family situations.

Q3. To what extent do parents perceive the family situation as a source of the child's aggression in the school environment?

H4. At the level of parents' perception, there is a direct and positive relationship between parental conflict/child neglect and bullying behaviors at school.

H4a. Verbal and emotional violence among children are perceived by parents as behaviors taken from the family.

H5. Parents associate children's negative emotions with the tendency of social isolation and disregard for one's own person.

H6. Parents are largely concerned about the safety of their children in the school environment.

Q4. What is the perception of teachers regarding the sources and effects of *bullying* in schools?

H7. Teaching staff associate parents' lack of attention with aggressive manifestations in the school environment.

H8. The prevalence of bullying observed by teachers in the school environment is low.

H9. Teachers' experience with cyberbullying is limited.

Although the present research involves only one research method, and the data were analyzed from a quantitative, descriptive perspective, intended to map the perceptions of the three samples involved in the bullying *phenomenon* and *cyberbullying* at the level of the studied community, the relevance of the approach derives from the large volume of data collected and the implementation of a methodology that can be replicated at the level of several communities, but also in several waves of the research. This last aspect can be particularly valuable for a more accurate picture of the evolution of the studied phenomenon, but also for the foundation of future public policies, at the level of institutions interested in and responsible for managing this phenomenon.

Limits and prospects for research development

The methodology used in the present study has inherent limitations, given the quantitative nature of the data and the lack of representativeness of the sample. The volume of data collected is significant, but the three samples of subjects are convenience, non-probabilistic. Also, it is precisely the non-probabilistic nature of the sample that generates the descriptive nature of the statistical analysis of the data, as no statistical tests were performed to attest the level of significance of the relationships between the studied variables. Given the sensitive nature of the topic studied, the initial methodology included

a mixed, quantitative-qualitative approach, but the unforeseen emergence of the pandemic drastically limited the possibility of implementing a qualitative methodology. The data interpreted in this study represents a fraction of the volume of data collected and will be interpreted later. The survey was conducted again a year later with the same questionnaire. The research will continue with the parallel interpretation of these data and the initiation of a qualitative study on this topic. Also, for future developments, more geographical areas can be included and advanced analyzes can be carried out, which will allow for an overview, at the national level, of the phenomenon of bullying *and* cyberbullying .

BIBLIOGRAPHY

- Adams, KS, & Christenson, SL (1998). Differences in parent and teacher trust levels: Implications for creating collaborative family-school relationships. *Special Services in the Schools* , 14 (1-2), 1-22.
- Agatston, PW, Kowalski, R., & Limber, S. (2007). Students' perspectives on cyber bullying. *Journal of Adolescent Health*, 41 , S59-S60. DOI: 10.1016/J.JADOHEALTH.2007.09.003
- Albanese, AM, Russo, GR, & Geller, PA (2019). The role of parental self-efficacy in parent and child well-being: A systematic review of associated outcomes. *Child: care, health and development* , 45 (3), 333-363.
- Alikasifoglu, M., Erginoz, E., Ercan, O., Uysal, O., & Albayrak-Kaymak, D. (2007). Bullying behaviors and psychosocial health: results from a cross-sectional survey among high school students in Istanbul, Turkey. *European journal of pediatrics* , 166 (12), 1253-1260.
- Al-Raqqad, HK, Al-Bourini, ES, Al Talahin, FM, & Aranki, RM (2017). The Impact of School Bullying On Students' Academic Achievement from Teachers' Point of View. *International Education Studies*, 10 (6), 44-50.
- Aluede, O., Adeleke, F., Omoike, D., & Afen-Akpaida, J. (2008). A review of the extent, nature, characteristics and effects of bullying behavior in schools. *Journal of Instructional Psychology* , 35 (2), 151.
- Aluedse, O. (2016). Bullying in schools: A form of child abuse in schools. *Educational Research Quarterly*, 30 (1), 37-49.
- Alvarez-Garcia, D., Thornberg, R., & Suarez-Garcia, Z. (2017). Validation of a Scale for Assessing Bystander Responses in Bullying. *Psychothema*, 33 (4), 623-630.
- Andreou, E. (2000). Bully/victim problems and their association with psychological constructs in 8-to 12-year-old Greek schoolchildren. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression* , 26 (1), 49-56.
- Arsene, M. (2013). *Le Cyberbullying: état actuel des connaissances sur la psychopathologie des enfants et adolescents concernés à ce phénomène* (Doctoral Thesis), Université Toulouse III-Paul Sabatier.

- Arseneault, L., Bowes, L., & Shakoor, S. (2010). Bullying victimization in youths and mental health problems: 'Much ado about nothing?'. *Psychological medicine* , 40 (5), 717-729.
- Ashiq, S., Majeed, S., & Malik, F. (2016). Psychological predictors of cyber bullying in early adulthood. *Health Science Journal* , 10 (3), 1.
- The Children's Telephone Association. (n.d.). *Author*.
<http://www.telefonulcopilului.ro/despre-noi>
- Atik, G., & Güneri, OY (2013). Bullying and victimization: Predictive role of individual, parental, and academic factors. *School Psychology International* , 34 (6), 658-673.
- Austin, S., & Joseph, S. (1996). Assessment of bully/victim problems in 8 to 11 year olds. *British journal of educational psychology*, 66 (4), 447-456.
- Ayas, T. (2012). The effect of parental attitudes on bullying and victimizing levels of secondary school students. *Procedia - Social and Behavioral Sciences*, 55, 226-231. DOI: 10.1016/j.sbspro.2012.09.498
- Beard, D. (2021). Preventing and combating the phenomenon of bullying. *Edufor Future – Education and Training for the future* , 26-28.
- Bauman, S. (2007). Cyberbullying: A virtual menace. In *National Coalition Against Bullying National Conference* (Vol. 2, No. 4).
- Bauman, S., & Del Rio, A. (2005). Knowledge and beliefs about bullying in schools: Comparing pre-service teachers in the United States and the United Kingdom. *School Psychology International* , 26 (4), 428-442.
- Beeman, SK, Hagemester, AK, & Edleson, JL (1999). Child protection and battered women's services: From conflict to collaboration. *Child Maltreatment* , 4 (2), 116-126.
- Beldean-Galea, IE, Jurcău, N., & Țigan, Ș. I. (2010). Frequency of bullying behaviors in secondary schools in Cluj-Napoca. *Applied Medical Informatics* , 27 (4), 62-66.
- Benitez, JL, & Justicia, F. (2006). Bullying: Description and Analysis of the Phenomenon. *Electronic Journal of Research in Educational Psychology*, 4 (2), 151-170.
- Berns, RM (2015). *Child, family, school, community: Socialization and support* . Cengage Learning.
- Bernstein, LK (2016). Investigating and prosecuting swatting crimes. *US Att'ys Bull.* , 64 , 51.

