OPINION OF TEACHERS ON CYBERBULLYING. STRATEGIES AND TIPS

Socio-demographic data, family and profession characteristic

Teachers included in the research were from six different countries: Romania (n = 343, 43.0%), Turkey (n = 197, 24,7%), Portugal (n = 94, 11.8%), Greece (n = 59, 7.4%), Lithuania (n = 59, 7.4%) and Italy (n = 46, 5.77%). The distribution of respondents according to the country and sex is presented in *Figure 2*. More than half of the participants are married (n = 556, 69.7%) and have an average of M = **1.35 ± 0.97 children**.
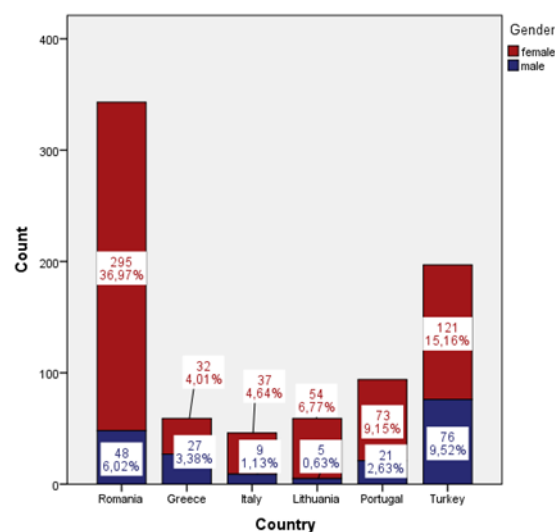

Figure 2. Distribution of students considering gender and country

The mean age of the students participating in the study is **M = 46.90 ± 9.66** with a minim of 20 and a maximum of 68 years old. The results of the study show that the participants practice their profession for an average of **21.29 ± 10.76** years. In the school where the respondents now teach, they have been at the department for **M = 11.19 ± 9.46 years**.

Most of the respondents included in the study are teachers (n = 753, 94.4%) and very few are school counselors (n = 45, 5.6%). Also, most teachers work in a public school (n = 718, 90.0%).

Position of teachers regarding bullying and cyberbullying behaviors

More than half of the teachers have never taken anti-bullying courses (n = 491, 61.5%), however, more than half of teachers learn children how to deal with cyberbullying (n = 560, 70.2%). Also, more than half of teachers believe that bullying occurs more often than cyberbullying (n = 509, 63.8%), and a similar percentage believe that bullying (n= 499, 62.5%) and cyberbullying (n = 502, 62.9%) **do not occur more frequently in girls.** Moreover, more than half of the teachers consider that the **age most prone to bullying is between 11-14 years old** (n = 489, 61.3%), followed by the category 15-18 (n = 252, 31.6%) and 6-10 years old (n = 57, 7.1%), while in terms of **cyberbullying**, the most exposed age categories are approximately equally: **15-18 (n = 405, 50.8%) and 11-14 (n = 367, 46.0%) years old.**

Teachers' perceptions about cyberbullying

The third part of the research focuses on teachers' perceptions of cyberbullying and their educational experiences in relation to cyberbullying. Answers for each perception item were indicated using a five-point Likert scale, with responses ranging from strong disagreement to strong agreement. **Alpha** coefficient of the internal reliability of the instrument was **0.90**.

Data analysis showed that only a quarter of teachers thought cyberbullying was a problem in schools, while less than half held neutral positions. Asked if the children were affected by cyberbullying, the pattern changed. The majority (over 65%) of teachers agreed that cyberbullying affected children, while only about 15% disagreed. Most teachers also agreed that they were concerned about cyberbullying.

Regarding teachers' confidence in approaching cyberbullying, it was found that about half of them have confidence in both identifying and managing cyberbullying issues.

Teachers' beliefs about the importance of school engagement were examined, which are broadly defined to include aspects from school policy, classroom strategies, to school activities. Thus, the results show that more than 75% of the participants agree that all these strategies should be addressed in order to prevent or address the problem of cyber harassment.

Finally, the questionnaire aims to find out how prepared teachers are in university studies. The responses showed that less than half of the teachers felt that their current university education did not prepare them to deal with cyberbullying, and more than half of them wanted to spend more time studying to learn more about cyberbullying.

Detailed results about all these items are presented in the *Table 1* above.

