Factors Influencing Bystander Noninterference Behavior in Cyberbullying: A Systematic Literature Review

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Abstract

With the popularity of information networks, the online world has gradually become an extension of the natural world, which brings convenience to people's lives while also bringing some adverse effects (Miller, 2020).The phenomenon of cyberbullying is one of the more apparent problems (Nixon, 2014; Hindujia & Patchin, 2013). However, research has found that bystanders, as essential players in cyberbullying incidents, can have a direct and even decisive impact on cyberbullying (Qi, 2020; Allison & Kimberley, 2016; Bussey & Kay, 2016).However, most researchers have found that bystanders are primarily in a state of non-interference or remain silent when faced with cyberbullying (Kong, 2018; Patchin, 2006).Therefore, this study hopes to use a systematic literature review (Prisma) approach to analyze the 32 pieces of literature screened. Summarize the current bystander behavior in cyberbullying, the causes of the resulting behavior. By summarizing the grounds, the reasons for the formation of bystander non-interference behaviors are refined.And according to the cause to propose out guidance measures. It helps researchers to understand the frontiers of relevant research and to conduct path exploration to mitigate the harm of cyberbullying through proper intervention behaviors of bystanders.

Keyword: Cyberbullying, Influence Factors, Bystanders, Behavior, Systematic Literature Review

Introduction

In the information age, the online medium has gradually sunk into people's daily lives (Nixon, 2014), gradually causing the masses to migrate from the real world to the online world. Although this migration can provide users with virtual platforms where they can reach out to others or the world across time and space in online virtual spaces and even express their self-will (Randy, 2018). However, the internet tends to create an online environment that lacks

emotion because of the restored users' physical actions, micro-expressions, and tone of voice. Therefore users are prone to verbal conflict with each other, increasing the probability of cyberbullying. Thus, the popularity of virtual networks has been accompanied by the emergence of cyberbullying (Aricak et al., 2008; Arslan et al., 2012; Gorzig & Olafsson, 2013; Torres, 2016). Cyberbullying harms others through technological means (Patchin & Hinduja, 2010). Due to the unique nature of the Internet, bullies do not necessarily have an awareness of bullying others, and the bullying behaviors they commit may only be an expression of their true selves. However, they cause harm to the bullied. Therefore, in 2015 Dillon defined cyberbullying as an act of harm with aggressive and intentional nature committed by a group or an individual using the form of electronic connection against a victim who cannot easily protect himself or herself. Usually, the bully and the bullied in a cyberbullying incident are the prominent participants in the conflict, with the bully being the person who dominates and inflicts the bullying in a cyberbullying incident (Guo, 2016), and the bullied is the person who endures the bullying (Mitchell et al., 2018). Currently, most cyberbullying research explores the intrinsic psychological motivations and outward behaviors of this role from the perspective of either the victim or the bully, attempting to generalize the factors that influence cyberbullying participants to perpetrate or be bullied and thus propose mitigation strategies. However, cyberbullying does not have only two roles: bullying and bullying (Allison & Bussey, 2016). Its inclusion of bystanders who witnessed the entire bullying incident (Lee & Wu, 2018; Marengo et al., 2019), cyberbullying bystanders are eyewitnesses to the incident and do not directly play the role of perpetrator or victim, nor do they closely support either party (Salmivalli et al., 1996). In the cyberbullying situation, bystanders, people besides the bully and the bullied, usually act in response to the cyberbullying in some way. Because cyberbullying incidents occur in a multi-user, real-time interactive network system, the number of bystanders is large. The fermentation of the incident in the network and the dissemination rate increase geometrically (Allison & Kay, 2016); therefore, cyberbullying incidents usually evolve into mass incidents (Tokunaga, 2010), with the proportion of bystanders dominating absolute dominance (Kowalski & Limber, 2007). Therefore,bystander attitudes and measures can significantly impact the development of cyberbullying (You & Lee, 2019) and can even put an end to cyberbullying or swap the roles of cyberbully and victim (Chen et al., 2021). According to previous researchers, cyberbullying bystanders can influence the direction of cyberbullying (Polanin et al., 2012). However, most bullies are silent or do not intervene when faced with cyberbullying (Patchin & Hinduja, 2006), rather than actively helping the bullied to escape from the bullying. Therefore, this study attempts to summarize the factors that influence bystander behavior and explore ways to change or guide bystanders' behavior by analyzing different factors.The author hopes that this study will help to understand the current behavior of bystander roles in cyberbullying and why bystanders influence the outcome and produce the behavior. By summarizing the causes, changes and guidance measures are predetermined to mitigate the spread of cyberbullying to the extent that it affects cyberbullying victims.

