

**The Bystander Effect from the Other Side - The
Psychological Effects of Passive Bystanders and
Apologizing on the Victim's Outcomes of a Victimization
Experience**

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Abstract

Although the bystander effect and has been subject to extensive research, the victim's perspective has been neglected until now. This study aimed to extend previous research focusing on the psychological consequences the victim experiences in a bystander victimization situation. Moreover the alleviating effects of an apology offered by the perpetrator were examined and additionally explorative research on a moderating effect of Locus of Control was conducted.

Applying a 2x2 experimental setup (bystanders vs. no bystanders and apology vs. no apology) with 122 participants between the age of 18 and 58, who were placed in a mild victimization situation, the effects of passive bystanders on blame-attribution, need satisfaction, safety perceptions and affect were assessed.

The results revealed that bystander presence and the offer of an apology have an effect on blame-attribution, safety perceptions and need satisfaction. While bystander presence results in lowered self-blame, heightened perpetrator-blame and lowered safety perceptions, the offer of an apology resulted in higher need violation. The additional moderating effect of LOC was only found for self-blame. It seems as if Bystander Presence, Apology Condition and LOC exert a joint influence on the degree of self-blame the victim experiences.

The results however differed from what would be expected on the basis of previous research, therefore further research on this - until now - neglected topic is recommended.

The Bystander Effect from the Other Side – The Psychological Effects of Passive Bystanders and Apologizing on the Victim's Outcomes of a Victimization Experience

Imagine someone falling down in a public place in the presence of others. It is not immediately obvious if this person has seriously hurt him-/herself but, even though everyone noticed the incident and maybe some even stopped to have a look, nobody ensured that the person is all right or offered assistance to the person that fell. Taking this a step further, imagine you are the one falling, injuring yourself and not being offered help. How would you feel? And especially how would the fact that nobody assisted you make you feel?

This question is not exactly an easy one to answer. Nevertheless the aim of this study is to provide insight on precisely the question how the victim experiences a bystander victimization situation.

The bystander effect as well as victimization have been subject to extensive investigation for some years now. There is however very limited knowledge of the (psychological) consequences of a bystander-victimization situation for the victim. Nonetheless this information might prove useful, considering that in approximately two out of three victimization situations bystanders are present (Hamby, Weber, Grych, & Banyard, 2016). Findings on the effects of bystanders in victimization situations might e.g. provide valuable implications for the aftercare of victims.

Via an experimental set-up this study aimed to produce insight in those negative consequences. By presenting the participants with a mild insult from a perpetrator, they will experience a victimization situation. Adding passive bystanders for half of them allows for assessing the effects of those bystanders on the victim's outcomes of a bystander victimization situation. Furthermore including an offered apology by the perpetrator in half of the cases, the aim is to get insight into the reconciling effect of an apology in a bystander situation.

The main research question is thus: How does the presence of (passive) bystanders in a victimization situation as well as the offer of an apology affect the psychological outcomes for the victim.

The Bystander-Effect and Victimization

The so-called bystander effect has been subject to scientific investigation for some years now (Latané & Nida, 1981), describing the social psychological phenomenon that the presence of (passive) bystanders in a critical situation decreases the likelihood of an individual to interfere (Fischer et al., 2011). Latané and Darley (as cited in Fischer et al., 2011) concluded that three psychological processes mainly account for this behaviour, which are "diffusion of responsibility", "evaluation apprehension" and "pluralistic ignorance". "Diffusion of responsibility describes to the phenomenon that people tend towards dividing the responsibility to help by the number of bystanders, hence the greater the number of bystanders the less responsibility the individual feels. Besides that the individual might refrain from helping out of fear for negative public judgement, which

refers to the so-called process of “evaluation apprehension”. Additionally individuals tend to observe the overt reactions of others in order to define an ambiguous situation, which can easily result in “pluralistic ignorance”, if others are not perceived as also sensing danger in a critical situation. However the victim most likely does not experience these internal conflicts. Rather the victim only notices that no one intervenes even though everyone clearly noticed the incident.

As mentioned above also the general effects of victimization have been widely studied. It shows that typical ramifications of victimization are: negative perceptions of the benevolence of the world and the self e.g. reduced self-worth and reduced feelings of being in control (Winkel & Denkers, 1995). Moreover victims do often engage in self-blame (Ullman et al., 2007) and suffer from psychological distress that might lead to anxiety and depression. Also reduced invulnerability perceptions and disgust at their own helplessness often resulting in diminished self-esteem are typical consequences of a victimization experience (Frieze, Hymer & Greenberg, 1987; Kaniasty & Norris, 1992; Kilpatrick et al., 1985;). Victimization can therefore account for severe, negative mental health consequences (Frieze, Hymer & Greenberg, 1987; Kilpatrick et al., 1985; Lamet & Wittebrood, 2009; Norris & Kaniasty, 1994; Ullman et al., 2007).

Blame

It has been found, that victims following a victimization experience often rather blame themselves than the perpetrator (Frieze, Hymer, & Greenberg, 1987; Ullman, et al., 2007). Self-blame is an attempt of making sense of the event by making attributions for the reason

why it occurred. The victim typically either attributes the blame to own faulty or provoking behaviour (behavioural self-blame) or to his/her own personality or character (characterological self-blame) (Ullman, et al., 2007). The presence of passive bystanders who fail to intervene should therefore result in increased self-blame, since the passivity of the bystanders seems to confirm that either the victim's behaviour or some of its character features account for the victimization.

Also the belief in a just world, the so-called just world hypothesis, according to which humans possess the need to believe in an orderly and just world in which everybody gets what he/she deserves (Lerner & Miller, 1978) can promote self-blame. Since this belief serves the individual in the way that it can encounter the social and physical environment as if they were stable the individual usually does not want to give up on this belief (Lerner & Miller, 1978). If the victim then has a high belief in the justness of the world, the victimization event can only make sense as the victim accepts itself as deserving what has happened. In order to preserve the just world belief the victim blames him-/herself instead of giving up on that belief by attributing the blame to e.g. the perpetrator (Strömwall, Alfredsson & Landström, 2013).

Additionally the process of pluralistic ignorance might lead towards a "spiral of silence" (Noelle-Neumann, 1974) and play a role concerning the attribution of blame of the victim in a bystander. Due to the fact that the single bystander sees himself as being in the minority, consequently being the only one to sense danger, he does not speak up (Taylor, 1982). The same process might then lead the victim to dare not to speak of the incident as an assault or to adopt the belief that indeed, if nobody else perceived the actions of the

perpetrator as wrong they cannot be wrong. Therefore one might suggest that the presence of passive bystanders undermines the tendency of the victim to express or attribute perpetrator blame.

