

CYBERBULLYING AMONG ADOLESCENTS

Together Everyone can Prevent Cyberbullying
KA2 Erasmus+ Strategic partnership Digital Education
Readiness

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WHAT IS YOUR
EXPERIENCE ABOUT
AGGRESSIVE
BEHAVIORS/INCIDENTS
DURING YOUR OWN
CHILDHOOD



BULLYING AND
CYBERBULLYING WERE
~EXISTING~ DURING
YOUR SCHOOL YEARS?



The Stockholm syndrome

The victim is not aware about the situation.

The victim will find explanations and personal guilt to explain aggression acts.

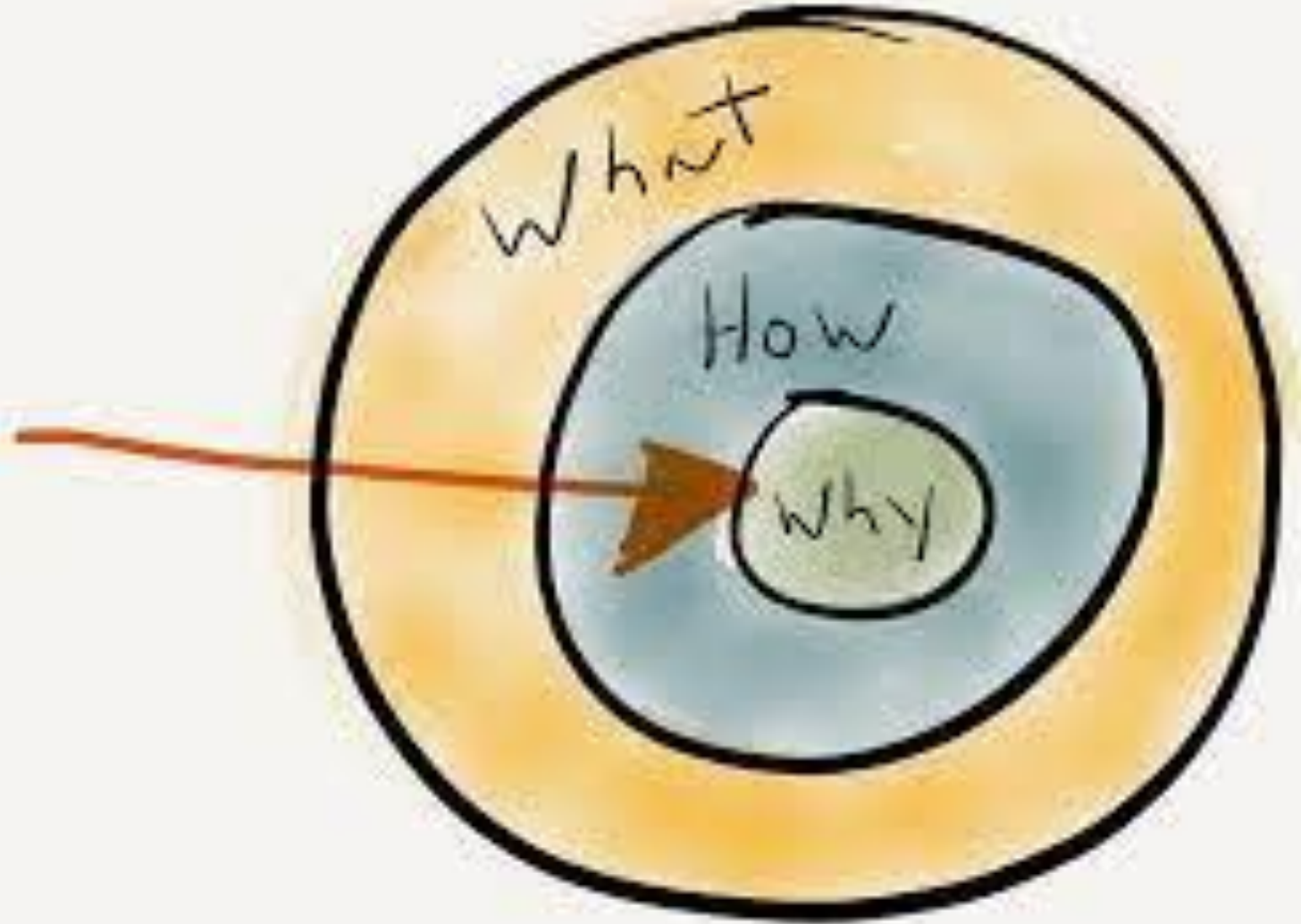


It is a psychological mechanism in order to survive.



The bystander effect

Because there are other observers, individuals do not feel as much pressure to take action. The higher is the number of witnesses, the lower is the possibility to intervene. When other observers fail to react, individuals often take this as a signal that a response is not needed or not appropriate.



Studies about....

whether or not there is a significant difference between witnesses who know the victim and the witnesses who do not know the victim, in terms of their willingness to report crime to authorities.



if a witness of a crime does not know the offender or the victim, he/she is less likely to get involved in terms of reporting crimes to authorities compared to situations in which the witness knows the offender or the victim, or both



Criminal Justice Studies >

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Articles

Examining the effect of witness-offender and witness-victim relationship on crime-reporting behavior

Avdi S Avdija

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ABSTRACT



There were not discovered in 1974 or 1985 or 1965.