Objective
According to previous researchers, cyberbullying bystanders can influence the direction of cyberbullying (Polanin et al., 2012). However, most bullies are silent or do not intervene when faced with cyberbullying (Patchin & Hinduja, 2006), rather than actively helping the bullied escape Objective.According to previous researchers, cyberbullying bystanders can influence the direction of cyberbullying (Polanin et al., 2012). However, most bullies are silent or do not

intervene when faced with cyberbullying (Patchin & Hinduja, 2006), rather than actively helping the bullied to escape the bullying. Although researchers have analyzed bystander noninterference in cyberbullying incidents, the dimensions analyzed by different researchers overlap.In general, there is a lack of systematic sorting and integration of this research topic. Therefore, this study attempts to summarize the factors that influence bystander behavior and explore ways to change or guide bystander behavior through the analysis of different factors.The author hopes the study can systematically sort out the research on bystander noninterference behavior in theory and provide researchers with new research ideas. To understand the current behavioral performance of bystander roles in cyberbullying, the practical outcomes, and the causes of the resulting behaviors. By summarizing the reasons, change and guidance measures are predetermined to mitigate the spread of cyberbullying in terms of the degree of impact on cyberbullying victims.

Methods
Search Strategy
The electronic databases used for this study were mainly Scopus, and Web of science, and the research literature was searched for the last five years. Index terms were set to "cyberbullying," "bystander," "bystander behavior," and "influencing factors. " from McKenzie et al.'s PRISMA 2020 Statement: Updated Guidelines for the Review of Reporting Systems. These searches were completed on May 23, 2022.
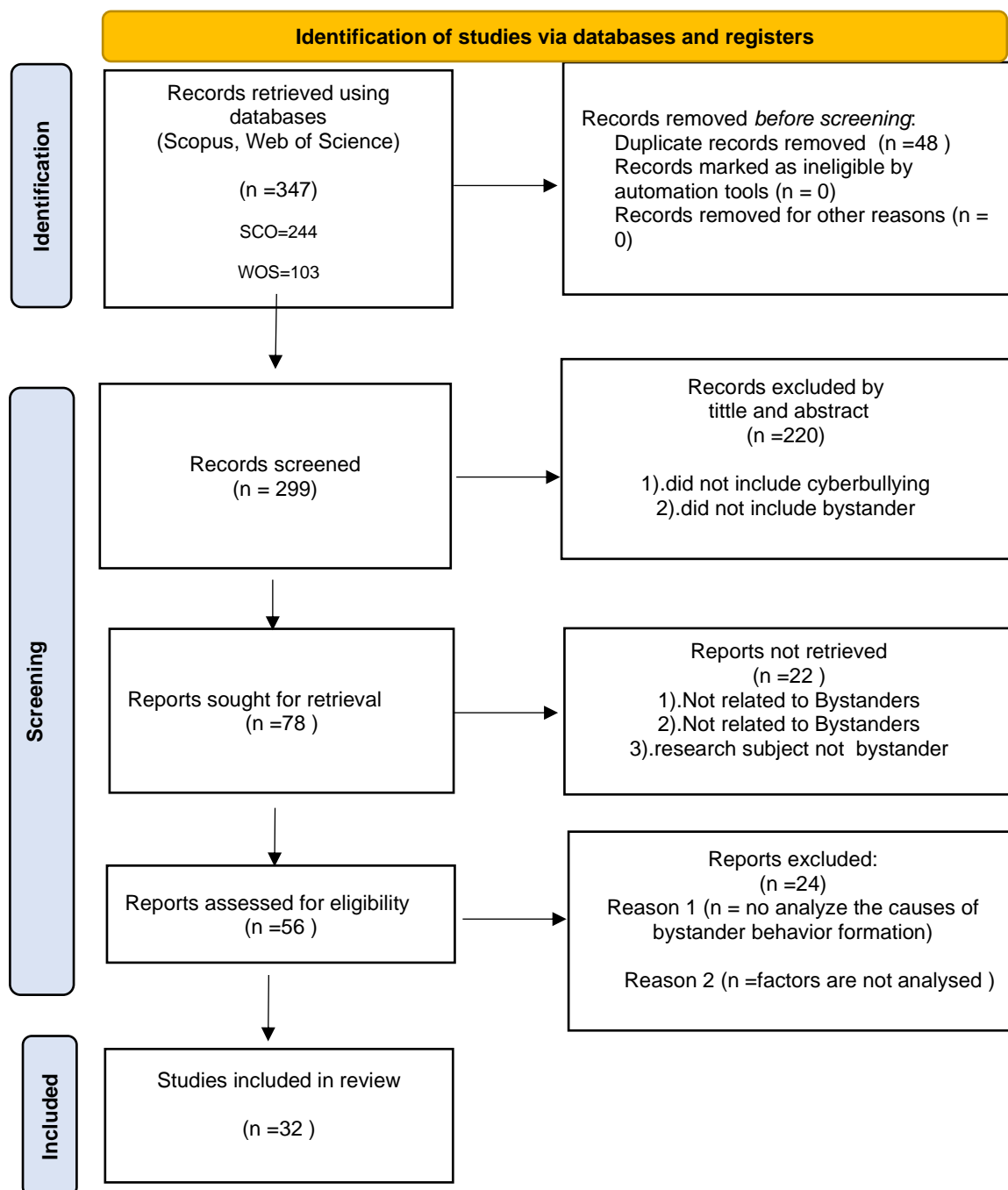
Study Screening
First,all studies had to contain original data to synthesize the reviewed information accurately.Second, all articles were asked to analyze the factors influencing role assignment and participant behavior in bullying incidents. Articles that only addressed algorithms about the computer domain, such as extrapolating the scope of cyberbullying by building models and their appearance in other cyberbullying