- Beyer, K., Wallis, AB, & Hamberger, LK (2015). Neighborhood environment and intimate partner violence: A systematic review. *Trauma, Violence & Abuse, 16* (1), 16-47. DOI: 10.1177/1524838013515758
- Bitca, L. (2018). Cyberbullying – An online but real problem. National scientific-practical conference with international participation *Initial and continuing training of psychologists in the field of child protection against violence* , 151-158.
- Bitdefender. (2017, November 27). 80% of teenagers have been bullied online. Physical appearance, passions and financial situation, the main reasons. *Author*. <https://www.bitdefender.ro/news/80-dintre-adolescenti-au-fost-haratuiti-pe-internet-aspectul-fizic-pasiunile-si-situatia-materiala-principalele-motive-3393.html>
- Bokhove, C., Muijs, D., & Downey, C. (2022). The influence of school climate and achievement on bullying: Comparative evidence from international large-scale assessment data. *Educational Research* , 64 (1), 18-40.
- Borualogo, IS (2021). The role of parenting style to the feeling of being adequately heard and subjective well-being in perpetrators and bullying victims. *Journal of Psychology* , 48 (1), 96.
- Bradshaw, CP, Sawyer, AL, & O'Brennan, LM (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. *School psychology review* , 36 (3), 361-382.
- Brandau, M., & Ray, S. (2021). Caring for the digital generation: understanding electronic aggression. *Journal of Pediatric Health Care* , 35 (1), 132-140.
- Brown, S., & Taylor, K. (2008). Bullying, education and earnings: evidence from the National Child Development Study. *Economics of Education Review* , 27 (4), 387-401.
- Buelga, S., Martínez-Ferrer, B., & Musitu, G. (2016). Family relationships and cyberbullying. *Cyberbullying Across the Globe* , 99–114. DOI: 10.1007/978-3-319-25552-1_5
- Bukowski, WM, Newcomb, AF, & Hartup, WW (1996). *The company they keep: Friendship in childhood and adolescence*. Cambridge University Press.
- Burgess-Proctor, A., Hinduja, S., & Patchin, JW (2008). Cyberbullying Research Summary. *Victimization of adolescent girls* .
- Card, N. (2008). Victims of peer aggression: A meta-analytic review. *Society for Research on Child Development, 79* (5), 1185-1229.

- Cefai, C., & Cooper, P. (2010). Students without voices: the unheard accounts of secondary school students with social, emotional and behavioral difficulties. *European Journal of Special Needs Education* , 25 (2), 183-198.
- Cheianu-Andrei, D., Sîmboteanu, D., & Igor, A. (2019). *Bullying among adolescents in the Republic of Moldova* . "SocioPolis" Investigation and Consultancy Center.
- Chen, G. (2022, May 18). 10 major challenges facing public schools. *Public School Review*. <https://www.publicschoolreview.com/blog/10-major-challenges-facing-public-schools>
- Chen, M., Cheung, ASY, & Chan, KL (2019). Doxing: What adolescents look for and their intentions. *International journal of environmental research and public health* , 16 (2), 218.
- Chester, KL, Callaghan, M., Cosma, A., Donnelly, P., Craig, W., Walsh, S., & Molcho, M. (2015). Cross-national time trends in bullying victimization in 33 countries among children aged 11, 13 and 15 from 2002 to 2010. *The European Journal of Public Health* , 25 (suppl_2), 61-64. <https://pubmed.ncbi.nlm.nih.gov/25805790/>
- Clark, A. (2005). World, niche and super-niche: How language makes minds matter more. *Theory*, 54 , 255-268. doi: 10.1387/theoria.561
- Clarke, EA, & Kiselica, MS (1997). A systemic counseling approach to the problem of bullying. *Elementary School Guidance & Counseling* , 31 (4), 310-325.
- Cojocari, D. (2019). Cyberbullying – The enemy beyond the screen. *Technical-Scientific Conference of Collaborators, PhD Students and Students, Technical University of Moldova. Chisinau, 1* , 5-8.
- The European Commission. (2010). *Qualitative study on children's rights* . Eurobarometer. <https://eur-lex.europa.eu/legal-content/RO/TXT/HTML/?uri=CELEX%3A52011DC0060>
- Connolly, P. (2007). *Quantitative data analysis in education: A critical introduction using SPSS* . Routledge.
- Constantinescu, M., Constantinescu, C., & Dumitru, C. (2017). Development of parenting skills by implementing the Program "Strong Families". In *the Volume of the International Conference* (Vol. 17, pp. 2357-1330).
- Cook, CR, Williams, KR, Guerra, NG, Kim, TE, & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School psychology quarterly* , 25 (2), 65.