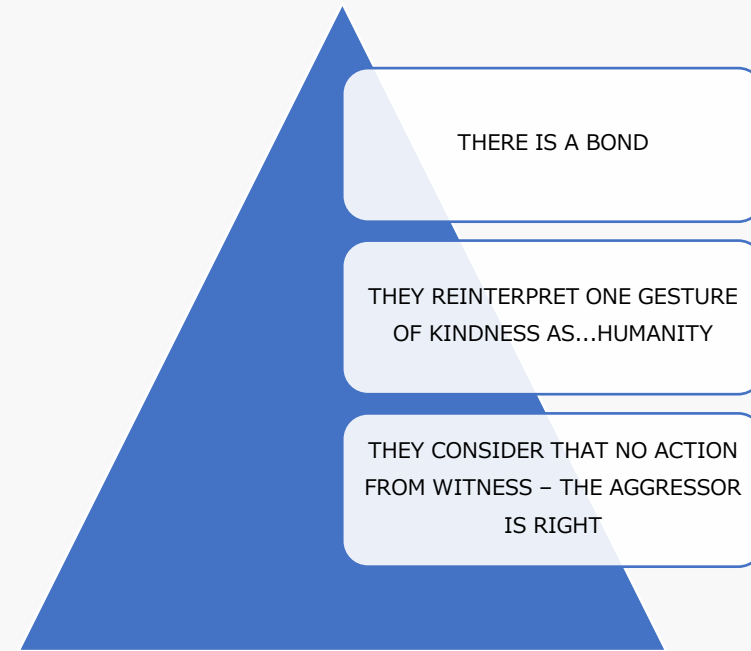
They **were EXPLAINED in** 1974 or...or...

Stockholm syndrome

Bystander effect

Not / Reporting victim and aggressors





There is a relationship between the victim and the aggressor even if we cannot see it, **the relationship EXISTS** = how we convince the victim to report?

Bystanders are ESSENTIAL to Bullying Prevention and Intervention = how we convince the witness to report?

WHO IS STOPPING THE BULLYING/CYBERBULLYING?

God grant me the serenity to
accept the things I cannot
change,
the courage to change the things
I can,
and the wisdom to know the
difference.



WHEN CYBERBULLYING WAS BORN



WHEN **WE** BECOME AWARE ABOUT IT?

WHEN **THE TECHNOLOGY** FACILITATE IT?

LET'S
RE-SEARCH
THEORY ...

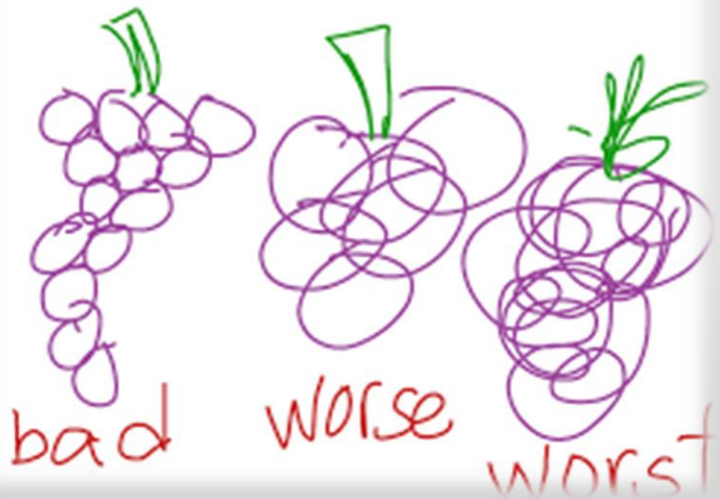


Conflict versus Bullying and cyberbullying



CONFLICT	BULLYING/CYBERBULLYING
<ul style="list-style-type: none">• Equal power or friends• Happens occasionally• Accidental• Equal emotional reaction• Not power seeking• Feels remorse; takes responsibility• Makes effort to solve problem	<ul style="list-style-type: none">• Imbalance of power• Happens repeatedly• Purposeful• Strong emotional reaction from victim; little or none from bully• Seeking power and control• No remorse; blames victim• No effort to solve problem

power imbalance, repetition, and the intent to harm



- bullying and delinquency were more common among **boys** than among girls.
- bullying did not vary significantly with **age**, but delinquency increased with age.
- bullying and delinquency were especially related for boys and for older students.
- only bullies were younger, while only delinquents were older, suggesting that bullying might be an early stage on a developmental sequence **leading to delinquency**.
- only bullies and only delinquents had **different parenting correlates**; only bullies had authoritarian parents and disagreed with their parents, whereas only delinquents had conflictual and low supportive parents.

Bullying versus cyberbullying



Despite estimates that it is less prevalent than traditional bullying, cyberbullying appears to have a greater impact on adolescents' individual well-being than traditional bullying

I hate you



between 10% and 60% of adolescents report experiencing cyber-victimization

between 6% and 32% report having experienced cyberbullying, with significant geographic variation



Cyberbullying types

1. Flaming: Online fights using electronic messages with angry and vulgar language.
2. Harassment: Repeatedly sending nasty, mean, and insulting messages.
3. Denigration: Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
4. Impersonation: Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships.
5. Outing: sharing private messages, pictures, or other information about the victim on the internet without the victim's knowledge or consent in order to humiliate him/her
6. Trickery: Revealing secrets or embarrassing information or images online.
7. Exclusion: Intentionally and cruelly excluding someone from an online group; blocking an individual from buddy lists and forced removal from a group
8. Cyberstalking: Repeated, intense harassment and denigration that includes threats or creates significant fear.
9. Masquerading occurs when the bully, or possibly even bullies, assumes another identity to anonymously harass the victim and humiliate the victim.
10. Fraping is the act of logging in to someone's social media profile and posting inappropriate content under their name.
11. Sexting - taking, disseminating, transferring or sharing of obscene, pornographic, lewd or nude images, photographs or videos of a person



Aggression in bullying and cyberbullying

- victims can read unwanted texts and emails even at home
- Victims may feel denigrated in front of a wider audience,
- Material does not disappear easily from the internet – victim relives the incident repeatedly
- bullies may not see the effects that the cyberbullying has on their victims, which may hinder responses of remorse and empathy
- Higher number of (active) bystanders



reinforcement is manifested in the form of "likes" and/or comments



Aggression in bullying and cyberbullying



- In bullying – the aggressor is in front of you,
- In bullying – the potential victim have the change to avoid/run/away from the aggressor



Why victims become aggressors?