Table 1. Teachers' perceptions about cyberbullying

Items	Disagree or strongly disagree N,%	Neutral N,%	Agree or strongly agree N,%
Problems in schools	255, 32.0%	334, 41.9%	209, 26.2%
Children are affected	112, 14.1%	166, 20.8%	520, 65.2%
Teachers are concerned	49, 6.1%	144, 18.0%	605, 75.8%
Identify cyberbullying	93, 11.7%	216, 27.1%	487, 61.0%
Manage cyberbullying	139, 17.5%	281, 35.2%	378, 47.4%
Schools policies	30, 4.3%	97, 12.2%	670, 84.0%
Training teachers	34, 4.3%	69, 8.6%	695, 87.1%
Curriculum	54, 6.8%	134, 16.8%	609, 76.3%
Classroom activities	42, 5.3%	113, 14.2%	643, 80.6%
School-wide activities	31, 3.9%	79, 9.9%	688, 86.2%
Discuss with parents	29, 3.7%	87, 10.9%	681, 85.3%
University prepares teachers	350, 43.9%	183, 22.9%	263, 32.9%
Teachers want to learn more	110, 13.8%	189, 23.7%	498, 62.4%

Scale results for teachers' perceptions of cyberbullying and their educational experiences in relation to cyberbullying ranged from **27 up to 109 (M = 84.05 ± 10.47).** The Mann Whitney U test showed significant differences in terms of participants` gender (U = 47726.50, Z = -2.975, p = 0.003) in the sense that **men (Mdn = 83.00) have lower scores on the scale which**

measure teachers` educational experiences in relation to cyberbullying than women (Mdn = 85.00). Significant differences was found regarding type of institution in which teachers work (U = 19710.00, Z = -3.837, p < 0.001) in the sense that **teachers from public schools (Mdn = 85.00) have higher scores on this scale compared to teachers from private schools (Mdn = 81.00).** Also, a Mann Whitney U test revealed significant differences in terms of participants` marital status (U = 3572.50, Z = -2.630, p = 0.009) in the sense that **married teachers (Mdn = 84.00) have higher scores on the scale which measure teachers` perceptions and educational experiences in relation to cyberbullying than widowed teachers (Mdn = 78.00).**

A Kruskal-Wallis test was conducted to determine if there were differences in this scale scores among teachers between country of origin. Distributions of these scale scores were not similar for all groups, as assessed by visual inspection of a boxplot. Median scores were statistically significantly different between the countries, $\chi^2(5) = 94.528$, $p < 0.001$. A pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Adjusted p-values are presented. This post hoc analysis revealed statistically significant differences in median scores of this scale between:

- Romania (85.00) and Lithuania (81.00) ($p = 0.002$),
- Romania (85.00) and Greece (70.00) ($p < 0.001$),
- Romania (85.00) and Portugal (89.00) ($p = 0.003$),
- Greece (70.00) and Portugal (89.00) ($p < 0.001$),
- Greece (70.00) and Italy (86.00) ($p < 0.001$),
- Portugal (89.00) and Lithuania (81.00) ($p < 0.001$),
- Portugal (89.00) and Turkey (83.00) ($p < 0.001$),
- Italy (86.00) and Turkey (81.00) (p = 0.015),
- Lithuania (81.00) and Italy (30.00) (p = 0.012),
- Turkey (81.00) and Greece (70.00) ($p < 0.001$),
- Turkey (81.00) and Romania (85.00) ($p < 0.001$).

Teachers' views on the actions that different people/institutions should take in order to prevent cyberbullying

More than half of the participants **agree** that teachers (56,9%, n = 454), parents (53,1%, n = 424), the school principal (54,3%, n = 433) and the Ministry of Education (50,9%, n = 406) should do more to prevent cyberbullying. Also, more than half of the teachers (60,3%, n = 481) **agree and strongly agree** that **students are responsible for bullying and cyberbullying**. Also, more than half of the teachers agree that parents and the school are responsible for tackling cyberbullying inside the school. Detailed results are presented in the *Table 2*.

Table 2. Responsibility of cyberbullying

Items	Disagree or strongly disagree N,%	Neutral N,%	Agree or strongly agree N,%
Teachers	266, 33.3%	242, 30.3%	290, 36.4%
Parents	208, 26.0%	242, 30.3%	347, 65.2%
School	162, 20.3%	219, 27.4%	416, 52.1%

Regarding the rules established in each school against bullying and cyberbullying, more than half of the teachers believe that these rules are followed. When it comes to the impact of cyberbullying on students, most teachers believe that there is a negative impact of cyberbullying, including depression and poor academic performance. Also, more than half of the teachers do not agree that these conflicts should prepare students for life or that they should manage these on their own. When it comes to cyber-aggression, most teachers are neutral. *Table 3* presents the detailed results.