- Cosma, A., Balazsi, R., & Băban, A. (2015). Time trends in bullying involvement among Romanian school aged children from 2006 to 2014. *Procedia-Social and Behavioral Sciences* , 209 , 17-24.
- Cosma, A., Balazsi, R., & Băban, A. (2018). Bullying victimization and internalizing problems in school aged children: A longitudinal approach. *Cognition, Brain, Behavior* , 22 (1), 31-45.
- Cowie, H., & Hutson, N. (2005). Peer Support: A Strategy to Help Bystanders Challenge School Bullying. *Pastoral Care in Education*, 23 (2), 40–44. DOI: 10.1111/j.02643944.2005.00331.x
- Cox Communications. (2009). *Teen online & wireless safety survey: Cyberbullying, sexting, and parental controls* . Author.
- Creswell, JW (2003). A framework for design. In *Research design: Qualitative, quantitative, and mixed methods approaches* (pp. 9-11). SAGE.
- Creswell, JW (2009). *Research designs: Qualitative, quantitative and mixed methods approaches*. SAGE.
- Creswell, JW, & Clark, VLP (2007). *Designing and conducting mixed methods research* . SAGE.
- Curelaru, M., Iacob, I., & Abalasei, B. (2009). School bullying: definition, characteristics, and intervention strategies. *Journal of Research and Social Intervention* , 26 , 7.
- D'Auria, JP (2014). Cyberbullying Resources for Youth and Their Families. *Journal of Pediatric Health Care*, 28 (2), 19-22. doi: 10.1016/j.pedhc.2013.11.003
- De Vaus, D. (2002). *Analyzing social science data: 50 key problems in data analysis* . SAGE.
- De Vaus, D. (2014). *Surveys in Social Research* . UCL Press.
- Debating Europe. (2015). Should cyberbullying be a criminal offense in the EU?. *Author*. https://www.debatingeurope.eu/2015/03/19/should-cyberbullying-be-a-criminal-offence-in-the-eu/#.Y727W_7P23B
- Dehue, F., Bolman, C., & Vollink, T. (2008). Cyberbullying: Youngsters' experiences and parental perception. *Cyber Psychology & Behavior*, 11 , 217-223. DOI: 10.1089/cpb.2007.0008
- DeLara, E. W. (2012). Why adolescents don't disclose incidents of bullying and harassment. *Journal of School Violence* , 11 (4), 288-305.
- DeNardis, L., & Hackl, AM (2015). Internet governance by social media platforms. *Telecommunications Policy* , 39 (9), 761-770.

- Di Stasio, MR, Savage, R., & Burgos, G. (2016). Social comparison, competition and teacher–student relationships in junior high school classrooms predict bullying and victimization. *Journal of Adolescence* , 53 , 207-216.
- Dillon, J. (2015). *Reframing bullying prevention to build stronger school communities* . Corwin Press.
- Dilmaç, JA (2017). L'humiliation sur Internet: Une nouvelle forme de cyberdélinquance?. *Deviance and Society*, 41 (2), 305–330. DOI: 10.3917/ds.412.0305
- Dishon, TJ, Nelson, SE, & Bullock, BM (2004). Premature adolescent autonomy: parent disengagement and deviant peer process in the amplification of problem behavior. *J I'm a teenager*. 27 (5), 515-530. DOI: 10.1016/j.adolescence.2004.06.005
- Dobre, IL, & Enăchescu, E. (2016). Cyber Bullying- A major problem favored by a deficient legislative framework. *Student Scientific Session 2016 – Working Papers 2016, Research – Scientific Sessions* . 101-124.
- Doll, B., Song, S., & Siemers, E. (2004). Classroom ecologies that support or discourage bullying. In *Bullying in American schools* (pp. 183-206). Routledge.
- Dragiewicz, M., Burgess, J., Matamoros-Fernández, A., Salter, M., Suzor, NP, Woodlock, D., & Harris, B. (2018). Technology facilitated coercive control: Domestic violence and the competing roles of digital media platforms. *Feminist Media Studies* , 18 (4), 609-625.
- Duran, M., & Martinez-Pecino, R. (2015). Cyberbullying through Mobile Phone and the Internet in Dating Relationships among Youth People. *Communication Media Education Research Journal*, 44 , 159-167. DOI: 10.3916/C44-2015-17
- Eftimie, S. (2014). *Aggression in adolescence* . Publishing House of the European Institute.
- Espelage, DL, & Swearer, SM (2003). Research on School Bullying and Victimization: What We Have Learned and Where Do We Go From Here. *School Psychology Review*, 12 (3), 365-383. DOI: 10.1080/02796015.2003.12086206
- Espelage, DL, Holt, MK, & Henkel, RR (2003). Examination of peer-group contextual effects on aggression during early adolescence. *Child development* , 74 (1), 205-220.
- Estévez, E., Cañas, E., Estévez, JF, & Povedano, A. (2020). Continuity and overlap of roles in victims and aggressors of bullying and cyberbullying in adolescence: A systematic review. *International journal of environmental research and public health* , 17 (20), 7452.

- EU Kids Online. (2014). *Interactive report for presentations*. London School of Economics.
<https://eprints.lse.ac.uk/60512/1/EU%20Kids%20online%20III%20.pdf>
- European Anti-Bullying Network. (2021). European Anti-Bullying Network: A policy paper. *Author*.
https://www.antibullying.eu/dist/files/2021_EAN_POLICY_PAPER_FINAL_ENG.pdf
- Fang, L., Sun, RC, & Yuen, M. (2016). Acculturation, economic stress, social relationships and school satisfaction among migrant children in urban China. *Journal of Happiness Studies* , 17 (2), 507-531.
- Farrington, DP (1993). Understanding and Preventing Bullying. *Crime and Justice*, 17 , 381– 458. DOI: 10.1086/449217
- Faucher, KX (2018). *Social Capital Online* . University of Westminster Press.
- Ferrás, SD, Selman, R., & Feigenberg, LF (2012). Rules of the culture and personal needs: Witnesses' decision-making processes to deal with situations of bullying in middle school. *Harvard Educational Review* , 82 (4), 445-470.
- Ferrara, P., Ianniello, F., Villani, A., & Corsello, G. (2018). Cyberbullying a modern form of bullying: let's talk about this health and social problem. *Italian Journal of Pediatrics*, 44 (14), 1-3. two: 10.1186/s13052-018-0446-4
- Festl, R., & Quandt, T. (2013). Social Relations and Cyberbullying: The Influence of Individual and Structural Attributes on Victimization and Perpetration via the Internet. *Human Communication Research*, 101-126. two: 10.1111/j.1468-2958.2012.01442.x
- Gall, MD, Gall, JP, & Borg, WR (2007). *Educational research: an introduction* (8th ed.). Pearson.
- Garandeau, CF, & Cillessen, AH (2006). From indirect aggression to invisible aggression: A conceptual view on bullying and peer group manipulation. *Aggression and violent behavior* , 11 (6), 612-625.
- Georgiou, SN, & Stavrinides, P. (2008). Bullies, victims and bully-victims: Psychosocial profiles and attribution styles. *School Psychology International* , 29 (5), 574-589.
- Ghiman, L., & Pop-Cîmpean, A. (2022). A new paradigm of combating violence in schools? An analysis of the anti-bullying law. *Art in Context–Best Practices in Teaching Art Online* , 81-89.