Victims try to defend themselves from bullies by fighting, or demonstrate conduct problems as a reaction to a stressor

Victims may try to prevent future episodes of victimization by demonstrating “toughness”

Social Defeat Model which stems from experiments that show that the loser of a fight among animals of the same species may show such signs as increased sleep, lowered testosterone, and less exploratory behavior

most studies about cyberbullying
focused on adolescents

- Adolescents use more the technology compared to youngest
- Adolescence is a turbulent period
- Adolescents who are more socially isolated are more likely to be frequent Internet users - loneliness predicted by cybervictimization



Cyberbullying - aggressor

- PROBLEMS REGARDING:
- socio-emotional skills - determining the quality of relationships with peers
- Empathy
- Emotion regulation is the ability to control one's emotional responses

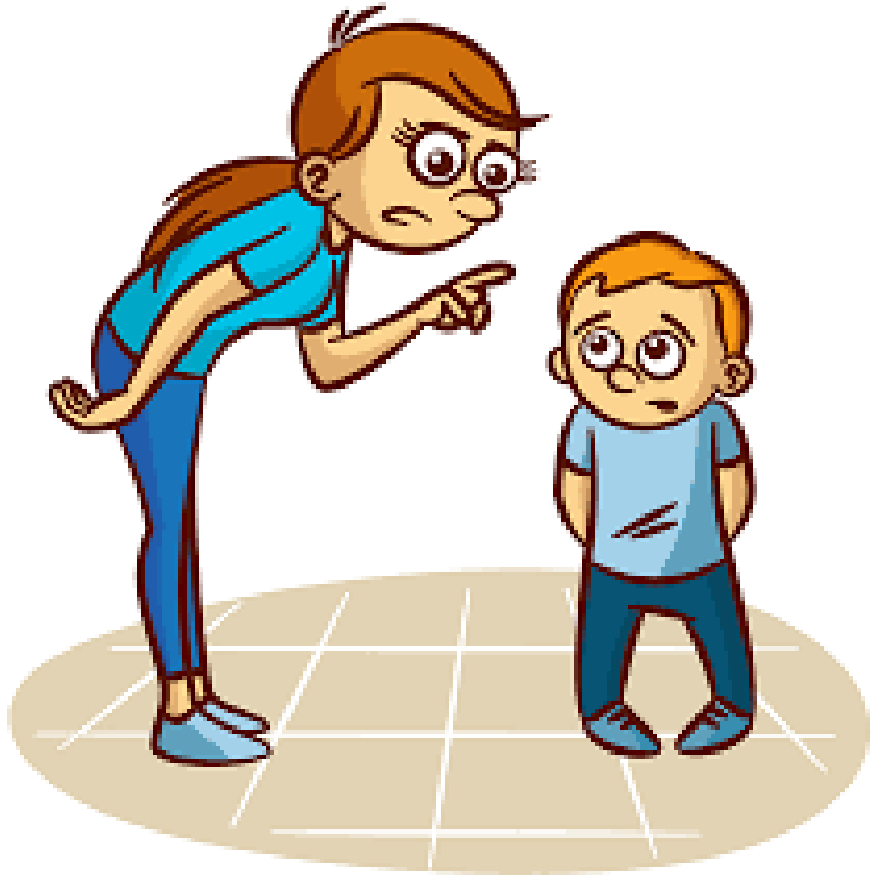
Bystanders

Bystanders, even in the online world, may experience a cognitive dissonance between **what they should do** (help the victim) and **what they can do**, and this dissonance could increase psychological distress

Parenting styles

Considering involvement and control or coercion:

- (a) Democratic (high levels of both factors),
- (b) permissive (high involvement and low coercion),
- (c) authoritarian
(low involvement and high coercion),
- (d) negligent (low levels of both factors).



Why are you all bullying my son?
He has not done anything to you.

...is continues,
...going to talk to
...school principal
...out what
...are doing...



Causes of cyberbullying

Cause 1 – the use of Internet

Cause 2 – Relationship between parents

Cause 3 – Child-parents relationship

Cause 4 – Socio-demographic, health-related, psychological or relational problems and “lifestyle”

Cause 5 – School-rules and Ethical Code

Cause 6 – The victim becomes an aggressor

Cause 7 – self-disclosure

Cause 8 – the amount of time spent on internet

Victims...



- seems upset after going online,
- seems suddenly depressed,
- appears to be isolating themselves from friends or family,
- is secretive about their phone or internet use,
- is uneasy about going to school or to social situations,
- complains of headaches, stomach aches, or has a change in appetite,
- has trouble sleeping at night,
- has lost interest in their favorite hobbies,
- tries to stay home from school or extracurricular activities,
- makes comments about self-harm or suicide attempts



Bully-victims are dysregulated and hot-tempered; such features may be perceived as disruptive by teachers.

This may explain why bully-victims, regardless of their frequent involvement in bullying (Yang & Salmivalli, 2013), are unlikely to be identified as victims and may receive less support from teachers than other victims (Haataja et al., 2016).



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According to Unnever and Cornell (2004), when boys do talk about bullying, they tend to tell adults instead of peers. Girls seem to do the opposite (Fekkes et al., 2005).