scenarios, such as cyberbullying victim behavior in the workplace, were excluded as they were not relevant to the topic of this study.The first screening required all articles to be within the five years 2018-2022 and to include cyberbullying, bystander behavior, and influencing factors. The articles were screened under these restrictions and further screened for two additional metrics. In the second screening, articles were excluded if they did not have significant behavioral factors, even if they mentioned cyberbullying and bystanders. They were within the appropriate scenarios, as the study focused on behavioral analysis. Finally, full-text screening included reading the articles in their entirety to determine the relevance of their findings. All records with insufficient information or data that did not provide relevant or citable information were excluded.This study will review the research on cyberbullying bystanders, bystander behaviors, and influencing factors by screening the research results that meet the criteria of "cyberbullying bystanders," "bystander behaviors," and "influencing factors." The search process is as follows.

Table 1
The Search String

Database	Search string
Scopus	(TITLE-ABS-KEY (cyberbullying) AND (bystander) AND (behavior) OR (witness)) AND (factor) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018)) AND (LIMIT-TO (SUBJAREA , "PSYC") OR LIMIT-TO (SUBJAREA , "SOCI")) AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (DOCTYPE , "ar") OR LIMIT-TO (DOCTYPE , "re")) AND (LIMIT-TO (LANGUAGE , "English"))
Web of Science	Results for ((TS=(cyberbullying)) AND TS=(bystander)) AND TS=(behavior) and Article or Review Article (Document Types) and English (Languages)

Table 2
Prisma search

Identification of studies via databases and registers

Identification

Records retrieved using databases
(Scopus, Web of Science)

(n =347)

SCO=244

WOS=103

Records removed *before screening*:
Duplicate records removed (n =48)
Records marked as ineligible by automation tools (n = 0)
Records removed for other reasons (n = 0)

Screening

Records screened
(n = 299)

Records excluded by tittle and abstract
(n =220)

1).did not include cyberbullying
2).did not include bystander

Reports sought for retrieval
(n =78)

Reports not retrieved
(n =22)
1).Not related to Bystanders
2).Not related to Bystanders
3).research subject not bystander

Reports assessed for eligibility
(n =56)