- Ghisleri, EM, & Samada, C. (2022). Prevention of Cyberhate and Cyberbullying in Adolescents: Family Strategies for Personal Growth. *International University of La Rioja. España*, 34 (1), 105 -124. two: 10.14201/teri.26157
- Gilligan, J. (2003). Shame, Guilt, and Violence. *Social Research*, 70 (4), 1149-1180.
- Gini, G., & Pozzoli, T. (2009). Association between bullying and psychosomatic problems: A meta-analysis. *Pediatrics* , 123 (3), 1059-1065.
- Gogu, M. (2020). Harassment of minors online. *National session with international participation of student scientific communications, Natural and exact sciences* , 1 (15), 94 -98.
- Grădinaru, C., Stănculeanu, D., & Manole, M. (2016). Bullying among children – Sociological study at national level. *Save the Children* .
<https://www.salvaticopiii.ro/sci-ro/files/10/10551dfa-f0b2-4cb0-a103-08d811dc31a9.pdf>
- Guy, A., Lee, K., & Wolke, D. (2019). Comparisons between adolescent bullies, victims, and bully-victims on perceived popularity, social impact, and social preference. *Frontiers in psychiatry* , 10 , 868.
- Harcourt, S., Jasperse, M., & Green, VA (2014, June). "We were sad and we were angry": A systematic review of parents' perspectives on bullying. In *Child & Youth Care Forum* (Vol. 43, pp. 373-391). Springer US.
- Hartas, D. (2010). Quantitative research as a method of inquiry in education. In *Educational Research and Inquiry-Qualitative and Quantitative Approaches* (pp. 65-81). Bloomsbury Publishing.
- Hasekiu, F. (2013). Bullying: Incidence, Impact, and Interventions. *Postmodernism problems*, 3 (1), 21-27.
- Hauge, LJ, Skogstad, A., & Einarsen, S. (2007). Relationships between stressful work environments and bullying: Results of a large representative study. *Work & stress* , 21 (3), 220-242.
- Hertz, MF, Donato, I., & Wright, J. (2013). Bullying and Suicide: A Public Health Approach. *Journal of Adolescent Health*, 53 (1), 1-3. DOI: 10.1016/j.jadohealth.2013.05.002
- Hinduja, S., & Patchin, JW (2014). Cyberbullying: Identification, Prevention & Response. *International Academy for Suicide Research* , 14 (3), 206-221. two: 10.1080/13811118.2010.494133

- Hixon, S. (2009). Psychosocial processes associated with bullying and victimization. *The Humanistic Psychologist* , 37 (3). DOI: 10.1080/08873260903113519
- Hoel, H., Glasø, L., Hetland, J., Cooper, CL, & Einarsen, S. (2010). Leadership styles as predictors of self-reported and observed workplace bullying. *British Journal of Management* , 21 (2), 453-468.
- Hoover, JH, Oliver, RL, & Thomson, KA (1993). Perceived victimization by school bullies: New research and future direction. *The Journal of Humanistic Education and Development* , 32 (2), 76-84.
- Houbre, B., Tarquinio, C., Thuillier, I., & Hergott, E. (2006). Bullying among students and its consequences on health. *European Journal of Psychology of Education* , 21 (2), 183-208.
- James, A. (2010). School bullying. *NSPCC Research Briefing* , 1-21.
- Jankowiak, B. (2021). Will I Like Myself If You Hurt Me? Experiences of Violence and Adolescents' Self-Esteem. *Sustainability* , 13 (21), 61-712. DOI: 10.3390/su132111620
- Jeynes, WH (2014). Effects of parental involvement on experiences of discrimination and bullying. In *Family Factors and the Educational Success of Children* (pp. 261-274). Routledge.
- Karakuş, C., & Göncü-Köse, A. (2022). Relationships of domestic violence with bullying, silencing-the-self, resilience, and self-efficacy: Moderating roles of stress-coping strategies. *Current Psychology* , 1-14.
- Kowalski, RM, & Limber, SP (2007). Electronic bullying among middle school students. *Journal of adolescent health* , 41 (6), S22-S30.
- Kowalski, RM, & Whittaker, E. (2015). Cyberbullying: Prevalence, causes, and consequences. In Rosen, LD, Carrier, LM & Cheever, NA (Eds.), *The handbook of psychology, technology, and society* . Wiley-Blackwell.
- Kowalski, RM, Giumetti, GW, Schroeder AN, & Lattaner, MR (2014). Bullying in the digital age: a critical review and metaanalysis of cyberbullying research among youth. *Psychology Bulletin*, 140 (4), 1073–1137. doi: 10.1037/a0035618
- Krumpal, I. (2013). Determinants of social desirability bias in sensitive surveys: a literature review. *Quality & quantity* , 47 (4), 2025-2047.
- Larrañaga, MSG, Iglesias, EJ, & Aizpuru, NL (2019). Bullying and cyberbullying: victimization, harassment and damage. Necesidad de intervenir en el entorno escolar. *Revista española de pedagogía* , 77 (273), 295-311.