This preference may be due to stronger sanctions in boys' peer groups against the expression of vulnerabilities and to a norm according to which boys are expected to handle their problems on their own



Aggressors

- Quickly switches screens or hides their device when you are close by,
- Uses their device(s) at all hours of the night,
- Gets unusually upset if they can't use their device(s),
- Laughs excessively while using their device(s) and won't show you what's so funny,
- Avoids discussions about what they are doing online,
- Seems to be using multiple online accounts or an account that is not their own,
- Appears overly concerned with popularity or presence in a particular social circle,
- Demonstrates increasing insensitivity or callousness toward other teens,
- Demonstrates violent tendencies,
- Appears overly conceited as to their technological skills and abilities,
- Seems to be rejected or isolated by some groups of friends/peers/colleagues,
- The individual has degradative attitudes towards the victims increases the likelihood of cyberbullying.

Risks...

- minor/major depression,
- conduct problems,
- cyberbully perpetrating,
- suicide,
- low-life satisfaction, (geel, vedder, & tanilon, 2014; mehari & farrell, 2018; zaborskis et al., 2018).
- poor health and low-life satisfaction callaghan et al. (2015),
- problems to develop social relationships,
- low self-esteem,
- high anxiety,
- high level of loneliness,
- somatization,
- sadness,
- fear,
- psychoticism,
- poor academic results,
- high level of stress,
- posttraumatic stress disorder (PTSD),
- children who were victims of bullying (cyberbullying included) were more likely to report.

RESULTS
STUDY 1



Age	BMI	Exercise	Smoking	Female	n	Age
09	-0.01	-0.06	+0.11	FP	372	-0.12
06	-0.11	-0.04	0	KB	373	-0.11
11	-0.05	0.01	-0.1	SHH	375	0.17
25	0.1	0	0.07	UA	375	0.14
01	-0.02	0.12	-0.01	CRF	375	0.26
08	-0.05	0.07	-0.14	TBB	369	-0.08
03	0.02	-0.03	-0.02	GAU	372	0.14
04	-0.1	-0.04	0.03	TC	375	0.1
05	-0.09	-0.07	0.19	FL	375	0.16
11	-0.12	-0.02	-0.12	BDL-C	375	-0.09
23	0.13	-0.01	0.09	LDL-C	377	0.18
01	-0.06	-0.01	0.04	Na	374	0.12
07	0.05	0.05	0.01	K	374	0.2
09	-0.01	0	0.1	Cl	374	-0.04
06	-0.18	-0.01	0	Ca	375	0.03
03	-0.02	-0.1	0.05	IP	375	0
12	0.05	0.01	0.08	Mg	375	0.08
07	-0.14	0.01	0.01	Fe	375	0.02
11	0.07	0.08	0.09	URIC	371	-0.15
01	0.1	0	-0.12	AST	375	0.17
02	0.19	0.01	0.01	ALT	372	0.19
05	0.14	0.01	-0.1	LDH	375	0.12
04	0.04	-0.1	0.09	ALP	375	0.04
12	0.15	-0.06	0.01	GGT	375	0.15
04	0.16	0.19	-0.05	CK	375	-0.01
04	-0.1	0.01	-0.1	AMY	375	0.05
06	0.19	-0.12	-0.07	CRP	372	0.15
04	0.01	0.08	0.08	TGF	375	-0.09

Standardized partial regression coefficients (β). $r_p < 0.05$ was considered significant. The r_p values are: $0.11 < r_p < 0.25$ and $r_p > 0.25$, respectively. The light blue and dark blue background colors indicate $r_p < 0.25$, respectively. BMI, Body mass index.

