

Report 2 - TEACHERS (May, 2017)

What do I know about cyberbullying? Perceptions of teachers from Bulgaria, Cyprus, Greece, Poland and Turkey

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Introduction

Cyberbullying is a relatively recent and emerging problem in our schools (Newey and Magson, 2011), that affects not only children and adolescents, but also, their families, teachers, and all the community. Recent reports call attention to this situation, namely the report *Hidden in plain sight: A statistical analysis of violence against children* (2014).

However, cyberbullying is still unknown to many teachers who do not imagine the new dangers threatening their students (Parks, 2013). Due to the increasingly number of situations that are known, educators are also feeling an increasingly demand for measures and programs that can contribute to deal and solve the problem.

(in development)

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Methodology

Aims

This article aims to analyse teachers perceptions of knowledge about the characteristics, ways of facing and dealing with, experience, and training needs on cyberbullying issues.

Participants

In the study participated 112 teachers from Bulgaria, Cyprus, Greece, Poland and Turkey.

Instruments

The main instrument of the study was a questionnaire entitled “What do I know about cyberbullying” (version for teachers). The questionnaire is divided in two main sections. The first section included a set of questions about socio demographic data and a second section included a Likert scale with 14 statements that should be rated in a five-point scale (1=Completely disagree to 5=Completely agree) about participants:

- **Knowledge about the characteristics of cyberbullying** [Q.1. I have a clear idea of what cyberbullying is; Q.3. I feel confident in identifying cyberbullying; Q.6. I am familiar with the various methods used to cyberbully; Q.7. I am aware of the impact of cyberbullying can have on children and young people; Q.8. I am familiar with the signs and symptoms of cyberbullying];
- **Experience of cyberbullying** [Q.2. My students are affected by cyberbullying];
- **Knowledge about how to deal with cyberbullying** [Q.9. I am aware what I should do to prevent my students become involved in cyberbullying; Q.10. I know how to help my students if they are being victimized; Q.11. I know what to do if my students are cyberbullying others; Q.12. I am confident and comfortable about my ability to guide my students in relation to safe, responsible use of ICT; Q.13. I know whom I should ask for help, if my students are involved in a cyberbullying situation];
- **Training needs** [Q.4. Schools should develop policies on cyberbullying; Q.5. Teachers should organize classrooms activities to deal with cyberbullying; Q.14. I want to learn more about cyberbullying.

The questionnaires were delivered in an online form and data gathered were analysed with SPSS (Statistical Package for Social Sciences).

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Results

Sociodemographic data

This section presents the sociodemographic data about the participants in the study as well as data on their *Knowledge about the characteristics of cyberbullying*, *Experience of cyberbullying*, *Knowledge about how to deal with cyberbullying and training*.

The participants were predominantly female (78.5%) (Table 1 and Figure 1).

Table 1 Gender

	Frequency	Percent
Female	73	65
Male	20	18
No answer	19	17
Total	112	100.0

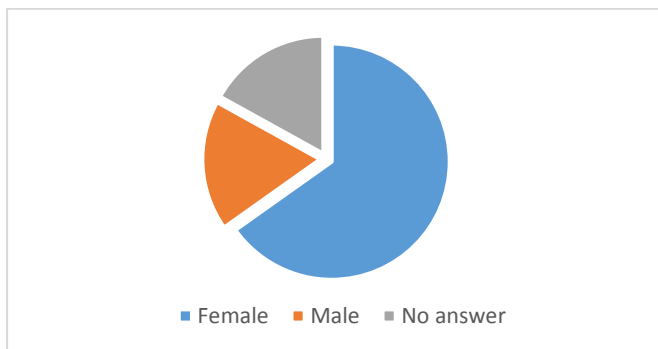


Figure 1 Gender

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Table 2 Nationality

	Frequency	Percent
Bulgarian	30	27
Cypriot	20	18
Greek	3	3
Polish	31	28
Turkish	28	25
Total	112	100.0

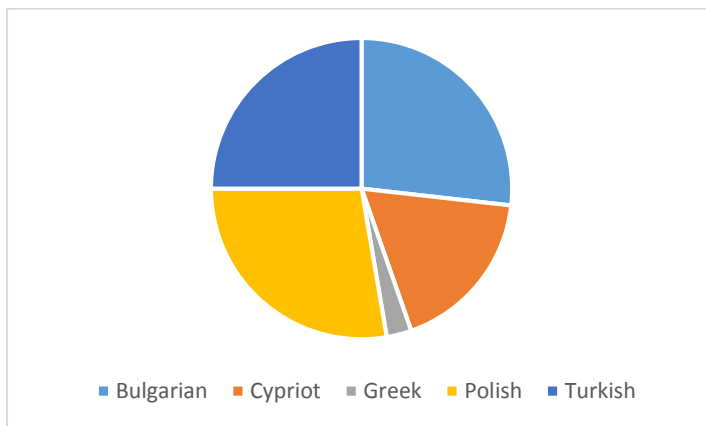


Figure 2 Nationality

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Table 3 - Teachers age

		Frequency	Percent
Age	23-30	13	12
	31-40	37	33
	41-50	24	21
	50+	19	17
	No answer	19	17
	Total	112	100.0