Four Fundamental Needs

Besides promoting self-blame, passive bystanders and their denial of assistance might trigger feelings of social rejection and being ignored in the victim (van Bommel et al., 2016), which is why we can draw a parallel to ostracism. Ostracism, i.e. “social behaviour where someone is being ignored and or even physically excluded from the group” (van Bommel et al., 2016, p. 142) violates an individual’s very basic needs, which are the need for belonging, meaningful existence, control and self-esteem (Williams, 2007). One might therefore conclude that becoming the victim in a bystander situation would affect these four fundamental needs in a negative way.

Similar findings from Kirchoff, Strack and Wagner (2013) can support this assumption. They emphasized that interpersonal conflict situations i.e. victimization experiences, violate the needs of the victim. Although they identified six categories of needs, which are the need for respect, meaning, acceptance, pleasure, self-efficacy and safety, those closely resemble the four needs proposed by Williams. Furthermore, recalling the negative consequences of a victimization experience e.g. reduced self-worth and feelings of being in control etc. (Winkel & Denkers, 1995) it becomes obvious that ostracism produces very similar consequences as victimization in general.

Considering all this, the need violation already present through the victimization experience should therefore even increase in a bystander situation, due to the additional ostracism experience for the victim.

Apologizing

Kirchhoff et al. (2013) demonstrate further that these needs must be addressed e.g. by the offer of an apology of the perpetrator, in order to result in reconciliation (Kirchhoff, Strack & Wagner 2013; Kirchhoff, Wagner & Strack 2012). If an apology addresses these needs appropriately this can result in a reduction of anger sometimes followed by forgiveness. Regehr and Gutheil (2002) even indicate that an apology can help to heal trauma. However for an apology for a serious assault to be successful it is important that it includes at least a statement of apology, the admittance of a fault and an attempted explanation as well as it must convey sincere emotions (of feeling truly sorry etc.) (Kirchhoff et al., 2012).

The question now is, if in a bystander situation, the effects of an apology remain the same. The notion of an apology resulting in anger reduction, need reconciliation and trauma reduction implies that an apology might also alleviate the negative effects of victimization experiences. The question remains if the presence of bystanders influences in how far the apology can reconcile those negative effects.

Murphy (2006) suggests that the act of a public apology serves the victim in the way that the victim perceives the act of apologizing in front of others as painful enough for the perpetrator to restore justice. For this reason, this research explores if the offer of an

apology in general results in a change of the effects of victimization and additionally if the presence of bystanders has an enhancing effect in this context.

Safety Perceptions

In addition to violating the victims' basic needs, the victimization event affects the victim's natural belief of being invulnerable (Jackson & Gouseti, 2016) and the world being benevolent (Winkel & Denkers, 1995). This is explainable using the already mentioned just world hypothesis.

Witnessing or experiencing a victimization event forces the individual to make sense of the situation in a way that the world remains a just place. Therefore for the victim there remains only the possibility of blaming itself. Otherwise the logical consequence would be doubting the fact of the world being just. Consequently the victim would suffer from the trouble of experiencing uncertainty about the world (Lerner & Miller, 1978), which violates an individuals' need for control (Williams, 2007) and for safety (Kirchhoff et al., 2013).

Since the belief in a just world would in consequence require bystanders to intervene in order to restore justice, it is likely to assume that through the passivity of the bystanders, the individual also loses faith in the self-evidence of others coming to help in threatening situations. This might lead towards the individual beginning to perceive the world as more dangerous, offering no protection from harm. The presence of bystanders might therefore intensify reduced vulnerability perceptions victimization event.

Negative Affect

The violation of basic needs, self-blame and reduced safety perceptions places the victim in a state of uncertainty and negative emotion. Therefore the degree of negative affect the victim experiences through the victimization event will be measured and compared to the degree of negative affect in a bystander victimization situation.

Hypothesized effects of Bystander-Presence And Apologizing

Considering everything mentioned above it is hypothesised that:

H1 - The negative effects of victimization experiences are being reinforced by the presence of bystanders. Which holds that:

- a. The presence of bystanders intensifies the negative effects of a victimization event on the four basic needs as defined by Williams (2007) and additionally safety perceptions compared to when there are no bystanders present.
- b. The presence of bystanders increases either self-blame or other-blame, compared to when there are no bystanders present, but lessens the degree of perpetrator-blame.
- c. The presence of passive bystanders results in higher levels of negative and lower levels of positive emotions compared to when there are no bystanders present.

Recalling the notion of an apology as an effective means to reconcile violated needs, reduce anger and trauma it is furthermore hypothesized that:

H2 - An apology offered by the perpetrator can alleviate the (above specified) negative consequences of a victimization event and furthermore the presence of bystanders intensifies the effectiveness of the apology.

Attribution Style

Additionally this research exploratively took attribution style into account. As elaborated above the effects of victimization situation often depend on how the victim attributes the reason for the experience of the victimization experience (e.g. blame). Attribution theory states that attributions result from the tendency of humans to attempt to seek causal explanations for everything that happens to them. The cause for something to happen can then be attributed to either internal or external factors (McLeod, 2010), which is also expressed by saying that an individual has an internal or external locus of control (LOC). This means that one can attribute the reason for an event to have happened to factors that lie within oneself, such as character or behaviour or to external factors such as coincidence, or the perpetrator being mentally disturbed for example.

This holds in implications for the concept of (self-)blame and moreover it enlarges upon the topic of control, since applying attribution theory holds in the concept of LOC. Also safety perceptions can be affected by an individual's attribution style.

Considering self-blame, there is some controversy about whether self-blame might not be beneficial at all, diminishing the victim's self-esteem and perceived control over what happens to him/her (Taylor, 1983) or if it might even serve the victim (Janoff-Bulmann, 1979; Shaver & Drown, 1986). By distinguishing behavioural and

characterological self-blame, Janoff-Bulman (1979) applied attribution theory on the concept of self-blame. Provided that behaviour is rather external and easily modifiable, the victim by applying behavioural self-blame would perceive him-/herself in the control to change this behavioural cause for the event to happen and in that way that the victim might perceive him-/herself as able to control if events like this will happen again (Janoff-Bulmann, 1979; Shaver & Drown, 1986).

For characterological self-blame on the other hand since character is perceived as a more stable, intern trait the attribution of blame to one's character would diminish the self-esteem and reduce control beliefs. One might therefore expect that LOC affects the negative outcomes of a bystander victimization situation for the victim.