Reports excluded:
(n =24)
Reason 1 (n = no analyze the causes of bystander behavior formation)

Reason 2 (n =factors are not analysed)

Included

Studies included in review

(n =32)

Results

Prospects for Research on Bystander behavior in Cyberbullying
Among the 32 articles screened from 2018-2022,20 studies focused on the influence of subjective factors on bystander behavior (Song & Oh, 2018; Knauf et al., 2018; Herry & Mulvey, 2021; Leung, 2021; DeSmet et al., 2018; Hong & Lee, 2022; DeSmet et al., 2018; Clark & Bussey, 2020; Zhou et al., 2019; Nagar et al., 2022; Torgal et al., 2021; Wang & Kim, 2021; Machackova, 2020; Levy & Sela-Shayovitz, 2020; Barlinska et al., 2018; Gao et al., 2022; Shen et al., 2022; Valdes-Cuervo et al., 2021), For Examples: include moral detachment, empathy,

rejection sensitivity, peer support, empathy for the victim, sense of responsibility, self-efficacy, and outcome expectations; subjective contextual factors: whether one has experienced bullying, gender, parenting patterns, peer relationships, and judgments about the popularity of the behavior; six studies focused on the influence of environmental factors on bystander behavior (Herry & Mulvey, 2021; Bhandari et al., 2021; Nagar et al., 2022; Stanciu & Chis, 2021; Machackova, 2020; Rudnicki et al., 2022) such as social norms, social perceptions, parental behavior, community, school and classroom influences.Twelve studies have focused on the impact that factors of the cyberbullying incident itself have on bystander behavior (Song & Oh, 2018; Leung & Farver, 2018; Rowe, 2018; Laffey & Laffey, 2022; Clark & Bussey, 2020; Bhandari et al., 2021; Liu & Huang, 2021; Agazue, 2021; Kazerooni et al., 2018; Naab et al., 2018, Macaulay et al., 2022; Gao et al., 2022)such as openness of the incident, the anonymity of the incident, gender factor of the bully and the bullied in the incident, the severity of the incident level, cyberbullying, cyberbullying situation, and victim's reaction.

Table3
Factors influencing the behavior of cyberbullying bystanders

Influencing Factors	Study
Subjective factors	Song & Oh (2018); Knauf et al (2018); Herry & Mulvey (2021); Leun (2021); DeSmet et al (2018); Hong & Lee (2022); DeSmet et al (2018); Clark & Bussey(2020); Zhou et al (2019); Nagar et al (2022); Torgal et al (2021); Wang & Kim (2021); Machackova (2020); Levy & Sela-Shayovitz (2020); Barlinska et al (2018); Gao et al (2022); Shen et al (2022); Valdes-Cuervo et al (2021)
Environmental Factors	Herry & Mulvey (2021); Bhandari et al（2021）; Nagar et al (2022); Stanciu & Chis (2021); Machackova (2020) Rudnicki et al (2022)
Cyberbullying incident itself factors	Song & Oh (2018); Leung & Farver (2018); Rowe (2018); Laffey & Laffey (2022); Clark& Bussey (2020); Bhandari et al (2021); Liu & Huang (2021); Agazue (2021); Kazerooni et al (2018); Naab et al (2018); Macaulay et al (2022); Gao et al (2022）

The research objectives are shown in the table below. The research objectives are shown in the table below. It can be found that the researchers focus on the influence of subjective factors on bystander behavior. Some studies involve environmental factors, factors of the event itself, but also eventually fall back on the psychological, cognitive, or emotional impact on the bystander, prompting the bystander to behave in a certain way.Studies are conducted mainly by questionnaires or experimental simulations. However, bystander groups are differentiated, such as studies of adolescent bystander groups, adult bystander groups, or bystander groups in a particular country or region, as well as different contexts of cyberbullying. Rarely has the media platform on which cyberbullying occurs been categorized. Moreover, the factors of influence in the studies are mostly validated predictions, and most

of the factors are not directly related. The study of bystander influence is primarily conducted in a cross-sectional structure and lacks longitudinal dimensions to be explored.