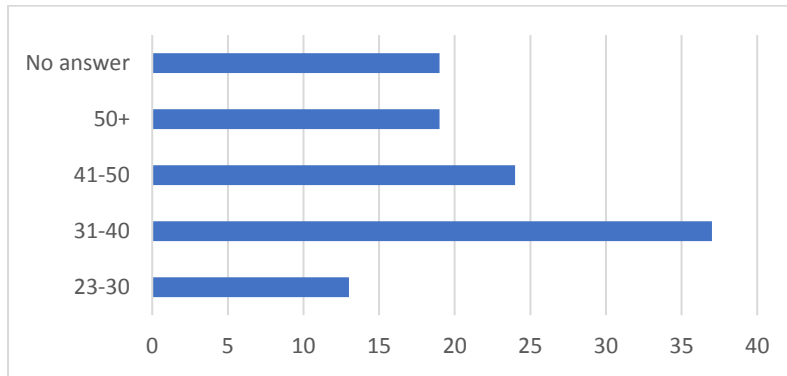


Figure 3. Age

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Teachers' knowledge about the characteristics of cyberbullying

Results of teachers' *Knowledge about the characteristics of cyberbullying* are presented in Tables 4, 5, 6 and 7.

Table 4 Frequency distribution of teachers' answers for the statement *I have a clear idea of what cyberbullying is*

		Q3. I feel confident in identifying cyberbullying					Total
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	
Nationality	Bulgarian	1 3,3%	0	4 13,3%	11 36,7%	14 46,7%	30 100%
	Cypriot	4 20%	6 30%	5 25%	5 25%	0	20 100%
	Greek	0	0	0	0	3 100%	3 100%
	Polish	3 9,7%	3 9,7%	6 19,4%	11 35,5%	8 25,8%	31 100%
	Turkish	1 3,6%	4 14,3%	5 17,9%	12 42,9%	6 21,4%	28 100%
	Total	9	13	20	39	31	112

Table 5 Frequency distribution of teachers' answers for the statement *I feel confident in identifying cyberbullying*

		Q1. I have a clear idea of what cyberbullying is					Total
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	
Nationality	Bulgarian	2 6,7%	0	0	7 23,3%	21 70%	30 100%
	Cypriot	0	0	3 15%	7 35%	10 50%	20 100%
	Greek	0	0	0	1 33,3%	2 66,7%	3 100%
	Polish	1 3,2%	0	1 3,2%	4 12,9%	25 80,6%	31 100%
	Turkish	1 3,6%	1 3,6%	4 14,3%	9 32,1%	13 46,4%	28 100%
	Total	4	1	8	28	71	112

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Table 6 Frequency distribution of teachers' answers for the statement I am familiar with the various methods used to cyberbully

		Q6. I am familiar with the various methods used to cyberbully						
		No Answer	1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	Total
Nationality	Bulgarian	0	1 3,3%	0	5 16,7%	11 36,7%	13 43,3%	30 100%
	Cypriot	0	5 25%	2 10%	3 15%	5 25%	5 25%	20 100%
	Greek	0	0	0	1 33,3%	1 33,3%	1 33,3%	3 100%
	Polish	1 3,2%	2 6,5%	1 3,2%	7 22,6%	15 48,4%	5 16,1%	31 100%
	Turkish	0	4 14,3%	6 21,4%	7 25%	5 17,9%	6 21,4%	28 100%
	Total	1	12	9	23	37	30	112

Table 7 Frequency distribution of teachers' answers for the statement I am aware of the impact of cyberbullying can have on children and young people

		Q7. I am aware of the impact of cyberbullying can have on children and young people					
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	Total
Nationality	Bulgarian	1 3,3%	0	1 3,3%	9 30%	19 63,3%	30 100%
	Cypriot	0	0	0	2 10%	18 90%	20 100%
	Greek	0	0	0	2 66,7%	1 33,3%	3 100%
	Polish	1 3,2%	0	2 6,5%	9 29%	19 61,3%	31 100%
	Turkish	1 3,6%	3 10,7%	3 10,7%	10 35,7%	11 39,3%	28 100%
	Total	3	3	6	32	68	112

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Table 8 Frequency distribution of teachers' answers for the statement I am familiar with the signs and symptoms of cyberbullying

