1. Introduction

Cyberbullying

Aggressive and intentional action repeatedly performed via electronic devices by a group or an individual over time against a victim who cannot defend himself.

1.1. Introduction

Cyberbullying Sample Block 1. Knowledge about the definition of cyberbullying

Block 2. Identification of the different cyberbullying typologies

Block 3. Relevance of the different roles within cyberbullying

Block 4. Possible causes of cyberbullying

Block 5. Coping strategies for cyberbullying

2. Objectives

Comparing the perception of students, teachers, and families regarding the knowledge, perception, and strategies to cope with cyberbullying through the use of a single measuring instrument.

3. Method

Sample

116 participants from a CEIP (Infant and Primary Education School) in Saragossa

Significant differences in:

- Families better knowledge than students in items 1 (social exclusion) and Item 2 (denigration).
- Teachers better knowledge than families and students in items 3 (bullying), 5 (impersonation identity) and 6 (happy slapping).

Block 5. Coping strategies for cyberbullying

Families and teachers

Telling a family member and telling a teacher vs. posting it on social networks

Students

Telling a family member and blocking vs posting the cyberbullying action on social networks

Significant differences between groups in the roles of bully, involved supporter, passive supporter, non-involved spectator, and possible defender spectator.

Instrument

Ad hoc questionnaire

Data analysis

Selective correlational and cross-sectional study

Descriptive analysis and difference significance tests

Software: SPSS 22

5. Discussion

HOW THE EDUCATION COMMUNITY PERCEIVES CYBERBULLYING: a comparison of students, teachers, and families


6. Conclusions

A need to further deepen into the roles performed by families and teachers, promoting training programs.

B Despite the use of the same measuring instrument, the results show different views for all 3 groups.

DIFFERENT POSITIVE ASPECTS

LESS VALUED