Table 4
Factors influencing the behavior of cyberbullying bystanders

Influencing Factors : Subjective factors; environmental factors; cyberbullying incident itself Study

Subjective factors:	
Moral detachment :	Song & Oh (2018); Knauf et al (2018); Zhou et al (2019) Nagarm et al (2022); Machackova (2020); Shen et al (2022)
Ethical sensitivity :	Hong & Lee (2022）
Moral emotions :	
Feelings of guilt :	Valdes-Cuervo et al (2021); Hong & Lee (2022)
Empathy and responsibility :	Valdes-Cuervo et al.2021)
Empathy :	Rudnicki et al (2022); Herry & Mulvey(2021)
Self-efficacy:	
Results Expectations:	Shen et al (2022); Barlinska et al (2018); Wang & Kim(2021); Torgal et al(2021)
Social Skills:	Clark & Bussey (2020); DeSmet et al (2018); DeSmet et al (2018) Knauf et al (2018); Song & Oh (2018)
Secure Attachment:	DeSmet et al(2018)
Pro-social skills:	DeSmet et al (2018)
Experienced/experienced bullying:	DeSmet et al (2018); Herry & Mulvey (2021)
Experiencing social exclusion:	DeSmet et al.(2018)
	Leung (2021)
Parenting model (parental monitoring) Gender:	Gao et al (2022)
	Levy & Sela-Shayovitz (2020)
Environmental Factors:	Wang & Kim (2021); Bhandari et al (2021); Rudnicki et al (2022)
	Nagar et al (2022)
Social Norms:	

	Stanciu & Chis (2021)
Social Culture:	
	Agazue (2021)
Online Community Environment:	
School rules or ethos:	
	Song & Oh, 2018
Factors of the event itself:	
	Leung & Farver (2018) Laffey & Laffey (2022)
Scenarios (social media):	Clark & Bussey (2020); Liu & Huang (2021) Kazerooni et al.(2018)
Forms (sexual harassment, racial discrimination, threats):	Liu & Huang (2021); Agazue(2021) Kazerooni et al (2018) Bhandari et al (2021)
The severity of cyberbullying:	
Gender of the bully and the bullied:	
The spreadability of cyberbullying incidents:	
The visibility of moderators' identities in cyberbullying:	

Factors Influencing Bystander Noninterference Behavior in Cyberbullying
The research on factors influencing bystander behavior in this review focuses on three main factors: individual subjective factors, environmental factors, and factors of the bullying incident itself, with 15 studies addressing multiple factors (Song & Oh, 2018; Herry & Mulvey, 2021; Rowe, 2018; DeSmet et al., 2022; Zhou et al., 2019; Stanciu & Chis, 2021; Torgal et al., 2021; Liu & Huang, 2021; Agazue, 2021; Machackova, 2020; Naab et al., 2018; Gao et al., 2022; Shen et al., 2022; Rudnicki et al., 2022). Eighteen studies, on the other hand, mined longitudinally for a particular factor.

(Knauf et al., 2018; Leung & Farver, 2018; Leung, 2021; DeSmet et al., 2018; Hong & Lee, 2022; Heo & Seo, 2020; Clark & Bussey, 2020; Bhandari et al., 2021; Nagar et al., 2022; Wang& Kim, 2021; WHensonet al., 2020; Levy & Sela-Shayovitz, 2020; Weber et al., 2019; Barlinska et al., 2018; Kazerooni et al., 2018; Macaulay et al., 2022; Valdes-Cuervo et al., 2021) Morality" is a