Hypothesised Effect of Locus of Control

Seeing that attribution style intervenes with the general effects of a victimization event attribution style/LOC will be subject to investigation, hypothesizing that:

H3 – LOC works as a moderator on both, Bystander Presence and Apologizing influencing the degree of the negative effects of a victimization event. There is thus an interaction effect of LOC, Bystander Presence and Apologizing on the negative effects of victimization experiences, e.g. people with an internal LOC will experience higher self-blame following a bystander victimization situation, especially without an apology, whereas an external LOC would not.

Methods

This experimental study underwent ethical examination and received permission.

Participants and Design

In total 122 persons participated in the study (50 [41%] male, 72 [59%] female). Their age ranged from 18 to 58 ($M= 22.65$, $SD= 5.99$). Participants were randomly assigned to one condition of the 2 (bystander: none vs. three) x 2 (apology vs. no apology) between-subjects factorial design.

Students of the *University of Twente, Netherlands* were recruited through *SONA systems* to participate in this study. For participating they received one *SONA-credit*. Furthermore, persons out of the circle of acquaintances from the researchers did participate. Inclusion criteria for both groups were besides sufficient knowledge of English and being above eighteen years old, a non-clinical score on the *Performance Failure Anxiety Inventory (PFAI)*.

Removed Responses

In general there were 137 responses on the pre-measurement from which 12 responses had to be removed due to incompleteness and one due to clinical PFAI scores. Additionally two more responses were removed due to failures during the experiment (such as laughter from the perpetrator or bystanders) that have led to biased participants who consequently were aware of the situation being fake. Those two responses were also removed for the same reason from the originally 124 responses on the post-measurement.

Procedure

The research consisted of two parts. In the first session the participants were asked to fill in an online survey (see Appendix A) that was distributed via a *Qualtrics*-link, measuring on the first hand the degree of fear of failure in order to exclude participants with a clinical degree (2 SD above the mean) from the experiment. Those who fulfilled the participation criteria were enabled to continue with the survey, which then additionally assessed the moderator variables (narcism, attribution style, importance of social image, forgiveness and self-kindness and self-judgement).

Hereafter, participants were invited to participate in a second session that required the presence on the University campus in order to fulfil the task. There an instructor welcomed the participants and instructed the participants to build a *Jenga*-tower consisting of forty stories within a timescale of three minutes. (A *Jenga* tower consists of each 3 stones per story, that are build up to a tower, the task then is to build the tower further by taking always blocks from the existing tower, putting those on its top with again always three in one story.) This task should present an unsolvable one, due to the fact that the experimental set-up required the participants to fail.

The participant was allegedly assigned to this task together with a “fellow participant” who indeed was part of the researcher team. This fellow participant was given the task to keep track of the time while building the tower and later fulfilled the role of the “perpetrator”. As an incentive the participants were told that by beating the record both participants would receive a 25€ voucher for an online shop of their choice. After explaining the task and assigning the tasks, the instructor left the room.

In the three-bystander condition also the three “other participants”, in fact other researchers, stayed in the room under the pretence to wait for their turn. In the no bystander condition, the perpetrator and the participant were left alone in the room.

While the participant was building the tower, the perpetrator made comments about the remaining time (e.g. *“Only one minute left”*). At the point where the time was up, the perpetrator suggested to already count the stories before the instructor would come back (e.g. *“Twenty-five? And we had to do? Forty?”*). This then led towards the perpetrator insulting the participant with the words: *“Oh my god it’s not even that hard. My little sister could do that and she is like three”*. In case that the tower fell slightly before the three minutes were over the insult followed immediately. If there was too much time left though the participant was told to build it up again.

In the bystander condition, the other participants remained passive not coming the participant to assistance even though they demonstratively looked over to the perpetrator and the participant, pretending to be shocked by the insult. In case of a participant commenting on the insult, this was ignored.

To ensure the instructor would come back directly after the insult has been taking place, the perpetrator secretly phoned the instructor while at the same time the smartphone was being used as a stopwatch. The instructor overhearing the perpetrators insult entered the room again, counted the stories and instructed the participants to stow the used materials away while leaving again to get the allegedly forgotten laptop (*“Sorry, I forgot my laptop I will be right back”*) that would be needed for the final survey.

In the apology condition, while tidying up the perpetrator offered an excuse to the participant (*"I am sorry about earlier, I am not having a great day"*). This again was overheard on the phone ensuring the instructor would enter the room after the apology had been offered.

Eventually, the participant had to fill in the last survey (see Appendix B) via *Qualtrics*, measuring the dependent variables. Thereafter, the participant was verbally and in written form debriefed (see Appendix C) and brought in contact with the perpetrator to ensure that the participant left on amicable terms.

Finally the participant was thanked and received a chocolate bar for the participation and was furthermore asked to keep the aim of the study private.

Materials

For all scales the mean was computed. The subsequently reported reliability coefficients per scale were obtained using the average scores of the scales.

Fear of Failure.

The short form of the *Performance Failure Appraisal Inventory (PFAI)* of Conroy (Conroy, 2003) was used to measure the exclusion criteria. The survey consisted of twenty-five items (e.g. "When I am failing, I am afraid that I might not have enough talent"), which could be rated on a 5-point-Likert-Scale (-2= Do not believe at all, +2 Believe 100% of the time). The reliability is excellent ($\alpha = .91$).

Blame.

In all conditions self-, perpetrator-, and other-blame were assessed. The items were derived from the *Self- And Other-Blame Scale (SOBS)* from Besharat, Eisler and Dare (2001). For self- and perpetrator-blame the same four items were used in different forms (e.g.: “What happened was entirely my/the perpetrators/other’s fault”). For other-blame only three of these items were selected, whereas one of these was also slightly modified (“other people are partially to blame for what happened”). Totalling eleven items in the bystander and seven in the non-bystander condition, the items could be rated on a 7-point-Likert-Scale (1=Strongly disagree, 7=Strongly agree). The reliability of the blame scale was good ($\alpha = .72$).

Fundamental needs.

The items measuring the fundamental needs were extracted from the *Assessment of Need Satisfaction following ostracism* from Williams (2010). The original twenty items scale was reduced to twelve items with every need being assessed by three items each: Belonging (e.g. I felt rejected), Self-esteem (e.g. I felt insecure), Meaningful existence (e.g. I felt meaningless) and Control (e.g. I felt I was able to influence the action of others). Those items could be rated on a 5-point-Likert-scale (1=Not at all, 5= Extremely). The reliability of the modified scale was good ($\alpha = .79$).

Safety perceptions.

The perception of safety scale was developed especially for the current study. It consisted of three items (i.e. I feel safe) which were rated on 5-point-Likert-Scale(1=Never, 7=Always). The reliability of this scale was poor ($\alpha = .591$). By removing item 3 (“I feel safe at the University”) the reliability would become acceptable ($\alpha = .62$). Still, since the removal would result in a two-item scale it was chosen to keep item 3.