- Lazarus, RS, & Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of personality* , 1 (3), 141-169.
- Leduc, K., Nagar, PM, Caivano, O., & Talwar, V. (2022). "The thing is, it follows you everywhere": Child and adolescent conceptions of cyberbullying. *Computers in Human Behavior* , 130 , 107180.v
- Lenhart, A., & Madden, M. (2007). Social networking websites and teenagers: An overview. *Pew Internet and American Life Project*. <https://www.pewresearch.org/internet/2007/04/18/teens-privacy-and-online-social-networks/>
- Lereya, ST, Samara, M., & Wolke, D. (2013). Parenting behavior and the risk of becoming a victim and a bully/victim: A meta-analysis study. *Child abuse & neglect* , 37 (12), 1091-1108.
- Li, Y., Chen, PY, Chen, FL, & Chen, YL (2017). Preventing School Bullying: Investigation of the Link between Anti-Bullying Strategies, Prevention Ownership, Prevention Climate, and Prevention Leadership. *Applied psychology* , 66 (4), 577-598.
- Limber, SP (2002). Addressing youth bullying behaviors. *Proceedings of the Educational Forum on Adolescent Health on Youth Bullying*. American Medical Association.
- Lippert-Rasmussen, K. (2013). Discrimination. *International encyclopedia of ethics* .
- Liu, X., Zhang, L., Wu, G., Yang, R., Liang, Y. (2021). The longitudinal relationship between sleep problems and school burnout in adolescents: A cross-lagged panel analysis. *Journal of Adolescence*, 88 , 14-24. two: 10.1016/j.adolescence.2021.02.001
- Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2011). *EU Kids Online: final report 2011* . London School of Economics. <https://eprints.lse.ac.uk/45490/1/EU%20Kids%20Online%20final%20report%20011%28lsero%29.pdf>
- Long, T., & Alexander, K. (2010). Bullying: Dilemmas, Definitions, And Solutions, Contemporary Issues. *Education Research*, 3 (2), 29-33. DOI: 10.19030/cier.v3i2.174
- López, EE, Olaizola, JH, Ferrer, BM, & Ochoa, GM (2006). Aggressive and nonaggressive rejected students: An analysis of their differences. *Psychology in the Schools* , 43 (3), 387-400.

- Määttä, K., & Uusiautti, S. (2013). Parental love—irreplaceable for children's well-being. In *Many Faces of Love* (pp. 85-92). SensePublishers, Rotterdam.
- Mada, BI (2013). INTIMIDATION BEHAVIOR IN PREADOLESCENTS. *Annals of University of Oradea, Fascicle Sociology-Philosophy & Social Work* , (12).
- Marin, R. (nd). Guide to working with family and community for local professionals. *UNICEF*.
<https://www.unicef.org/romania/media/1321/file/Ghid%20de%20lucru%20cu%20familia%20C8%99i%20comunitatea%20pentru%20profesioni%20C8%99ti%20lo%20cali.pdf>
- Marsh, HW, Nagengast, B., Morin, AJ, Parada, RH, Craven, RG, & Hamilton, LR (2011). Construct validity of the multidimensional structure of bullying and victimization: An application of exploratory structural equation modeling. *Journal of Educational Psychology*, 103 (3), 701–732. DOI: 10.1037/a0024122
- Marsh, VL (2018). Bullying in School: Prevalence, Contributing Factors, and Interventions. *Center for Urban Education Success* , 1-27.
- Mascheroni, G., & Cuman, A. (2014). *Net Children Go Mobile: Final report . Deliverables D6.4 & D5.2*. Educat. https://netchildrengomobile.eu/ncgm/wp-content/uploads/2013/07/NCGM_FinalReport_Country_DEF.pdf
- Matran, T. (2021). Forms of school violence – theoretical approaches. *Conference Psychosocial assistance in the context of the new realities during the pandemic* , 258-262.
- Menesini, E., & Nocentini, A. (2009). Cyberbullying Definition and Measurement: Some Critical Considerations. *Journal of Psychology*, 217 (4), 230-232. DOI: 10.1027/0044-3409.217.4.230
- MiddleEarth. (2011, October 15). What should your teen do if they witness bullying. Author. <https://middleearthnj.org/2011/10/15/what-should-your-teen-do-if-they-witness-bullying/>
- Mider, D. (2013). The anatomy of violence: A study of the literature. *Aggression and Violent Behavior* , 18 (6), 702-708.
- Mishna, F., Cook, C., Gadalla, T., Daciuk, J., & Solomon, S. (2010). Cyber bullying behaviors among middle and high school students. *American journal of orthopsychiatry* , 80 (3), 362-374.
- Mitsopoulou, E., & Giovazolias, T. (2015). Personality traits, empathy and bullying behavior: A meta-analytic approach. *Aggression and violent behavior* , 21 , 61-72.