Psychological and behavioral investigation using psychological tools

If the problem exists

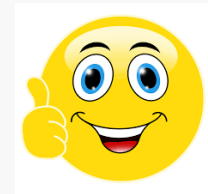
What/who cause the problem

What the severity of the problem

What are the consequences

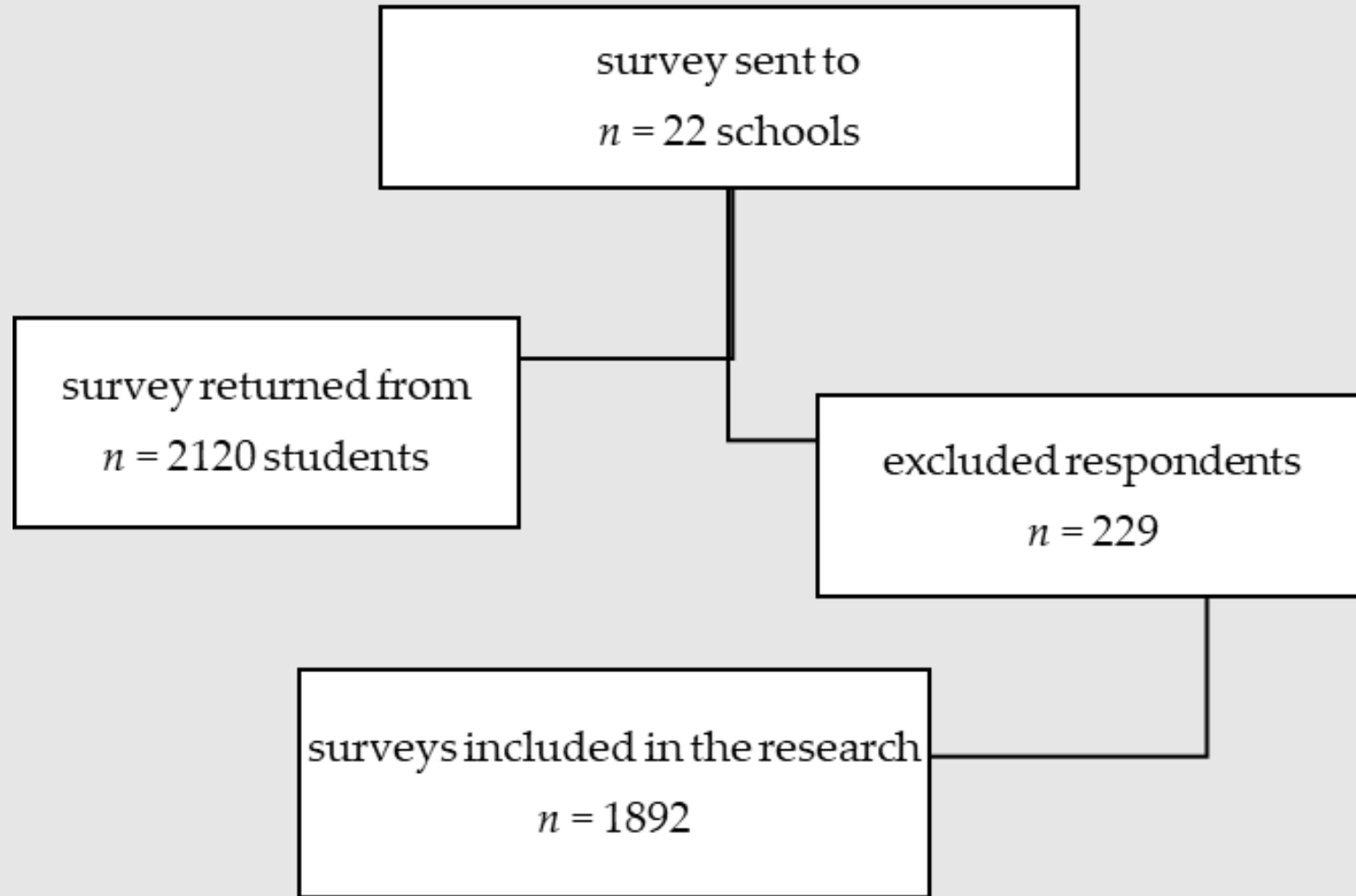
What can be done to solve it

LONG QUESTIONNAIRE



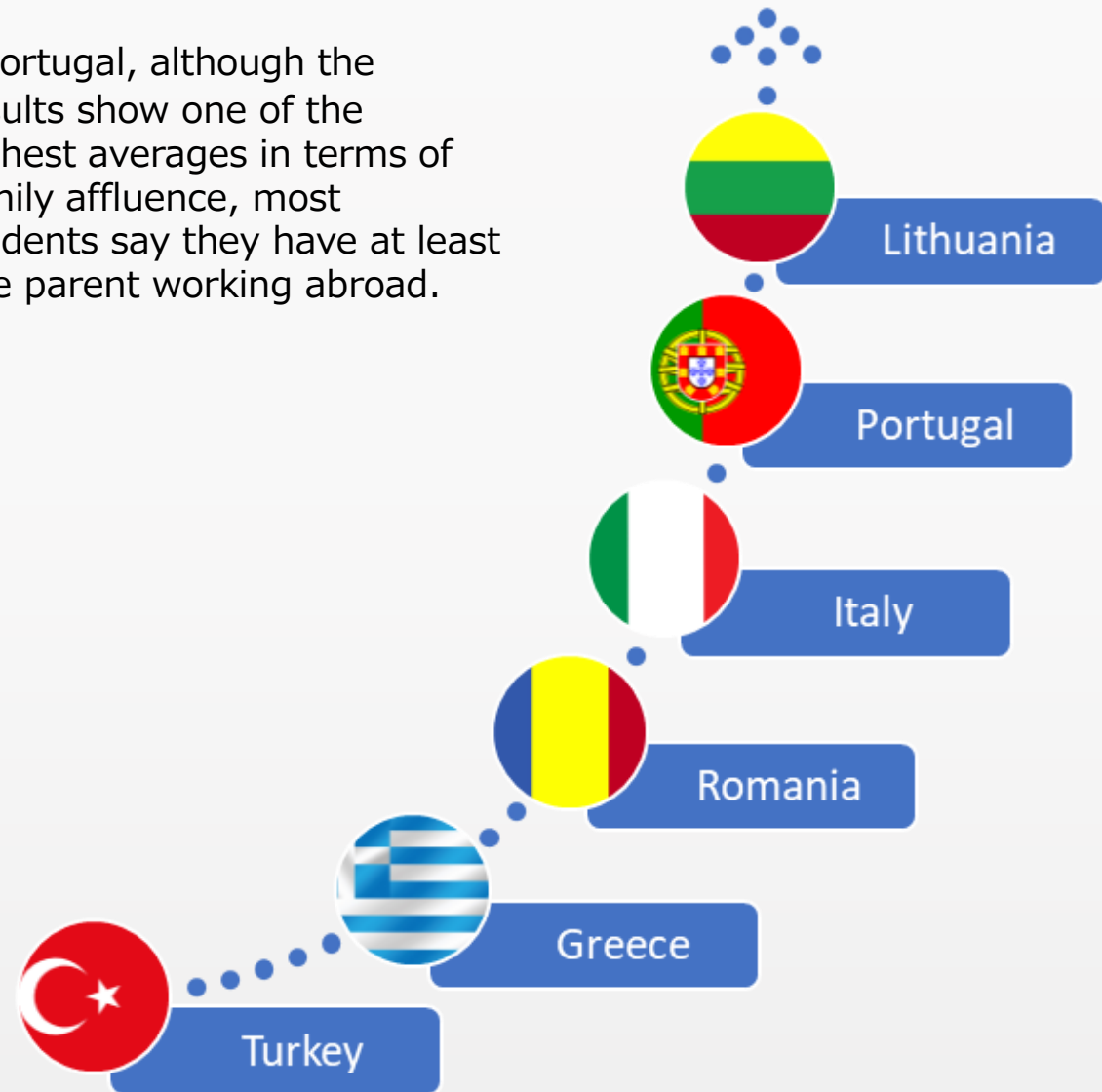


RESULTS STUDY
1
- STUDENTS -



Family affluence

Portugal, although the results show one of the highest averages in terms of family affluence, most students say they have at least one parent working abroad.



