NO CYBERBULLYING AT THE SCHOOL !

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Studies about Cyberbullying

Subjects

- Summary of the results obtained in the questionnaire;
- Studies about cyberbullying;
- The practical implications;
- Strategies on Cyberbullying;
- What impact does it have on the Emotions of children and adolescents;
- Final considerations

Summary of the results

1-Are there differences between the genre and the domains analyzed?	**Hypothesis confirmed**
2-Are there differences between how often students are online and the different years of schooling?	**Hypothesis confirmed.**
3-Are there differences between the websites used to navigate and the different years of schooling?	**Hypothesis confirmed.**
4-Are there differences between the items on cyberbullying (total 24 items) and the years of schooling of students?	**Rejected hypothesis.**
5-There are differences between the items on cyberbullying (total 24 items) and social level of the students?	**Hypothesis confirmed.**
6-Are there differences between how often students are online and social levels?	**Hypothesis confirmed.**
7-Are there differences between the websites used to navigate and the social ranks?	**Rejected hypothesis.**
8-Are there differences between the qualifications of the parents and the frequency with which their students are online, as well as the websites used to navigate?	**Rejected hypothesis.**
9-Are there differences between the qualifications of the parents of the students and the issues related to cyberbullying?	**Hypothesis confirmed.**
10-There are differences between the qualifications of the parents of the learners and the websites used to navigate.	**Hypothesis confirmed.**

Studies about cyberbullying by Portuguese school conselor & teachers team

Importance of knowing the cyberbullying phenomenon

* Portuguese Context: In 2004, a population survey by the Council of Ministers (ICO, 2004) revealed that:

* 54% of the population used the computer;

* the average annual growth rate of Internet users was 21%

* 92% of the users were between the ages of 15 and 19 and were students (98%) attending high school and higher education (96%).

* On March 29, 2010, a news item was published on ionline.pt which revealed that the Judiciary Police received a daily complaint related to cyberbullying cases;

* December 14, 2011 the newspaper Expresso displayed the headline "Safe Internet Line received 125 calls and forwarded 15 cases to PJ" on its Online page.

* In 2012, Portugal ranked 3rd in the world usage of Facebook;

* the intentions of the aggressors (emotions, control of power).

Importance of knowing the cyberbullying phenomenon

* informative links to Combat Cyberbullying:
    * http://www.internetsegura.pt/
    * http://www.seguranet.pt/
    * http://ww5.cybertraining-project.org/
    * http://projecto_cyberbullying.blogs.sapo.pt/
    * http://www.apavparajovens.pt/en

Type of studies

Types of studies:

* Most are cross-sectional observational studies, which use the questionnaires (quantitative methodology):
    * Cyberbullying Questionnaire (Olweus, 2007; Calvete, et all, 2009; Pinto & Cunha, 2011);
    * Questionnaire on Cyberbullying, Attitude Scale against Violence (Martins, 2009);
    * Evaluation of Online Victimization (2012);
    * Bullying and Cyberbullying Questionnaire (Boulton, Lloyd & Marx, 2012, adapted by Machado and Machado, 2015).

* Target population: 2nd and 3rd cycle students and there are already some studies with university students (ages 10-18)

SOME STUDIES THAT WERE ANALYZED

1. Ferreira, F. A., Martins, P. M., & Gonçalves, R. A. (2012). **Preventing cyberbullying: critical analysis of overlapping victims and perpetrators.**

2. Cristina C., V., Armanda, M., João, A., Isabel, F., & Ana Margarida Veiga, S. (2016). **Boys' and girls' cyberbullying behaviours in Portugal: exploring sex differences in adolescence using gender lenses.**

3.. Caetano, A. P., Freire, I., Veiga Simão, A. M., Martins, M. D., & Pessoa, M. T. (2016). **Emotions in Cyberbullying: A study with Portuguese teenagers**

4. Ferreira, P. Costa, A.M. Veiga Simão, A. Ferreira, S. Souza, and S. Francisco (2016). **Student bystander behavior and cultural issues in cyberbullying: When actions speak louder than words.**

5. Ana Paula, C., João, A., Maria José D., M., Ana Margarida Veiga, S., Isabel, F., & Maria Teresa Ribeiro, P. (2017). **Cyberbullying: motives of aggression from the perspective of young Portuguese.**

6. Some Masters dissertations

Differences between gender

* In 2011 we observed that girls were the ones who make up the bulk of cyber victims while boys are the group that makes up the majority of cyberbullies and was also the male gender that spends more time online, according to the results.