Table 3. Cyberbullying impact on students

Items	Disagree or strongly disagree N,%	Neutral N,%	Agree or strongly agree N,%	M ± SD
Non-compliance with school rules regarding bullying	376, 47.2%	244, 30.6%	177, 22.1%	2.64 ± 1.04
Non-compliance with school rules regarding cyberbullying	461, 57.7%	243, 30.5%	93, 11,7%	3.67 ± 0.85
Negative impact of cyberbullying	134, 16.8%	85, 10.7%	576, 72.2	3.88 ± 1.12
Cyberbullying causes depression in students	20, 2.5%	82, 10.3%	694, 87.0%	4.16 ± 0.72
Cyberbullying causes poor academic results in students	28, 3.5%	127, 15.9%	643, 80.5%	4.03 ± 0.77
Students exaggerate cyber aggression	292, 36.6%	321, 40.2%	185, 23.2%	2.80 ± 1.09
Cyberbullying prepares students for life	633, 79.4%	97, 12.2%	68, 9.5%	1.75 ± 1.09
Students should handle bullying situations on their own	594, 74.5%	136, 17.0%	68, 8.5%	2.10 ± 0.90
Students should handle cyberbullying situations on their own	513, 64.3%	152, 19.0%	132, 16.5%	2.32 ± 1.03

Most teachers state that they agree (51.8%, n = 413) and totally agree (36.7%, n = 293) to intervene if they notice aggression among students, and the school principal will approve the teacher's decision to take action in cases of cyberbullying of students (agree: 53.0%, n = 423; totally agree: 17.5%, n = 140). Also, most of the teachers state that they agree (50.6%, n = 404) and totally agree (21.9%, n = 175) that it is their duty to intervene if they notice cyber aggression among students.

Teachers' behavior in case of rumor or even participation in bullying events

More than a third of teachers (37.6%, n = 300) say they **send students to the principal for cyberbullying problems only occasionally**. In **more than a third of cases** (38.2%, n = 305), **teachers always ask for a discussion with their parents** when it comes to cyberbullying among students. Also, more than a third of teachers (35.2%, n = 281) say they **never agree** with the non-involvement of students` cyberbullying.

In general, most teachers believe that the phenomenon of cyberbullying is intensifying among adolescents, and this phenomenon could be eradicated by both intervention and prevention. However, few students report bullying events to teachers as victims (whether they have been the subject of malicious gossip, received malicious messages, their identity has been stolen, etc.). Instead, most teachers report to parents any events they attend or hear about. Detailed results are presented in the *Table 4*.

Table 4. Teachers' behavior in case of rumor or even participation in bullying events

Items	YES (N, %)	NO (N, %)
I was told that students are harassing each other online during class	161, 20.2%	**636, 79.7%**
I was told that students are harassing each other online after class	271, 34.0%	**527, 66.0%**
I think that the phenomenon of cyberbullying is intensifying among teenagers	**691, 86.6%**	106, 13.3%
The students complained directly to me that they had received malicious text messages on the phone about themselves	240, 30.1%	**552, 69.2%**
The students directly complained to me that they had been the subject of online rumors.	224, 28.1%	**573, 71.8%**
My students have complained directly that they have received malicious or threatening emails or other messages.	167, 20.9%	**630, 78.9%**
My students complained directly that someone had hijacked their identity online	116, 14.5%	**682, 85.5%**
I know students who are cyber-harassed by others	237, 29.7%	**561, 70.3%**
I know students who cyberbully other students in my school	152, 19.0%	**645, 80.8%**
I always inform parents about an incident of aggression that I witness	**634, 79.4%**	162, 20.3%
I always inform parents about an aggression incident of which I am informed	**629, 78.8%**	168, 21.1%
I believe that the phenomenon of cyberbullying can be mitigated by prevention	**720, 90.2%**	78, 9.8%
I believe that the phenomenon of cyber harassment can be mitigated by intervention	**721, 90.4%**	74, 9.3%

Frequency of bullying behaviors

On a Likert scale from 1 to 7 where: 1 = several times a day, 2 = once a day, 3 = once a week, 4 = once a month, 5 = once every few months, 6 = once a year or once every few years 7 = never, the analysis of the answers showed that teachers did not see very often and were not reported very often bullying behaviors in school. In addition, in very few cases, teachers do not intervene to discipline or counsel during the bullying or cyberbullying process. The distribution of the answers is presented in Table 5.