Family Type

- 21% of students have at least one parent working in another country,
- 18% of students are having their parents divorced,
- 15% declared that they live with only one parent,
- 17.8% are singleton, 48.5% are having a brother or a sister, 22.1% are having two siblings and 11.6% have more than 3 brothers or sisters,
- more than 1/3 of mothers and fathers graduated faculty level,
- 82% of students considered that they have a collaborative relationship with their parents,
- 11% of students sustained that there is no relationship between their parents anymore,
- 63% considered that the decisions are usually shared between their parents while 21% declared that their mothers take decisions and 13% declared that their fathers usually take decisions in their families,
- Around 40% of students sustained that their parents screamed to them and verbally offended them.

Siblings

- In general, the number of children in the family is 2, the highest number being registered in Turkey, and the lowest in Greece





The use of internet and smart phones

In general, children had their own smartphone at the age of 10 and there is more common that children from urban areas to have smartphones at a younger age.

The main reasons why students use smartphones are primarily for having fun (43.6%) and chatting (42.6%) and less so for solving academic tasks (13.9%).

Students spend at least 5 hours per day using phones during the week, while on weekends the time is about 10 hours per day

The use of internet

Country	Mean age of the first phone	Hours on social media during the week	Hours on social media during the weekend
Italy	M = 10.98 ± 1.57	M = 6.26 ± 2.91	M = 7.99 ± 5.24
Greece	M = 12.07 ± 2.29	M = 2.50 ± 1.26	M = 3.14 ± 1.86
Lithuania	M = 8.06 ± 1.87	M = 3.97 ± 2.68	M = 5.50 ± 3.73
Portugal	M = 10.53 ± 1.50	M = 4.80 ± 2.58	M = 6.86 ± 6.56
Romania	M = 10.24 ± 2.43	M = 5.53 ± 2.75	M = 10.82 ± 9.56
Turkey	M = 9.83 ± 2.39	M = 5.37 ± 2.69	M = 10.76 ± 9.61

- Lithuanian students own a smartphone at a younger age (8 years old) and Greek students own a smartphone at an older age (12 years old).
- Romanian and Turkish students the amount of time spent on the internet is doubled during the weekend than in weekdays.
- Greek students spend less time using smartphones (both weekdays or weekends)
- Students from Italy spend the highest number of hours using smartphones compared to other countries.

The use of internet –

restrictions imposed by parents



parents are doing that frequently (16%).

42% of parents restrict the time spend by their children on smartphones

Supporting parental style and Controlling parental style are related to a lower number of hours spend on the internet

Analysis by country

- Parents from Portugal and Turkey are practicing the aggressive parenting style, while Lithuanian parents are applying less this parenting style.
- Compassionate parenting style was proved by parents in Portugal and Greece and less by parents in Turkey and Italy.
- Controlling parenting style is practiced by parents in Turkey

Cyberbullying behavior

girls are the most common
victims of cyberbullying

the bullie is a boy or a girl,
equally

50% say they have seen other
children being bullied online

23% were victims of
cyberbullying

11% declared that they act as
perpetrators

Reporting cyberbullying



Have you ever reported to an adult when you saw a kid being bullied online (messages, social media, enol, chatrooms etc)?	
Yes, to my parent	12.2%
Yes, to the kid's parent	3.3%
Yes, to a teacher	5.6%
Yes, to the school psychologist	1.2%
Yes, to the principal	0.6%
To another adult	3.6%
No, I did not report any incident	19.5%
No, I did not report any incident because I did not see any	54.2%

Student from Greece and Romania reported themselves being a cyber-victim more often than students from other countries.

The victim



the higher the level of loneliness and the higher the age of the children the higher the children will report themselves of being a victim

children living in a village report themselves more often of being a victim of cyberbullying

children with low parental control style will report themselves being a victim

conflicts in the family will increase the risk to become a cybervictim

children with a low level of satisfaction with the relationship with their parents

girls are more often victims of cyberbullying than boys

Students from Greece and Italy reported themselves being more aggressive than students from the other countries

The perpetrator

child who is very dissatisfied with the relationship with parents

child who has at least one parent working abroad

girls and children living in a village

child having a high level of dissatisfaction with the relationship with friends

child having a conflictual relationship between parents

children with a higher affluence score will self-evaluate more often being aggressors

the more often it happens that children to be the victims of cyberbullying, the higher is the risk to report themselves being an aggressor

the older the child is, the more aggressive could become

children with a low controlling parental style

RESULTS STUDY 2



PART 2. TEACHERS

Characteristics

Characteristics of the teachers and school chancellors included in the research:

- average of the teachers is $M = 46$ (with a minim of 20 and a maximum of 68 years old),
- average of their length of experience in their profession is 21 years,
- the length of experience in the actual department/institution is 11 years,
- 95% are teachers,
- 5% are school chancellors,
- 90% of teachers are employees in public schools,
- 70% are married,
- average – 1 child