- Moldovan, C. (2017). The application of the principle of freedom of expression on the Internet - between its absolute character and the justification of the need to limit it. *"Alexandru Ioan Cuza" University Publishing House, Iasi*, (2) , 67-86.
- Mouzon, C. (2018). Venir à bout du cyberharcèlement. *Les dossiers d'Alternatives économiques*, 15(5) , 51-51.
- Muris, P., Meesters, C., Cima, M., Verhagen, M., Brochard, N., Sanders, A., ... & Meesters, V. (2014). Bound to feel bad about oneself: Relations between attachment and the self-conscious emotions of guilt and shame in children and adolescents. *Journal of Child and Family Studies* , 23 (7), 1278-1288.
- Musu-Gillette, L., Zhang, A., Wang, K., Zhang, J., Kemp, J., Diliberti, M., & Oudekerk, BA (2018). *Indicators of school crime and safety: 2017* . National Center for Education Statistics.
- Nielsen, MB, Mikkelsen, EG, Persson, R., & Einarsen, SV (2020). Coping with bullying at work: how do targets, bullies and bystanders deal with bullying?. *Bullying and Harassment in the Workplace* , 563-591.
- Nielsen, MB, Tangen, T., Idsoe, T., Matthiesen, SB, & Magerøy, N. (2015). Post-traumatic stress disorder as a consequence of bullying at work and at school. A literature review and meta-analysis. *Aggression and violent behavior* , 21 , 17-24.
- Nikolaou, D. (2017). Does cyberbullying impact youth suicidal behaviors?. *Journal of health economics* , 56 , 30-46.
- Niță, AJ (2022, February). Bullying in Schools-A Core Issue to be Fomented by a Defective Legislative Context. In *Proceedings of the 26th International RAIS Conference on Social Sciences and Humanities* (pp. 96-102). Scientia Moralitas Research Institute.
- Nocentini, A., Fiorentini, G., Di Paola, L., & Menesini, E. (2019). Parents, family characteristics and bullying behavior: A systematic review. *Aggression and violent behavior* , 45 , 41-50.
- O'Moore, M., & Minton, S. (2004). Tackling violence in schools: A report from Ireland. In *Violence in Schools* (pp. 282-297). Routledge.
- Olson, DH (2000). Circumplex model of marital and family systems. *Journal of Family Therapy*, 22 (2), 144–167. DOI: 10.1111/1467-6427.00144
- Olweus, D. (1991). Bully/victim problems in school: Facts and intervention . *European Journal of Psychology of Education*, XII (4), 495-510. DOI: 10.1007/bf03172807
- Olweus, D. (1993). *Bullying at school* . Blackwell.

- Olweus, D. (1994). Bullying at school: basic facts and effects of a school-based intervention program. *Journal of child psychology and psychiatry* , 35 (7), 1171-1190.
- Olweus, D., Limber, S., & Mihalic, S. (1999). *Bullying prevention program*. Venture Publishing, Golden.
- Ortega-Barón, J., Buelga-Vasquez, S., & Cava-Caballero, MJ (2016). The influence of school climate and family climate among adolescent victims of cyberbullying. *Communication*, 24 (46), 57–65. DOI: 10.3916/C46-2016-06
- Paceley, MS, & Flynn, K. (2012). Media representations of bullying towards queer youth: Gender, race, and age discrepancies. *Journal of LGBT Youth* , 9 (4), 340-356.
- Padgett, S., & Notar, CE (2013). Bystanders Are the Key to Stopping Bullying. *Universal Journal of Educational Research* , 1 (2), 33-41.
- Paez, G. (2018). Cyberbullying among adolescents: a general foreign theory perspective. *Journal of School Violence*, 17 (1), 75-84. DOI: 10.1080/15388220.2016.1220317
- Pallant, J. (2007). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows* (3rd^{Ed}). McGraw Hill Open University Press.
- Patchin, JW, Schafer, J., & Jarvis, JP (2020). Law enforcement perceptions of cyberbullying: evolving perspectives. *Policing: An International Journal* .
- Patel, V., Flisher, AJ, Hetrick, S., & McGorry, P. (2007). Mental health of young people: a global public-health challenge. *The Lancet* , 369 (9569), 1302-1313.
- Pepler, D., Craig, W., & Connolly, J. (2009). Bullying and Victimization: The Problems and Solutions for School-aged Children, *Can Fam Physician* , 55(4) , 356–360. PMC2669002.
- Peterson, L., & Rigby, K. (1999). Countering bullying at an Australian secondary school with students as helpers. *Journal of adolescence* , 22 (4), 481-492.
- Petrică, S., & Terzi-Barbarosie, D. (2021). *Antibullying: Prevention and Intervention* . Representation of the Swiss Foundation "Terre des hommes-Laussane".
- Petrică, S., Crasnojon, I., & Savin-Zgardan, A. (2021). *Stop bullying in school. Program addressed to teaching staff*. UNICEF. <https://www.unicef.org/moldova/media/7006/file/Stop%20bullying%20%C3%AE n%20scoal%C4%83.%20Program%20adresat%20cadrelor%20didactice.pdf>
- Ploeg, J., Fear, J., Hutchison, B., MacMillan, H., Bolan, GA (2009). Systematic Review of Interventions for Elder Abuse. *Journal of Elder Abuse & Neglect*, 21 , 187-210. DOI: 10.1080/08946560902997181

- Popov, T. (2019). Prevention of violent behavior in school. *Psychology in the Third Millennium – Challenges and Solutions* , 249-254.
- Preda, V. (1998). *Juvenile delinquency. A multidisciplinary approach* . Cluj University Press.
- Price, M., & Dalglish, J. (2010). Cyberbullying experiences, impacts and coping strategies as described by Australian young people. *Youth Studies Australia*, 29 (2), 51-59.
- Quinn, ST, & Stewart, MC (2018). Examining the Long-Term Consequences of Bullying on Adult Substance Use. *Am J Crim Just*, 43 (1), 85–101. DOI: 10.1007/s12103-017-9407-5
- Quiroz, HC, Arnette, JL, & Stephens, RD (2006). *Bullying in schools: Fighting the bully battle*. National School Safety Center.
- Raising Children. (2022, November 28). Teenage bullying: how to help. *Author*. <https://raisingchildren.net.au/teens/behaviour/bullying/teen-bullying>
- Observer editorial office. (2022, March 30). Romania, in 3rd place in Europe when it comes to bullying in schools. The solutions to stop this worrying phenomenon. *ObserverNews*. <https://observatornews.ro/economic/romania-pe-locul-3-in-europa-cand-vine-vorba-de-bullying-in-scoli-solutiile-pentru-stoparea-acestui-phenomenon-ingrijorator-464772.html>
- Reijntjes, A., Kamphuis, JH, Prinzie, P., & Telch, MJ (2010). Peer victimization and internalizing problems in children: A meta-analysis of longitudinal studies. *Child abuse & neglect* , 34 (4), 244-252.
- Rigby, K. (2007). *Bullying in schools: And what to do about it* . Austin Council for Educational Research.
- Rivara, F., Le Menestrel, S., & National Academies of Sciences, Engineering, and Medicine. (2016). Consequences of bullying behavior. In *Preventing Bullying Through Science, Policy, and Practice* . National Academies Press (US).
- Rivers, I. & Smith, PK (1994) Types of bullying behavior and their correlates. *Aggressive Behavior*, 20 (5), 359–368. DOI: 10.1002/1098-2337
- Rodkin, PC, & Hodges, EV (2003). Bullies and victims in the peer ecology: Four questions for psychologists and school professionals. *School Psychology Review* , 32 (3), 384-400.
- Rothson, C., Head, J., Klineberg, E., & Stansfeld, S. (2011). Can social support protect bullied adolescents from adverse outcomes? A prospective study on the effects of

