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Parents and Technology in Cyberbullying:
Intervention and Prevention for Future Experts

Cure Cyberbullying Headaches by Engaging with Parents

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Aim:

- To create a group of world-class Early Stage Researchers (ESRs) with transferable multi-disciplinary and intersectoral skills to work with parents, youth, teachers and other professionals regarding cyberbullying prevention across the Europe
- To develop sufficient expertise on parents to create a state-of-the-art toolkit for teachers and other professionals working with parents to prevent cyberbullying



<https://msca-participate.eu>

Luca Janka László

The Impact of adult bullying on children becoming cyberbullies



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Teacher bullying in the literature

- Keynote talk by Prof. Dagmar Strohmeier on Teacher Bullying at the World Anti-bullying Forum in Stavanger, 2025
 - **“Scattered research field**
 - Variety of conceptualisations
 - Variety of measurements
 - Predominantly quantitative studies
 - Predominantly cross-sectional studies
 - Predominantly convenient samples”
- Prevalence rates found in research range from 0.6%-88% as per (Gusfre et al., 2023), Scoping review on Bullying by Teachers
- Emotional violence/corporal punishment/bullying/maltreatment/harassment
- Scoping review on the impact of adult bullying on children becoming (cyber)bullies: only eight studies found that investigated teacher and peer bullying together – connection appears



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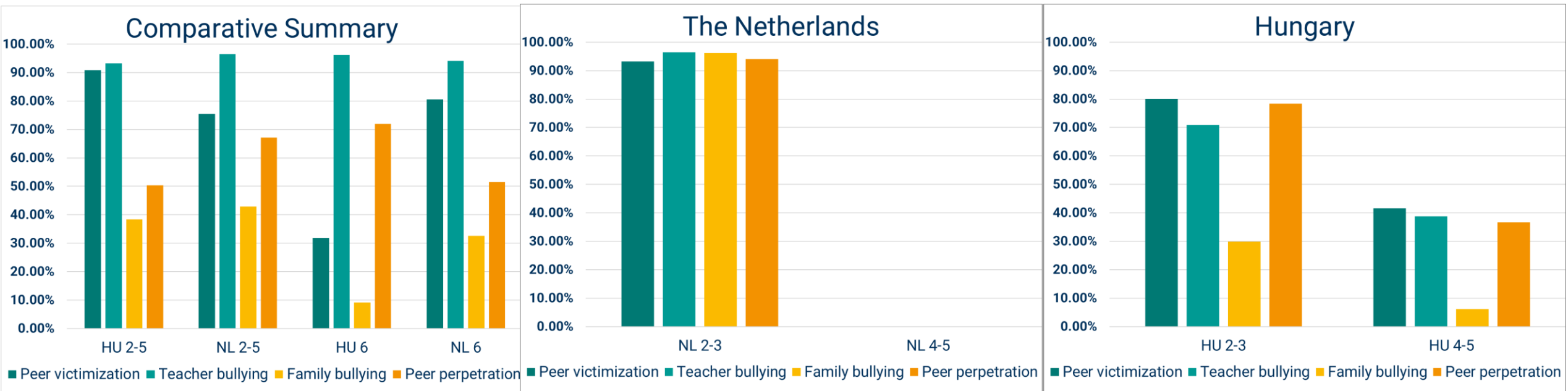
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Our research

Survey with children in the Netherlands (n=426, 10 schools) and Hungary (n=372, 15 schools)

46 questions on five domains

- ☐ Peer bullying victimisation
- ☐ Teacher bullying victimisation
- ☐ Parent bullying victimisation
- ☐ Peer bullying perpetration
- ☐ Help-seeking behaviour



Our research

Teacher bullying prevalence rates in Hungary vs the Netherlands



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Short name	2-5	3-5	2-3	4-5	6 (witnessing)	Short name	2-5	3-5	2-3	4-5	6 (witnessing)
Identity teacher	40.4%	25.1%	26.7%	13.7%	8.4%	Identity teacher	46.1%	13.9%	46.1%	0.0%	10.4%
Misname teacher	38.8%	21.8%	24.5%	14.3%	11.9%	Misname teacher	47.8%	12.9%	47.8%	0.0%	10.4%
Verbal aggression teacher	38.5%	22.1%	26.7%	11.9%	13.2%	Verbal aggression teacher	35.3%	12.9%	35.3%	0.0%	15.5%
Ignorance teacher	37.2%	21.0%	25.3%	11.9%	14.8%	Ignorance teacher	47.1%	22.1%	47.1%	0.0%	8.0%
Property teacher	32.9%	19.1%	21.0%	11.9%	9.2%	Property teacher	39.3%	19.3%	39.3%	0.0%	13.6%
Physical teacher	23.5%	16.7%	13.5%	10.0%	9.4%	Physical teacher	33.9%	13.2%	33.9%	0.0%	21.4%
Cyberbullying teacher	19.9%	14.6%	11.9%	8.1%	7.8%	Cyberbullying teacher	42.8%	12.9%	42.8%	0.0%	12.7%