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Teachers were asked what their views were on how exposed certain children were to **becoming victims of cyberbullying**. The results show that children with **obesity** (30.6%, n = 244), children with **mental illness** (34.2%, n = 273), children with **physical syndromes** (31.2%, n = 249), and **introverted** children (31.3%, n = 250) have a **very high risk.**

Table 5. Frequency of bullying behaviors

Item	1	2	3	4	5	6	7	M ± SD
How often have you directly noticed aggressive behavior in your school?	57 (7.1%)	58 (7.3%)	139 (17.4%)	101 (12.7%)	172 (21.6%)	130 (16.3%)	141 (17.7%)	4.54 ± 1.81
How often have you been told about aggressive behavior in your school?	42 (5.3%)	49 (6.1%)	140 (17.5%)	142 (17.8%)	176 (22.1%)	147 (18.4%)	102 (12.8%)	4.52 ± 1.65
To what extent did you personally intervene to discipline, send, or counsel during the assault process?	21 (2.6%)	49 (4.9%)	86 (10.8%)	97 (12.2%)	176 (22.1%)	186 (23.3%)	192 (24.1%)	5.13 ± 1.61
To what extent did you personally intervene to discipline, send, or counsel during the cyberbullying process?	9 (1.1%)	21 (2.6%)	75 (9.4%)	71 (8.9%)	149 (18.7%)	151 (18.9%)	320 (40.1%)	5.59 ± 1.52

3.7 Teacher Cyberbullying Perception Scale (TCPS)

Global cyberbullying perception scores of teachers as measured with the TCPS ranged from 15 up to 67 (M = 28.09 ± 7.14). For the present study, Cronbach Alpha score was 0.822.

There are significant differences at this scale in terms of participants` gender (U = 45357,500, Z = -4.203, $p < 0.001$) in the sense that **women have a lower score on cyberbullying perception** (Mdn = 26.00) compared to men (Mdn = 30.00).

A Kruskal-Wallis test was conducted to determine if there were differences in Cyberbullying Perception scores among teachers between country of origin: Italy (N = 46), Greece (N = 59), Lithuania (N = 59), Portugal (N = 94), Romania (N = 343) and Turkey (N = 197). Distributions of these scale scores were not similar for all groups, as assessed by visual inspection of a boxplot. Median Cyberbullying Perception scores were statistically significantly different between the countries, $\chi^2(5) = 151.254$, $p < 0.001$. Subsequently, pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Adjusted p-values are presented. This post hoc analysis revealed statistically significant differences in median Cyberbullying Perception scores between:
-   Romania (25.00) and Lithuania (28.00) ($p < 0.001$),
-   Romania (25.00) and Greece (37.00) ($p < 0.001$),
-   Greece (37.00) and Italy (27.00) ($p < 0.001$),
-   Greece (37.00) and Lithuania (28.00) ($p < 0.001$),
-   Portugal (25.00) and Greece (37.00) ($p < 0.001$),
-   Portugal (25.00) and Turkey (30.00) ($p < 0.001$),
-   Italy (27.00) and Turkey (30.00) (p = 0.006),

- Lithuania (28.00) and Turkey (30.00) (p = 0.008),
- Turkey (30.00) and Greece (37.00) ($p < 0.001$),
- Turkey (30.00) and Romania (25.00) ($p < 0.001$).

