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A Envisage-Based Investigation of the Influence of Bullying Severity and Type on Social Media Sharing Willingness Toward Left-Behind Children

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Abstract. This study examines how social news containing information regarding bullying severity and bullying type involving left-behind children influence bystander willingness to share such news on social media. We designed a manipulation online experiment (severity: mild vs. severe;type: physical, relational, cyber, status bullying). The results showed that severity had a significant positive impact on sharing willingness: across all bullying types, participants were more willing to share when the event was described as severe than when it was described as mild. Small overall differences in sharing willingness also existed between different bullying types, with status bullying and cyberbullying being more likely to elicit sharing willingness than relational bullying. The interaction between severity and type was not significant. These findings suggest that sensed severity is an important cue influencing sharing willingness, while type-related cues have a smaller and more stable impact on differences independent of severity. This study provides experimental evidence in bullying news contexts involving vulnerable groups, enriching previous research on social media news sharing. It offers practical implications for risk-sensitive platform management and early reporting guidance.

Keywords: left-behind children, sharing intention, social media, bullying severity, bystander behavior

1. Introduction

As social media has become an important infrastructure for the public share and interpret information about social events, individuals' sharing willingness can crucially influence which news get attention and how they are discussed online [1-4]. Content involving school bullying and cyberbullying involving disadvantaged groups is particularly likely to attract the attention of bystanders and cause sustained discussions on social media stages [5-7]. Particularly, bullying news involving left-behind children deserve particular attention. Because parents often work away from home, leading to long -term separation from their children, left-behind children may face a lack of family companionship and support, resulting in negative psychosocial consequences [8,9].

Further research indicates that in China, parents' migration for work is connected with an increased risk of school bullying and cyberbullying for left-behind children [10,11]. When such

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news are publicized and widely spread on social media, increased exposure and strengthened public oversight will intensify the social evaluation process. (e.g., condemnation, online shaming, or harassment), which may extend injure beyond the initial event hinders subsequent mitigation measures [7,12]. Therefore, examining the spread of bullying-related content can inform communication strategies and management frameworks aimed at reducing the subsequent injure of online public opinion [1,2,13]. However, existing bullying research most of the focuses on bullying participants (i.e., victim/perpetrator) [14-17]. In media-driven societies, whether a bullying incident gradually upgrade into a widely known public event often depends on how third parties interpret the event and assess its public importance, which in turn influences their willingness to engage in secondary spread behaviors (e.g., sharing, forwarding, and commenting) [1-4,7].

Previous research has shown that perceived severity is a key factor influencing bystanders' judgment and intervention tendencies: the more severe the injure and the more significant the consequences news reported, the more likely bystanders are to take action [18]. Building on this research direction, this study examines the bystander's willingness to share information about bullying news involving left-behind children and tests how willingness varies with the severity and type of bullying.

2. Literature review

2.1. Bullying news in the social media context

News of school bullying has gained increasing attention in social media. Existing research suggests that social media increases the visibility and public perception relevance of news about school bullying through rapid spread and repeated exposure. These affordances can reshape how the public interprets such news, leading to more frequent engagement through low-cost actions such as sharing, commenting, and reacting [1,6].

Compared to traditional offline environments, bullying news discussed in social media is also easily to be detached from context and selectively framed, and spread rapidly through forwarding, commenting and algorithmic recommendation systems [2,3]. Put differently, the sharing willingness acts not only as information acceptable but also as potential "bystander-disseminators." Research indicates that an individual's willingness to share content on social media depends on their overall evaluation of the incident's importance, public importance and normative implications and sensed reliability and relevance [4,19]. Content involving injure, conflict, or injustice, such as bullying, tends to be sensed as more worthy to share, particularly when it is framed as socially consequential or morally significant [4,12].

At the same time, bullying related research has gradually extended the correspondence between perpetrators and victims to study the role of bystanders in the online environment, including how observers react when they encounter bullying-related content on social media [4,7,12]. Reference [7] argues that online contexts can increase bystanders' likelihood of brook enlarge or even joining bullying, partly because anonymity and group-based cues can reduce personal accountability and facilitate justificatory thinking. Specifically, anonymity may weaken self-identification and increase conformity to group dynamics, while moral disengagement provides cognitive justifications that lower resistance to online participation [4,7,12].