recurring factor in studies of individual subjective factors, and researchers have focused on moral detachment (Song & Oh, 2018; Knauf et al., 2018; Zhou et al., 2019; Nagar et al., 2022; Machackova, 2020; Shen et al., 2022). Moral sensitivity(Hong & Lee, 2022),moral emotion(Valdes-Cuervo et al., 2021; Hong & Lee, 2022), and other factors are discussed in terms of the impact they have on bystander behavior.Among these, moral detachment is often used to study the reasons for the occurrence of the victim's behavior. The study of moral sensitivity and moral emotion involves how bystanders are guided in addition to the reasons for the occurrence of the behavior.In addition to moral factors, individuals' cognitive, psychological, and emotional factors are also the focus of research. Guilt Valdes-Cuervo et al (2021), empathy Valdes-Cuervo et al (2021), and self-regulation are negatively associated with aggressive defensive interventions by bystanders. On the other hand, empathy and responsibility impact whether and how bystanders adopt interventions (Rudnicki et al.,2022; Herry & Mulvey, 2021).Empathic psychological (Shen et al., 2022; Barlinska et al., 2018; Wang & Kim, 2021; Torgal et al., 2021)feelings and perceptions of cyberbullying can shift the role of bystanders between reinforcer, defender, and outsider.Self-efficacy (Clark & Bussey, 2020; DeSmet et al., 2018; DeSmet et al., 2018; Knauf et al., 2018; Song & Oh, 2018), outcome expectations (DeSmet et al.,2018), social skills (DeSmet et al., 2018), secure attachment (DeSmet et al., 2018; Herry & Mulvey, 2021), and pro-social skills (DeSmet et al., 2018) can also have an impact on bystander behavior.In addition to this, other factors of the individual, such as experience, i.e., whether or not they have experienced cyberbullying (Leung, 2021).Or whether they experienced social exclusion (Gao et al., 2022), among other factors; and parenting patterns, such as parental monitoring (Levy & Sela-Shayovitz, 2020). Bystander gender, i.e., women are more willing to intervene while men tend to remain passive (Wang & Kim, 2021). Researchers focus on the influence of individual subjective factors on bystander behavior, not only studying the composition of the influencing factors, the mode of operation of the influencing factors, and the results of the influence but also exploring the possibilities and ways of applying the influencing factors and guiding bystander behavior. Research on environmental factors is dominated by the external environment in which bystanders live, with family (Herry & Mulvey, 2021) and society (Herry & Mulvey, 2021), impacting adolescent bystanders' reactions when faced with cyberbullying.Social norms (Bhandari et al., 2021; Rudnicki et al., 2022) may also prompt bystanders to respond differently to cyberbullying.Moreover, socio-cultural (Nagar et al., 2022) influence bystander behavior; for example, Canadians are more critical of passive bystander behavior than Iranians.In addition to the national and social context, bystanders' behavior is also influenced by the online community environment (Stanciu & Chis, 2021), community rules, community reflections, and information frameworks, as well as classroom and school rules or ethos (Agazue, 2021). Research conducted on the factors of the cyberbullying incident can be divided into two main areas: the simulation or comparison of cyberbullying forms and the analysis of the factors involved in the incident. The former mainly refers to the impact different bullying contexts or forms can have on bystanders' behavior, which includes cases of verbal bullying, extortionate bullying Song & Oh (2018); cyberbullying in social media Leung & Farver (2018); Laffey & Laffey (2022); sexual and racial harassment, violence, fraud, and cyberbullying contexts such as intimidation and retaliation (Rowe,2018);Comments of some uncivil users in the comments of news websites (Naab et al., 2018); Different types of bullying situations are used for experimental studies (Macaulay et al., 2022); social exclusion of the bullied due to their factors (Gao et al., 2022).Moreover, parenting patterns, such as parental monitoring (Levy & Sela-Shayovitz, 2020), and bystander gender, where females are more willing to intervene while