- bullying on the educational achievement and mental health of adolescents at secondary schools in East London. *Journal of adolescence* , 34 (3), 579-588.
- Sahin, M. (2014). The Internet Addiction and Aggression Among University Students, *Düşünen Adam The Journal of Psychiatry and Neurological Sciences*, 27 , 43-52. DOI: 10.5350/DAJPN2014270106
- Salmivalli, C. (2005). Consequences of school bullying and violence. In *Taking Fear out of Schools*. University of Stavanger.
- Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Osterman, K., & Kaukiainen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior*, 22 , 1-15.
- Sanders, CE (2004). What Is Bullying? In *Bullying Implications for the Classroom* . 1-16. Educational Psychology.
- Sarzosa, M. (2015). *The Dynamic Consequences of Bullying on Skill Accumulation* . University of Maryland.
- Schulte-Körne, G. (2016). Mental Health Problems in a School Setting in Children and Adolescents. *Deutsches Ärzteblatt International*, 113 (11), 183-190. DOI: 10.3238/arztebl.2016.0183
- Schwartz, D., Proctor, LJ, & Chien, DH (2001). The aggressive victim of bullying. *Peer harassment in school: The plight of the vulnerable and victimized* , 147-174.
- Sîrbu, I., & Bacter, C. (2021). How to Tackle Bullying in School—Investigation Study. *Romanian Journal for Multidimensional Education* , 13 (1Sup1), 384-402.
- Sittichai, R., & Smith, PK (2020). Information technology use and cyberbullying behavior in south Thailand: a test of the Goldilocks hypothesis. *International journal of environmental research and public health* , 17 (19), 7122.
- Smith, PK (2013) School bullying. *Sociology, Problemas e Practicas* , 81-98.
- Smith, PK, & Sharp, S. (2002). The problem of school bullying. In *School bullying* (pp. 13-30). Routledge.
- Smith, PK, Mahdavi, J., Carvalho, M., Fisher, S., & Tippett, N. (2008). Cyberbullying: Its Nature and Impact in Secondary School Pupils . *Journal of Child Psychology and Psychiatry*, 49 , 376-385. <https://doi.org/10.1111/j.1469-7610.2007.01846.x>
- Smith, PK, Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of child psychology and psychiatry*, 49 (4), 376-385. DOI: 10.1111/j.1469-7610.2007.01846.x

- Smith, PK, Sundaram, S., Spears, BA, Blaya, C., Schäfer, M., & Sandhu, D. (Eds.). (2018). *Bullying, cyberbullying and student well-being in schools: Comparing European, Australian and Indian perspectives* . Cambridge University Press.
- Smith, P., Mahdavi, J., Carvalho, M., & Tippett, N. (2006). *An investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying* . Research Brief, London.
- Smith-Ross, C., Esmail, A., Omar, A., & Franklin, K. (2014). Bullying: Recognizing the Warning Signs. *Alleviating bullying: Conquering the challenge of violent crimes* , 146 .
- Snakenborg, J., Van Acker, R., & Gable, RA (2011). Cyberbullying: Prevention and intervention to protect our children and youth. *Preventing School Failure: Alternative Education for Children and Youth* , 55 (2), 88-95.
- Solberg, ME, & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 29 (3), 239-268. DOI: 10.1002/AB.10047
- Song, SY, & Swearer, SM (2002, February). An ecological analysis of bullying in middle school: Understanding school climate across the bully-victim continuum. In *Annual convention of the National Association of School Psychologists, Chicago, February* .
- Sourander, A., Klomek, AB, Ikonen, M., Lindroos, J., Luntamo, T., Koskelainen, M., & Helenius, H. (2010). Psychosocial risk factors associated with cyberbullying among adolescents: A population-based study. *Archives of general psychiatry*, 67 (7), 720-728. doi: 10.1001/archgenpsychiatry.2010.79
- Spears, BA, Taddeo, C., & Barnes, A. (2018). Online social marketing approaches to inform cyber/bullying prevention and intervention: What have we learned?. In *Reducing Cyberbullying in Schools* (pp. 75-94). Academic Press.
- Ștefan, CE, & Pruna, Ș. (2014). Inter-agency cooperation in the field of preventing and combating domestic violence. *Journal of Public Security Studies* , 143-159.
- Swank, JM, Smith-Adcock, S., & Weaver, JL (2019). School counselors' roles and responsibilities in bullying prevention: A national survey. *Professional School Counseling* , 22 (1), 2156759X19851465.