		Q8. I am familiar with the signs and symptoms of cyberbullying						
		No Answer	1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	Total
Nationality	Bulgarian	0	1 3,3%	0	1 3,3%	14 46,7%	14 46,7%	30 100%
	Cypriot	0	0	6 30%	6 30%	8 40%	0	20 100%
	Greek	0	0	0	0	2 66,7%	1 33,3%	3 100%
	Polish	1 3,2%	3 9,7%	2 6,5%	13 41,9%	11 35,5%	1 3,2%	31 100%
	Turkish	0	1 3,6%	5 17,9%	11 39,3%	4 14,3%	7 25%	28 100%
	Total	1	5	13	31	39	23	112

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Experience of cyberbullying

Results of **Experience of cyberbullying** are presented in Table 9. Most of the Bulgarian teachers said that their students did not experience cyberbullying. However teachers from Turkey *Strongly agree* that their students are affected by cyberbullying and teachers from Poland and *Agree* on the same statement.

Table 9 Frequency distribution of teachers' answers for the statement my students are affected by cyberbullying

		Q2. My students are affected by cyberbullying					Total	
		No Answer	1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree		5. Strongly agree
Nationality	Bulgarian	1 3,3%	13 43,3%	14 46,7%	0	2 6,7%	0	30 100%
	Cypriot	0	3 15%	8 40%	9 45%	0	0	20 100%
	Greek	0	0	2 66,7%	1 33,3%	0	0	3 100%
	Polish	0	5 16,1%	3 9,7%	7 22,6%	11 35,5%	5 16,1%	31 100%
	Turkish	0	0	2 7,1%	8 28,6%	7 25%	11 39,3%	28 100%
	Total	1	21	29	25	20	16	112

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Teachers knowledge about how to deal with cyberbullying

Knowledge about how to deal with cyberbullying was analysed in questions Q9, Q10, Q11, Q12 and Q13. Results are presented in:

- Table 10 (*I am aware what I should do to prevent my students become involved in cyberbullying*);
- Table 11 (*I know how to help my students if they are being victimized*);
- Table 12 (*I know what to do if my students are cyberbullying others*);
- Table 13 (*I am confident and comfortable about my ability to guide my students in relation to safe, responsible use of ICT*);
- Table 14 (*I know whom I should ask for help, if my students are involved in a cyberbullying situation*).

Table 10 Frequency distribution of teachers' answers for the statement *I am aware what I should do to prevent my students become involved in cyberbullying*

		Q9. I am aware what I should do to prevent my students become involved in cyberbullying					Total
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	
Nationality	Bulgarian	1 3,3%	0	7 23,3%	9 30%	13 43,3%	30 100%
	Cypriot	2 10%	3 15%	3 15%	12 60%	0	20 100%
	Greek	0	0	0	1 33,3%	2 66,7%	3 100%
	Polish	0	3 9,7%	6 19,4%	17 54,8%	5 16,1%	31 100%
	Turkish	0	9 32,1%	9 32,1%	6 21,4%	4 14,3%	28 100%
	Total	3	15	25	45	24	112

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Table 11 Frequency distribution of teachers' answers for the statement I know how to help my students if they are being victimized

		Q10. I know how to help my students if they are being victimized					Total
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	
Nationality	Bulgarian	1 3,3%	0	8 26,7%	5 16,7%	16 53,3%	30 100%
	Cypriot	10 50%	8 40%	0	0	2 10%	20 100%
	Greek	0	0	1 33,3%	1 33,3%	1 33,3%	3 100%
	Polish	3 9,7%	1 3,2%	8 25,8%	14 45,2%	5 16,1%	31 100%
	Turkish	0	7 25%	13 46,4%	4 14,3%	4 14,3%	28 100%
	Total	14	16	30	24	28	112

Table 12 Frequency distribution of teachers' answers for the statement I know what to do if my students are cyberbullying others

		Q11. I know what to do if my students are cyberbullying others					Total
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	
Nationality	Bulgarian	1 3,3%	0	7 23,3%	7 23,3%	15 50%	30 100%
	Cypriot	0	0	0	3 15%	17 85%	20 100%
	Greek	0	0	0	2 66,7%	1 33,3%	3 100%
	Polish	2 6,5%	2 6,5%	8 25,8%	14 45,2%	5 16,2%	31 100%
	Turkish	0	7 25%	11 39,3%	4 14,3%	6 21,4%	28 100%
	Total	3	9	26	30	44	112

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Table 13 Frequency distribution of teachers' answers for the statement I am confident and comfortable about my ability to guide my students in relation to safe, responsible use of ICT