males tend to remain passive (Wang & Kim, 2021).It can be seen that the researcher focuses on the influence of individual subjective factors on bystander behavior, not only studying the composition of the influencing factors, the mode of operation of the influencing factors, and the results of the influence, but also exploring the possibility and ways of applying the influencing factors to guide bystander behavior, with a rigorous research logic.Therefore, research on environmental factors is dominated by the external environment in which the bystander lives; family (Herry & Mulvey, 2021) and society (Herry & Mulvey, 2021) will have an impact on adolescent bystanders' reactions when faced with cyberbullying, and social norms (Bhandari et al., 2021; Rudnicki et al., 2022) will also prompt bystanders to respond differently to cyberbullying.Moreover, socio-cultural (Nagar et al., 2022) influences bystander behavior; for example, Canadians are more critical of passive bystander behavior than Iranians.In addition to the larger national and social context, the bystander's online community environment (Stanciu & Chis, 2021) also influences his or her behavior, as do community rules, community reflections, and information frameworks, as well as classroom and school rules and ethos (Agazue, 2021). Research on the factors of cyberbullying itself can be divided into two main areas: modeling or comparing forms of cyberbullying and analyzing the factors involved in the incident itself.The former mainly refers to different bullying contexts or forms that can have an impact on bystanders' behavior, which include cases of verbal bullying, extortionate bullying (Song & Oh,2018); cyberbullying in social media (Leung & Farver, 2018; Laffey & Laffey, 2022); sexual and racial harassment, violence, fraud, and cyberbullying situations such as intimidation and retaliation (Rowe, 2018); comments of some uncivilized users in the comments of news websites (Naab et al., 2018); different types of bullying situations used for experimental studies (Macaulay et al., 2022); social exclusion of the bullied due to their factors (Gao et al., 2022).The latter refers mainly to the severity of the cyberbullying incident (Clark & Bussey, 2020; Liu & Huang, 2021; Kazerooni et al., 2018), i.e., the harm suffered by the bullied or the increase in the number of bullies; the gender of the bully and the bullied in the cyberbullying incident (Liu & Huang, 2021; Agazue, 2021); the communicative nature of cyberbullying incidents (Kazerooni et al., 2018), such as bystanders who may be less willing to intervene when reading secondary shared content; the visibility of the identity of the moderator in cyberbullying (Bhandari et al., 2021); the public nature of cyberbullying incidents, the anonymity of the bully, the cyberbullying The public nature of the cyberbullying incident, the anonymity of the bully, the cyberbullying, and the victim's reaction also influence the bystander's judgment of the cyberbullying behavior and the actions taken (Macaulay et al., 2022). Environmental factors, as well as the bullying incident itself, can influence bystanders' judgments about their roles in cyberbullying incidents and therefore are important influences on the behaviors adopted by bystanders.

Methods of Prevention and Improvement
Because the collected literature focuses on the factors that influence bystander behavior, most of the approaches researchers have proposed to prevent and improve cyberbullying incidents start from the role that bystanders play. By using factors that influence bystander behavior to guide bystander behavior, the power of bystanders is used to prevent and improve cyberbullying incidents.The study concluded that different anti-bullying interventions and strategies should be adopted in different bullying situations. Influence on bystander behavior by modulating bystander moral detachment, rejection sensitivity, and social self-efficacy to enable them to be helpful to the bullied (Song & Oh, 2018). It has also been argued that bystanders in cyberbullying environments possess normative beliefs to help victims, and

therefore positive environments should be created to guide bystanders to engage in cyberbullying to help victims out of their current situations (Leung & Farver, 2018). Furthermore, research has found that family, social, and personal factors will impact bystander behavior, so it is possible to encourage bystander interventions in online environments from these factors to reduce the harm caused by cyberbullying (Herry & Mulvey, 2021). In addition, bystanders' intervention self-efficacy can also impact bystander behavior; therefore, it can be catered to by improving reporting pathways, for example, to engage bystanders in cyberbullying incidents and play their role (Leung, 2021).I t has also been suggested that bystanders' moral emotions can have a dominant effect on their behavior, and therefore effective moral-emotional intervention strategies can be designed. Enhancing adolescents' moral sensitivity and bystander empathy A reflective cognitive empathy elicitation program can help establish healthier behavior patterns among bystanders of cyberbullying and increase their probability of reporting cyberbullying behavior, enabling them to actively engage in cyberbullying (Hong & Lee, 2022; Clark & Bussey, 2020; Torgal et al., 2021; Wang & Kim, 2021; Barlinska et al., 2018). It has also been suggested that gaming interventions can guide bystander behavior and, in turn, address negative bystander behavior and cyberbullying (DeSmet et al., 2018). Regarding gender, researchers have suggested that bystanders can be guided by the gender of the bully and the victim in bullying incidents and the gender factor of the bystander (Zhou et al., 2019). Some researchers have also argued from an educational perspective that adolescents can be educated through the interaction of social and personal norms so that they can adapt to the norms and be able to behave when faced with cyberbullying (Wang & Kim, 2021; Bhandari et al., 2021; Rudnicki et al., 2022). Researchers have suggested that the visibility of participants' personal information in cyberbullying incidents can make bystanders wary, inhibiting bystander intervention. Therefore the role of the guide should be hidden as much as possible when guiding bystanders so that bystanders can effectively engage in cyberbullying (Bhandari et al., 2021). Moreover, researchers have suggested that the role of online communities can be leveraged to enhance bystander resistance to cyberbullying through information frameworks and increased community members' awareness. However, research has also shown that online communities are more effective in influencing bystanders, and therefore the role of communities should be routinely evaluated (Stanciu & Chis, 2021). It can be seen that most of the studies on prevention and improvement methods have primarily relied on external forces to guide bystanders' moral emotions and empathic and empathic emotions. From the subjective factors of bystanders, the guidance of bystanders' behavior assumes a vital role in preventing and improving cyberbullying.