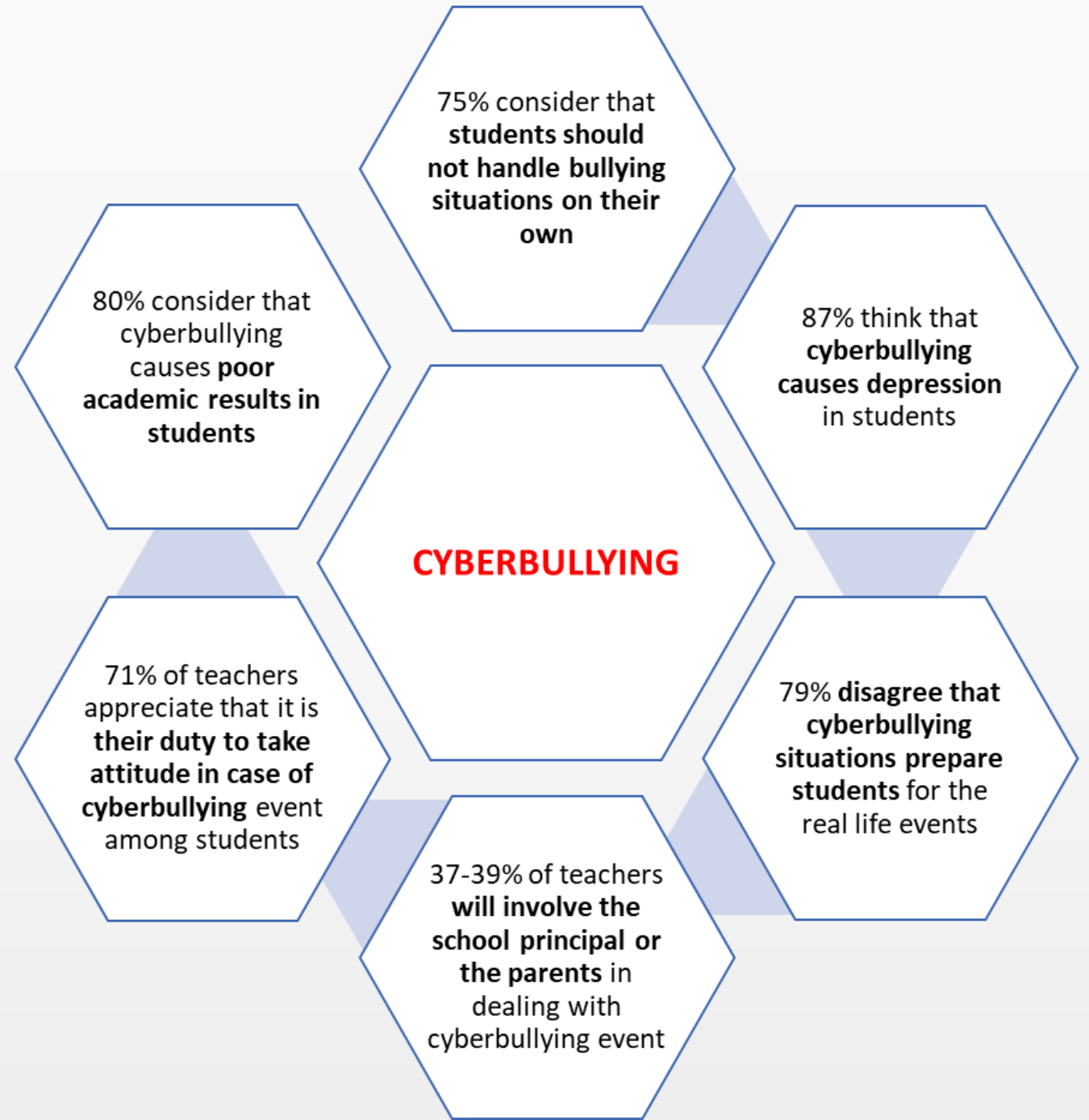
Opinion of teachers regarding bullying and cyberbullying behaviors

- 61% of teachers consider that the age most prone to bullying is between 11-14 years old and that cyberbullying is more frequent among children older than 14.
- 63% of teachers consider that bullying is more frequent than cyberbullying,
- 63% of teachers think that cyberbullying is equally frequent in boys and girls,
- only 26% of teachers consider that cyberbullying is a problem in school,
- 75% are concerned about cyberbullying,
- 65% appreciate that the victims are affected by cyberbullying,

61% of teachers consider that they can identify cyberbullying
47% think that they can manage a cyberbullying event

more than 61% of teachers
have never attended a course
on bullying or cyberbullying

Opinion of teachers
regarding bullying and
cyberbullying behaviors





**HIGH
RISK**

Teachers considered that the following categories of children are in **very high risk** to become victim of cyberbullying:

children with **obesity**

children with **mental illness**

children with **physical syndromes**

introverted children

**Teachers' behavior in case
of rumor or even
participation
in cyberbullying events**

Items	YES
I was told that students are harassing each other online during class	21%
I was told that students are harassing each other online after class	34%
I think that the phenomenon of cyberbullying is intensifying among teenagers	86%
The students complained directly to me that they had received malicious text messages on the phone about themselves	31%
The students directly complained to me that they had been the subject of online rumors.	29%
My students have complained directly that they have received malicious or threatening emails or other messages.	22%
My students complained directly that someone had hijacked their identity online	15%
I know students who are cyber-harassed by others	30%
I know students who cyberbully other students in my school	20%
I always inform parents about an incident of aggression that I witness	79%
I always inform parents about an aggression incident of which I am informed	78%
I believe that the phenomenon of cyberbullying can be mitigated by prevention	90%
I believe that the phenomenon of cyber harassment can be mitigated by intervention	90%

**How sensitive and empathic
are teachers in front of
cyberbullying?
(Global cyberbullying
perception**

Male teachers are more sensitive to identify cyberbullying among adolescents. Also, to more children the teachers have, the more empathic to cyberbullying event are. Teachers working in special schools are more sensitive to cyberbullying and when we compared public and private schools, the teachers working in public schools proved to be more receptive in case of cyberbullying events.

