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# **19th European Congress of Psychology**

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***“Transforming Psychological Science: the 2030 agenda”***

## **Abstracts**

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19th European Congress of Psychology



## Paper number 89 | Oral

### Raising awareness among parents on school bullying: Community actions

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School bullying is a global phenomenon (Olweus, 2013), and parents play a critical role in supporting adolescents and reducing bullying incidents. Parents' understanding of school bullying aims to influence how they respond to this antisocial behaviour. The current study aims to enhance parents' knowledge and understanding of bullying to prevent, cope, and end bullying. More specifically, the current study aims to assess the effectiveness of a community-based bullying prevention program for parents developed using an integrated approach. Inspired by the Viennese Social Competence Program (ViSC), the "Stekomaste Mazi" (We Stand Together against Bullying) program aims to lay the foundations for understanding the phenomenon and enhance parents' skills and confidence to be proactive about this phenomenon. Parents of students of different ages and academic levels participated in experiential workshops and through discussions, case studies and audiovisual material. We had positive effects of this prevention program on parents' attitudes, efforts, and competencies in counteracting bullying. After the completion of the workshop, parents will be more aligned and able to cooperate, even within a short time of the prevention program. This prevention program is part of the "Stekomaste Mazi" effort to systematically address parents' roles in tackling bullying. Also, "Stekomaste Mazi" will examine the long-term effects of parent and school prevention in enhancing the effectiveness of anti-bullying programs.

## Paper number 984 | Oral

### Differences in cyberbullying bystanders' reactions when encountering aggressors of varying proximity

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As social media increasingly permeates daily life, individuals are more exposed to adverse interactions such as cyberbullying. To combat cyberbullying, the reactions of bystanders often play a crucial role—they can either halt the bullying, allow the aggressor to evade consequences, or even encourage their behavior. Therefore, understanding the factors that influence bystanders' behavior in cyberbullying situations is essential. The aim of this study was to evaluate whether the proximity between a bystander and an aggressor affects the reactions of cyberbullying witnesses. An online experiment was conducted with 221 participants aged 19 to 25 years, of whom 57.5% were women. Respondents were randomly assigned to one of three groups: one was asked to imagine the aggressor as a close friend, another as an acquaintance, and the third as a stranger. Participants then read 10 offensive comments presented in a format similar to what might appear on a social media platform. Subsequently, they answered manipulation check questions, evaluated their reactions to the comments, and indicated what actions they would take in such a situation. The results indicate that bystanders were more likely to perceive the aggressor's actions as serious when the aggressor was a close friend. They also demonstrated a greater tendency to intervene, particularly by sending private messages to the aggressor. Participants in the "close friend" group more frequently reported experiencing fear reactions. No other significant differences in behavioral or emotional responses were observed. A limitation of this study: experimental scenario was imagined, which raises the possibility that the observed differences may not manifest in real-life situations. The findings suggest the potential

for developing distinct strategies to encourage active responses from bystanders encountering aggressors of varying levels of proximity. This research has received funding from the Research Council of Lithuania (LMTLT), agreement No S-LL-21-1.

## Paper number 1067 | Oral

### **The relationship between changes in subjective well-being and cyberbullying victimization: The role of environmental sensitivity**

Andreja Brajša-Žganec<sup>1</sup>, Marija Dzida<sup>1</sup>, Tihana Brkljačić<sup>1</sup>, Marina Kotrla Topić<sup>1</sup>, Maja Kućar<sup>2</sup>

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Subjective well-being, which encompasses life satisfaction and the experience of positive and negative affect, undergoes significant changes during adolescence. These changes are not uniform; they can vary among adolescents based on their social experiences and personality traits. This paper aims to investigate whether experiences of cyberbullying victimization predict changes in subjective well-being, particularly in relation to adolescents' levels of environmental sensitivity. We hypothesize that highly sensitive adolescents may exhibit stronger associations between cyberbullying victimization and changes in their subjective well-being.

In this study, 1356 adolescents (48% boys) aged between 10 and 13 years (with an average age of 12.02 years) completed a questionnaire assessing their life satisfaction, positive and negative affect, and environmental sensitivity over two consecutive years. Frequency of experiencing cyberbullying victimization was measured only in the last wave.

The results indicated that environmental sensitivity moderated the relationship between changes in life satisfaction and negative affect and experiences of cyberbullying victimization. Compared to adolescents with low environmental sensitivity, those who were highly sensitive exhibited a stronger negative association between cyberbullying victimization and changes in life satisfaction, as well as a stronger positive association between cyberbullying victimization and changes in negative affect. Experiences of cyberbullying victimization were associated with modest decreases in positive affect. This study demonstrated that some adolescents exhibit greater sensitivity to negative social experiences during early and middle adolescence.