However, compared to research regarding intervention, the public's willingness to share bullying related news content is a different form of secondary spread in real-world public events which remains relatively under-explored. In online platform, sharing intention is likely to be influenced by

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multiple incident cues, including the severity of consequences, the type of bullying behavior, and the victim's identity label.

According to the Theory of Planned Behavior (TPB; [13]), an person's intention to perform a behavior is influenced by their attitude toward the behavior, subjective norms, and sensed behavioral control. In social media settings, knowledge-sharing and news-sharing willingness are similarly discussed as intention-driven decisions shaped by sensed utility, norms, and feasibility [2,20].

In bullying news, sensed severity can be a significant signal that the issue is important and worthy of attention; previous research has shown that as consequences become more severe and apparent, third parties are more likely to judge that the event requires a response and action [18].

Meanwhile, when victims are explicitly identified as left-behind children (LBCs), this label activates perceptions of structural vulnerability and related social judgments (e.g., stereotypes about vulnerable backgrounds), which can influence public evaluation of the event and its public importance [11,21]. This framework may enhance people's motivation to express concern or take a stand through sharing in news-like contexts [3,4].

Therefore, in the social media environment, bullying news can evolve from interpersonal conflict into social communication information with public communication features. Given the relatively limited research on communication decisions, this study aims to enrich practical evidence by examining the public's willingness to share bullying news related to left-behind children.

2.2. Definition, types, and severity of bullying and victimization

Bullying is defined as an intentional act of hostility characterized by recurrence and a power imbalance between the perpetrator and the victim, and can manifest as physical bullying, relational bullying, or cyberbullying [14]. Previous studies have generally categorized bullying into physical bullying, verbal or relational bullying, statusor or identity-based bullying, and cyberbullying, and differentiated them in measurement and classification work [6,14]. These types differ in visibility, persistence, and mechanisms of harm, which may lead to different patterns of public interpretation and spread of news when it appears in online media [6].

Physical bullying is often highly visible because it involves direct physical harm and can produce observable consequences [14]. In contrast, relational bullying (including social exclusion and the spread of rumors) is often less obvious, and its mechanism of action is through damage to peer relationships and social status [14]. in addition, status-based bullying attacks others through stigmatization or prejudice associated with social identity or sensed context, and influences how people interpret events as fairness issues or social harms [7,14]. last, cyberbullying is characterized by its high persistence and diffusion: once content is published, it is often republished and archived, thus extending its reach beyond the original context [6,14]. These differences suggest that, especially when the overall harm is not severe, the type of bullying may influence bystanders' judgments of the public importance and "shared value" of an event which is a point this study examines by manipulating both bullying type and severity.

In addition to type differences, previous evidence suggests that sensed severity is a key dimension influencing bystander responses and willingness to act [18]. Reference [18] indicates that bystanders exhibit a stronger willingness to respond as the consequences become more severe, partly because the event is sensed as more urgent and important. This increasing severity can reduce the tendency to assume "someone else will handle it" (i.e., diffusion of responsibility), making individuals more inclined to take action rather than remain passive.

This logic can be extended to the realm of information sharing, Reference [19] notes that risk perception and evaluative judgments about news events tend to increase with the severity of the

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event, which can increase people's willingness to disseminate relevant information. Therefore, when bullying news involves serious and obvious harm (e.g., severe physical injury, persistent psychological distress, or significant reputational damage), third parties may perceive such events as having greater public relevance and accountability, thus increasing their willingness to share and discuss such news on social media [4,19].

At the measurement level, the severity of bullying is often operationalized through situational manipulation or subjective interpretation indicators, including distinguishing between mild and severe bullying situations [14]. Mild bullying may involve verbal taunts, brief rejection, or low-intensity humiliation, while severe bullying may involve persistent targeted behavior, physical harm, or broader social consequences. This distinction is theoretically significant because severity is an important clue to public judgment and behavioral intentions in the media context [4].

In the social media context, the severity of news can amplify its impact on sharing decisions due to platform resources: serious news is more likely to be sensed as having social impact, thus attracting more attention and gaining wider spread through recommendation and forwarding mechanisms [2-4]. in addition, when an event is sensed as exceptionally serious, bystanders may view sharing as a legitimate act to raise public awareness or call for accountability, thus fostering a willingness to share in similar news contexts [3,22]. Therefore, analyzing the impact of both bullying type and severity simultaneously helps to gain a more comprehensive understanding of the public's decision-making regarding the spread of bullying news.