* cyberbullying seemed to affect more the 13-year-olds mainly, teenagers, since because younger children did not use new technologies as often.

Cruz, 2011

Differences between gender

Differences between boys and girls in victim response behaviour to cyberaggression

Victim response behaviour to cyberaggression	% of male victims	% of female victims	$X_2(1)$	p
I told my parents	14,6	**35,2**	12,827	<0,001
I cried	11,5	**43,2**	28,215	<0,001
I told my friends	**28,1**	**42,6**	5,400	0,020
I physically attacked the person	11,5	1,2	13,168	<0,001
I started to be more careful	**20,8**	**35,8**	64,040	0,011
I told my teachers	4,2	11,7	4,245	0,039

(Vieira *et al*, 2016)

Differences between gender

When we explore *"the differences in the responses of adolescent boys and girls, as victims or perpetrators of cyberbullying, in a Portuguese study involving 1683 boys and 1837 girls from the 6th, 8th and 11th years in 23 schools. More girls were cybervictims and more males were cyberaggressors. In both sexes, having already been a perpetrator was positively associated with having already been a victim. The breakdown of friendships and social rejection were the reasons most frequently cited by girls for experiencing and engaging in cyberbullying and they were more able than boys to disclose the motives and emotions involved in cyberacts."*

(Vieira *et al*, 2016).

5. Cyberbullying: motives of aggression from the perspective of young Portuguese (2017)

This article presents part of the study *Cyberbullying project - a diagnosis of the situation in Portugal,* in which a questionnaire has been applied to 3,525 adolescents in the 6th, 8th and 11th levels of education to understand <u>the incidence of the phenomenon and to analyze the processes associated with it</u>, including the motives of the bullies, specific object of this article.

As regards the reasons identified, the most relied on by bullies to justify their behavior are hedonistic reasons of joke, fun, escape from boredom as well as motives of affiliation and retaliation. Those who identify themselves as victims attribute to their aggressors motives of affiliation, hedonism and power, with emphasis, in descending order, to envy, fun, immaturity, jealousy, lack of respect, lack of affection and feelings of superiority.

What implications for practice?

CONCLUSIONS: WHAT IMPLICATIONS FOR PRACTICE?

* Emerging Phenomenon.
* There is an urgent need to provide training for children and young people, while also developing a positive school climate and a collaborative, mediating and co-responsible school culture;
* There is a need to promote active student participation;
* Urgent parental involvement and supervision, with affection, encouraging dialogue with the children.

CONCLUSIONS: WHAT IMPLICATIONS FOR PRACTICE?

- **Prevention and intervention strategies** should be designed to reduce the perceived acceptability of cyberbullying among adolescents by converting impartial or positive attitudes towards these antisocial practices into negative evaluations.

- **The positive use of technology in individual and social life**, together with the promotion of critical thinking skills that can help adolescents of both sexes make good and informed choices, understand the consequences of misusing the virtual world, and be aware of the relationship between online and offline interactions, are topics that should be included in educational initiatives designed to promote citizenship in both sexes from early childhood.

Strategies?

Strategies about Cyberbulling

* Perception of Cyberbulling Strategies in Student Perspective:
* Colleagues;
* Teachers;
* Parents

* In general, strategies revealed by students point to the importance of requests for help, including agents of authority, peers, family, and teachers.

(Souza, Simão & Caetano(2014).

Differences between gender- orientations

* Due to the fact that adolescent boys and girls seem to be equally skilled in the use of ICT and the power differentials between victims and aggressors in cyberbullying seem to be more related to psychological variables such as:
    * empathy,
    * perspective-taking skills;
    * positive attitudes in caring for others

    As a strategy, programs designed should be to prevent this problem based on a more relational, holistic and systemic approach, including the development of positive personality attributes and cognitive abilities.