Positive and negative affect.

The *Positive And Negative Affect Scale (PANAS)* from Watson, Clark and Tellegen (1988) was used to measure negative and positive affect using twenty one-word-items defining different feelings. Hereby, ten items describe negative affect (e.g. Hostile, Angry) and the other ten items positive feelings (e.g. Proud, Inspired). However item 18 from the original scale (see Appendix) was modified from “Jittery” to “Anxious” due to incomprehensibility for non-native speakers. These items could be rated on a 7-point-Likert-Scale (1=Very slightly or not at all, 7=Extremely). The reliability of the whole PANAS scale was good ($\alpha = .85$), with the reliability of the subscales PANAS positive ($\alpha = .84$) and PANAS negative ($\alpha = .88$) also being good.

Locus of Control.

To measure attribution style *Rotter’s Locus Of Control Scale* (Rotter, 1966) was being used. The original scale consisted of twenty-nine items, whereby one item contained each two statements between which must be chosen, one describing an internal and the other an

external Locus of Control (LOC). For this research the scale was modified by choosing each ten external LOC (e.g. Many of the unhappy things in people's lives are partly due to bad luck) and ten internal LOC (e.g. What happens to me is my own doing) statements, using them as items. Those could then be rated on a 7-point-Likert-Scale (1=Strongly disagree, 7=Strongly agree). The reliability of the scale was acceptable ($\alpha = .63$).

Results

Manipulation checks

To ensure that the manipulation via the independent variables (Bystander Presence and Apology Condition) was successful, two manipulation checks were conducted.

Firstly for Bystander Presence it was expected that the participants in the bystander condition would report the presence of people other than themselves and their fellow participant in the room. A 2 (Bystander vs. No Bystander) x 2 (Apology vs. No Apology) ANOVA showed a main effect for bystander presence on the reported presence of bystanders. Those that were in the bystander condition reported the presence of other people i.e. bystanders ($M = 3.10, SD = 0.05$) whereas those who were in the no-bystander condition did not ($M = 0.02, SD = 0.05$), $F(1,118) = 2079.16, p < .001$. Hence as intended those participants who were in the bystander condition reported the presence of further people in the room.

Secondly for the Apology Condition the expected outcome was that those who received an Apology would correspondingly report receiving one, whilst those in the No Apology condition should not. By running a binary logistic regression, these expectations

were confirmed, $b = -3.15$, Wald $\chi^2(1) = 36.07$, $p < .001$. Those in the Apology condition as intended reported having received an apology, whereas those in the No Apology condition did not.

Hypotheses

To test the effects of the independent variables, i.e. the four different conditions (No Bystander vs. 3 Bystander and No Apology vs. Apology) a two-factor variance analysis (ANOVA) was applied per dependent variable (self-blame, other-blame, perpetrator-blame, four fundamental needs i.e. need of belonging, meaningful existence, self-esteem and control, safety perceptions and positive and negative affect).

Effect of Bystander-Presence

It was expected that the presence of bystanders would intensify the negative effects of a victimization event, which are violated basic needs & safety perceptions, increased self-/other-blame, whilst perpetrator-blame decreases and higher levels of negative and lower levels of positive affect.

The two-factor ANOVA (Table 1), showed a significant main effect of Bystander Presence on perpetrator-blame, $F(1,118) = 5.735$, $p = .02$, $\eta^2 = .05$. In the presence of Bystanders ($M = 2.09$, $SD = 1.20$) perpetrator-blame was higher when there were No Bystanders present ($M = 1.63$, $SD = 0.85$). Furthermore marginally significant main effects of the Bystander Presence were found for safety perceptions, $F(1,118) = 3.606$, $p = .06$, $\eta^2 = .03$ and self-blame, $F(1,118) = 2.815$, $p \leq .10$, $\eta^2 = .02$. Safety perceptions were marginal

significantly lower when there were No Bystanders present ($M = 3.31, SD = 0.70$) than with present Bystanders ($M = 3.56, SD = .71$). The same effect was found for self-blame. In the presence of Bystanders ($M = 3.48, SD = 1.33$) self-blame was lower than when there were No Bystanders ($M = 3.89, SD = 1.26$). For the remaining dependent variables no significant effects were found, all $p > .14$.

Hypothesis 1 of the negative effects of Bystander Presence can therefore only partially be supported by the data. For the concept of safety perceptions safety perceptions were as hypothesized lower in the presence of bystander condition. In the case of self- and perpetrator-blame and the remaining dependent variables, the hypothesis must be rejected, as against the expectation self-blame increased in the absence of bystanders whereas perpetrator-blame increased in the presence of bystanders and the other variables yielded no significant results.

Effect of Apologizing

It was expected that the offer of an apology would alleviate the negative consequences of a victimization event and moreover it was suggested that the presence of bystanders should intensify that effect.

The two-factor ANOVA (Table 1, 2 & 3) revealed a main effect of the apology condition on the four fundamental needs, $F(1,118) = 4.73, p = .03, \eta_p^2 = .04$. Following an Apology ($M = 3.21, SD = 0.65$) need satisfaction was higher than if there was No Apology offered ($M = 3.43, SD = 0.53$). Examining each need separately, the need to belong was significantly affected by the factor Apology Condition, $F(1,118) = 6.173, p = .01, \eta_p^2 = .01$. If

there was an Apology offered ($M = 3.83$, $SD = 0.93$) the need to belong was less satisfied than if there was No Apology offered ($M = 4.23$, $SD = 0.85$). For the other dependent variables no main effect of the Apology Condition could be found, all $p > .13$. Also no significant interaction between the Apology Condition and Bystander Presence could be found, $p > .12$ (Table 1, 2 & 3).

Hypothesis 2 of an Apology alleviating the negative effects of a bystander victimization experience and Bystander Presence increasing this effect can therefore not be supported.