2.3. The situation of left-behind children and their structural vulnerability in bullying contexts

Left-behind children refer to vulnerable children who are separated from their parents for extended periods due to one or both parents working away from home [8,9]. Existing evidence suggests that prolonged parental absence leads to reduced family supervision and support, and increases the risk of adverse psychosocial consequences for affected children and adolescents [8,9].

In the school environment, structural deficiencies may make left-behind children more vulnerable to bullying. Studies show that left-behind children have higher victimization rates than their non-left-behind peers, and lower life satisfaction and mental health indicators [11]. in addition, parental migration for work is associated with an increased risk of cyberbullying for left-behind children in China [10]. These findings suggest that left-behind children face multiple risks in both online and offline bullying environments.

In terms of bullying types, left-behind children may be more susceptible to interpersonal and cyberbullying, which tend to be more covert, persistent, and easily spread once it enters online media [6,14]. Due to prolonged parental absence leading to reduced family supervision and support, left-behind children may lack coping and buffering resources, increasing their vulnerability to subsequent stress after experiencing bullying [8,9].

At the level of social media spread, the identity of left-behind children may be labeled as a "vulnerable group" in public discourse. This labeling activates social judgments and stereotypes (e.g., perceptions of disadvantaged backgrounds), which are believed to influence people's behavioral tendencies towards specific social groups [23,24]. Therefore, when bullying victims are explicitly identified as left-behind children, the public may perceive the event as deserving more attention and spread, which in turn may encourage them to share related news content [3,4].

In summary, the structural vulnerability of left-behind children in bullying situations not only increases their risk of being bullied but may also influence how the public evaluates and disseminates related news on social media. Based on this, this study focuses on bystanders in social media spread, with a core concern being: how the features of bullying news events involving left-

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behind children influence the public's communication decisions. Specifically, this study employed a envisage-based experimental design to manipulate (a) the severity of bullying (mild vs. severe) and (b) the type of bullying (physical bullying, relational bullying, cyberbullying, status or identity-based bullying) to examine differences in public willingness to share on social media under different combinations of conditions.

This design enables the study to address the following questions:1. Does the severity of bullying news increase third-party sharing intention?2. Do different bullying types exhibit varying triggering strengths for sharing?3. Is there an interaction between bullying severity and type—e.g., certain types elicit greater sharing under severe conditions?

3. Method

3.1. Research design

This study employed a envisage-based experiment to examine how features of bullying news influence third-party willingness to share related content on social media. A 2 (bullying severity: mild vs. severe) × 4 (bullying type: physical, relational, cyber, status or identity-based) mixed design was used. Bullying severity was control as a between-subjects factor, and bullying type was control as a within-subjects factor. The primary dependent variable was sharing intention (i.e., willingness to share or repost and keep track of the incident on social media). Bullying type groups followed commonly used bullying classification frameworks in measurement research [6,14].

3.2. Participants

We publicly recruited ordinary internet users to participate through an online survey platform. Before filling out the questionnaire, participants were required to read an electronic informed consent form and confirm their participation. Participants were also informed that their answers would not be made public, no personal information would be collected, and all data would only be used to assist in research or statistical analysis. This data could be released at any time without any penalty.

A total of 147 valid responses were retained for analysis, including 69 males (46.94%) and 78 females (53.06%). Age distribution is: under 18 (n = 4, 2.72%), 18–25 (n = 10, 6.80%), 26–30 (n = 5, 3.40%), 31–40 (n = 10, 6.80%), 41–50 (n = 23, 15.65%), 51–60 (n = 27, 18.37%), and 60 and above (n = 68, 46.26%). Marital status: married (n = 120, 81.63%), unmarried (n = 18, 12.24%), divorced (n = 9, 6.12%). Educational attainment: bachelor's degree (n = 63, 42.86%), associate degree (n = 35, 23.81%), high school/vocational diploma (n = 28, 19.05%), junior high school or below (n = 14, 9.52%), master's degree or above (n = 7, 4.76%). Residency was predominantly urban (n = 141, 95.92%), with 6 participants (4.08%) reporting rural household registration.