- Swearer, SM, & Hymel, S. (2015). Understanding the Psychology of Bullying. Moving Toward a Social-Ecological Diathesis-Stress Model. *American Psychologist*, 70 (4), 344-353. DOI: 10.1037/a0038929
- Swearer, SM, Espelage, DL, Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational researcher* , 39 (1), 38-47.
- Swit, C. (2019). What is bullying. *The Education Hub* , 1-4.
- Tatiani, G. (2021). The influence of parental style and socioeconomic circumstances on school bullying: A systematic review. *Journal of Educational Research and Reviews* , 9 (1), 1-5.
- Temple, JR, Choi, HJ, Elmquist, J., Hecht, M., Miller-Day, M., Stuart, GL, ... & Wolford-Clevenger, C. (2016). Psychological abuse, mental health, and acceptance of dating violence among adolescents. *Journal of Adolescent Health* , 59 (2), 197-202.
- Terzi-Barbăroșie, D. (2018). Emotional well-being in school—it matters. *Synthesis study. The Soros-Moldova Foundation* , 7-11.
- Thelwall, M., & Cash, S. (2021). Bullying discussions in UK female influencers' YouTube comments. *British Journal of Guidance & Counselling* , 49 (3), 480-493.
- Thornberg, R., Pozzoli, T., & Gini, G. (2021). Defending or Remaining Passive as a Bystander of School Bullying in Sweden: The Role of Moral Disengagement and Antibullying Class Norms. *Journal of Interpersonal Violence* , 1-24. DOI: 10.1177/08862605211037427
- Timmerman, G. (2003). Sexual harassment of adolescents perpetrated by teachers and by peers: An exploration of the dynamics of power, culture, and gender in secondary schools. *Sex roles* , 48 (5), 231-244.
- Tippett, N., Wolke, D., & Platt, L. (2013). Ethnicity and bullying involvement in a national UK youth sample. *Journal of adolescence* , 36 (4), 639-649.
- Tokunaga, R. (2010). Following you home from school: a critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behaviour*, 26, 277–287.
<https://www.sciencedirect.com/science/article/abs/pii/S074756320900185X>
- Topcu-Uzer, C., & Tanrikulu, İ. (2018). Technological solutions for cyberbullying. In *Reducing Cyberbullying in Schools* (pp. 33-47). Academic Press.

- Tsang, SK, Hui, EK, & Law, B. (2011). Bystander position taking in school bullying: the role of positive identity, self-efficacy, and self-determination. *TheScientificWorldJournal* , 11 , 2278-2286.
- Ttofi, MM, & Farrington, DP (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of experimental criminology* , 7 , 27-56.
- Turchina, T. (2008). The phenomenon of "bullying" in the adolescent group: process and participatory roles. *Studia Universitatis Moldaviae (Educational Sciences Series)*, 9 (19), 183-186.
- Turchina, T. (2011). The profile of the aggressor and that of the victim in the context of school interactions of adolescents. *Didactica Pro magazine, magazine of educational theory and practice* , 68 (4), 11-15.
- Twentyman, CT, & Plotkin, RC (1982). Unrealistic expectations of parents who mistreat their children: An educational deficit that pertains to child development. *Journal of Clinical Psychology* , 38 (3), 497-503.
- Tzani-Pepelasi, C., Ioannou, M., Synnott, J., & McDonnell, D. (2019). Peer support at schools: The buddy approach as a prevention and intervention strategy for school bullying. *International journal of bullying prevention* , 1 (2), 111-123.
- UNICEF. (2020). *Cyberbullying: What is it and how to stop it* . UNICEF Romania.
- Unnever, JD, & Cornell, DG (2004). Middle school victims of bullying: Who reports being bullied?. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression* , 30 (5), 373-388.
- Van Geel, M., Vedder, P., & Tanilon, J. (2014). Relationship between peer victimization, cyberbullying, and suicide in children and adolescents: a meta-analysis. *JAMA pediatrics* , 168 (5), 435-442.
- Vevera, AV, & Albescu, AR (2019). Cyberbullying. *Romanian Journal of Information Technology and Automatic Control*, 29 (2), 63-68. doi: 10.33436/v29i2y201905
- Vohra, A., & Donovan, J. (2016). Cyberbullying: A Study of Causes, Implications and Mitigation. *Implications and Mitigation (July 1, 2016)* .
- Waasdorp, TE, & Bradshaw, CP (2011). Examining student responses to frequent bullying: A latent class approach. *Journal of Educational Psychology* , 103 (2), 336.

- Wang, J., Iannotti, RJ, & Luk, JW (2012). Patterns of adolescent bullying behaviors: Physical, verbal, exclusion, rumor, and cyber. *Journal of school psychology* , 50 (4), 521-534.
- Wang, LF, Kivlighan Jr., DM, Wei, M., Kivlighan III, DM, Hung, YL, & Koay, EYY (2022). Changes in group counseling engagement and conflict and growth in emotional cultivation for children and adolescents. *Journal of Counseling Psychology* .
- Werner, NE, Bumpus, MF, & Rock, D. (2010). Involvement in Internet Aggression During Early Adolescence. *J Youth Adolescence* 39 (6), 607-619. two: 10.1007/s10964-009-9419-7
- Wijtenburg, L. (2015). *Parent and Teacher Attitudes Toward Bullying in School* . Walden University.
- Willard, NE (2007). *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress*. Research Press.
- Williams, WP, & Littlefield, J. (2018). Peer socialisation: brand-related bullying in the school classroom. *Journal of Marketing Management* , 34 (11-12), 989-1014.
- Wingate, VS, Minney, JA, & Guadagno, RE (2013). Sticks and stones may break your bones, but words will always hurt you: A review of cyberbullying. *Social Influence* , 8 (2-3), 87-106.
- Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The association between direct and relational bullying and behavior problems among primary school children. *The Journal of Child Psychology and Psychiatry and Allied Disciplines* , 41 (8), 989-1002.
- Yoon, JS, & Kerber, K. (2003). Bullying: Elementary teachers' attitudes and intervention strategies. *Research in Education* , 69 (1), 27-35.
- Zafer, S. (2022). The impact of the bullying phenomenon on the educational system in Romania. In *Preventing harassment: reality and legislative solutions* (pp. 172-179).
- Zafiu, R. (2018). Bullying. *Old Dilemma*, 758 .
- Zamfir, MB, & Turliuc, MN (2020). Cyberbullying in adolescence: Using a cross-lagged panel to examine the relationships of cyberbullying with depression, anxiety and self-esteem among adolescents. *STUDIES AND RESEARCH* , 66 (2).