Table 1
ANOVA- Effects of Bystander Presence and Apologizing on Blame

Variable	F	df	p	η^2
Self-blame				
1. Bystander Presence	2.82	1	.10**	.02
2. Apology Condition	0.83	1	.36	.01
3. Bystander * Apology	0.32	1	.58	.00
Other-blame				
1. Bystander Presence	1.48	1	.23	.01
2. Apology Condition	1.48	1	.23	.01
3. Bystander * Apology	2.51	1	.12	.02
Perpetrator-blame				
1. Bystander Presence	5.74	1	.02*	.05
2. Apology Condition	2.33	1	.13	.02
3. Bystander * Apology	0.74	1	.39	.01

Note. * $p < .05$ = statistical significant, ** $p \leq .10$ = marginal statistical significant (grey background)

Table 2
ANOVA- Effects of Bystander Presence and Apologizing on Need Satisfaction and Safety Perceptions

Variable	F	df	p	η^2
Needs total				
1. Bystander Presence	0.85	1	.36	.01
2. Apology Condition	4.73	1	.03*	.04
3. Bystander * Apology	0.08	1	.78	.00
Need Belong				
1. Bystander Presence	0.04	1	.84	.00
2. Apology Condition	6.17	1	.01*	.10
3. Bystander* Apology	2.37	1	.13	.02
Need Control				
1. Bystander Presence	0.01	1	.92	.00
2. Apology Condition	0.25	1	.62	.00
3. Bystander * Apology	0.39	1	.54	.00
Need Self-esteem				
1. Bystander Presence	2.23	1	.14	.02
2. Apology Condition	2.48	1	.12	.02
3. Bystander * Apology	0.02	1	.90	.00
Need Meaningful Existence				
1. Bystander Presence	0.86	1	.36	.01
2. Apology Condition	2.01	1	.16	.02
3. Bystander*Apology	0.06	1	.81	.00
Safety-Perceptions				
1. Bystander Presence	3.61	1	.06**	.03
2. Apology Condition	0.53	1	.47	.01
3. Bystander * Apology	0.72	1	.40	.01

Note. * $p < .05$ = statistical significant, ** $p \leq .10$ = marginal statistical significant (grey background)

Table 3
ANOVA- Effects of Bystander Presence and Apologizing on Positive and Negative Affect

Variable	F	df	p	η^2
PANAS				
1. Bystander Presence	0.23	1	.64	.00
2. Apology Condition	0.78	1	.38	.01
3. Bystander * Apology	0.35	1	.56	.00
Negative Affect				
1. Bystander Presence	0.26	1	.61	.00
2. Apology Condition	1.08	1	.30	.01
3. Bystander * Apology	0.31	1	.58	.00
Positive Affect				
1. Bystander Presence	1.65	1	.20	.01
2. Apology Condition	0.10	1	.76	.00
3. Bystander * Apology	0.13	1	.72	.00

Note. *p < .05 = statistical significant, **p ≤ .10 = marginal statistical significant

Locus of Control

Additionally in an explorative manner LOC was hypothesized to work as a moderator on the effects of Bystander Presence and Apology Condition on the dependent variables, and was therefore subsequently added to the model. LOC, Bystander Presence and Apology Condition are hence expected to predict the dependent variables.

Applying a multiple regression, the dependent variables were regressed on Bystander Presence, Apology Condition and LOC with all their interaction terms. For Bystander Presence and Apology condition values of zero and one were ascribed to

differentiate the conditions, while the mean value of LOC was standardized by centring the mean value of LOC around zero.

The multiple regression analysis revealed that as expected LOC has a moderating effect on the effects of Bystander Presence and Apology Condition for self-blame. The two independent variables interacting with the moderator LOC explain thus a significant amount of variance for self-blame, $F(7,114) = 2.47, p = .021, R^2 = .13$, significantly predicting self-blame ($t[7] = 2.92, \beta = 0.56, p < .01$). A three-way interaction of Bystander Presence, Apology Condition and LOC as pictured in Figure 1 is therefore found significant.

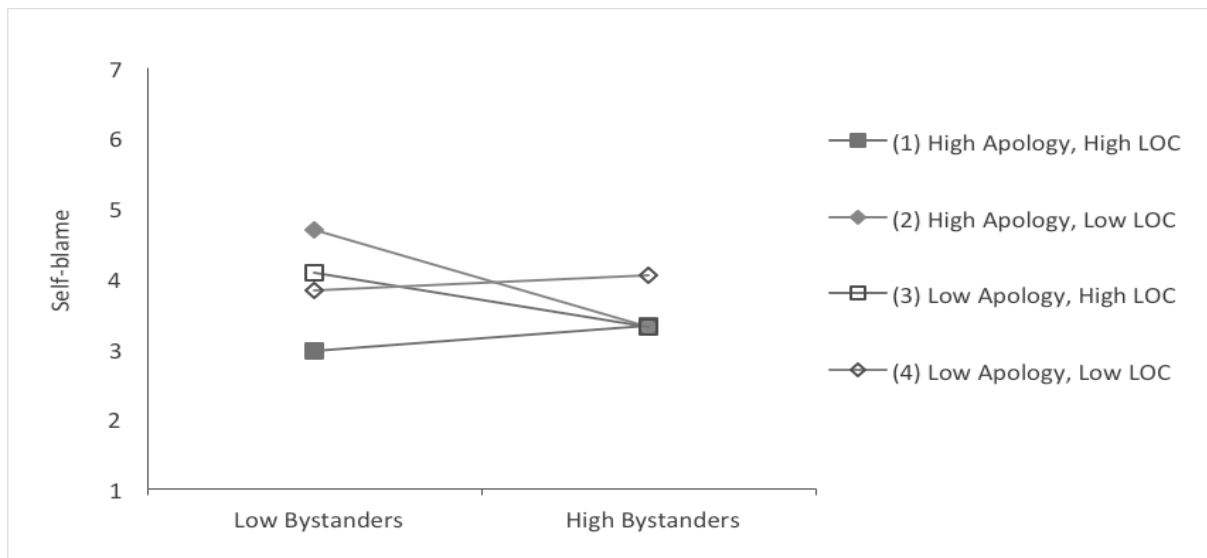


Figure 1. Three-way interaction plot

Furthermore the interaction variable of Apology and LOC explains a significant amount of variance in self-blame, $F(7,114) = 2.47, p = .02, R^2 = .13$. LOC and Apology Condition interacting predict thus significantly self-blame ($t[7] = -2.84, \beta = -0.52, p = .01$). It seems that LOC significantly changes the effect of an apology.

In general, an external LOC resulted in slightly higher self-blame in the presence of bystanders if an apology had been offered, whereas self-blame decreased in the presence of bystanders without an apology (Figure 2). An internal LOC on the contrary lead towards lowered self-blame in the presence of bystanders following an apology while self-blame slightly increased in the presence of bystanders when no apology has been offered (Figure 3).