3.3. Procedure

After acquiring informed consent and completing a demographic questionnaire, participants were randomly assigned to one of two severity groups: a mild group (n = 84) or a severe group (n = 63). Following this, participants read news-style situational texts equivalent to their assigned severity level.

Within their assigned severity group, each participant then read four bullying envisage. After reading each envisage, participants completed (a) a sensed severity manipulation test and (b) a

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sharing willingness evaluation. The entire process took approximately 5–8 minutes. Afterward, participants received a brief explanation of the experiment and were thanked for their participation.

3.4. Experimental materials

envisage materials were adapted from real-world bullying-related news reports and were rewritten to protect privacy and reduce potential distress. All envisage were written in a consistent "news report" format and matched on length and structure as closely as possible.

3.5. Victim identity standardization

In all cases, the victims were clearly described as left-behind children, primarily cared for by their grandparents or relatives, while their parents worked in other places. This ensured that the victim's identity remained consistent across all situations and conditions.

Bullying severity manipulation

Severity was operationally defined using two types of envisage texts: Mild Severity: envisage descriptions of verbal taunting, brief rejection, or low-intensity social isolation, with limited descriptions of lasting harm. Severe Severity: envisage included clearer descriptions of more severe and lasting harm (psychological and/or physical), emphasizing ongoing targeting and broader negative consequences. These operations were designed to elicit a clear difference in participants' sensed severity between mild and severe envisage.

Bullying-type manipulation

By varying the core behaviors described in each envisage while keeping other elements such as victim identity, context, and writing style constant, bullying types are controlled. Specifically, physical bullying envisage emphasize direct physical attacks and harm-related cues.

Relational bullying envisage emphasize exclusion, spreading rumors, and disrupting peer relationships. Cyberbullying envisage emphasize online posting, forwarding, and digital spread.

Status bullying envisage emphasize discrimination, stigmatization, or targeted bullying related to social identity/background. This approach aims to increase the identifiability of each bullying type while maintaining comparability between envisage [6,14].

4. Measures

4.1. Sensed severity manipulation check

After reading each envisage, participants completed a sensed-severity check item: "I believe the severity of the bullying behavior mentioned in the above news is," rated on an 11-point scale (1 = Very mild, 11 = Very severe). Higher scores indicated stronger sensed severity and were used to evaluate the effectiveness of the severity manipulation.

4.2. Sharing intention

Sharing intention assessed participants' willingness to disseminate the incident on social media. The scale included four items reflecting common social-media sharing behaviors and follow-up attention (e.g., "I am willing to share this news on social media," "I am willing to repost this event so more people can see it," "I would follow up or stay informed if related news emerges," "I hope others also learn about this event"). Items were rated on a 7-point scale (1 = Not at all willing, 7 = Very willing),

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with higher scores indicating stronger sharing intention. Item design was adapted from social media news-sharing research and contextualized to bullying-related news [3, 4].

4.3. Data processing and analysis

All analyses were conducted in RStudio. Primary inferential analyses were performed using the bruceR package. Before hypothesis testing, data were screened to remove responses with unusually short completion times, highly invariant response patterns, or substantial missingness on key variables.

The severity manipulation was evaluated using independent-samples t tests on sensed-severity check items. To test the effects of bullying severity and bullying type on sharing intention, the study employed a 2 × 4 mixed-design ANOVA with severity as the between-subjects factor and bullying type as the within-subjects factor. Where relevant, descriptive statistics and effect sizes were reported, and standard assumptions (e.g., homogeneity of variance for between-subjects comparisons) were checked

4.4. Descriptive statistics and correlations

Descriptive statistics and zero-order correlations among the main study variables are presented in Table 1

