The Effectiveness of Safe Surfing Intervention Program in Reducing WhatsApp Cyberbullying and Improving Classroom Climate and Student Sense of Class Belonging in Elementary School

# Details

## Year

2020

## DOI

10.1177/0272431620931203

## Issued

2020

## Language

English

## Volume

41

## Issue

4

## Start Page

## End Page

## Authors

Aizenkot D.;Kashy-Rosenbaum G.

## Type

Journal article

## Journal

The Journal of Early Adolescence

## Publisher

SAGE Publications

## Topics

Online safety and policy regulation

## Sample

A total of 533 students (50% females) in 25 classes in six elementary schools (37%—fourth grade,
32%—fifth grade, and 31%—sixth grade) in Israel

## Implications For Educators About

Other

# Abstract

Schools have prioritized fighting cyberbullying by implementing intervention programs. Yet few interventions have been studied for their effectiveness in reducing cyberbullying and improving socio-emotional aspects in the classroom. This study reports the results of the Safe Surfing intervention program designed to reduce cyberbullying in WhatsApp classmate discourse. Data were collected in the 2017-2018 school year from 533 students in 25 fourth- to sixth-grade classes (50% females) in six elementary schools in Israel. Two of the schools served as the control group. Results indicated a significant decrease in WhatsApp cyberbullying victimization and a significant improvement of classroom climate and student sense of class belonging in the experiment group. This compared with a significant increase in cyberbullying and a significant decrease in classroom climate and student sense of belonging in the control group. Educational implications are discussed. The findings demonstrate the achievements of the anti-cyberbullying intervention program, alongside the threats of avoiding intervention.

# Outcome

The main results of the study (Aizenkot Kashy-Rosenbaum, 2020) indicated a significant decrease in
WhatsApp cyberbullying victimization and a significant improvement of classroom climate and student sense of class belonging in the experiment group. This compared with a significant increase in cyberbullying and a significant decrease in classroom climate and student sense of class belonging in the control group.