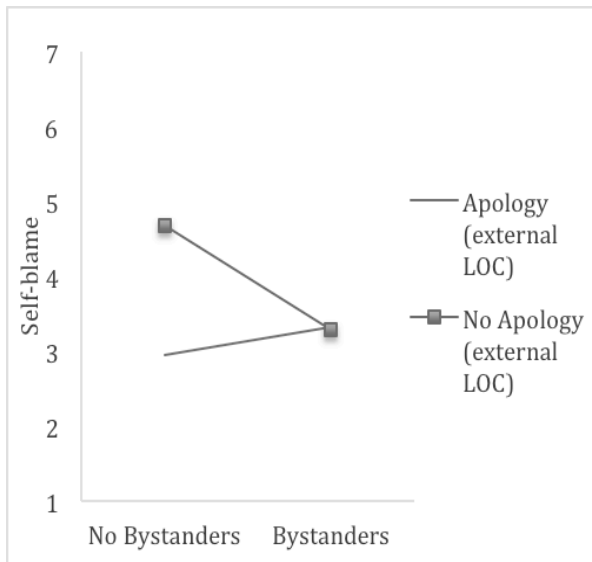


Figure 2. external LOC, Bystander Presence, Apology condition.

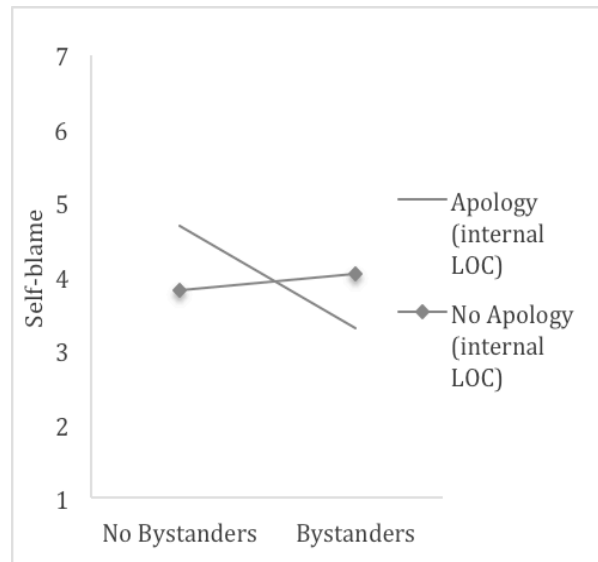


Figure 3. internal LOC, Bystander Presence, Apology condition.

Discussion

This research was designed to answer mainly three questions. Firstly we attempted to confirm the assumption that the presence of bystanders in a victimization situation intensifies the negative psychological consequences i.e. violated needs and safety-perceptions, increased self- or other-blame but decreased perpetrator-blame and higher

levels of negative affect for the victim. Further the effectiveness of an apology offered by the perpetrator to alleviate those negative consequences was investigated in a bystander situation as well as in a no-bystander situation, expecting an increase in effectiveness in the presence of bystanders. Additionally explorative research on the speculation that LOC might have a moderating effect on the combined effects of bystander presence and an apology was conducted.

Results

Bystander-presence.

The assumed effect of bystanders intensifying the negative consequences of a victimization experience, was only found for perpetrator- and self-blame and safety perceptions, whereas the presence of bystanders had no effect on the other concepts. However, self- and perpetrator-blame showed the counter effect of what was predicted on the basis of victimization and blame literature (Frieze, Hymer, & Greenberg, 1987; Lerner & Miller, 1978; Strömwall, Alfredsson & Landström, 2013; Ullman, et al., 2007). Contradicting the expected increase of self- and decrease of perpetrator-blame in the presence of bystanders, a decrease in self-blame and an increase in perpetrator-blame were found. Only the concept of safety perceptions corresponded to the expectations. The data confirmed that the presence of bystander's results in lowered safety perceptions.

The hypothesized effects can therefore only partially be confirmed for the concept of safety perceptions and must be rejected for the other concepts, especially for self- and perpetrator-blame.

A possible explanation for these findings might be that in fact the victimization presented in this experimental setting was not severe enough for the victim perceiving the passivity of the bystanders as strange. Since the bystanders did show that they noticed the insult by clearly displaying their shock over the insult, the victim might have come to the conclusion that in fact they also did disapprove of the perpetrators' action, but chose not to intervene since they did not perceive the situation as really threatening for the victim. The victim might then suppose that in the case of real need those bystanders would definitively have helped. Hence it might be that the bystanders were simply not perceived as passive, but rather as also quietly disapproving of the perpetrator and in consequence showing the same reaction as most victims themselves, so that the victim in fact might have perceived the bystanders rather as "allies" confirming the victims' right to attribute the blame to the perpetrator, rather than to itself.

This might be working in a comparable fashion to the process of pluralistic ignorance, which causes bystanders not to intervene since the behaviour of others (i.e. not intervening) seemingly confirms that the situation is not really severe (Fischer et al., 2011). In the present setting, the victim might accordingly simply infer from the passivity of the bystanders that the situation was not severe. Also the process of evaluation apprehension (Fischer et al., 2011) might play a role here. The victim might be frightened to speak up in the presence of the bystanders, out of fear of being judged by them. This would support a decision to simply ignore the incident. From his own passivity the victim might then come to feel cognitive dissonance (Harmon-Jones & Harmon-Jones, 2012), since this behaviour does not correspond to the view that the victim holds of having experienced injustice

through the perpetrator. Subsequently the victim might modify his/her blame-attribution accordingly, resulting in higher self- and lower perpetrator-blame.

The finding that safety perceptions were lowered following a victimization experience with passive bystanders, confirms the expected violation of the victims' belief in his/her invulnerability and in the world being benevolent, based on the research of e.g. Jackson and Gouseti (2016) or Winkel and Denkers (1995). The non-intervention of the bystanders might in fact destroy the victims' just-world beliefs (Lerner & Miller, 1978) resulting in uncertainty about the safety of the environment.

Apologizing.

The hypothesized alleviating effect of an apology on the negative consequences of victimization and furthermore the amplifying effect of bystander presence could not be confirmed by the data (Kirchhoff et al., 2012; Kirchhoff et al., 2013; Murphy, 2006); Regehr & Gutheil, 2002). Against the expectations, the offer of an apology did not result in alleviated negative effects of victimization and the hypothesized interaction of apology and bystander condition increasing this effect could also not be found significant. On the contrary, the only significant result found revealed that need satisfaction even decreased after the offer of an apology.

A possible explanation for this might be found in the research of Zechmeister et al. (2004), which indicates that an apology can in fact work out negatively, removing the ambiguity whether the assault was intentional or not. Declaring that one is sorry leaves no doubt that the assault occurred, which then can result in a negative evaluation of the

perpetrator. Some participants indeed reported - when receiving the apology - that in fact they had not noticed having been insulted. The apology might therefore have had the effect of notifying those participants after all of the fact that they have been insulted, resulting in delayed anger and need violation rather than reconciliation.