Discussion

Factors Influencing Bystander Behavior
Research on factors influencing bystander behavior has taken two forms of exploration: a deep dive into a broad category of factors or an exploration of juxtaposed factors that influence bystander behavior. In the literature covered in this review, subject awareness is repeatedly emphasized, and so that ethics Song & Oh (2018); Knauf et al (2018); Zhou et al (2019); Nagar et al (2022); Machackova (2020); Shen et al (2022); Valdes- Cuervo et al (2021); Hong & Lee (2022), empathy Shen et al (2022); Barlinska et al (2018); Wang & Kim (2021); Torgal et al (2021), individual awareness and competence (Valdés-Cuervo et al., 2021) and other factors were repeatedly emphasized.Factors such as the impact of family, school, and social environments on bystanders Song & Oh (2018); Leung & Farver (2018); Rowe (2018), as well

as the impact of the bullying incident itself on bystanders, have been addressed.However, most studies on these factors abstractly treat bystanders and do not examine and differentiate bystander personalities. The environment and the cyberbullying incident influence bystander behavior, but the mechanism of this influence is based on the subjective factors of the bystanders. Therefore, these influences can only guide bystander behavior but not determine it.Moreover, the same factor situations may show different results when acting on different bystanders. However, this has provided researchers with new ideas, prompting them to investigate environmental factors and factors of the cyberbullying incident as strategies to guide bystanders to intervene appropriately in cyberbullying incidents.

Ways to Play the Role of a Bystander
Based on an exploration of previous research literature, suggestions for effective interventions from different perspectives can be distilled: making bystanders aware of the importance of seeking help when encountering cyberbullying incidents beyond their capabilities.Create and promote an online climate that opposes bullying and supports those who are bullied, emphasizing guiding bystander behavior.Develop a community culture of peer relationships or mutual help in situations where bullying is likely to occur.Promote public understanding of the psychological damage caused by cyberbullying to those who are bullied.Understanding effective intervention strategies and skills for cyberbullying to increase bystander self-confidence and self-efficacy levels.Increase the level of empathy of all members of society to prevent their numbness to the phenomenon of cyberbullying and encourage bystanders to intervene in bullying behavior actively.Reduce the level of moral disengagement of citizens and raise their level of moral awareness to evoke empathy and responsibility for bystanders and victims.

Conclusion
This study analyzed the factors influencing bystander noninterference behaviors and found that researchers mainly classified bystander behaviors into three broad categories: pro-bully, pro-victim, and outsider, and continuously refined the classification of bystander behaviors to include seeking help from others and contradictory behaviors in the latitude of analysis of bystander behaviors.The factors influencing bystander behavior landed on three essential factors: personal factors, environmental factors, and the cyberbullying incident itself. Among the individual characteristics, morality, empathy, and the bystander's ability are the essential factors influencing bystander behavior.Moreover, the research on the factors influencing bystander behavior has gradually intensified, showing a combination of longitudinal and cross-sectional studies. This study of the factors influencing bystander behavior proposes measures to guide bystander behavior, prompting proper bystander intervention and reducing and timely curbing cyberbullying.Because the literature review is limited to specific databases, the review does not include information on surveys and other studies of other primary and secondary databases. This narrows the scope of information that can be analyzed in the study to the largest and most valuable databases but may overlook potentially useful data.The breadth of the study will expand and increase the number of databases in future studies. Second, this study used longitudinal research to dig deeper into the factors influencing bystander noninterference behavior. However, future research methods are improved to combine longitudinal analysis with cross-sectional research because of the complexity of bystander behavior. That means analyzing the influencing factors of noninterference behavior while comparing them with the influencing factors of other bystander behaviors.

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