

Schäfer, Damanjit Sandhu

Index

[More Information](#)

Index

- academic achievement, 7, 24, 27, 341–342, 345
- addiction to the Internet. *See* internet addiction
- ADHD, 179, 182
- age of criminal responsibility, 295, 297
- anonymity, 4, 7, 85, 88, 133, 154
- anti-bullying policy, 13, 15, 17, 229, 263, 269, 273, 275–276, 284
- Australian Covert Bullying Prevalence study, 209
- authoritative school climate, 341–342, 349
- awareness and experiences of bullying, 227
- Bullying Questionnaire for Punjabi and Tamil schools*, 255–256, 281
- bully-victim, 26, 235
- capacity for dealing with bullying in schools, 223, 228, 230
- cartoon figures, 30
- cartoon test, 62, 64–67, 79, 352, 356
- caste, 8, 33–34, 39, 66–68, 218–220, 288, 291, 304, 322, 337, 347, 356
- child maltreatment, 38, 40
- collectivism, 31
- competitive altruism hypothesis, 147–148, 161, 163
- ConRed, 90
- coping with bullying, 197, 205
- corporal punishment, 13–14, 16, 19, 277, 318
- COST Action IS0801, 87
- cross-cultural differences, 40, 124, 170, 174–175, 178, 180, 305
- cross-national comparison, 118
- cyber aggression, 4, 5, 85, 88, 90–91, 98, 100, 106, 115, 124, 334, 355, 361
- cyber harassment, 92, 109
- Cyberbullying in higher education, 107–108
- cyberstalking*, 4, 108–109, 126
- CyberTraining project, 88
- cyberviolence, 21, 84–86, 90–91, 98, 107, 121–123, 330
- defender, 130, 137, 139, 142–144, 148–149, 151–152, 154–156, 158, 163–164, 168, 171, 178, 182, 354–356
- defining culture, 27
- definition of bullying, 4, 10, 24, 46, 56, 61, 64, 72, 78, 80, 84–87, 90, 95, 101, 103, 112, 126, 151, 171, 190, 195–196, 203, 214, 218, 227, 229, 244, 248–249, 255, 257, 260, 263, 274, 286, 287, 289–290, 293, 319, 332, 338–339, 349, 353, 355–356, 359
- Digital India, 83
- disability, 12, 14, 16, 17, 257, 261
- dominance, 7, 8, 23, 130, 132, 142, 144, 148, 153–154, 156, 158–159, 163–165, 168, 178, 182–183
- ecological model, 312, 358
- Ecological Systems Theory*, 26
- emic, 63, 214–217, 233
- ethnicity, 323
- etic, 63, 213–217, 228–229, 233
- EU Kids Online, 61, 79, 84, 86–88, 101, 102, 105, 112, 356, 360
- European Commission, 88
- eve-teasing, 9, 30–31, 124, 196, 204–205, 286–287, 291–296, 299, 356, 357
- Evolutionary psychology, 146
- Facebook, 11, 67–68, 92, 94, 97, 102–103, 110, 245, 247, 257, 261, 282, 301–302, 319–320, 327
- family, 28, 36–40, 42–43, 84, 87, 91, 101, 113, 117, 119, 122, 149, 167, 184–185, 193–194, 198, 206, 226, 245, 248, 250–252, 273, 297, 328, 331, 346, 359, 361

Schäfer, Damanjit Sandhu

Index

[More Information](#)