Also, a Kruskal-Wallis test was conducted to determine if there were differences in Cyberbullying Perception scores among teachers between number of children: none (n = 179), one kid (n = 252), two kids (n = 296), three kids (n = 57), four kids (n = 11) or more than four children (n = 3). Distributions of these scale scores were not similar for all groups, as assessed by visual inspection of a boxplot. Median Cyberbullying Perception scores were statistically significantly different between the mention categories, $\chi^2(5) = 15.339, p = 0.009$. Post hoc Mann Whitney analyzes showed **that teachers who have no children** (U = 3933.50, Z = -2.605, p = 0.009, **Mdn = 26.00**) **or only one child** (U = 4959.50, Z = -3.654, p < 0.001, **Mdn = 26.00) have a lower score** on the Perception of Cyberbullying scale **compared to teachers who have three children (Mdn = 30.00).**

To determine if there were differences in Teacher Cyberbullying Perception scores between type of institution in which teachers work: public school (n = 718), private school (n = 76), special school (n = 3), a Kruskal-Wallis test was conducted. Distributions of these scale scores were not similar for all groups, as assessed by visual inspection of a boxplot. Median Cyberbullying Perception scores were statistically significantly different between the mention categories, $\chi^2(2) = 32.213, p < 0.001$. Post hoc Mann Whitney analyzes showed that **teachers who work in a public school** (U = 17240.50, Z = -5.288, p < 0.001, **Mdn = 27.00**) **have a lower score on the scale of perception of cyberbullying compared to those who work in a private school** (**Mdn = 32.50**), while **teachers in both public** (U = 23.500, Z = -2.930, p = 0.003) **and private schools** (U = 16.000, Z = -2.516, p = 0.005) **have a lower score on the scale of perception of cyberbullying, compared to teachers working in special schools** (**Mdn = 49.00**).

Strategies for Coping with Cyberbullying Scale for Teachers (SSBCS)

The total score for SSBCS scale was on average M = 144.47 ± 18.68, scores ranging from 36 (0.1%, N = 1) to 180 (0.8%, N = 6). The Cronbach Alpha score was 0.944.

There are significant differences at this scale in terms of **participants` gender** (U = 46782.50, Z = -3.682, p < 0.001) in the sense that **women have a higher score on SSBCS scale** (Mdn = 147.00) compared to men (Mdn = 143.00). Also, the Mann Whitney U test (U = 15339.00, Z = -6.284, p < 0.001) showed that there are **significant difference at this scale between the type of institution in which teachers work, meaning that teachers from private institutions (Mdn = 81.00) have lower scores on this scale than teachers from public schools** (Mdn = 85.00).

A Kruskal-Wallis test was conducted to determine if there were differences in this scale scores among teachers` marital status: unmarried (n = 146), in a relationship (n = 76), married (n = 556), widowed (n = 20). Distributions of these scale scores were not similar for all groups, as assessed by visual inspection of a boxplot. Median scores were statistically significantly different between these categories, $\chi^2(3) = 13.124, p = 0.004$. A Mann Whitney U post hoc test (U = 16861.50, Z = -2.858, p = 0.004) revealed that **married teachers (Mdn = 147.00) have higher scores on the scale which measure teachers` coping strategies for perceptions cyberbullying than teachers who are in a relationship (Mdn = 143.00). Also,** another Mann Whitney U post hoc test (U = 3779.50, Z = -2.436, p = 0.015) showed that **married teachers (Mdn = 147.00) have higher scores on this scale compared to widowed teachers (Mdn = 136.50).**

A Kruskal-Wallis test was also conducted to determine if there were differences in SSBCS scores among teachers between country of origin. Distributions of these scale scores were not similar for all groups, as assessed by visual inspection of a boxplot. Median SSBCS scores were statistically significantly different between countries, $\chi^2(5) = 162.178$, $p < 0.001$. Subsequently, results of post hoc analysis revealed statistically significant differences in median SSBCS scores between:

- Romania (149.00) and Greece (108.00) ($p < 0.001$),
- Romania (149.00) and Italy (143.00) ($p < 0.001$),
- Romania (149.00) and Lithuania (136.00) ($p < 0.001$),
- Greece (108.00) and Portugal (147.50) ($p < 0.001$),
- Greece (108.00) and Lithuania (136.00) ($p < 0.001$),
- Portugal (147.50) and Lithuania (136.00) ($p < 0.001$),
- Portugal (147.50) and Romania (149.00) ($p = 0.020$),
- Italy (143.00) and Greece (108.00) ($p < 0.001$),
- Italy (143.00) and Lithuania (136.00) ($p = 0.022$),
- Lithuania (136.00) and Turkey (149.00) ($p < 0.001$),
- Turkey (149.00) and Greece (108.00) ($p < 0.001$),
- Turkey (149.00) and Italy (143.00) ($p < 0.001$).