		Q12. I am confident and comfortable about my ability to guide my students in relation to safe, responsible use of ICT					Total
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	
Nationality	Bulgarian	1 3,3%	1 3,3%	6 20%	8 26,7%	14 46,7%	30 100%
	Cypriot	0	7 35%	7 35%	6 30%	0	20 100%
	Greek	0	0	0	2 66,7%	1 33,3%	3 100%
	Polish	1 3,2%	1 3,25	9 29%	20 64,5%	0	31 100%
	Turkish	1 3,6%	8 28,6%	10 35,7%	5 17,9%	4 14,3%	28 100%
	Total	3	17	32	41	19	112

Table 14 Frequency distribution of teachers' answers for the statement I know whom I should ask for help, if my students are involved in a cyberbullying situation

		[Q13. I know whom I should ask for help, if my students are involved in a cyberbullying situation]					Total
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	
Nationality	Bulgarian	1 3,3%	0	0	5 16,7%	24 80%	30 100%
	Cypriot	0	1 5%	3 15%	8 40%	8 40%	20 100%
	Greek	0	0	0	2 66,7%	1 33,3%	3 100%
	Polish	0	1 3,2%	6 19,4%	14 45,2%	10 32,3%	31 100%
	Turkish	1 3,6%	4 14,3%	14 50%	6 21,4%	3 10,7%	28 100%
	Total	2	6	23	35	46	112

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Training needs

Training needs are addressed in Questions 4, 5 and 14.

Results of Q4. *Schools should develop policies on cyberbullying* are presented in Table 15. Teachers from all the participant's countries *Agree* and *Strongly agree* with the statement.

Table 15 Frequency distribution of teachers' answers for the statement *Schools should develop policies on cyberbullying*

		Q4. Schools should develop policies on cyberbullying					Total	
		No answer	1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree		5. Strongly agree
Nationality	Bulgarian	0	1 3,3%	0	0	8 26,7%	21 70%	30 100%
	Cypriot	1 5%	0	0	0	1 5%	18 90%	20 100%
	Greek	0	0	0	0	0	3 100%	3 100%
	Polish	1 3,2%	1 3,2%	0	2 6,5%	5 16,1%	22 71%	31 100%
	Turkish	0	1 3,6%	0	1 3,6%	8 28,6%	18 64,3%	28 100%
	Total	2	3	0	3	22	82	112

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Table 16 Frequency distribution of teachers' answers for the statement Teachers should organize classrooms activities to deal with cyberbullying

		Q5. Teachers should organize classrooms activities to deal with cyberbullying					Total
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	
Nationality	Bulgarian	1 3,3%	0	1 3,3%	9 30%	19 63,3%	30 100%
	Cypriot	0	0	0	4 20%	16 80%	20 100%
	Greek	0	0	0	0	3 100%	3 100%
	Polish	1 3,2%	0	1 3,2%	10 32,3%	19 61,3%	31 100%
	Turkish	2 7,1%	0	1 3,6%	9 32,1%	16 57,1%	28 100%
	Total		4	0	3	32	73

Table 17 Frequency distribution of teachers' answers for the statement I want to learn more about cyberbullying

		Q14. I want to learn more about cyberbullying					Total
		1. Strongly disagree	2. Disagree	3. Neither agree or disagree	4. Agree	5. Strongly agree	
Nationality	Bulgarian	1 3,3%	0	0	2 6,7%	27 90%	30 100%
	Cypriot	0	0	0	0	20 100%	20 100%
	Greek	0	0	0	1 33,3%	2 66,7%	3 100%
	Polish	1 3,2%	1 3,2%	6 19,4%	5 16,1%	18 58,1%	31 100%
	Turkish	0	1 3,6%	3 10,7%	7 25%	17 60,7%	28 100%
	Total		2	2	9	15	84

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Finally, teachers were asked if they already **participated in a training workshop** about cyberbullying. Results are presented in Table 17.

Table 18 Frequency distribution of teachers' answers to the question Did you take part in a workshop about cyberbullying this year?

		Did you take part in a workshop about cyberbullying this year?			Total
		No Answer	No	Yes	
Nationality	Bulgarian	2 6,7%	8 26,7%	20 66,7%	30 100%
	Cypriot	0	0	1 100%	1 100%
	Greek	0	1 33,3%	2 66,7%	3 100%
	Polish	0	21 67,7%	10 32,3%	31 100%
	Turkish	0	24 85,7%	4 14,3%	28 100%
Total		2	54	37	93

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Conclusions

Teachers from the participants' countries expressed high levels of knowledge about what cyberbullying is. The exception are teachers from Turkey and Cyprus, although this last one has a high error probability due to the small sample analysed

This pattern of results also appears in section *Knowledge about how to deal with cyberbullying*.

Teachers from Bulgaria consider that their students do not experience cyberbullying but this does not happen to their colleagues in Turkey and Poland.

Teachers from all the participant's countries referred that they need more training on cyberbullying.

References

Hidden in plain sight: A statistical analysis of violence against children (2014).

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