Index

363

- Family violence, 38
 femininity, 31, 34
 followers, 175
- gender differences, 43, 60, 80, 89, 98, 123, 157, 165, 183, 206, 322, 331
 gender norms, 39
 Global School Health Survey, 61, 354
 groupism, 9
- HBSC. *See* Health Behaviour of School-aged Children
 Health Behaviour of School-aged Children, 61, 353
 history of research, 3, 45
 Hofstede's value dimensions, 31
 Holliday's large and small cultures, 36
- ijime*, 3, 62, 64–66, 196
 imbalance of power, 3, 4, 5, 30, 33, 45, 57, 63, 70, 85, 87, 257, 282, 286, 288, 355
 income inequality, 159, 160, 164, 169, 182, 322
 Indian Criminal Code, 121
 Individualism, 31, 41–43
 Indulgence versus restraint, 35
 intention to harm, 7, 46, 57, 85, 257, 282
 intercultural comparison, 131–132, 135
 Internet addiction, 84, 95–97, 100, 102–103, 105–106, 111, 113, 119–121, 125, 127, 129, 320
 intervention, ix, 8, 24, 39, 43, 87–90, 99, 123–124, 130, 133, 140, 143–144, 147, 171, 183, 197, 208, 210–211, 213, 222–223, 231–234, 238, 245–256, 260, 263, 272–278, 285, 313, 325–326, 328–329, 340, 344, 350, 358–360
 interview, 203, 239–241
 involving parents, 272–273, 279, 284
 iPADS, 189, 192
- KiVa, 16, 90, 104, 162, 311, 360
- legislation, 121, 260, 262, 278, 285, 287–289, 292–293, 295–296, 300, 302, 318, 327–328, 331
 Living Lab, 237–238, 240–241, 253, 352
 Long-term versus short-term orientation, 34
- Masculinity, 34
 McAfee, 98, 109
 MedienHelden, 90
- mental health, 7, 23–24, 58, 60, 97, 98, 195, 235, 324, 331, 345
 Method of Shared Concern, 267, 280
 Microsoft Corporation, 92, 103, 234
 mindfulness, 278, 281
 moral disengagement, 7, 21, 130
 My Teaching Partner-Secondary, 344
- negative effects of bullying, 6, 324
 negative experiences, 89, 92, 98, 100, 111–112, 117, 121, 122, 125, 354–355
 negative impact, 95, 359
 Noncadiamointrappola, 90
- Parental Group Therapy, 274, 280
 parents, 9, 12–13, 15–17, 19, 37, 39, 41, 64, 69, 86, 90, 92–93, 96, 98, 102–104, 122, 153, 173, 185, 203, 211, 235, 245–246, 248, 251–252, 265–266, 269–277, 280, 283, 291, 302, 305, 325–326, 330, 342, 358
 Participant Role Questionnaire, 133
 Participant Role Scale, 171
 participant roles, viii, 130, 137–139, 141–142, 149, 280, 356
 Participatory action research, 237, 254
 patriarchal attitudes, 39
 peer nominations, 149–151, 153–154, 160, 338, 348, 350, 352
 Peer Relations Questionnaire, 47
 peer support, 271–272, 275, 279, 284
 perceived popularity, viii, 7, 133, 139, 140, 144, 164, 165, 184
 perceptions of bullying, 217, 220, 227, 229, 236
 PhotoStory, 46, 60, 189, 192–197, 199–206
 Positive Behavioral Interventions and Supports, 344, 347
 postmodern, 191, 192
 Power distance, 33
 power imbalance. *See* imbalance of power
 prepotenze, 62, 64
 pre-service teachers, 208–217, 219, 223, 228–235, 285, 286, 291, 294, 296, 302, 303, 305–311, 313, 325, 331, 357
 prevalence, viii, 23–24, 59–60, 114, 128, 138, 164–165, 183, 209, 234, 244, 330, 334
 PrevNet, 326
 pro-social behaviour, 50, 170
 punishment, 12, 15, 19, 38, 259, 266, 268–269, 277, 280, 283, 289, 312, 326, 345, 350

Cambridge University Press

978-1-107-18939-3 — Bullying, Cyberbullying and Student Well-Being in Schools

Edited by Peter K. Smith, Suresh Sundaram, Barbara A. Spears, Catherine Blaya, Mechthild

Schäfer, Damanjit Sandhu

Index

[More Information](#)

364 Index

pupil voice, 275–276, 284, 358

pupil well-being, xi, 6, 23, 59, 205, 333

ragging, 8, 9, 30, 218, 242, 259, 260, 262, 286–291, 293, 295–296, 299, 311–313, 322, 356–357

Raghaven Committee, 289–291, 313

repetition, 3, 4, 5, 7, 25, 46–47, 57, 60, 70, 78, 85, 112, 203, 214, 258, 288, 295, 304, 319, 338, 355

resource control, 133, 146, 148–149, 153, 158, 168

Resource Control Theory, 133, 146

Restorative approaches, 268, 269

Risk Propensity Scale, 171

risk-taking, xi, 90, 100–111, 119, 122, 125, 150, 166–167, 169–180, 182–184, 355–356

Risk-taking Behaviour questionnaire, 172, 184

risky behaviours, viii, 113, 118, 121, 167, 341, 349, 350

sanctions, 268

school systems, 12

self-harm, 6, 324

self-reports, 58, 149, 160, 319, 342, 348–349

shooting, 10

Slut Shaming, 89

SMS, 110, 114–115, 295, 298

social media, 10, 11, 89, 91, 93, 104, 223, 230, 245–246, 249, 294–295, 300–302, 319–320, 357

social networking sites, 92, 94, 97, 102

social preference, 7, 139, 142, 156

social rejection, 7, 136–137

specials needs, 12, 16

Support Group Method, 267, 280

Training and Professional Development, 223, 228, 230

Trends in International Mathematics and Science Study, 61, 354

U.S. National Crime Victimization Study, 336

UN Convention on the Rights of the Child, 277

Uncertainty avoidance, 33

UNICEF, 83, 92, 94–95, 99, 105

VisC, 90

Wierzbicka's cultural analysis framework, 29, 39

witnesses, 111, 113–114

words for bullying, 61, 256, 258–259, 277

Youth Risk Behavior Survey, 336