Corelational results

The results of the Spearman correlation analysis show that there are negative correlations

Items	No. of kids	The number of practicing years	Teachers' belief in the growing phenomenon of cyberbullying	TCPS scale	SSCBS scale
I think I should do more to prevent cyberbullying	no correlation	no correlation	r = -0.192 p < 0.001	r = -0.332 p < 0.001	r = 0.296 p < 0.001
I believe that parents should do more to prevent cyberbullying	r = -0.211 p < 0.001	no correlation	r = -0.185 p < 0.001	r = -0.381 p < 0.001	r = 0.231 p < 0.001
I believe that principals should do more to prevent cyberbullying	r = 0.130 p < 0.001	no correlation	r = -0.158 p < 0.001	r = -0.289 p < 0.001	r = 0.309 p < 0.001
I believe that the Ministry of Education should do more to prevent cyberbullying	r = -0.097 p = 0.006	no correlation	r = -0.173 p < 0.001	r = -0.423 p < 0.001	r = 0.266 p < 0.001
I think students are responsible for bullying and cyberbullying	r = 0.134 p < 0.001	r = 0.077 p = 0.029	no correlation	no correlation	r = 0.101 p = 0.004
I think teachers are responsible for tackling cyberbullying inside the school	r = -0.093 p = 0.008	r = -0.139 p < 0.001	no correlation	r = -0.124 p < 0.001	r = 0.077 p = 0.029
I think parents are responsible for tackling cyberbullying inside the school	r = -0.214 p < 0.001	r = -0.123 p = 0.001	r = -0.105 p = 0.003	r = -0.186 p < 0.001	r = 0.081 p = 0.023
I think the school is responsible for tackling cyberbullying inside the school	no correlation	r = -0.073 p = 0.039	r = -0.130 p < 0.001	r = -0.176 p < 0.001	r = 0.131 p < 0.001
I believe that cyberbullying causes depression among the victims	no correlation	no correlation	r = -0.201 p < 0.001	r = -0.409 p < 0.001	r = 0.353 p < 0.001
I believe that cyberbullying causes poor academic results in performance among victims	no correlation	no correlation	r = -0.194 p < 0.001	r = -0.361 p < 0.001	r = 0.316 p < 0.001

between the total number of years teachers have been practicing as well as their belief that the phenomenon of cyberbullying is on the rise among adolescents (r = - 0.579, p <0.001) and their perception of cyberbullying (r = -0.092, p = 0.010), in the sense that 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. There are also negative correlations between the TCPS scale and the SSCBS scale (r = -0.442, p <0.001) in the sense that as teachers 'perceptions of cyberbullying increase, the teachers' coping strategies regarding cyberbullying decrease.

The total number of years that teachers work correlates positively with the scale of teachers' coping strategies in terms of cyberbullying (r = 0.074, p = 0.036), in the sense that the higher the number of years worked, the higher the score on the SSCBS scale. Furthermore, there is a negative correlation between teachers` belief that the phenomenon of cyberbullying is on the rise among adolescents and the SSCBS scale (r = -0.159, p < 0.001), in the sense that the higher the teachers 'belief that cyberbullying is raising, the lower the teachers' coping strategies regarding cyberbullying.

Both positive and negative correlations were identified between teachers 'view of those responsible for cyberbullying, the main actors that could prevent cyberbullying, its negative effects and the number of children in the teachers' family, the number of years they have been practicing, their faith in on the fact that cyberbullying is becoming more prevalent among teenagers and the TCPS scales, SSCBS. Detailed results are presented in Table 6.

Table 6. Correlational results of teachers' views on the actors that could prevent cyberbullying