Table 1. Descriptive statistics and correlation matrix

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. gender	1.53	0.50	—																
2. age	5.66	1.69	.06	—															
3. marry	1.94	0.43	.22**	.59**	—														
4. edu	3.14	1.09	−.24**	−.14	−.06	—													
5. income	2.48	1.47	−.08	−.13	.07	.36**	—												
6. ses	4.66	1.98	−.03	−.13	−.06	.28**	.36**	—											
7. child	0.31	0.46	.09	−.13	.13	−.07	.16	.08	—										
8. member	0.11	0.31	−.11	−.41**	−.36**	.01	.17*	.15	.15	—									
9. hukou	0.96	0.20	.08	.28**	.05	.03	.02	.07	.06	−.04	—								
10. experience	0.05	0.21	.08	−.18*	.11	−.06	.08	−.04	−.01	.13	−.28**	—							
11. qswmean	2.62	2.63	−.08	−.05	−.08	−.05	.13	−.07	.06	.16	.06	.11	—						
12. qgwmean	2.53	2.55	−.05	−.04	−.08	−.10	.05	−.08	.08	.20*	.10	.02	.92**	—					
13. qnwmean	2.71	2.67	−.09	−.05	−.06	−.08	.09	−.05	.08	.23**	.06	.10	.94**	.95**	—				
14. qdwmean	2.72	2.66	−.09	−.03	−.05	−.05	.12	−.03	.07	.20*	.07	.08	.94**	.95**	.98**	—			
15. zswmean	2.45	2.95	.15	.01	.02	.01	−.17*	.01	−.06	−.19*	−.06	−.06	−.84**	−.83**	−.85**	−.86**	—		

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Table 1. (continued)

16. zgwmean	2.46	2.96	.15	.02	.02	–.00	–.16	.02	–.07	–.19*	–.07	–.07	–.84****	–.83****	–.85****	–.85****	.99****	—	
17. znwmean	2.48	2.97	.16	.00	.02	.01	–.17*	.02	–.07	–.20*	–.07	–.05	–.84****	–.84****	–.86****	–.86****	.98****	.99****	—
18. zdwmean	2.51	2.99	.16	–.00	.01	.01	–.16*	.03	–.06	–.20*	–.07	–.04	–.84****	–.84****	–.86****	–.86****	.98****	.99****	1.00****

Note. edu = educational attainment; SES = subjective socioeconomic status; hukou = household registration type. Variables 11–14 represent sharing willingness for mild bullying envisage (11 = mild physical, 12 = mild relational, 13 = mild cyber, 14 = mild status-/identity-based). Variables 15–18 represent sharing willingness for severe bullying envisage (15 = severe physical, 16 = severe relational, 17 = severe cyber, 18 = severe status-/identity-based).

* p < .05. ** p < .01. *** p < .001.

5. Results

5.1. Manipulation check

To assess whether the severity manipulation was successful, independent-samples Welch's t tests were conducted on the four manipulation check items (check1–check4). Results consistently showed higher sensed severity in the severe condition than in the mild condition. Using check1 as an example, participants in the mild condition (M = 7.25, SD = 2.99, n = 84) rated the incident as significantly less severe than those in the severe condition (M = 10.32, SD = 1.39, n = 63), t(123.92) = 8.29, p < .001, Cohen's d = 1.32. The same pattern was observed for the remaining three check items: check2, mild (M = 6.82, SD = 3.11, n = 84) vs. severe (M = 9.84, SD = 1.50, n = 63), t(126.44) = 7.77, p < .001, Cohen's d = 1.24; check3, mild (M = 7.74, SD = 2.90, n = 84) vs. severe (M = 10.03, SD = 1.48, n = 63), t(129.65) = 6.24, p < .001, Cohen's d = 0.99; check4, mild (M = 7.67, SD = 2.77, n = 84) vs. severe (M = 9.87, SD = 1.55, n = 63), t(135.32) = 6.14, p < .001, Cohen's d = 0.98. These results confirm the effectiveness of the severity manipulation.

5.2. Effects of bullying severity on sharing willingness

Across bullying types, participants reported significantly higher overall sharing willingness in the severe condition than in the mild condition. An independent-samples Welch's t test on the overall sharing score (averaged across the four bullying types) showed that sharing intention was higher in the severe condition (M = 5.78, SD = 1.08, n = 63) than in the mild condition (M = 4.63, SD = 1.53, n = 84), t(144.55) = 5.30, p < .001, Cohen's d = 0.86.

Descriptive statistics indicated that this increase was evident for each bullying type: physical (mild M = 4.59, severe M = 5.71), relational (mild M = 4.43, severe M = 5.74), cyber (mild M = 4.74, severe M = 5.80), and status-/identity-based (mild M = 4.76, severe M = 5.86).

5.3. Effects of bullying type on sharing willingness

The mixed-design ANOVA revealed a significant main effect of bullying type (Greenhouse–Geisser corrected), F(2.324, 336.91) = 3.36, p = .029, ηp^2 = .023. Holm-adjusted post hoc comparisons, averaged over severity, indicated that relational bullying elicited significantly lower sharing willingness than cyberbullying (p = .049) and status bullying (p = .028). No other pairwise comparisons were significant.