Anastasiia Petrova

Gender, Diversity and Parental involvement in (cyber)bullying interventions



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Parental involvement in literature

- Bullying as a group phenomenon among peers that can be influenced by many factors
- The actions of family members are interrelated (Hammer, 1998)
- Importance of parents: children are more likely to disclose their victimisation to parents than teachers (Blomqvist et al., 2020)
- “Parents” and family climate as protective/risk factors and mitigating aspects (Baldry & Farrington, 2005; Bowes et al., 2010)
- Parental advice regarding bullying victimisation:
 - Hypothetical VS real incidents (Stives et al., 2019; Sawyer et al., 2011)
 - Different aims + strategies can be combined (Harcourt et al., 2014)
- Parental advice regarding bullying perpetration:
 - Talk about bullying or tell their child to stop (Holt et al., 2008)
 - Gap in the literature (Harcourt et al., 2019)



The most preferred strategies

Sample: parents of school-aged children in Finland	Mean (SD)	Proportion of parents who answered “likely” or “very likely”
Advice regarding victimisation		
We would think together about what to do in case that happens again	4.81 (0.48)	98.9%
I would advise him/her to tell to the teacher	4.81 (0.55)	98.0%
Advice regarding bullying perpetration		
I would tell that bullying can hurt another student really bad	4.89 (0.42)	99.0%
I would say that he/she needs to stop bullying immediately	4.92 (0.38)	98.9%



Results

Advice regarding victimisation

Mothers scored higher:

- I would tell him/her **not to let him/herself be treated badly** (OR = 0.70 ***)
- I would advise him/her to **tell to the teacher** (OR = 0.53 ***)
- We would **think together** about what to do in case that happens again (OR = 0.48 ***)
- I would promise that I **will take care of it** so that the bullying stops (OR = 0.44 ***)

Fathers scored higher:

- I would advise him/her to **get back at the bullies** (OR = 2.23 ***)
- I would not say much, because I know **such things are a part of growing up** (OR = 2.33 ***)



Results

Advice regarding bullying perpetration

Mothers scored higher:

- I would try to make him/her **understand, how bad it feels to the bullied student** (OR = 0.35 ***)
- I would say that he/she **needs to stop bullying immediately** (OR = 0.46 ***)
- I would tell that bullying can **hurt another student really bad** (OR = 0.33 ***)
- I would decide on **appropriate consequences** (for example, less game time, curfew, or cancelling something nice that has been agreed on) (OR = 0.68 ***)
- I would make it clear that **he/she has misbehaved** and it cannot happen again (OR = 0.66 ***)
- I would try to make him/her **understand the unpleasant consequences** his/her actions have to the bullied child (OR = 0.49 ***)
- I would let him know that **I love him/her, even though I do not approve** his/her actions (OR = 0.35 ***)

Fathers scored higher:

- I would not say much, because I know **such things are a part of growing up** (OR = 2.09 ***)

Scenarios



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Take-home message



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Summary

- ❖ Bullying by teachers is a huge but hidden problem in schools
 - Schools need to recognise it and ensure confidential reporting system, organise investigations and promote a respectful culture
- ❖ Parent-school collaboration is essential
 - Safe, equal and engaging environment for communication between school representatives and families
- ❖ Data protection and cybersecurity for all school stakeholders
 - Social media policy, GDPR, active digital citizenship policy
- ❖ Acknowledge diversity of stakeholders and promote values
 - Regular staff training, involvement of students and empathy-based approach



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Summary

Read more here:

SAILS Guide for school leaders (also guides for parents and teachers)

DRONE Handbooks (to be published soon)

HEADstart 22



SAILS project

DRONE Handbook Series - 2

**SCHOOL
LEADERS**



HEADstart 22



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Thank you for your attention!



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Workshop reflection survey round 2 - Mini Symposium Part 1: Understanding and Preventing Bullying Behavior by Adults

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Workshop reflection survey round 3 - Mini Symposium Part 2: Understanding and Preventing Bullying Behavior by Adults

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