Items	No. of kids	The number of practicing years	Teachers' belief in the growing phenomenon of cyberbullying	TCPS scale	SSCBS scale
I think I should do more to prevent cyberbullying	no correlation	no correlation	r = -0.192 p < 0.001	r = -0.332 p < 0.001	r = 0.296 p < 0.001
I believe that parents should do more to prevent cyberbullying	r = -0.211 p < 0.001	no correlation	r = -0.185 p < 0.001	r = -0.381 p < 0.001	r = 0.231 p < 0.001
I believe that principals should do more to prevent cyberbullying	r = 0.130 p < 0.001	no correlation	r = -0.158 p < 0.001	r = -0.289 p < 0.001	r = 0.309 p < 0.001
I believe that the Ministry of Education should do more to prevent cyberbullying	r = -0.097 p = 0.006	no correlation	r = -0.173 p < 0.001	r = -0.423 p < 0.001	r = 0.266 p < 0.001
I think students are responsible for bullying and cyberbullying	r = 0.134 p < 0.001	r = 0.077 p = 0.029	no correlation	no correlation	r = 0.101 p = 0.004
I think teachers are responsible for tackling cyberbullying inside the school	r = -0.093 p = 0.008	r = -0.139 p < 0.001	no correlation	r = -0.124 p < 0.001	r = 0.077 p = 0.029
I think parents are responsible for tackling cyberbullying inside the school	r = -0.214 p < 0.001	r = -0.123 p = 0.001	r = -0.105 p = 0.003	r = -0.186 p < 0.001	r = 0.081 p = 0.023
I think the school is responsible for tackling cyberbullying inside the school	no correlation	r = -0.073 p = 0.039	r = -0.130 p < 0.001	r = -0.176 p < 0.001	r = 0.131 p < 0.001
I believe that cyberbullying causes depression among the victims	no correlation	no correlation	r = -0.201 p < 0.001	r = -0.409 p < 0.001	r = 0.353 p < 0.001
I believe that cyberbullying causes poor academic	no correlation	no correlation	r = -0.194 p < 0.001	r = -0.361 p < 0.001	r = 0.316 p < 0.001

Strong positive correlations have been identified between age (r = 0,144, p < 0.001), the total number of years teachers have been working (r = 0,135, p < 0.001), teachers' perceptions of

cyberbullying (r = 0.122, p = 0.001) and the frequency with which teachers have observed aggressive behavior in their school, in the sense that the older the teachers, the more experience they have and he more increased perception of cyberbullying, the more often they observe aggressive behaviors in school. Also, the age (r = 0.094, p = 0.008), the total number of years teachers have been working (r = 0.110, p = 0.002), the scale of coping strategies for cyberbullying (r = 0.158, p < 0.001) correlates positively with the frequency of observing aggressive online behaviors. Other significant and relevant correlations are presented in Table 7.

Table 7. Correlational results about the risks that some children have to be subjected to cyberbullying

Items	Teachers' belief in the growing phenomenon of cyberbullying	TCPS scale	SSCBS scale
Obese children are at risk of being cyberbullied	r = -0.201 p < 0.001	r = -0.337 p < 0.001	r = 0.165 p < 0.001
Children with mental illness are at risk of being cyberbullied	r = -0.181 p < 0.001	r = -0.316 p < 0.001	r = 0.203 p < 0.001
Children with physical syndromes are at risk of being cyberbullied	r = -0.193 p < 0.001	r = -0.324 p < 0.001	r = 0.208 p < 0.001
Children in precarious economic situations are at risk of being cyberbullied	r = -0.117 p = 0.001	r = -0.270 p < 0.001	r = 0.158 p < 0.001
Children with one parent are at risk of being cyberbullied	r = -0.096 p = 0.006	r = -0.222 p < 0.001	r = 0.137 p < 0.001
Introverted children are at risk of being cyberbullied	r = -0.171 p < 0.001	r = -0.331 p < 0.001	r = 0.242 p < 0.001
Children with a high level of intelligence are at risk of being cyberbullied	r = -0.086 p = 0.015	r = -0.215 p < 0.001	no correlation
Children with a low level of intelligence are at risk of being cyberbullied	r = -0.149 p < 0.001	r = -0.287 p < 0.001	r = 0.241 p < 0.001
Children with poor school results are at risk of being cyberbullied	r = -0.163 p < 0.001	r = -0.268 p < 0.001	r = 0.245 p < 0.001

CONCLUSIONS

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 also 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 15-8. Half of the teachers have confidence in both identifying and managing cyberbullying issues.

More than 75% of the teachers agree that all posible strategies (school policy, classroom strategies, school activities) should be addressed in order 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.

The length of experience is strongly related to the ability to identify cyberbullying acts among teenagers so the experience is an important factor in identifying cyberbullying acts. Also, there is an imporant difference between teachers wirking in public and private schools in what concern the results for cyberbullying scale.

Teachers were asked what their views were on how exposed certain children were to becoming victims of cyberbullying. The results show that children with obesity, mental illness ,physical syndromes and introverted children were appreciated being in very high risk of being victims of cyberbullying.

Most teachers state that they intervene if they notice aggression among students, and the school principal will approve the teacher's decision to take action in cases of cyberbullying.