- **women have a lower score on cyberbullying perception compared to men**
- **teachers who have no children or only one child have a lower score on the Perception of Cyberbullying scale compared to teachers who have three children**
- **teachers who work in a public school have a lower score on the scale of perception of cyberbullying compared to those who work in a private school**
- **while teachers in both public and private schools have a lower score on the scale of perception of cyberbullying, compared to teachers working in special schools**

Strategies for Coping with Cyberbullying Scale for Teachers

The older the teachers are, the more experience they have and the more increased perception of cyberbullying they have, the more often they observe aggressive behaviors in schools.

The higher the number of years in education and the higher the teachers' belief that cyberbullying is raising, the lower the teachers' perception regarding cyberbullying.

The more the teachers' perceptions of cyberbullying increase, the more the coping strategies regarding cyberbullying decrease.



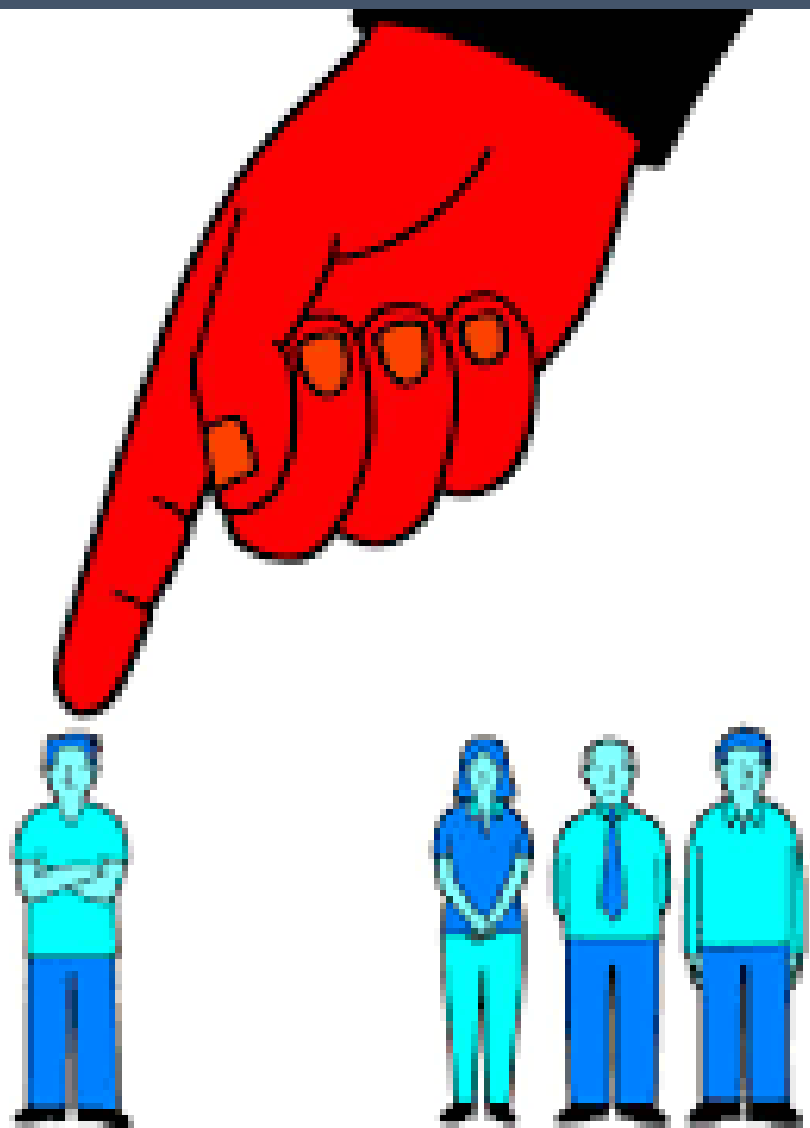
Problems teachers face

- More than half of the teachers have never taken anti-bullying courses.
- Teachers did not see very often and were not reported very often bullying behaviors in school and few students report bullying events to teachers as victims.
- Women and teachers who have no child or only one child have lower scores on the Perception of Cyberbullying scale.

Teachers` perception about bullying and cyberbullying



- Most teachers believe that bullying occurs more often than cyberbullying, in both girls and boys,
- Teachers believe that bullying occurs frequently between the ages of 11-14, while cyberbullying between the ages of 15-18,
- Half of the teachers have confidence in both identifying and managing cyberbullying issues,
- More than 75% of the teachers agree that all possible strategies (school policy, classroom strategies, school activities) should be addressed to prevent or address the problem of cyber harassment,
- This phenomenon of cyberbullying is intensifying among adolescents, but this phenomenon could be eradicated by both intervention and prevention,
- Most teachers state that they intervene if they notice aggression among students, and the school principal will approve the teacher's decision to act in cases of cyberbullying.



When victimized students do tell someone, they tend to choose telling friends rather than adults (e.g., Hunter et al., 2004), and prefer telling parents to telling teachers (Fekkes et al., 2005; Smith & Shu, 2000).

Telling a teacher about being victimized is very rare with 3%–18% of victims telling only a teacher or a teacher as well some other person (Hunter et al., 2004; Smith & Shu, 2000).

Final introspection for teachers ...

**When teacher is
the aggressor**

**When teacher is
the bystander?**