Furthermore the resulting negative attitude towards the perpetrator the apology might have provoked might then lead towards the victim being prone to perceive the apology as insincere. With regard to that, Zechmeister et al. (2004) also suggest that an apology without the offer of compensation is not perceived as sincere. As sincerity seems to be crucial for an apology to address the victims' violated needs properly (Kirchoff et al., 2012; Kirchoff et al., 2013) and to result in forgiveness (Zechmeister et al., 2004), the perceived insincerity might in fact present another offense in the eyes of the victim and resulting in further need violation.

Locus of control.

Considering the concept of LOC, it was expected that bystander-presence or absence and the (non-) offer of an apology would yield different effects on the victim's outcomes, which in turn would be influenced by attribution style i.e. an external or internal LOC. More specifically it was expected that bystander-presence, the offer of an apology and LOC would interact with each other, influencing the attribution of blame, degree of need and safety perception violation and affect.

This effect however was only found for the concept of self-blame. It seems that LOC interacts with bystander-presence and the offer of an apology, together influencing the

degree of self-blame the victim experiences. Especially the effect of an apology seems to be significantly influenced by LOC.

Generally people with an external LOC experience increased self-blame in the presence of bystanders when compared to the absence of bystanders following an apology. For people with an internal LOC self-blame decreases in the presence of bystanders but increases in the absence of bystanders following an apology. For both, external and internal LOC the effects are reversed if no apology has been offered following the victimization experience.

Noticeable is that for those with an external LOC the degree of self-blame following an apology is the same as when there was no apology. For people with an external LOC following an apology self-blame even increases in the presence of bystanders. Whereby one should expect that the fact that the instructor apologizes, stating that something went wrong with scheduling which is why there will be other “participants” in the room, might offer those possessing a natural tendency to attribute blame to external factors with an additional amount of external causes to which the blame could be attributed. The offer of an apology should rather confirm the correctness of attributing blame externally, since the perpetrator by giving this apology admits being guilty (Zechmeister et al. 2004). These unexpected outcomes indicate that further research is needed on this topic.

For those with an internal LOC an apology leads to considerable less self-blame. It might be that the confession of guilt by the perpetrator through the apology here succeeds in interfering with an individual’s natural tendency of attributing blame. The apology seems to convince the internally attributing victim therefore to attribute the blame “more

correctly”, namely to the perpetrator. Since an internal LOC has been found to be linked to lower self-esteem (Fitch, 1970) it might be that the victim requires the apology to dare to express and even attribute other-blame. This might be further explainable by Bennett and Earwaker’s (1994) view that an apology denies the victim of the possibility to not accept the apology and forgive the perpetrator. Especially those with a low self-esteem might feel that pressure. This in turn might again result in a cognitive dissonance, causing the victim to attribute blame differently in accordance with its behaviour.

However more research on the interaction effects of LOC with Bystander-Presence and Apologizing would be required in order to explain these findings.

Limitations and Strengths

There are some limitations of the present study that should be considered since they might have biased the results of this study.

Firstly the experimental set-up such as changes of the location as well as the participation of acquaintances of the researchers might have had an additional effect on the participants. In fact it seemed that the experimental outline was moreover not perceived as realistic for some participants, who reported already having figured out that the perpetrator and the bystanders in fact were other members of the research team, during the debriefing session. Some participants also saw the perpetrator already sitting in the room with the previous participant, due to the fact that one location had a glass door. Still the these critique points should not be considered as very strong, since the actual aim was not uncovered, the most serious limitation would be that therefore the situation might

have not been severe enough simile a real victimization situation. On the other hand ethical considerations would not allow for putting participants into a more extreme situation.

Another point might be the sample size that might have been too small to be able to produce reliable findings, especially for the three-way moderation, since multiple moderation models require i.a. a high sample size to have an acceptable statistical power (Aguinis, 1995).

Applying an experimental set-up allowed the participants to experience a real bystander victimization situation. Since there is so little knowledge on this topic fundamental research to produce new theories and validate existing ones is required. An experiment offers the possibility to verify theories and gain insight into theorized causalities ("Experimentelle Forschung - das Wirtschaftslexikon .com", 2017)

Further expanding the research by also assessing the effectiveness of an apology and the moderating effect of LOC presents a valuable attempt to enlarge the current state of scientific knowledge on this topic. This research combines different areas of research, looking for possible interrelations, initiating a new point of view in scientific research.

Therefore this research presents a valuable attempt of gaining more understanding of the psychological consequences of a bystander victimization situation. By attempting this, an until now neglected topic received attention, which will hopefully inspire more research on this topic.

Conclusion

It seems that, when considering the psychological consequences for the victims a bystander victimization situation does not equal a “common” victimization situation. In fact there might be the need to revise the present theories with regard to the effects that bystander presence might have. Regarding the high incidence of victimization incidents where bystanders are present (Hamby et al., 2016), one can consider this as due. Nevertheless more extensive research would be required to allow for such a conclusion.

After having ignored the victim’s perspective in bystander research for so long however, it seems due to devote more research to the consequences of bystander presence in victimization situations for the victims.

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Appendix

Appendix A – Pre-measurement

Bystander effect vragenlijst vooraf

Q1 We are conducting a study to gain insights into the different personality types based on how you perform a Jenga game. The study consists of two sessions. The first one will be an online questionnaire. The second session will consist of an experiment at the University of Twente in which you will be asked to build a Jenga tower followed by a second questionnaire. Informed Consent'I hereby declare in a manner obvious to me, to be informed about the nature, method, target of the investigation. I know that the data and results of the study will only be published anonymously and confidentially to third parties. My questions have been answered satisfactorily. I voluntarily agree to take part in this study, while I reserve the right to terminate my participation in this study without giving a reason at any time'.

- Agree (1)
- Disagree (2)

Condition: Disagree Is Selected. Skip To: End of Survey.

Q2 What is your gender?

- Male (1)
- Female (2)

Q3 What is your age?

____ Age (1)

Q23 If you participate via Sona please enter your Sona-id

Q4 Please read each statement carefully before answering. Please indicate how much you agree with the following statements.