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5.4. Interaction between bullying severity and bullying type

A2 (bullying severity: mild vs. severe) × 4 (bullying type: physical, relational, cyber, status bullying) mixed-design ANOVA was conducted, with severity as the between-subjects factor and type as the within-subjects factor. Given the violation of sphericity (Mauchly's test $p < .001$), Greenhouse–Geisser correction was applied. Results showed a significant main effect of bullying severity, $F(1, 145) = 25.57$, $p < .001$, $\eta p^2 = .150$, indicating higher overall sharing willingness in the severe condition than in the mild condition. The main effect of bullying type was also significant, $F(2.324, 336.91) = 3.36$, $p = .029$, $\eta p^2 = .023$. Importantly, the severity × type interaction was not significant, $F(2.324, 336.91) = 0.98$, $p = .388$, $\eta p^2 = .007$.

6. Discussion

This study manipulated the severity and type of bullying incidents involving left-behind children to examine bystanders' willingness to share relevant information on social media. The results showed that the severity of bullying had a positive effect on the willingness to share, while the type of bullying had a small but stable effect on the sharing willingness, and was influenced by the severity of bullying.

However, there was no significant interaction between the two. Specially, the results showed that third parties wanted to share more often when serious bullying incidents occurred, and this willingness did not change with the type of bullying. This consistent with existing views that the severity of the incident is an important component of public response; greater harm and more obvious negative consequences tend to make third parties (bystander) perceive the problem as more serious and take action in the social media, forwarding and commenting are low-cost but publicly visible forms of engagement. Therefore, if the bullying is sensed as serious, bystanders are more likely to take action by sharing. Regarding the form of bullying, the results showed that the overall relationship was not significant, and the willingness to share was lower for both mild and severe relational bullying than for cyberbullying and status/identity-based bullying. While these type-related differences were statistically significant, the effect sizes were small and did not change with the severity of bullying.

7. Conclusion

Present research investigates the impact of the severity and type of bullying on people's willingness to share news about students being bullied. The results show that sensed severity is the primary reason in people's news-sharing decisions; regardless of the type of bullying, people show a higher willingness to share information with more severe bullying (compared with less severe). Status-based bullying and cyberbullying elicit slightly higher sharing intentions compared to relational bullying, but there is no significant interaction between the two; severity has a greater impact than bullying type.

Theoretically, current research extend relevant research to the bystander behavior theory in digital news spread. In this context, bystanders act as disseminators of news relevant to vulnerable groups. From a practical perspective, this suggests that social media stages are placing greater emphasis on severity indicators in risk management and content management.

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8. Practical implications, limitations, and future research directions

Current study provides an insight for the governance of social media platforms and early responses to online public opinion. Its overall goal is to reduce unnecessary large-scale dissemination and potential secondary harm while maintaining formal reporting and support channels. The results indicate that severity is a significant predictor for users' willingness to share publicly, which means that social media platforms can incorporate clues about the severity of harm into the classification of bullying-related public news, thereby enabling more timely assessment and appropriate intervention (e.g., prioritizing moderation, guiding users to report, and restricting dissemination where appropriate).

Current work has some limitations. It focus on older populations: participants being over 60, with very little representation of younger ones who are usually the most active on social media. Such demographic difference hinders the ability of generalization to include more people who use the internet, therefore, it is necessary to be very careful to understand the phenomena of how people share. Although the scenario experiment is able to control the key variables well, but the real social media like short videos and other kinds of multimodal content may works differently. Future research can combine with behavioral data or field experiment. This study took willingness to share as the core dependent variable, but it didn't differentiate between specific forms or motivations of sharing behavior, and the description used in ocurrent research might not as extreme or strong as reality. But this simplification made experimental design clear, and it also limited the detailed research on the gradient effect of different level. In the future, research can aim to distinguish among varieties like reposting, adding a comment, and privately passing on, and come up with even greater levels of severity to look at more kinds of things. It focus on the victim's identity constant (left-behind child), and did not set non-left-behind victims for comparison. Therefore future work should consider victim's identity to see if (and how) left-behind identity alters the sharing intentions, and if and how it interacts with severity and bullying type.

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