Peer Strategies

* Rupture Strategies;
* Avoidance strategies;
  * Its objectives are combat, direct support and also prevention.

* Strategies of confrontation :
  * Contact police authorities (11.0%)
  * And help clarify the facts (1.6%).

Teacher Strategies

* **Primary strategies:** Observing, dialoguing and interacting with students, Alerting to the dangers of technology and doing training actions;

* **Secondary strategies:** Provide support to the victim, discourage risk behavior, seek to understand the fact, encourage reporting;

* **Tertiary strategies:** Contact parents; contact professional support;

Parents Strategies

* **Primary strategies:** alerting to potential problems, control of the use of technologies, quality of relationship with children;

* **Secondary strategies:** Focused on supporting children;

* **Tertiary strategies:** the use of third parties, favoring the support of police authorities and the educational community.

What impact does it have on the Emotions of children and adolescents?

"I can see you, but you can not see me"

Cyberbullying & emotions

* In 2011, cyberbullying behaviors most frequently referred to by victims in Portugal (children and adults) were: i) "I receive anonymous phone calls that the person turns off after hearing my voice" (57.9%); (ii) "intentionally send me a computer virus" (50.9%), (iii) "send me programs for the purpose of spying on my data or computer documents" (36.8%) iii) and "steal my my passwords "(30.7%).

Silva, *et al,* (2011)

Cyberbullying & emotions

* In 2011:
* (31.3%) of the subjects suffered for more than 1 year by anonymous persons;
* (50%), was unaware of the aggressor's identity;
* The victims of cyberbullying reported having to share the aggression they are suffering (93.8%), most of whom were friends (53.3%).

Cyberbullying & emotions

* Cyberbullying causes devastating effects on physical and mental health in Portugal, with 43.8% of the victims reporting having suffered from aggression-related health problems. The most commonly reported effects were crying crises (71.4%), anxiety (57.1%) Concentration difficulty (57.1%) and nightmares (57.1%).

Cyberbullying & emotions

Caetano *et al*, 2016

Emotions of Victims	Referred by the victims	Referred by aggressors
Feel sadness	**44,9%**	18,7%
Feel Angry	**39,5%**	**27,6%**
Feel like revenge	**35,8%**	**32,1%**
Feel Fear	**28,9%**	**24,6%**
Feeling Humiliated	**23,6%**	**33,6%**
Feeling Indifferent	**20,7%**	**19,4%**
Feel like escaping	19,9%	10,4%
Feeling insecurity	**19,9%**	13,4%
Feeling confused and lost	17%	9,7%
Feel like not seeing no one	16,6%	5,2%
Feeling lonely and helpless	14,4%	9%
Feeling injustice	11,8%	9,7%
Feel terror	10,3%	5,2%
Feel desperation	9,6%	6,0%
Feel guilty	2,2%	25,4%

Cyberbullying & emotions

* In the boys there were verified but emotions related to:

* (r = 0.260, p <0.01), fear (r = 0.173, p <0.01), insecurity (r = 0.188, p <0.01) and willingness to seek revenge (r = 0.165 ; p <0.01)

* In girls, there were emotions related to:

* feelings of insecurity (r = -0.178, p <0.05), feeling relieved (r = -0.214, p <0.05) or feeling confused and lost (r = 0.206, p <0, 05).

Final considerations

* Emerging Phenomenon.
* But training for children and young people is not enough. It is also important to develop a positive school climate and a collaborative, collaborative and collaborative school culture where everyone feels that they are part of the solution and that their actions have consequences.
* There is a need to promote the active participation of students, particularly in institutional prevention policies, in debates, day by day.
* It also requires parental involvement and supervision, with affection, encouraging dialogue with the children, not blaming the victims, not withdrawing the internet, but not giving up their role in the education of values, for being role models and for encouraging their children to help colleagues.
* It is urgent to develop coordinated efforts in schools, families and communities, creating networks and a culture of proximity and participation.

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Thank You! Çok Teşekkür Ederim! Grazie! Dziękuję! Muito Obrigado!