	Do Not Believe At All -2 (-2)	-1 (-1)	Believe 50% of the Time 0 (0)	+1 (1)	Believe 100% of the Time +2 (2)
When I am failing, it is often because I am not smart enough to perform successfully. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am failing, my future seems uncertain. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am failing, it upsets important others. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am failing, I blame my lack of talent. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am failing, I believe that my future plans will change. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am failing, I expect to be criticized by important others. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am failing, I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>afraid that I might not have enough talent. (7)</p>					
<p>When I am failing, it upsets my "plan" for the future. (8)</p>	○	○	○	○	○
<p>When I am failing, I lose the trust of people who are important to me. (9)</p>	○	○	○	○	○
<p>When I am not succeeding, I am less valuable than when I succeed. (10)</p>	○	○	○	○	○
<p>When I am not succeeding, people are less interested in me. (11)</p>	○	○	○	○	○
<p>When I am failing, I am not worried about it affecting my future plans. (12)</p>	○	○	○	○	○
<p>When I am not succeeding, people seem to want to help me less.</p>	○	○	○	○	○

<p>(13) When I am failing, important others are not happy.</p>	○	○	○	○	○
<p>(14) When I am not succeeding, I get down on myself easily.</p>	○	○	○	○	○
<p>(15) When I am failing, I hate the fact that I am not in control of the outcome.</p>	○	○	○	○	○
<p>(16) When I am not succeeding, people tend to leave me alone.</p>	○	○	○	○	○
<p>(17) When I am failing, it is embarrassing if others are there to see it.</p>	○	○	○	○	○
<p>(18) When I am failing, important others are disappointed.</p>	○	○	○	○	○
<p>(19) When I am failing, I believe that</p>	○	○	○	○	○

<p>everybody knows I am failing. (20)</p>					
<p>When I am not succeeding, some people are not interested in me anymore. (21)</p>	○	○	○	○	○
<p>When I am failing, I believe that my doubters feel that they were right about me. (22)</p>	○	○	○	○	○
<p>When I am not succeeding, my value decreases for some people. (23)</p>	○	○	○	○	○
<p>When I am failing, I worry about what others think about me. (24)</p>	○	○	○	○	○
<p>When I am failing, I worry that others may think I am not trying. (25)</p>	○	○	○	○	○

your family (i.e., how much others respect your family). (6)							
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<p>continue to think badly of them. (9) When someone disappoints me, I can eventually move past it. (10)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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I try not to be a show off. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot that I can learn from other people. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>direct connection between how hard I study and the grades I get. (9)</p> <p>Many times I feel that I have little influence over the things that happen to me. (10)</p>	○	○	○	○	○	○	○
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Display This Question:
 If PFAI mean Is Less Than 24

Q10 Here is your unique id: $\{e://Field/RandomID\}$ Please write this number down and take it with you to the experiment. This is important, without your number you cannot participate (and receive the Sona point). Thank you!

Display This Question:
 If PFAI mean Is Greater Than or Equal to 24

Q21 Thank you for your participation. You have been assigned to the condition where no further actions are required. For this reason, your presence at the University of Twente is not necessary. This is the end of the survey.

Appendix B – Debriefing

When people are discouraged to intervene in an emergency situation due to the presence of others, who also fail to intervene, is called the bystander effect. It is one of the most known phenomena in social psychology and a lot of research has been done on this topic. However, not much is known about the effects for victims in these situations.

The study, in which you just participated, aims to investigate the psychological effects of the bystander effect from the perspective of the victim. Certainly, we cannot really make participants a victim of something terrible like a crime. For this purpose you were placed in the position that somewhat resembles a victim, namely the victim of a rude person or bully. The task that you were asked to perform was virtually impossible, and designed that no one would be able to do it. We then scripted everything the perpetrator said, so please be aware that it was not meant as a personal insult: each participant received the exact same insults.

We did, however, change a few things, for each experimental condition. In one condition, there were several people present in the room, whereas in the other condition the participant was alone with the person who insults them. The idea behind this is that it is worse to receive an insult in the presence of other people, than it is when you are alone. Because of the silence of other people, perhaps the 'victim' will think they are not worth being helped, or they may to some degree deserve the bad behavior. This is what is often called 'victim blaming' and is done by people who witness a crime, but sometimes also by the victims themselves.

Another thing we changed per condition is that the rude person would apologize after being rude. In one condition, the perpetrator would apologize shortly after the insults, whereas in the other condition, participants would first make the questionnaire and then the rude person would apologize. The idea is that apologies make things better again, and make the 'victim' feel good about themselves. However, this is especially true when the apology is done in the presence of others, as apologies can repair the perceived 'status' of the 'victim'.

This study can have important outcomes for victims of (public) bullying, but also of real crimes, as it could help to make support more aimed to their specific needs. Your participation has contributed to gain first insight into this topic.

Thank you for your participation. If you have any further questions, please feel free to ask the experimenters or use the contact information provided.

Best regards,

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Additionally, we would like to ask you to not talk about the content and the aim of the study to other potential participants, as this would most likely influence the outcomes of the study.

Appendix C – Post-measurement

Bystander effect vragenlijst achteraf (DV)

Q1 Participant nummer

Q2 Observaties

Q4 Wie zijn de bystanders?

Q5 Vrienden of niet?

Q6 Ruimte

Q7 Conditie

Q3 Komt de participant voor zichzelf op?

Q8 Unique ID

Q22 What is your Sona-id?

Q9 This scale consists of a number of words that describe different feelings and emotions. Read each item and then list the number from the scale below. Indicate to what extent you feel this way right now, that is, at the present moment.

	Very Slightly or Not at All 1 (1)	A Little 2 (2)	Moderately 3 (3)	Quite a Bit 4 (4)	Extremely 5 (5)
Interested. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hostile. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritable. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attentive (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Please select the number that best represents your feelings experienced during the task.

	Not at all 1 (1)	A little 2 (2)	Moderately 3 (3)	Quit a bit 4 (4)	Extremely 5 (5)
I feel disconnected. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel rejected. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like an outsider. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel good about myself. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My self-esteem is high. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel insecure. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel meaningless. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel non-existent. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel important. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel powerfull. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have the ability to significantly alter events. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am able to influence the action of others. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Please select the number that best represents your feelings experienced during the task.

	Never 1 (1)	Rarely 2 (2)	Sometimes 3 (3)	Often 4 (4)	Always 5 (5)
I feel safe. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If danger occurs people help each other. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe at the University. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Remember the task, indicate for each of the following statements how much you agree or disagree.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
What happened was partially the fault of others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people are partially to blame for what happened (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people should feel guilty for what happened. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Were there other people beside your partner and the instructor present in the room?

- Yes (1)
- No (2)

Display This Question:

If Were there other people beside your partner and the instructor present in the room? Yes Is Selected

Q15 How many?

Q16 Did you receive an apology?

- Yes (1)
- No (2)

Display This Question:

If Did you receive an apology? Yes Is Selected

Q17 How did you perceive the apology?

- Extremely negative (1)
- Somewhat negative (2)
- Neither positive nor negative (3)
- Somewhat positive (4)
- Extremely positive (5)

Q18 How realistic did you perceive the experiment?

- Not at all (1)
- A little bit (2)
- Somewhat (3)
- Very (4)
- Extremely (5)